



**WORK-LIFE BALANCE AMONG SELF-INITIATED ACADEMIC
EXPATRIATES: AN EXPLANATORY STUDY OF ACADEMICS AT THE
UNIVERSITY OF FORT HARE, SOUTH AFRICA**

BY

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ABSTRACT

This research investigated how self-initiated academic expatriates managed their work-life balance while in a foreign country. As many people are now self-initiating their career movement from one country to another, there is a need to understand how the self-initiated academic expatriates are managing the balance between work lives and personal lives. The research discussed and made use of a narrative and story-telling method in understanding the experiences of self-initiated academic expatriates. In order to generate knowledge specific to the local African context as most studies were conducted outside of Africa, narrative and story-telling method was seen as most suitable. A total of 25 participants were interviewed using semi-structured interviews.

The use of narrative inquiry in understanding the experiences of self-initiated academic expatriates who are based in South Africa will be illustrated in this research, with the implications of this being explored.

The narratives of participants revealed four main themes. First, the participants narrated on the motivations to expatriate, why they chose South Africa as a destination will be discussed. Second, pathway into academia, how the participants ended up joining the academics profession will be presented in this thesis. Third, work and non-work related challenges being faced by the self-initiated academic expatriates are presented. Fourth, the way in which the participants worked around the challenges referred to as individual resourcing capability is presented. Solutions to the challenges highlights how individuals take action in response to their circumstances in aiding their self-development. Based on the findings from this study Self-initiated Expatriates-Individual Resourcing Capability Framework (SIE-IRC) is proposed.

Key words: Self-initiated expatriates, work-life balance, narrative inquiry

DECLARATION

I, Tinashe Timothy Harry, declare that “*Work-life balance among self-initiated academic expatriate: An explanatory study of academics at the University of Fort Hare, South Africa*” is my original work and has never been submitted by the author or anyone else at any university for a degree. All the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

I also hereby declare that I am fully aware of the University of Fort Hare’s policy on plagiarism and I have taken every precaution to comply with the regulations.

Tinashe Timothy Harry

Date: May 2015

.....

Signature

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DEDICATION

I dedicate this study to all the self-initiated expatriates in the world trying to make a living in foreign countries despite having to face several challenges.

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CHAPTER 1- INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

Higher education institutions have a role in promoting high levels of social and economic development. However, these institutions are characterised by instability and are constantly confronted and challenged by changes resulting from new technologies, fiscal policies, globalisation, circumstances and various macro-economic changes (Barkhuizen, Rothman & Tytherleigh, 2004; Fourie & Fourie, 2001; Zaharia, 2002). Nonetheless, for a higher education institution to be successful, functional and sustainable, the academic careers should be managed effectively in the midst of all the changes and demands mentioned above. Higher education institutions are highly reliant on the commitment of their staff and intellectual capital (Dutschke, 2009).

However, in recent years academics are moving between institutions, and are using it as a strategy to gain promotion (Collins, Lewis, Stracke & Vanderheide, 2014). Academics are not only moving between institutions, but they are also moving across countries in search of better opportunities. Movement of people between cultures and countries has increased, and with no doubt, the rate will continue to rise (Cetron & Davies, 2008; Selmer & Luring, 2011; Mostert, 2014). Due to the high rates of human movement, internationalisation in educational institutions is now common (Bolton & Nie, 2010; Jackson, 2008).

Many organisations and higher education institutions are relying on international employees to fill professional and non-professional posts. Even though organisations make use of various types of assignments, expatriation remains the generally familiar method to meet the need of transnational tasks (Chen, 2012). Previous research focusing on international professions pointed out that international tasks are a very demanding practice for individuals involved and possibly because of that, expatriation is no longer perceived as an attractive career pick as it once was (Niemisto, Gribenberg, & Ala-Peteri, 2010). In order for expatriates to be successful in their assignments they have to learn how to live better in new environments because a failure to adjust to the new environment would lead to one's psychological discomfort with various aspects such as job responsibilities and life outside of work (Selmer & Luring, 2011).

Despite having managed a great number of expatriates, higher education institutions are still facing extensive demands to act in response to the ever-increasing pace of globalisation, compete effectively in international environments, and be in control of the cost of expatriation (Maharaj, 2011; Mauno, Kinnunen, & Ruokolainen, 2006). To accomplish these objectives, international assignees ought to become accustomed not just to new workplace expectations, but also to new cultures and languages which are foreign to them which can generate added stress and poor performance at work (Froese, 2012; Wang & Tran, 2012).

The rate of globalisation has caused several educational institutions to be involved in expatriation of academics, and this is shown by the increased number of expatriate academics in recent years (Onsman, 2010). Academic expatriation, interestingly, was in recent times added to expatriate management's existing literature as an additional facet (Richardson, 2006). Expatriation does not only involve traditional expatriation, but also those individuals who initiate their own expatriation, and take personal responsibility for managing their career routes despite the absence of organisational support, and this is known as self-initiated expatriation (Carr, Inkson & Thorn, 2005; Richardson, 2006). Self-initiated expatriates move to another country for an indefinite period, as compared to traditional expatriates who will be simply on an international assignment, and after the completion the assignment return home (Howe-Walsh & Schyns, 2010).

As a result, self-initiated expatriates as a trend has become more common among academic expatriates who are opting to self-expatriate to teach in higher education institutions in foreign countries. These individuals choose to manage their careers as they perceive the advantages and benefits of being a self-initiated expatriate, even without direct support from the universities they will be working for (Selmer & Luring, 2010). Work alteration as well as various concerns which are involved when one changes from one job to another combined with the relocation to a totally different occupation environment and culture in another country encompass the typical challenges that are faced by both academic and organisational expatriates (Lee, 2005; Selmer & Luring, 2010).

Kim (2009) and Hoffman (2009) agree that the global movement of academics across countries and between institutions is an important method for developing collaboration, communication, and scientific progress among academics. It was pointed out that, though individuals might identify certain limitations on an international mission for the provision of external career development, they still expatriate as they look to benefit from the advantages

of personal development (Thomas, Lazarova & Inkson, 2005). The increasing mobility of academics generates a number of important issues (for example, career, and work-life balance). However, academics' increasing international mobility causes a number of key concerns that need to be addressed such as work-life balance.

In recent decades, important changes have taken place in both the work and family lives of individuals all over the world (Vance & McNulty, 2014). Many employees desire to spend more time at home with their families, or to dedicate extra time to seeing their children grow up or just to attend their sports days (Hayman, 2009). Over and over parents miss out on nurturing their children, despite living in the very same house because they are excessively focused on their work (Hein, 2005). This work-life imbalance is experienced by local employees, but what about expatriates?

Policy-makers in the European Union have developed a great concern for the concept of work-life balance (Lyness & Judiesch, 2008). Nonetheless, thus far, studies about measuring the influence that work-life balance has on the internationally mobile community has been minimal (Fischlmayr, & Kollinger, 2010). Work-life balance policies and programs for the internationally mobile population could potentially present important mechanisms to enable expatriates to cope with the demands of business and personal lives. Men formulate 85 to 95 per-cent of expatriates (Altman & Shortland 2008), however, according to Tharenou (2008), the state of affairs are shifting as the percentage of women expatriates is on the rise. The development will be continuous as many women are now highly involved in expatriation (Selmer & Leung, 2008) and hence the need for better work-life balance policies.

As international academics play a major role in transferring knowledge to several people, not only from their home country, but to other various countries, they should be regarded as an important group. Higher education, according to Altbach (2004), it "has assumed unprecedented importance within countries and internationally, because of its role in educating people for the new economy and in creating new knowledge" (p. 5). Despite the importance of international academics, most of the studies that have been conducted have focused on expatriate managers and corporate executives (e.g. Takeuchi, 2010; Zheng & Lamond, 2010). However, expatriates are not only made up of traditional expatriates, but self-initiated expatriates as well, and there has been a growing interest in the professionals who independently pursue an international career (Myers & Pringle, 2005; Carr, Inkson & Thorn, 2005; Peltokorpi & Froese, 2009).

Little is known about of expatriate academics (Selmer, & Luring, 2011). Further to that, most of the studies have been conducted in the western and eastern countries (e.g. Richardson & Zikic, 2007; Selmer & Luring, 2010; Scurry, Rodriguez & Bailouni, 2013; Guo, Porschitz & Alves, 2013). As a result of the above, the main aim of this study is to explore the work-life balance of self-initiated expatriate academics within an African context.

1.2. PROBLEM STATEMENT

Work-Life Balance has become a central issue in the international career context because of many job-related reasons that will be discussed below (Cappellen & Janssens, 2005; Makela & Suutari, 2011). Specifically, it has been found that international jobs are very challenging for expatriates (Bossard & Peterson, 2005; Suutari & Makela, 2007). First, the extent of tasks for transnational employees is usually greater compared to local situations. Second, the international setting is a challenge and ambiguous as equated to the home setting. Third, the assignees acquire more pressure from trying to adjust to the cultural differences as these affect an individual's thinking style. Although international careers are developmental in nature, they are still perceived as challenging for the individuals involved (Suutari & Makela, 2007; Bossard & Peterson, 2005).

Expatriates suffer from stressors more than what most of their domestic peers experience (Panaccio & Vandenberghe 2009) this includes: detachment from families and friends; having to live in locations that are remote, difficult or hostile; familiarising oneself with new employment in a foreign state; worries about children's education as well as likely occupation disturbance of an employed spouse/partner; having to move the family to a new area and how to find accommodation; facing language barriers plus suffering culture shock; as well as worries of profession advancement and repatriation. As other forms, except traditional expatriation, of international employment show various benefits, they also have negative outcomes such as family problems (Copeland, 2009). As a result of high expatriate stress, rates of turnover, level of job satisfaction have been reported to be on the increase (Silbiger & Pines, 2014).

As a result, focus on expatriate adjustment to their new environments has been necessitated by the increase in business and academic globalisation (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). Accordingly, research has focused mainly on corporate

expatriates meaning employees allocated by their companies to a host country (Bhaskar-Shrinivas et al., 2005; Andresen, Bergdolt, Margenfeld, & Dickmann, 2014; Biemann & Andresen, 2010). The way in which self-initiated expatriates adjust to the new environment has not been studied that much leaving a gap in the empirical literature (Froese & Peltokorpi, 2012; Selmer & Luring, 2011a; Howe-Walsh & Schyns, 2010). Furthermore, much of the research done has been conducted outside of Africa, leaving African organisations forced to draw their policies on those findings.

Self-initiated expatriates' expatriation experiences are vague and unpredictable, with their progress characteristically involving both important work and life changes (Myers & Pringle, 2005; Richardson & Mallon, 2005). The number of people available to work as assigned expatriates is declining as people no longer want to move internationally for long-term posts due to worries about increased global terrorism, lack of assurance in career development from expatriation, high costs of living in foreign locations, and hitches associated with dual-career couples as well as concerns for family interests (Hippler, 2009).

Self-initiated expatriates are furthermore likely to put up with additional structural barriers as well as career limitations as compared to corporate expatriates for instance, the technical hitches to acquire visas and work permits in the host country (Al Ariss & Özbilgin, 2010). In addition, self-initiated expatriates' employment in international countries' organizations and institutions time and again does not reveal self-initiated expatriates' prior edification as well as qualifications from their mother nations, causing an underutilization of self-initiated expatriates' abilities (Carr, Inkson, & Thron, 2005; Lee, 2005).

With reference to academics, they face a great deal of substantial occupational stress, both locals and international academics (Schoepp, 2010). University teaching was perceived by outsiders as stress free in the past. Though academics are not highly paid as compared to other professionals in the commercial sector, they are envied for their light workloads, flexible work schedules and liberty to pursue individual research (Watts & Robertson, 2011; Jie, 2010). Nevertheless, educational institutions are now being labelled as stress factories as many of the advantages and attractions associated with academics are now eroding. Stressors among academics include: inadequate resources, student interactions, work-overload, inadequate salary, poor management (Beninger, 2010).

Higher education systems are further becoming international. According to Selmer and Lauring (2009) the trend has led to the increasing demand for strategic alliances and international activity among higher education institutions. Academia is affected by globalisation, which is shown by the increase of international mobility among academics. The latter trend is associated with supposed higher education internationalisation, the demand for faculty that is suitably qualified, and higher education expansion. Working conditions that are deteriorating in some regions such as Southern Africa are viewed as motivation for some faculty to seek employment in other countries (Peltokorpi & Froese, 2009).

However, despite the increase in the international mobility of academics, little research has been conducted to understand the experiences of academic expatriates. Much of what has been written about expatriates has been based on the experiences of assigned expatriates, those that are sent by their employers overseas for an assignment. As a result, regardless of a long standing history of travel as well as contemporary developments that show international mobility, the field of academic expatriates is still in its infancy

It is against this background that this research tries to explore how self-initiated expatriates are reconciling the demands of their work and personal lives.

1.3. RESEARCH OBJECTIVES

To explore how self-initiated academic expatriates are managing work and personal lives in a foreign country.

To understand the challenges faced by self-initiated academic expatriates in achieving a balance between work and personal life.

To investigate whether organisations are assisting the self-initiated expatriates in attaining a work-life balance.

To investigate what motivates self-initiated expatriates to expatriate.

1.4. RESEARCH QUESTION

The research question that will guide this study is as follows:

How are self-initiated academic expatriates managing their work life and personal life while working in a host/foreign country?

1.5. JUSTIFICATION FOR THE STUDY

Some studies provide information about how expatriates, mainly traditional expatriates, are managing their work and life while on an international assignment (e.g. Peltokorpi & Froese, 2009; Lé, Tissington & Budhwar 2010). However, little information about the way in which self-initiated expatriates are managing their work lives and personal lives has been provided thus far. Further to that, much research that has been done has been conducted outside of Africa (Koekemoer & Mostert, 2010, Fischlmayr & Kollinger 2010), not much research has been done in Africa (for example, Mostert, 2014; Maharaj, 2011).

The field of self-initiated expatriates has a few empirical studies which highlight the effects of work pressures on personal life (Shortland & Cummins, 2007). The previous studies, also, have a tendency to focus on comparing self-initiated expatriates and traditional expatriates (e.g., Andersen, Biemann & Pattie, 2013), or on why men and women acquire global careers (e.g., Vance & McNulty, 2014) and neglecting the issue of balance between work and life.

Furthermore, though Richardson (2005; 2006); Richardson and Mallon (2005); and Richardson and McKenna (2003) explored the factors that motivate self-initiated expatriates to expatriates, they used the same sample for all of their studies (30 British expatriate academics). As the experiences of expatriates differ profoundly by their countries of origin (Tungli & Peiperl, 2009; Dickmann, Doherty, Mills, & Brewster, 2008), this study will aim to broaden the current understanding by studying a sample from developing countries in Africa.

Consequently, this study is significant in exploring academic expatriates' perceptions of work-life balance, challenges and opportunities they face after relocating. Moreover, the researcher will investigate how self-initiated expatriates are adjusting to a new environment and what kind of assistance are they getting from organisations to adjust to the new environment. Additionally, previous studies provide mixed results of work-life balance of men and women stating that there are variations (e.g. Broadbridge, 2009 and Altman & Shortland, 2008), therefore a study concentrating on the differences among self-initiated expatriates is required.

1.6. THEORETICAL FRAMEWORK

A number of theories have been advocated to clarify the relationship between work and personal life. The theories include, but not limited to: segmentation, compensation, spill-over, and role conflict and border theory. The spill-over theory (Pleck, 1977) was the most widespread view of the relationship between work and family. It identifies the influence which the two domains have on each other. The theory can be positive or negative (Cohen, DeVault, & Strong, 2008). Positive spill-over denotes that gratification and accomplishment in one sphere may bring along gratification and accomplishment in the other sphere.

Negative spill-over denotes that problems and despair in one sphere may bring along problems and despair in the other domain (Cohen, et al., 2008). According to Eby, Casper, Lockwood, Bordeaux, and Brinleya (2005) the role conflict theory postulates that role conflict occurs when people have many roles to juggle. Waumsley (2005) defined the role conflict theory as “simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other” (p. 19).

This research will use the spill-over model and the role conflict theory, even though it is disputed that the spill-over theory is too extensive to be beneficial. According to Schoenfeld (2005), the theory makes available the flexibility to recognise the state of work-life balance, which makes up the scope of this study. As stated above, the spill-over theory describes that the two domains are dependent and because of that they influence one another. To understand the border between work and family, many researchers have used the role conflict theory (Eby, et al., 2005; Greenhaus & Powell, 2006), and for this study the role conflict theory will also be adapted to explain the conflict that exists between the two domains.

To better understand self-initiated expatriates, boundaryless and protean career theories will be used. Self-initiated expatriation, in the perspective of contemporary professions, is regarded as when individuals managing their own international careers (e.g. global boundaryless careers, Carr, Inkson & Thorn, 2005 or protean career, Inkson, 2006). Hall (1996, 2002) introduced the protean career theory in which he was of the opinion that 21st century careers are “driven by the person, not the organisation, and careers will be reinvented by the person from time to time, as the person and the environment change.” (p.8). The above

statement is clearly valid for self-initiated expatriates, it is also emphasised when investigating reasons behind migration.

1.7. CONCEPTUAL FRAMEWORK

1.7.1. Work-life balance

The concept of work-life balance addresses the effective management of various duties at: workplace, household, and other facets of one's personal life. Hudson (2005) broadly defined work-life balance as a fit between the numerous responsibilities in an individual's life. Work-life balance is a term that is not made up of one acceptable definition. It is made up of many parts and can include provisions made for working options that are flexible, family and/or personal leave, along with organisational support for dependent care (Burke & Lewis, 2007).

There is no one acceptable and consistent definition of work-life balance; consistent ideas on the other hand, however, are available, by means of three relevant characteristics apparent in contemporary work-life balance definitions (Kalliath & Brough, 2008). Employers need to support their employees through the provision of relevant policies, a need to attain an adequate work-life balance, and provision of flexibility to the employee, these are three consistent ideas of the balance between work and life (Kalliath & Brough, 2008). Work-life balance processes must improve, but not detract from the needs of the business. For the purpose of this research, the term work-life balance will be adopted as it broadly incorporates the groups of different concepts that encompass the connection between, or the routine management of, paid work and other non-work activities.

1.7.2. Self-initiated expatriates

The term 'expatriate' designates employment outside one's native country (Suutari & Brewster, 2000). For example, Richardson and McKenna (2003) defined expatriation as workers working in a country that is not theirs for more than one year. According to McNulty (2010) expatriate assignments used to be generated by the companies when they selected individuals that they required in their organisations. However, this tradition has now been twisted around, and many assignments are now self-initiated. Contrasting with long-established corporate expatriates, self-initiated expatriates' expatriation is not predetermined by international organizations (multinationals) (Richardson & Mallon, 2005) as a result, they

usually do not receive any prearranged training, or grounding plus associated benefits and compensation packages both prior to and also upon arrival (Howe-Walsh & Schyns, 2010).

Self-initiated expatriates are people who initiate their own expatriation and look for employment in other countries (Lee, 2005). The major difference between assigned expatriates and self-initiated expatriates is that, assigned expatriates do not expatriate by choice but because of the requests by the employer. Previous studies have shown that 30-70% of the expatriates are made up of self-initiated expatriates (Suutari & Brewster, 2000; Peltokorpi & Froese, 2009), and most of them are found in: education, investment banking and IT as the skills required in those industries are easily transferable across countries (Richardson & McKenna, 2003). The focus of this study will be on expatriate academics.

1.8. OUTLINE OF THE STUDY

Chapter 1: Introduction and Background

The chapter included research objectives, research questions, the significance of the study, conceptual framework, theoretical framework, and key concepts were defined.

Chapter 2: Review of Related Literature

Literature review concerning work-life balance and self-initiated expatriates was comprehensively discussed under this chapter.

Chapter 3: Research Methodology and Design

Research methods, research techniques and sampling methods that were applied in this study were explained in this chapter.

Chapter 4: Data Analysis and Research Results

This chapter presented the findings of the study. The focus was on interpreting and analysing of the findings, making use Labov's structural analysis model.

Chapter 5: Conclusions and Policy Recommendations

Preceding studies' results were reviewed, limitations and inferences of the study and commendations for organisations as well as individuals on how get an improved balance between work and personal life, for further studies was also be provided and finally provides a research conclusion.

1.9. CONCLUSION

An introduction was provided in this chapter which covered what was going to be discussed in the research. The reason for doing this research was covered in the problem statement. The theoretical framework in which the study was based was also mentioned in this chapter together with the objectives and the question that made up the study. Also, a brief description of the key concepts, work-life balance and self-initiated academic expatriates, were provided. In the next chapter a comprehensive review of relevant literature will be provided.

CHAPTER 2-LITERATURE REVIEW

2.1. INTRODUCTION

The past couple of years there has been an increased interest in the concept of work-life balance and expatriates, however the majority of empirical studies have been conducted in the Western and Eastern countries, and mostly focused on the reconciliation of work and family (Potgieter & Barnard, 2010). Work-life balance studies are important because of: greater demands made of academics, having to relocate to another country, increased dual earner families, and continuous demands of the family/personal life. As many academics are now becoming self-initiated expatriates in several countries because of various reasons, studies on how they are managing their work-life balance, however, is still lacking. Despite an increase in studies on work-life balance at a national level (e.g. Segal, 2013; Downes & Koekemoer, 2011; Waumsley, Hemmings & Payne, 2010) the studies do not apply in the similar way at an international level. In this chapter, an analysis of the existing literature in the fields of work-life balance and self-initiated academic expatriates will be presented. The aim being to explore the nature of work-life balance and self-initiated academic expatriates as they have been characterised in theories and empirical work.

The review will address two questions which are:

- What has been found out in the previous years within the work-life balance and self-initiated academic expatriates' literature?
- What is still to be known within the work-life balance and self-initiated academic expatriates' literature?

By answering the above questions, the researcher will be able to identify the debates and theories which shape the literature stream, as well as propose a niche for this study. To address the above questions, a summary and a synthesis of literature and theories, as well as a critique and evaluation of the relevant material will be addressed in this chapter in order to come up with the research objectives and research questions.

2.2. THEORETICAL FOUNDATIONS

Theories developed for the local work-family literature can be applied to understand families on international tasks. Even though numerous theoretical positions exist, theories that

describe work and family as isolated domains (e.g. Segmentation Theory) as well as those that advocate one may recompense for a lack of gratification in one domain by stressing the other (e.g. Compensation Model) are not suitable for the international context in which work and family are strongly interrelated. For the purposes of this research, the spill-over model (Pleck, 1977) and role conflict theory will be consulted for the following reasons.

Schoenfeld (2005) makes the arguments for these theories to be, first, the theories makes available the flexibility to recognise the state of work-life balance. Second, academics are expected to engage in various roles, for example, being a spouse, parent, an employee, and that is what makes up the scope of this study, and because of that the academics are expected to take up different roles which will lead to role conflict as the roles can be mutually incompatible. Lastly, because of the flexibility of the academic profession, many academics take their work home, meaning that the attitudes and interests in one domain are influenced by an individual's choice of work activities or life, and this leads to spill over (Bulger, Matthews & Hoffman 2007).

2.2.1. Spill-over and Role Conflict Theories

Spill-over theory, advocated by Pleck (1977), was the most widespread view of the relationship between work and family. It identifies the impact of the two domains on each other. The theory can be positive or negative. Positive spill-over denotes that gratification and accomplishment in one sphere may bring along gratification and accomplishment in the other sphere. Negative spill-over denotes that problems and despair in one sphere may bring along problems and despair in the other domain (Xu, 2009). To better understand the concept of spill-over, multiple roles perspective offers an explanation about the concept. The multiple roles model describes that people have different roles to play in life, for example being a parent and a worker, and that those roles come with different expectations (Jais, 2012).

The roles can occur in separate areas of one's life cycle, for example at home or in the workplace, boundaries which exist between the domains are not impervious to the effects of experiences in other areas of life. The basis of the theory of spill-over are formulated from the idea of roles of work and family life, that is, effects in one domain (for instance work life) spill-over and affect the other domain (personal life), which can be positive or negative spill-over (Cohen, et al., 2008; Hayman, 2005). Spill-over is the experience in which life outside of work affects the work-life and vice-versa. According to Googins (1991, cited in Stevens et al., 2007) the manifestation of spill-over occurs in many ways which include behaviours, attitudes, and

feelings that grow in one sphere and are transferred into the other sphere. The concept of spill-over postulates that having a balance between work and family is complex as the two are attached, and this causes continuous conflicts as far as the fulfilment of different roles by expatriates is concerned (Fisher, Bulger & Smith 2009).

A greater understanding of work-life conflict as well as the theory of spill-over, is reached by the study of the role conflict which can also be closely linked to work-family conflict (Kelly, et al., 2008). According to Cohen et al (2008) people experience role conflict when workplace role expectations come across role expectations from an individual's personal life. As two or more roles simultaneously occur, causing engagement in one role difficult to participate in the other roles is called role conflict and causes psychological tension. For example, when an employee has to finish a project over a weekend to meet a deadline reducing time with the family can cause work-to-family-conflict; while family-to-work conflict is caused by having to pick up a sick child during work hours.

Work-family conflict is made up of three types: strain-based; time-based and behaviour-based conflicts (Greenhaus & Beutell, 1985). When psychological symptoms such as fatigue and anxiety, developed through requirements of work or family roles, "interfere or spill-over into the other role, making it difficult to fulfil the responsibilities of that role" it is called strain-based conflict (Parasuraman & Greenhaus, 1997, p. 4). For instance, when an employee is preparing for a key conference he/she may be less responsive to personal needs as all the concentration will be on the preparation. According to Parasuraman and Greenhaus (1997) when "time-demands of one role make it difficult or impossible to participate in another role" (p. 4) it is referred to as time-based conflict, for example, having to meet a deadline and being at a family gathering the same time. Lastly, behaviour based conflict typically refers to the behaviours that may be viewed as appropriate in one domain (e.g. family) but viewed as inappropriate in other sphere (e.g. work).

The rational understanding of work-family conflict postulates that the extent of conflict one identifies increases consistently with the total of hours one devotes in either the work or family domains (Duxbury et al., 1994, Gutek et al., 1991). The primary hypothesis of the theory is that, as an individual spends more time on either, work or family activities, the more they are likely to face increased conflict between work and family domains. According to Duxbury et al (1994) rational view hypothesises that number of hours spent performing either work or family activities is certainly linked with role overload, which is described as the view of not

having sufficient time to perform activities but having many activities to accomplish. The rationale view is supported by several studies which show that as a person spends more time in one of the domains, work or family, the more family-work conflict and work-family conflict, they experience (Clark & Baltes, 2011; Wharton & Blair-Loy, 2006, Eby et al., 2005). In order to understand work-family conflict as a theory, one should look at it as a form of stress reaction to conflicting work and non-work demands, role overlapping, and overload (Balmforth & Gardner, 2006). As many employees, nowadays, are taking their work home, the boundaries that exist between work and personal life have become blurred (Baral & Bhargava, 2010).

Some of the different ways in which the spill-over and role conflict theories can be useful in work-life studies of academics are as follows: having schedules that are flexible, working from home, use of technology and family-friendly policies being provided by the workplace (Desrochers & Sargent, 2004). The most relevant factor to this research being schedules that are flexible, and most common aspect for people in an academic career (Beninger, 2010). As the technology advances, for example, use of laptops and smartphones, though it assists in time saving, it also causes stress among the academics as they are expected to be reachable persistently (Desrochers & Sargent, 2004). As stated above, both the spill-over and role conflict theories state that work and life are co-dependent and for that reason influence each other.

2.2.2. Boundaryless and Protean Career Theories: Importance to SIEs

Self-initiated expatriation, in the perspective of contemporary professions, is regarded as individuals managing their own careers (e.g. global boundaryless careers, Carr, et al, 2005 or the protean career, Inkson, 2006). Hall (1996, 2002) introduced the protean career theory in which he was of the opinion that 21st century careers are “driven by the person, not the organisation, and careers will be reinvented by the person from time to time, as the person and the environment change.” (p.8). The above statement is clearly valid for self-initiated expatriates as they are their managers of their careers.

Richardson and McKenna (2002) in their study of expatriate academics in which they gathered the data using interviews, and used British expatriate academics, in their findings, found four descriptions for motives for leaving one's home country: architect, refugee, mercenary, and explorer. Of the four, three relocate to another country expecting to benefit with something in the other country, namely explorer (interesting experience), the architect (career-building), and the mercenary (financial rewards). In relation to the metaphor of the

explorer, issues were stated in correlation to self-directed migration of academics which comprise the pursuit of new experience and adventure (Richardson & Mallon, 2005).

Related to the protean career theory is the boundaryless career, which theorises that careers are no longer inhibited by occupational and organisational boundaries (Sullivan & Arthur, 2006), likewise, in transnational locations careers are unhindered geographically (Banai & Harry, 2004). With boundaryless international careers, individuals are capable of moving between industries and countries. A boundaryless career attitude emphasises mobility across physical and psychological boundaries (Arthur, Khapova & Wilderom, 2005).

Due to the ambiguity usually surrounding self-initiated expatriates as they follow international careers, ideas from protean and boundaryless career theories can be very helpful in preparing an individual to become familiar with uncertainties and fluctuating conditions that come with expatriation. The view of a career as a project of the self, therefore, is appropriate in the perspective of SIEs (Volpe and Murphy, 2011, p. 62). International careers, until recently, exclusively belonged to business expatriates (mostly men) (Fischlmayr, & Kollinger, 2010). However, nowadays borders of countries no longer bind skilled job seekers as they are now able to move to any country to get employment.

2.3. WORK-LIFE BALANCE

Many employees are facing the reality of trying to juggle their work lives and personal lives (Potgieter & Barnard 2010). It is not easy to balance work and personal lives, and employees usually have difficulty incorporating the two domains. The issue of work-life balance has been extensively investigated internationally, for example Segal, 2013; Waumsley et al, 2010 and Kalliath and Brough, 2008, but started gathering interest in South Africa in recent years (Aarde & Mostert, 2010). The development of work-life balance was mainly driven by the increased involvement of women in the labour market as the role of men as the main source of income was reduced (Bosch, 2011). Several changes in the workforce have occurred in South Africa, for example, demographics in the workforce, work and non-work activities interference as well as family roles (Aarde & Mostert, 2010). Consequently, in recent times, because of societal revolutions, such as, dual career couples as well as single parents, the concept of work life balance has become the main focus for researchers; due to the increase of women in the labour market. (Aarde & Mostert, 2010).

As the number of dual-career couples continue rising in the workforce, it is becoming increasingly difficult to manage the demands of a career and caring for a family (Segal, 2013). For several employees, this has generated the potential of interference or conflict to occur between their work and non-work lives. In accordance with the research that has been conducted, it appears that work has a greater degree of influence on family life than the other way round (Cook, 2011). Most likely it is a consequence of the family's dependency on work for survival and, in selected situations, it is because of the rigidity of work timetables. Many employees, international and local, face the challenge of trying to merge work and non-work activities (Mageni & Slabbert, 2005).

The employment market has become greatly competitive, and companies are subcontracting as well as hiring self-initiated expatriates in order to reduce labour costs (Selmer & Lauring, 2010). As a result, workers feel obliged to put in long hours to accomplish and perhaps surpass the companies' expectations in order to protect their jobs (Shortland, & Cummings, 2007). It was generally anticipated that the introduction of new technology will reduce working hours and bring breathing space plus time-out to the employees (Crooker, Smith & Tabak, 2002). However, in place of bringing respite and rest, the new technology has left the employees, in particular experts, having little or no time free away from their work (Shortland, & Cummings, 2007). Technology, in actual fact, is blurring the border, that exists between office and home, because of technology workers are expected to be reachable for their employment duties despite being away from the workplace because of the conveniences that networking has positioned at our disposal.

According to Potgieter and Barnard (2010) decreased differentiation of work duties and home duties, in particular with respect to space and time boundaries, was identified as one of the driving factors behind the increased interest in work-life balance. Partially, this can be a result of: high usage of information technology (e.g. smart phones), home offices, flexible working hours, entrepreneurial activities and other changes in the way that people work. These changes have made family demands more challenging to meet. Nevertheless, employees are not only struggling with balancing work and personal life domestically, but several workers face another challenge of working and living in a foreign country as expatriates. To better understand the experiences of expatriates, the researcher will consider work and personal life issues first.

2.3.1. Concept of work-life balance

Work and life balance, mostly symbolised by WLB, have received extensive attention since the 1970s (Jones, Burke, & Westman, 2006; Houston, 2005). The concept of balance or interface that exists between personal life and work life has been well investigated, several terms have been developed to define the connection that exists between the two domains, and some of the descriptions are such as work-family conflict, work-non-work interface and work-life integration (Kalliath & Brough, 2008).

The notion of work-life balance was originally moulded from work-family balance. As was stipulated by Parkes & Langford (2008) work-family balance is regarded as the degree to which a person will be similarly satisfied as well as being engaged with work and family roles. It was further explained by Gropel (2005) when he stated work-family balance as an ability of an individual to concurrently have a balance between the demands that salaried work and family duties bring, while the incompatibilities which are existent between salaried work and family responsibilities, caused by the scarcity of resources, for instance time, are referred to as work-family conflict.

A better understanding of work-life balance can be gained by looking at work-life conflict. According to the understanding of work-life conflict that was put forward, employees are faced with different expectations both from their employers and their families and/or personal life, but the expectations are mutually irreconcilable as a result causing internal conflict (Kirby, Wieland & Chad McBride, 2006). Asserting that organisational needs and personal life needs are mutually incompatible is not easily accommodated in the personal views which accompany an individual's work-life balance. Other employees choose to spend more time at work, the reason might be the stage of the career they are at, whereas for other employees the contrasting may apply. In previous studies that were conducted, for instance the Chartered Institute of Personnel and Development study in 1999, it was concluded that although the conflict between work and personal life is inevitable, work-life conflict as term asserts that individuals are solely responsible for managing their work and personal life.

The term work-life balance is a challenged concept which has numerous different views and titles. In accordance with the above views, work and life are co-dependent and mutually influential. Various researchers challenge the notion and the existence of a balance between work and life. According to Hernandez and Simmons (2006), the term balance suggests that work is nonessential to one's personal life and proposes a simple compromise between the two

domains. In addition, during his studies Pocock (2008) was of the opinion that work and personal life are not different domains which an individual has to balance, but rather create boundaries which separate work from non-work activities. Instead of making use of the term balance, interface was recommended as it shows non-existent of boundaries between conditions of work and non-work activities (Pocock, 2008). To discuss the common corroboration that exists between work and life, several terms were suggested such as work-life integration and work-personal harmonisation (Rapport & Lewis, 2008).

Life is not only limited to the domains of family and work, but it incorporates several domains. For example, in a study by Warren (2004) it was found out that life can comprise of 170 different life domains, such as financial resources, relationships, societal involvement, and health. Implying that, if an individual disregards or improperly gives preference to one life domain will cause an effect in the additional domains of life, for example-using too much energy and time for work duties might cause well-being problems, family conflicts and all that will in turn affect work performance. However, in contrast, spending less energy and time for work duties will cause the employee to face challenges in the workplace, which might in turn cause termination of service and all that will have an effect in the other domains of an individual's life, for example depression as well as family problems.

From the above literature, work-life balance was developed as an all-encompassing description that refers to work and non-work conflict (Carlson et al, 2011). As compared to work-family conflict, work-life balance provides a broad way of understanding work and non-work activities. Work-life balance is adopted for this research as it broadly covers the grouping of different concepts which embrace the routine running of salaried work and non-work activities. As a broad concept, work-life balance has developed into a generally used descriptor among academic investigators in the field, being the topic of current international, multidisciplinary discussions and generally appearing in the journal articles and titles of books (e.g., De Bruin and Dupuis 2004; Lambert and Haley-Lock 2004; Dex and Bond 2005), in a way work-life balance is a complex and multidimensional concept which cannot be easily defined.

2.3.2. What is Work-Life Balance

The term work-life balance was developed from an early interest in resolving the pressure between work and life (Bell, Rajendran & Theiler, 2012). In order to clearly define and explain the concept of work-life balance, the concept should be divided into separate words. Work is distinguished as a set of prearranged tasks, which an individual is expected to execute at the same time having a post within the organisation (Mostert & Van Aarde, 2010). While on the other hand, activities outside of paid work involving things such as activities with family, friends and community, household activities are all viewed as life (Koekemoer & Mostert, 2010; Patel, Govender, Paruk & Ramgoon, 2006); life includes all the activities outside formal employment.

Work-life balance was broadly defined by Hudson (2005) as a fit between the numerous responsibilities in an individual's life. Work-life balance is a term that is not made up of one acceptable definition. It is made up of many parts and can refer to the following: working options that are flexible, family and/or personal leave, along with organisational support for dependent care (Estes & Michael, 2005). Work-life balance was defined by de Sousa (2009) as a harmonious and inclusive incorporation of non-work and work activities, allowing men and women to reach their potential through the spheres in which they play out their life responsibilities.

In 2003, Lockwood defined work-life balance from both the viewpoint of an employee and of the employer. Employees' perspective: the dilemma of managing one's personal accountabilities and work duties and the employer's viewpoint: they view work-life balance as a challenge to create an environment that is supportive of their employees so that they can concentrate on their work while at the workplace. In her research, Duxbury (2004) described work-life balance as having three effects, that is; family-work interference, work-family interference, and role overload. Role overload is when an employee does not have enough time as compared to the duties they have to do. Work-family interference occurs after the work duties create a challenge in completing family responsibilities, while family-work interference occurs when an employee fails to fulfil work responsibilities because family demands are more.

Additionally, Swamy (2007) defined work-life balance as a concept that is concerned with a provision of a scope that allows employees to stabilise their personal interests and work duties. The equilibrium allows the employees to bring together claims of work and home by attaining their own needs plus those of their employer. There is no one acceptable and

consistent definition of work-life balance; consistent ideas on the other hand, however, are available, by means of three relevant characteristics apparent in contemporary definitions of work-life balance (Kalliath & Brough, 2008). The need for employers to support their employees through the provision of relevant policies, a need to attain an adequate balance between work and personal lives, and that in providing flexibility to the employee, these are three consistent ideas of work-life balance. The process of work-life balance must improve and not detract from the needs of the business.

The area under discussion of work-life balance is important to organisations and people for the reason that there are several positive outcomes associated by means of its attainment. Good psychological, mental and physical health are some examples which come by as a result of work-life balance (Shortland, & Cummings, 2007, Bell et al, 2012). In addition, a well-balanced work-life has been found to enhance workplace productivity, as a consequent positively impacting organisational performance (Gornick & Meyers, 2005; Parkes & Langford, 2008). The concept of work-life balance is generally applied as a broader concept to describe procedures that have been beforehand called 'family-friendly', however are now being extended further than the scope of the family. Working arrangements that are flexible and allow non-parents and parents to benefit in balancing their work responsibilities and personal responsibilities are called work-life balance.

The ability of an individual to effectively manage several responsibilities (work, home and other aspects of life) is termed work life balance. The issue is not only important for the employees, but the institutions as well. Due to the prevailing economic conditions, institutions are in search of higher productivity and require employees that have a better balance between work and personal life as an employee with better balance will contribute more eloquently to the institutional success as well as growth (Naithani, 2010). The issue of work –life balance is on the fore because of some changes that are happening in the workplace, employee demographics as well as the family sphere. Due to the increasing international mobility of academics issues such as work-life balance have become important (Jais, 2012). Academics have many responsibilities such as supervision, teaching, research, publishing, and mentoring; because of the above responsibilities, academics face the challenge of trying to balance work life and personal life (Jais, 2012).

2.4. SELF-INITIATED EXPATRIATES

Many people are now looking beyond their home nations in search of lifestyle and career opportunities. In 2012, the International Labour Organisation advised that as the global economic crisis rises, so will the number of people relocating around the world. International mobility is still a new phenomenon that gives proficient personnel a chance to relocate into a foreign country to develop their global work experience. Though, several studies have investigated traditional expatriates, not much has been investigated in relation to self-initiated expatriates, research about self-initiated expatriates is still in its infancy (Doherty, Dickmann, & Mills, 2011; Jokinen, Brewster, & Suutari, 2008). However, in 2013 a special issue on career development international focused on self-initiated expatriates was published in order to cover the growing career experience of the self-initiated expatriates, but still main concern was on Eastern countries such as China and Qatar, and no studies emanated from Africa.

Self-initiated expatriation is known as the undertaking of international employment “without the sponsorship of an institution” (Doherty et al., 2011, p. 595). When an individual expatriates it shows that the person has: an internal drive to relocate, experienced an internal or external catalyst to relocate to a foreign country and also that they have the economic power to move individually. Academic SIEs pursue work in a new country and culture for three main reasons, according to Howe-Walsh and Schyns (2010): to follow a different career in a new country, personal reasons such as following a relationship and a passion or interest to experience and explore a new culture.

Self-initiated expatriates are not only made up of youths who go abroad for work and travel, but also job seekers, dual career couples, international professionals (Suutari & Brewster, 2000), also Baruch, Budhwar, and Khatri (2007), were of the opinion that as international students complete their studies they have tendency of remaining abroad and become SIEs. It is debated that SIEs form the largest sector of the international labour market (Myers & Pringle, 2005; Inkson & Myers, 2003), but still not much is known about SIEs and an important gap, therefore, need to be filled. Carr et al., (2005) in his studies discovered that people who expatriate themselves are more dominant on international careers than the assigned expatriates.

Self-initiated expatriation, evidently, as a trend is more popular among the academic expatriates who chose to move to another country to teach in higher institutions

(universities/colleges). The most accommodating trades for SIEs are Investment banking, IT, and education since the professional skills required in these trades are easily transferable across countries (Beaverstock 2005; Richardson & McKenna 2003). This study focuses on a specific type of SIEs – namely, expatriate academics. These people recognise certain benefits and rewards of SIE, which is why they keenly opt to take charge of their own careers even in short, of the sanctity of direct backing of the educational institutions for whom they may work (Lee, 2005; Selmer & Luring, 2010). The movement of academics is mostly directed from South to North-developing countries to the academic systems that are developed such as Europe, and America (Maharaj, 2011). This trend is common in many African countries, for example South Africa, who are losing their talented academics to developed countries, whilst South Africa is also recruiting from other African countries (Maharaj, 2011). Many developing countries' academic institution have been weakened by brain drain (Outward Bound, 2002), but the same cannot be said about South Africa as many academics from developing countries are joining the academic system.

Academic migration is mostly motivated by opportunities for scholarships, better working conditions, and better salaries (Altbach, 2004), and this act as pull factors. The push factors are made up of job security, stability, resources scarcity, large number of students, and limited freedom as academics are imperilled to threat of incarceration and restrictions if they move away from politically acceptable lectures (Altbach, 2004). Although, international mobility may be characterised by limitations, people still relocate in order to make use of an opportunity to develop one's skills, experience, and career (Thomas et al., 2005).

As many countries are faced with talent shortages, on the other hand, the demand for inter-culturally flexible employees who have a differentiated set of abilities is increasing (Deloitte, 2010), self-initiated expatriates are viewed as valuable employees for many institutions (Howe-Walsh & Schyns, 2010). Though this group of expatriates is important, the field of self-initiated academic expatriates remains under-researched.

2.4.1. Assigned expatriates and self-initiated expatriates: conceptual differentiation

As far as expatriation on the basis of initiative is concerned, several studies have tried to differentiate between self-expatriation and company-expatriation by means of an array of research approaches. In previous studies, expatriates were presented as a homogenous population, but in recent years self-initiated expatriates are now being distinguished from the assigned expatriates. People who move abroad and get employed as residents in the host nation are known as self-initiated expatriates (Crowley-Henry, 2007). Assigned expatriates, in contrast, are the people that are deployed by their home companies to take up international employment (Doherty et al. 2011).

In the past, the area of international careers used to be for assigned expatriates, referring to individuals who are “sent overseas on a temporary basis to complete a time-based task or accomplish an organisational goal” (Harrison, Shaffer, & Bhaskar-Shrinivas, 2004, p. 203). These days the boundaries which used to exist between international labour markets are now more flexible and pervious (Sullivan & Arthur, 2006) and as the relationships of the employment are becoming more individually directed than organisationally directed (Sullivan & Baruch, 2009), the world is becoming a large pool of employment including job seekers who are initiating their own expatriation in order to maximize on the shortage of skilled professionals in the host nation.

Contrasting with the assigned expatriates, multinational organisations do not prearrange the expatriation of self-initiated expatriates (Richardson & Mallon, 2005); meaning the self-initiated expatriates are not privileged to receiving arranged training, preparation plus benefits and reparation packages which are made available to traditional expatriates before and upon arrival for their assignments (Howe-Walsh & Schyns, 2010). Moreover, self-initiated expatriates are well-known for facing more career limitations and structural barriers, for example hitches in acquiring visas as well as work permits in the host country (Al Ariss & Özbilgin, 2010). Further to that, studies have shown that self-initiated expatriates instigate transnational careers at an early age than traditional expatriates, and on average self-initiated expatriates are younger than traditional expatriates (Cerdin & Le Pargneux, 2010; Biemann & Andresen, 2010).

In addition, self-initiated expatriates are usually single or have spouses who are employed abroad as traditional expatriates and they have fewer children (Cerdin & Le

Pargneux, 2010; Suutari & Brewster, 2010). Further to that, employment of SIEs in host nation's institutions usually does not reveal prior educational and professional qualifications of SIEs from their home states, and this causes underutilisation of their expertise (Lee, 2005). Certainly, the literature suggests that in general self-initiated expatriates start their international profession at a younger age than assigned expatriates (Doherty, 2011; Biemann & Andresen, 2010). Further to that, they are probably single, otherwise if they are married, then they have a greater likelihood of having a spouse in a foreign country (Suutari, 2000), a point that highlights the significance of social influences on expatriation. They show a greater organizational mobility in their professions and have more intentions to change organizations (Biemann & Andresen, 2010).

However, most of the studies have concentrated on assigned expatriates (Boselie, 2010; Ainuddin, & Lily, 2012), this is despite self-initiated expatriates making the most of the international labour force as compared to assigned expatriates (Myers, & Pringle, 2005; Crowley-Henry, 2012). Furthermore, as self-initiated and assigned expatriates are clearly different (Peltokorpi, & Froese, 2009), existing literature on assigned expatriates is not valid for self-initiated expatriates (Inkson & Thorn, 2010). As a result, to better understand the group of self-initiated expatriates, more research on self-initiated expatriates has been called for (Selmer, & Luring, 2011(a); Doherty, Richardson & Thorn, 2013).

2.5. EMPIRICAL LITERATURE

2.5.1. Work-life balance, Self-initiated expatriates and Academics

Prior studies on work-life balance cover a host of variables, perspectives as well as demonstrating varied findings that support an organisation's and an individual's quest in understanding how work-life balance benefit the two parties plus the challenges they encounter in trying to achieve the balance. Scholarly research which has been investigating international workers and expatriation has been on the increase (Al Ariss and Syed, 2011; Doherty et al., 2011; Crowley-Henry, 2012; Froese, 2012), not only has the studies have been concentrating on the assigned expatriates, but they have been also dominated by male expatriates (Selmer & Leung, 2003; Fischlmayr, 2002). Below are the existing arguments and findings about work-life balance, self-initiated expatriates and academics which are relevant to the current study.

There is a lack of empirical studies which cover the field of work-life balance and expatriation (Fischlmayr & Kollinger 2010; Shortland & Cummings, 2007). Present studies are not direct to the issue of WLB, but stress on the effects of domestic burdens at work, instead of considering multi-directional effects (Shaffer & Harrison, 2001). Studies to determine the background and consequences of work-family conflict have been conducted, but studies on the ways to manage those conditions is still lacking (Eby, et al., 2005). Investigations in the field of expatriation and work-life balance and expatriation focuses on certain features of work-family conflict or deals with specific concerns such as burnout of expatriates (Bhanungopan & Fish, 2006) or why expatriates relocate (Vance & McNulty, 2014).

Past studies identified areas which influence work life balance. Expatriates work longer hours than when they are at home, because of different cultural standards, expatriates have to work longer hours and also to further their career prospects (Shortland & Cummins, 2007). According to Bhanungopan and Fish (2006) role conflict causes burnout among expatriates, role ambiguity leads to emotional and physical exhaustion. Work interference in family life brings imbalance to one's work-life balance (Frone, 2003; Cinamon, 2006), the concept receives confirmation from Van der Zee, Ali, and Salome, (2005) and Shaffer et al., (2001) who distinguishes work interference with family and family interference with work, proving that work interference with family influences an expatriate's personal life. The influence of work on personal life also applies to single people and not married people only (Grant-Vallone & Ensher, 2001).

Contemporary research has found out that mass movement is an expected human reaction when faced with global economic disaster, for example the 2008 global economic crunch (Blanchard & Brill, 2011). In a survey that was conducted in 2010 by an online magazine, International living, it was found that a swing in attitudes in its United States of America readers. According to Prescher (2010) as the health care issues and economic concerns of United States of America worsened, 96 % of the participants revealed that they were open to a move out of the country. Self-initiated expatriates, in comparison to the traditional expatriates, pursue international career prospects independently. Though the number of men and women who are moving to other countries on their own initiative is increasing, academic research into their experiences is still lacking (Doherty et al., 2011; Fitzgerald & Howe-Walsh, 2008; Jokinen et al., 2008). Self-initiated expatriates form the largest part of the international labour market, however, studies on the experiences and motivations of self-initiated expatriates

are still lacking (Doherty et al., 2011; Fitzgerald & Howe-Walsh, 2008). In order to have a better understanding of the experiences of SIEs, this research will fill the gap in the literature.

Moreover, irrespective of the increasing interest in studies about self-initiated expatriates, the field still remains under-researched as well as being under-theorised (Doherty, 2010). Many of the existing studies, form a moderately limited theoretical base, draw on particular geographical places, exploring, most of the time, the SIEs' experiences who move from developed countries such as the UK (Richardson & Mallon, 2005), New Zealand (Inkson & Myers, 2003; Jackson et al., 2005) and Finland (Jokinen et al., 2008). Additionally, the studies have focused on specific occupations, for example nursing (Bozionelos, 2009), academia by Richardson (2009) concentrating on the reasons why 30 British self-initiated expatriate academics moved (which seems to be one of the first qualitative studies in this field), or professionally oriented groups (Thorn, 2009).

Furthermore, in 2013 a special issue on self-initiated expatriates was published, however, its main focus was on Western and Eastern countries, for example, a study by Guo, Porschitz, and Alves (2013), a qualitative study where in-depth interviews were used to collect data, in which they researched about career experiences of self-initiated repatriates after their return to China. Also, in that same issue we find another study conducted by Cao, Hirschi, and Deller (2013), their study was a quantitative in which they used an online survey to gather the data, the study focused on explaining how and why self-initiated expatriates' experiences might be positively influenced by protean career attitude. Nonetheless, there is still scant research about the experiences of self-initiated expatriates who move to, from, and between developing countries (Al Ariss & Özbilgin, 2010), and most of the studies were focused on Western and Eastern countries, hence the need for an African perspective of self-initiated expatriates.

While the universal migration is on the rise, the academic profession is also experiencing extensive growth of the degree to which academics such as PhD candidates, students and professors are also making those changes (Maharaj, 2011; Dumont & Lemaitre, 2004; Richardson & McKenna, 2002). Nevertheless, there is still a dearth of studies covering academic expatriates, and many researchers have highlighted the shortage of research in the area (Welch, 1997; Richardson & McKenna, 2002; Selmer & Luring, 2009). Because of the discrepancy that exists between studies that have been carried out in the field and the influence of the social phenomena, Richardson's perception of academic expatriates as an "unknown quantity" appears objectively precise (Richardson, 2001, p 125).

The academic profession, according to Beninger (2010), provides a unique investigation set to consider and explore the dynamics of work-life balance, which is why this study will use the academia. The reason behind the choice of academia as a study group is because of the great extent of flexibility that the profession offers. As was outlined by Beninger (2010) traditional jobs dictate that people should work from 9am to 5pm, however, academics are not usually confined to their workplace from 9am to 5pm. The academic profession has an advantage of a working schedule that is flexible, nevertheless that flexibility causes the academics to complete some of the work while at home either on weekends or in the evening (O’Laughlin & Bischoff, 2005). As a result, focus and energy of an individual will be on meeting the expectations of their work and it will have the demands of the family (attention for partners, spouses and/or children) conflicting with work.

A different organisational environment is provided by universities which have work tasks that are different from the business firms. Academic expatriates, furthermore, usually initiate their own jobs in foreign countries (Richardson & McKenna, 2002) and that is why this study will focus on the self-initiated academic expatriates. An academic profession is vital in the operations of any institution of higher education. In order to ensure sustainability and excellence over the long haul, an institution need to have academic staff that is committed and qualified (Pienaar, 2005).

Selmer and Luring (2010) using a quantitative method, investigated 428 self-initiated expatriate academics who worked in 35 different universities in the northern Europe and came from 60 countries studying their inherent demographics. According to the findings, half of the respondents who had chosen to expatriate voiced different reasons for doing so as compared to the expressions of older persons and women (Selmer & Luring, 2010). Also, in another prior research by Dickmann et al (2008) they discovered that one of the major factors in deciding to expatriate as because of a chance to develop one’s career.

Alshammari (2013) notes that academic expatriates continue to be a cohort in which not much is known regardless of the group’s lengthy history of mobility. Available literature on self-initiated, self-selecting and independent academic expatriates is even less. Though more academic scholarship dedicated to the expatriates is now there, it is noticeable that several studies were conducted by the same committed researchers, and different co-authors who viewed the related data from a different lens (Richardson, 2000, 2006; Richardson & Mallon, 2005; Richardson & McKenna, 2000, 2002,; Richardson & Zikic, 2007; Selmer & Luring,

2010). Though the practice is common among most academic disciplines, commentators in this field of work-life balance and self-initiated academic expatriates are few.

Further to that, academics, in general, are facing challenges and demands which are more than what they experienced years ago (Coetzee & Rothmann, 2005), which include; greater responsibility, worth for money, and an increase in autocratic as well as distant administration styles. In a study conducted in the United Kingdom they found that higher education institutes staff suffer from stressors such as excessive administrative work, insufficient resources, ineffective organisational communication, an institution that is uncaring, increased amount of work due to the high number of students, and several other challenges (Coetzee & Rothmann, 2005). A different study was conducted in the United Kingdom among women who are academics, and they found that women are faced with the hardships of making decisions on balancing work lives and family lives regardless of the progress that has been made by women in the past two decades, they are still greatly responsible for family responsibilities, even though it will hinder or halt their careers (Van Aarde & Mostert, 2008; Schein, 2007).

Moreover, studies of business expatriates have been on the rise (Bhaskar et al, 2005) this has been consistent with the increase of multinational corporations and a need to effectively manage their expatriate staff. Other types of organisations not only multinational corporations, however, also make use of expatriates. Institutions of higher education are in search of new academic faculty on an international scale and many academics are being employed abroad (Altbach 2004; Baruch & Hall, 2004). Studies, which cover expatriate academics is still in its infancy (Richardson, 2000, Selmer & Luring, 2011b), and though business expatriates' literature is growing, its relevance to the academic expatriates studies is not clear.

In another study of children of assigned expatriates, which are also referred to as global nomads, the researchers proposed that young international students often “live in a state of ‘liminality’” (Grimshaw & Sears, 2008, p. 262) and that they continuously attach and detach from others. Their state, furthermore, is characterized by the “search for a congruent identity” (p. 262). According to MacInnes (2005) the dilemma of sustaining a balance between work and personal life is usually investigated in terms of juggling work and family responsibilities. Even though some of the studies have focused on work-life balance of both parents (Hill, Martinson, & Ferris, 2004), the majority of the studies has focussed on the challenges being encountered by mothers (Hill, 2005). In a study by Richardson (2006) it was found that the

family plays an important role in the experiences of SIEs, familial and social relationships were viewed as the main strength for affiliation to the host country and repatriation intentions (Richardson & Mallon, 2005).

Fitzgerald and Howe-Walsh (2008) conducted a study in which they applied an interpretive phenomenological analysis, among ten professional female expatriates in which they were exploring discrimination and gender issues that female self-initiated expatriates face. The study's results were mostly related to career choices that females make as well as gender and as a result, it is not related to this current study. What was applicable, nonetheless, was the research methodology that they used, qualitative narrative research method

While there is much research covering assigned expatriates, the literature is irrelevant to the self-initiated expatriates as they characterise “a hidden aspect of the international labour market” (Jokinen et al., 2008, p. 979). Several studies which were found in the above literature were more comparative and explored different facets of international experience such as career consequences, challenges, and choices (Shaffer, et al., 2012); career drivers and motivations (Doherty, et al., 2011); and variances in career capital (Jokinen, et al., 2008) . Irrespective of abundant expatriation literature, research and literature of self-initiated expatriates is still scarce (Doherty et al, 2013; Ainuddin, & Lily, 2012). With reference to the surveyed literature, research on work-life balance of self-initiated academic expatriates are non-existent in South Africa. Although, self-initiated expatriation is common among expatriate academics (Hu, & Xia, 2010), there is still limited literature in confirmation of the statement (Richardson, & Zikic, 2007; Selmer, & Luring, 2010; Maharaj, 2011). Hence the need for research on self-initiated academic expatriates.

2.6. INTEGRATION OF LITERATURE

Work-life balance among the locals has received increased attention from researchers and practitioners, as a result, several publications and studies are found in the field, and however the findings do not apply to the international labour force like they do in the local setting. Furthermore, several studies about business expatriates have been conducted, the findings, however, are not obvious that they can be applied to the studies of self-initiated academic expatriates. Also, many of the studies were conducted in Western countries (e.g. Richardson, 2006; Selmer & Luring, 2010) leaving African countries to base their policies on those findings of which the environments are different. Therefore, research is required to better

understand how self-initiated academic expatriates are managing their work lives and personal lives while working in a foreign country from an African perspective.

Qualitative studies in the field of self-initiated expatriates are still few (Jokinen, et al., 2008; Bozionelos, 2009; Ainuddin, & Lily, 2009). With regards to studies of self-initiated academic expatriates, studies that were found to be qualitative (Richardson, & Zikic, 2007; Richardson, & Mallon, 2005). Most of the studies of self-initiated academic expatriates were quantitative in nature (Alshammari, 2012; Ainuddin, & Lily, 2012; Chen, 2012; Selmer, & Luring, 2011(a); Selmer, & Luring, 2011(b); Maharaj, 2011; Selmer, & Luring, 2010).

As was suggested by Richardson and McKenna (2002), as self-initiated expatriates need to be researched extensively, qualitative methods will be ideal as they provide in-depth information. Several studies have been conducted on work life balance and expatriation, but the focus of those studies is on local employees or assigned expatriates. Research on self-initiated academic expatriates is still lacking. For that reason this research will use a narrative inquiry to better understand the experiences of SIEs. Due to the lack of studies on work life balance of self-initiated academic expatriates; how are they managing their personal lives and work lives; this research will explore that issue.

The main question that this research will be addressing is:

“How are self-initiated academic expatriates managing work lives and personal lives while in a foreign country”?

2.7. CONCLUSION

This chapter presented a literature review in the fields of work-life balance, self-initiated expatriates and expatriate academics by considering the theories and empirical studies of the fields. Many of the studies focus on assigned expatriates, as discussed above, neglecting the group that makes up the majority of expatriates, self-initiated expatriates. In relation to the literature, a research question was postulated and it will be used as a guidance in this research. The following chapter will present the methodology will be used for this research.

CHAPTER 3: RESEARCH METHODOLOGY

3.1. INTRODUCTION

As stated in previous chapters, this study is aimed at exploring and gaining an understanding of how self-initiated academic expatriates are managing their work-life balance. By exploring the work-life balance of self-initiated academic expatriates it forms a basis for coming up with interventions into managing this lived experience. A total of 25 self-initiated expatriates participated in gathering qualitative data which formed the basis of narrative inquiry analysis. Through the use of semi-structured interviews, the researcher investigated the perceived individual thoughts, feelings, experiences, choices and perceptions of the concept that was being investigated which was work life balance. Through a narrative inquiry the research examined how the SIEs managed their work and life prior to becoming self-expatriates and after they have relocated. The study was delimited to the SIEs who are academics at the University of Fort Hare.

To gain a better understanding of the participants' lived experience, the researcher used an interpretivist approach as it helps in understanding the experiences of individuals (Ritchie & Lewis, 2003; Creswell, 2009). Consequently, together with the participants, the researcher contributed to the data-generation process (Silverman, 2006; Ritchie & Lewis, 2003). As one cannot understand social life using natural science methods as they are too limited (Riessman, 2002), the researcher turned to techniques which were expected to be more suitable to the heterogeneity and complexities of the social world. The social world is a multidimensional area which has different storytellers and who interpret it differently (Trahar, 2008).

In this chapter, the epistemological and ontological concerns for this work will be presented. After that a narration of the journey towards a qualitative interpretive paradigm will be given. The chapter will then make an argument for choosing narrative inquiry as a method. The data collection process will then follow. Lastly, the chapter will conclude with the challenges the researcher faces and the ways to deal with them.

3.2. EPISTEMOLOGICAL AND ONTOLOGICAL CONCERNS

Epistemology, the first methodological feature, studies the nature and choice of knowledge and credence in terms of its dependence or situation reliance, its unceasing growth or development, as well as its active interference with the world and its subjects and world (Hendricks, 2006). Epistemology is a Greek term, episteme means knowledge, and logos means an explanation. The following questions are addressed by epistemology: What is knowledge? How is knowledge acquired? What do people know? True knowledge and false knowledge are distinguished by the use of the theory. As was pointed out by Geertz (1995) that people know what they know because of their position in the society. Self-initiated expatriates, in this study, are exposed to changes in their knowledge about work-life balance as their position shifts in the society, from one country to another. As stated by Clandinin and Connelly (1994, p. 19) that “this is the way the world is, and therefore this how it would be thought about”.

According to Butchvarov (1970) knowledge is reliant on, and is influenced by society through the ideas that individuals acquire. Knowledge that individuals have replicated the societal sphere. In order to gain an understanding of what knowledge is, researchers need a presumption of the social world, which leads to ontology. Ontology refers to the philosophical account of the nature of being and existence. The ontology of stories that would be narrated by participants in this study will be viewed as a process of individual sense-making and a basis for understanding individual action (Cohen, Duberley & Mallon, 2004). With such an approach, the researcher is helped in understanding how individuals draw meaning from their experiences (e.g. Bruner, 1986). In this research, narratives and stories were not used to source the truth out of what the participants would have said, but the narratives and stories were used to explore how participants experience work life balance as self-initiated expatriates.

The borders which exist between epistemology and ontology have become blurred. The reason being that, reality is shaped by how we interpret it, understand it, act upon it and perceive it-and through stories is the way we shape reality (Spector-Mersel, 2010).

3.3. QUALITATIVE RESEARCH

The research will fall under qualitative investigative methodology, adopting an interpretive research philosophy (Creswell, 2009). Qualitative research offered an understanding of the empirical, emotional and social phenomena into the several roles played by self-initiated academic expatriates. Furthermore, a qualitative investigation method was appropriate in order to understand and to make sense of the phenomenon (epistemology) by investigating the participants in their social world (ontology) (Merriam, 2002). As acknowledged by Hallebone and Priest (2009) as well as Henning, van Rensburg and Smit (2004), by using this method the investigator was able to understand and interpret the experiences of individuals by looking at their viewpoints.

Qualitative methodology allowed the researcher to explore how the participants interpret the phenomenon that was being investigated (work-life balance). According to Vishnevsky and Beanlands (2004) concentration is on understanding the experiences of individuals through a more holistic and in-depth perspective, unlike survey-based procedures that are fragmented. Individuals experience a world that is not stable or fixed, but a world that constantly changes which causes the construction of their realism to continually change as well (Denzin & Lincoln, 2005; Merriam, 2002). A qualitative approach made it possible to comprehend in what way individuals generate sense of and endorse their societal (and institutional) worlds. Though tests and measurements are beneficial in other purposes, according to Denzin and Lincoln (2005) they do not allow researchers to inquire about individuals' experiences of the world. But through observing and interacting with individuals' face to face can a researcher get a better understanding of individuals' life experiences.

Meta-analytic methods in the area of work-life balance have been faced with much criticism as they fail to deliberate the heterogeneity of both subjects as well as methods, and over-emphasising quantitative comparisons of substantively different literatures as well as over-generalising results (Graham, 1995; Slavin, 1986). A narrative inquiry is important in an area that is still young and the literature is still not well developed, such as the literature of self-initiated academic expatriates in Africa, regardless of the recent issue (Career Development International Issue, 2013) which focused on self-initiated expatriates, many of the published studies concentrated on the Western and Eastern Countries, for example Scurry, Rodriguez and Bailouin (2013); Guo, Porschitz and Alves (2013).

3.4. RATIONALE FOR METHOD SELECTION: NARRATIVE INQUIRY

The research question that is guiding this study is as follows:

“How are self-initiated academic expatriates managing their work lives and personal lives while in a host/foreign country?”

This section will outline why the researcher chose narrative inquiry as a methodology. Though several qualitative methods exist, as mentioned in the previous chapter, narrative inquiry was chosen as the best method for this research owing to its strengths as a methodology. A narrative inquiry's main aim is on understanding the meanings that individuals assign to their experiences, in the quest of providing “insight that (befits) the complexity of human lives” (Josselson, 2006, p. 4), in particular human lives of those found in even more complex societies which are increasingly diverse like South Africa (Phillion & He, 2008). Use of this approach allowed the researcher to understand and interpret the experiences of individuals from their own perspective, for example Henning et al (2004), Hallebone and Priest (2009). One of the popular ways of communicating among humans is narration. According to Czarniawska (2005) through stories (written or oral) that is how human beings communicate for various reasons such as to give an interpretation, to learn or to teach. As storytellers, humans comprehend and experience life as a series of unending narratives.

A narrative inquiry is an activity of humans, which is developed through the lived experiences. As outlined by Clandinin and Connelly (2000) experience plays an important role and is a crucial word in diverse inquiries. The main reason why narratives are being used in scholastic research is because, according to Connelly and Clandinin (2006), humans are viewed as storytelling animals who, either individually or socially, lead storied lives. The idea is also supported by Denzin and Lincoln (2000) who states that all people are storytellers. Hence, a narrative inquiry studies lives and experiences of individuals as well as how they relate their personal stories and those of others. Narratives, as a result, focus on gathering, reporting, and discussing an individual's experience. By using narratives, people's explanations of their life stories or events are reflected (Gay, Mills, & Airasian, 2009). As a narrative is voiced from the perspective of the storyteller, in a sense it shows that there is a beginning, a middle and an end (Elliot, 2005; Merriam, 2002). Narrative inquiry allows the researcher to explore the

participants' past experiences or history and the contribution it has made to present as well as future experiences (Creswell, 2012).

Del Corso and Rehfuss (2011, p. 338) state that narrative inquiry allows for "practical, comprehensive and holistic approach" in order to understand people's lives. Not only is the focus on traditional lines of qualitative inquiry, but also on conducting narratives. To frame a narrative inquiry method Bloom (2002) came up with three goals: firstly, narrative inquiry uses a person's life experience as the primary source of data. Also, using a narrative inquiry the investigator is able to generate assessments of social pressures or standards and advocate for amendment by using stories of a person as a starting point. An interpretation of the stories in a prudent way will allow the investigator to demonstrate the values found in a dominant society, as well as how are they sustained, simulated or challenged by the individuals. Lastly, narrative inquiry deconstructs the "self" as a "humanist conception, allowing for non-unitary conceptions of the self" (p. 310), in other words, it encourages individuals to be open to new ways of understanding the world, plus being able to understand oneself and reflecting upon ourselves.

When using a narrative inquiry, participants' stories are used to generate data. Individual stories take place in both historic and socio-cultural frameworks, narratives offer a platform for understanding one's own actions as well as the actions of others (Barclay, 2007). As was outlined by Mishler (1995), that by summarising personal stories into logical explanations, the researcher will also be creating a meaning from the story. Therefore, the researcher, depending on how they comprehend the individual narratives, will be part of the process of constructing data. In the section of reflexivity, this journey of constructing data will be covered in greater detail in order to get a better understanding. In a South African context, a narrative inquiry through the stories of the participants has potential advantages. A narrative inquiry, as postulated by Creswell (2012), confirms that "when people tell stories to researchers, they feel listened to, and their information brings researchers closer to the actual practice of education" (p. 501). Creswell (2012) further states that "for participants in a study, sharing their stories makes them feel that their stories are important and that they are heard" (p. 502). With that in mind, the narrative inquiry method allowed the researcher to create that goal.

While quantitative research has been beneficial in identifying issues which causes people to become self-initiated expatriates (Tharenou & Caulfield, 2010; Cao, Hirschi &

Deller, 2013), a need to understand how the self-initiated expatriates are managing work lives and personal lives in an international country are still required. This is where a qualitative understanding of how self-initiated expatriates are managing their work and life by use of narratives is valuable. Secondly, a narrative inquiry, as part of qualitative methodologies, does not impose a view as to the nature of work-life balance among self-initiated expatriates, as compared to the studies discussed in Chapter 2. By using a narrative inquiry the researcher is able to infer meaning without creating any predetermined assumptions. The emphasis is on getting an insight into the experiences of humans from an in-depth and holistic viewpoint (Vishnevsky & Beanlands, 2004), unlike in survey-based techniques in which the information will be fragmented.

Third, life stories are the strength of human experiences and narratives provide an important system in which individuals can draw a meaning from their experiences (Clandinin & Connelly, 1994; 2000; Bruner, 1986). As people use stories to shape their daily lives, a narrative inquiry will benefit the researcher in understanding how past experiences play a role in their lives and how they relate to the individual experiences (Reissman & Speedy, 2007; Abbot, 2002). Given the challenges being faced by the academics who are host nationals, insecurities being faced in different countries and also insecurities within the host country which is South Africa, given those considerations to better understand the experiences of individuals a narrative inquiry will be ideal. This is an important change away from surveys that presuppose influencing factors of individual career development based on a researcher's frame. The use of narrative inquiries escalates the likelihood of generating novel views on issues (Alvarez, 2003).

3.5. CHOICE AND DESCRIPTION OF PARTICIPANTS

A total of 25 participants were selected to take part in this study. The sample for this study was gathered using a combination of sampling methods, namely; purposive sampling and snowball sampling strategies. The snowball sampling strategy has demonstrated success in the previous studies in the same field, for instance, studies by Janssens, et al, (2006); Myers and Pringle, (2005); and Inkson and Myers, (2003); though the method is reckoned as a consumer of time and prevalent to bias if the method is used on its own. Therefore, a combined approach was adopted for this study in order to overcome the challenges that the method might bring. Using a number of sampling techniques, combining purposive and snowball, increased the researcher's chances of getting a quality sample.

The aim of the study was to gain a deeper understanding and to convey insights (Patton, 2002) with regards to the issues and uncertainty surrounding self-initiated academic expatriates and their work-life balance. As my main objective was to learn more about the experiences of self-initiated academic expatriates, my focus was on those academics that self-initiate their movement; purposive sampling, as a result, was used. To determine a purposive sample, snowball sampling was also utilised and through that way cases that were “information rich” (Patton, 2002, p. 238) were made use of.

The selection criteria used was that the participants are self-initiated expatriates, both men and women. Further to that, the participants should be ready to contribute to the study (be willing to provide a transcribed consent) subsequent to being informed regarding the aim and measures of the study, be prepared to be questioned by the investigator and be willing to have his or her interview tape-recorded.

3.6. INTERVIEW PROTOCOL & RESEARCH TIME-FRAME

Semi-structured interviews were seen as an appropriate method for collecting data as they allowed participants to tell their stories. Participants were able to share their perceptions, experiences, and thoughts freely (Fraenkel & Wallen, 2006). As was written by Durrance (1997, p. 26) “the story is our oldest, proven motivational tool that carries the shared culture, beliefs, and history of a group. Moreover, it is a means of experiencing our lives.” The view was supported by Merriam (2002, p. 286) who suggested that “the story is a basic communicative and meaning-making device pervasive in human experience.” As a result, by using unstructured interviews, participants are able to draw meaning from their lived experience (Walter, 2006).

Through unstructured interviews, the participants are able to reflect on their experiences and to clarify their responses (Rubin & Rubin, 2005). This type of interviewing allowed the researcher to get stories from the participants rather than brief answers or a multiple choice answer from already predetermined answers (Riessman, 2008) as well as avoiding turning the interview into a question and answer session (Rubin & Rubin, 2005). Through face-to-face interviews, the researcher was able to comprehend the participants’ gestures and facial expressions to gain a understanding (Hesse-Biber & Leavy, 2006). The objective of the sessions was to permit the participant to embrace “the floor for a lengthy turn in the interview

conversation and be interrupted only for clarification” Riessman, 1997, p. 156). Questions were asked as topics or issues of interest arose. General topics or issues that the researcher wanted to cover were created prior to the interviews in case clarification questions needed to be asked.

According to Gubrium and Holsten (2009) unstructured interviews are conversations, a social encounter between the interviewer and interviewee. Conversations were facilitated around the issues that were relevant to my study, as the researcher, I was capable of having a conversation as well as paying attention to the participants’ stories to wherever the stories took me (Patton, 2002). This was around the issues of being a self-initiated academic expatriates and the balancing of their work life and personal life. The interview times were negotiated and the site was mutually agreed upon.

To begin the interviews, one similar question was used to start up the conversation and the question was: “May you tell me about yourself?” The question was posed first as the researcher wanted to let the participant feel relaxed. Open-ended questions, subsequently, were posed in quest of the experiences of the participants as self-initiated academic expatriates.

Before every interview, the participants went through a briefing session where they were informed of any suitable information in relation to the research (research rights and expectations). The interviews were conducted in the respective offices of the participants. Academics at the University of Fort Hare were used as our sample. Participants, after agreeing to take part in the study, signed a consent form. After the interview, all the participants that took part in the study were given a debriefing form. The interviews’ time ranged from 50 minutes to one hour. In order to analyse the interviews, they were audiotaped, typed and transcribed verbatim. Within 24 hours of conducting an interview, the ape recorded interview was transcribed. As the audio recordings were being replayed, the interviews were also being typed in a MS Word document. The interviews were then transferred to QSR NVivo, which is a data analysis and management software.

3.7. RESEARCH SETTING

3.7.1. Choice and Description of Interview Site

Self-initiated academic expatriates that are based in South Africa, Eastern Cape, Alice were chosen as the research participants, with the University of Fort Hare being chosen as a research site because of readily available participants, and also my familiarity with the area played a part in my selection of the area as the researcher had been a student at the institution for six years. Access to the area was easily obtained through the Ethics Committee of the University which gave the researcher an ethical clearance (Appendix B) to conduct the research among the self-initiated academic expatriates. After acquiring an ethical clearance, that is when data collection started.

For the sake of not inconveniencing academics the interviews were conducted in the participants' offices. During the process of data collection, students held a demonstration, it lasted for two weeks, which was more like a blessing in disguise for the researcher. Due to the demonstration most of the participants were not very busy, so they managed to squeeze me in their schedules to do the interviews. Though there were student demonstrations, some students still came to their lecturers' offices, but that did not affect the flow of the interview.

3.8. DATA ANALYSIS

Narratives are not only gathered from a range of methods, but can also be analysed/re-presented using a diversity of ways. For the purposes of this study Labov's structural narrative analysis (1982) was used to analyse the narratives. Previous narrative studies which concentrated on human experience also used this type of data analysis (McCormack, 2000; Rhodes, 2000, Chinyamurindi, 2012). Three levels of meaning-making were followed to re-construct the narratives.

As a first step, a brief summary of the each interview content was done, and a longer composition of the narrative of each participant was scribed. The aim was to gain a better understanding of the experiences of the self-initiated academic expatriates in trying to balance work and personal life. In order to understand the experiences, each interview was revised and audio recordings were listened to. Each narrative was scanned for "markers" of stories, as advised by McCormack (2000, p. 221), which are abstract, orientation, what happened,

evaluation and coda; as outlined by Labov (1972) and Labov and Waletzky (1967). To grasp the emotions and details as defined by the story-teller was the basic goal of this stage. This kind of examination permitted the main question to be answered about every single interview: “What kind of story is this?” (Thornhill, Clare & May, 2004, p. 188). Below is table 1 which gives summative explanation and evaluation of this means of structural analysis used in this study.

Table 1: Summative explanation of Labov’s Structural Analysis.

Element	Explanation
Abstract	How does the participant story begin?
Orientation	Who/what does it involve, and when/where?
Complicating action	Then what happened?
Resolution	What finally happened?
Evaluation	So what?
Coda	What does it all mean?

With reference to the above structure in table 1, the turning points of the narratives or key events’ identification was made possible using the structure (Denzin, 1989). By using this structure, it showed some significant parts of the transcript that may warrant additional inquiry as used previously, for example, Loyttyniemi, 2001 and LaPointe, 2010. This method not only does it allow for the identification of key episodes, however the plot behind the individual story (Fisher, 1987), as a way of sense-making, it also includes the complexities in individual life (Maree & Beck, 2004). The structural analysis frame allows large amounts of data collected using narrative interviews to be organised.

Given the nature of the data collected, analysing using structures is beneficial. The stories of the participants were not limited to one time frame, but they also included understanding the past, present and future experiences of the individuals. According to Mishler (1995) through this structure, one is able to understand the differences between “the order of the told (chronological order) and the order of the telling (ordering of events as represented in

narrative” (p. 95). Using elements such as complicating action and resolution, an understanding of the experiences, in relation to the time aspect, as communicated by an individual is provided. In order to summarise the participants’ stories, I used Labov’s structural analysis. An understanding of the participants’ stories was compiled based upon that.

3.9. REFLEXIVE ISSUES IN MY RESEARCH

Nightingale and Cromby (1999) defines reflexivity as an ‘awareness of the researcher’s contribution to the construction of meanings throughout the research process and an acknowledgement of the impossibility of remaining ‘outside of one’s subject matter whilst conducting research” (p. 228). Etherington (2000) further argues that one needs to be aware of cultural, social and personal contexts as they may influence the way in which people investigate and view the world. Bearing in mind the fact that as the researcher, as an expatriate student at the University of Fort Hare, I had to be reflexive in my study which meant that I had to be self-aware through the inquiry process. In research, reflexivity is generally used for unavoidable mutual influence of the research participants and the researcher on each other (Maxwell, 1998). This means that a researcher’s background can influence the way in which a research study may go. Therefore, this section’s aim is to identify and declare the influence, as well as analysing how the research might have been affected.

3.9.1. Motivation informing this research topic

According to several authors, personal interests and influences are the potential drives for one to undertake a research project (Etherington, 2005; Roberts, 2007; Lowe, 2007). Personally, they seemed as the most leading reasons for me to undertake research within the stream of self-initiated academic expatriates and work-life balance. The major influence came when I registered for my post-graduate studies two years ago. It became increasingly frustrating and stressing to do my studies in a foreign country as I had to be consistently doing research most of the time. Not only did the workload affect me, it also affected my relationship with my family as I was consistently away from them and being absent during important functions of the family.

3.9.2. Motivation informing the research method

By using stories, the researcher was able to inquire deep into subjective characteristics that directed people's actions (Darlington & Scott, 2002). In this regard it is quantitative method's notable limitation though for long I had endorsed it as the best technique to conduct research. According to Dickson-Swift et al., (2007) as people face varying issues that affect them in societies, qualitative research helps in understanding the issues. The aim is not only to understand how people make sense of their lived experiences from their own views (Darlington & Scott, 2002) but to allow those who have not been heard to be heard.

3.9.3. Motivation for using self-initiated academic expatriates

After reviewing the empirical work done in South Africa, it can be noted that minimal attention has been given to self-initiated academic expatriates (Al Ariss & Özbilgin, 2010), many of the studies that have been done have concentrated on the European Countries. This might be due to the fact that many people leave Africa to start new lives in well developed countries such as the United Kingdom.

The academic profession has an advantage of a working schedule that is flexible, nevertheless that flexibility causes the academics to complete some of the work while at home either on weekends or in the evening (O'Laughlin & Bischoff, 2005). As a result, focus and energy of an individual will be on meeting the expectations of their work and it will have the demands of the family (attention for partners, spouses and/or children) conflicting with work.

3.9.4. Motivation in using work-life balance

As the number of dual career couples increase as well as the advancement of technology, many people now require a better work-life balance (Beauregard, 2007). In order for an institution or organisation to get the best out of their employee, they need employees who have a better work-life balance (Hogarth, & Bosworth, 2009). Many employees, international and local, face the challenge of trying to merge work and non-work activities (Mageni & Slabbert, 2005). As the use of technology increases, employees are expected to be

reachable anytime, anywhere they will be, which makes it difficult for them to have a better WLB as they will be consistently working all the hours.

3.10. ETHICAL ISSUES

3.10.1. Informed consent

Before participation, the respondents were asked to sign a written informed consent form (refer to Appendix C). The form summarised all known potential benefits, confidentiality issues and risks associated with the research. A signature on the informed consent form acted as a condition for one to participate in the research.

3.10.2. Research & participant roles

Issues surrounding the participants and researcher roles were paid attention to. As was outlined by Spradley (1979) it is important to clarify the roles from the commencement of an interview. I introduced, in this regard, myself as a Masters student at the University of Fort Hare and working on a research project to understand how the self-initiated academic expatriates are managing their work and personal life. The researcher explained to the interviewees my desire to understand their lived experiences as self-initiated academic expatriates in South Africa.

3.11. CONCLUSION

In this chapter the research methodology that was used in the study was outlined. The chapter also outlined the epistemological and ontological reasons for using the interpretivist paradigm as well as the detailed characteristics of a qualitative research, why it was the best paradigm to use for this study. This chapter also provided for the ethical consideration as it is important when conducting a research. Using narrative inquiry allowed the researcher to capture the experiences of the participants through their lived stories

The next chapter will provide the findings of the research.

CHAPTER FOUR: DATA ANALYSIS

4.1. INTRODUCTION

This study made use of qualitative research methods, specifically narrative inquiry, to explore the work-life balance of academic self-initiated expatriates based in South Africa. The data was collected through unstructured interviews, information of the participants to the study is provided below. The participants consisted mostly of academics at the University of Fort Hare in the Eastern. Through an analysis of the narratives and stories of the 25 of academics interviewed four main themes emerged. The four themes that emerged are discussed in this chapter.

Participant profiles are provided below in table 2. Majority of the participants were men, and most of them were married. The participants came from nine different countries, with Zimbabwe having the highest number of participants. Pseudo names were used to protect the identity of the participants.

Table 2: Participant Profiles.

Name	Gender	Marital status	children	Nationality	Age	Position	Academic Field	Previous Job Title	Years in South Africa
Collin	Male	Married	1	Zimbabwe	30-39	Senior Lecturer	Business Management	Student	9
Steve	Male	Single	0	Zimbabwe	20-29	Junior Lecturer	Botany	Student	6
Jim	Male	Married	0	Eritrea	30-39	Lecturer	Agronomy	Student	13
Uche	Male	Married	3	Nigeria	40-49	Professor	Micro-biology	Lecturer	11
Kelly	Female	Widow	3	Zambia	30-39	Lecturer	Teaching and Learning	Teacher	7
Teshi	Female	Single	0	Zimbabwe	20-29	Jnr Lecturer	Social Work	Student	9
Sue	Female	Married	3	Zimbabwe	40-49	Senior Lecturer	Economics	Chief Economist	9
Sean	Male	Married	3	Cameroon	40-49	Senior Lecturer	Education	Self-employed	17

Mark	Male	Married	3	Kenya	40-49	Associate Professor	Social Work	NGO	5
Paul	Male	Married	1	Cameroun	30-39	Lecturer	Political Science	Student	6
Mercy	Female	Married	5	Zimbabwe	40-49	Senior Lecturer	Information Systems	Student	9
Peter	Male	Married	2	Zimbabwe	40-49	Professor	Agriculture	Extension advisor	2
John	Male	Single	0	Zimbabwe	20-29	Junior Lecturer	Human Movement Science	Student	19
David	Male	Married	4	Tanzania	60-69	Lecturer	Human Movement Sc.	Lecturer	7
Conrad	Male	Married	2	Ethiopia	40-49	Senior Lecturer	Soil and Pasture Science	Student	8
Azo	Male	Married	2	Nigeria	50-59	Visiting Professor	Botany	Student	2
Bill	Male	Married	2	DRC	30-39	Lecturer	Statistics	Student	7
Lily	Female	Married	2	Uganda	60-69	Lecturer	Education	Teacher	26
Robin	Female	Single Parent	3	Botswana	30-39	Lecturer	Pasture Science	Student	11
Ted	Male	Married	4	Zimbabwe	40-49	Associate Professor	Agriculture	Teacher	16
Eve	Female	Married	4	Zimbabwe	30-39	Lecturer	Teaching and Learning	Student	
Angie	Female	Single	0	Zimbabwe	30-39	Lecturer	Business Management	Student	12
Sam	Female	Married	3	Nigeria	30-39	Senior Lecturer	Chemistry	Student	10
Wayne	Male	Married	3	Kenya	60-69	Professor	Agronomy	Student	5
Emily	Female	Single Parent	1	Nigeria	30-39	Lecturer	Chemistry	Student	7

The first theme was the attractiveness of South Africa as a destination of employment. This theme explores the motivations behind one's expatriation. The second theme was pathway into academia to include whether the experience was by chance or choice. In essence, this

theme explores the motivational factors into academia. The third theme that arose is the challenges that SIEs face, comprising both work and non-work related challenges. Most of the participants' solutions to the challenges were through an individual resourcing capability which makes up the fourth theme. The experiences of the participants as self-initiated expatriates are explained using these themes. The names of the participants were not included in order to uphold confidentiality, instead pseudonyms were used.

4.2. SUMMARY OF FINDINGS

Participants' narratives show that a lack of job opportunities was the prime reason for the academics to move to South Africa. Most of the individuals first moved to South Africa as students to further their studies in various fields, but because of lack of job opportunities, the participants had to join the South African academic context. Though the academic profession was not their first choice, it offered a way out of their problems they ran away from their respective home countries. Many of the participants chose South Africa as a place of destination as they believed the country offered better economic and political conditions. In this chapter the motivation behind relocation will be presented. Despite enjoying a better life in South Africa, the participants faced challenges, both from the community and staff members. The participants narrated an expatriate life filled with challenges that not only affected them, but their families as well. The challenges will be presented in this chapter. However, regardless of several challenges, such as discrimination and lack of accommodation, the participants had to endure the challenges as they kept their eyes on the goal for relocating to South Africa in the first place. The solutions that individuals adopted to cope with the challenges will also be presented in this chapter. One of the challenges that the participants faced was working on a fixed-term employment contract and this made them consistently think of the next move if their contracts were not renewed or terminated, they were always looking for a fall back plan. It was also found that most married men regarded marriage as the best way one can have a positive work-life balance through the sharing of workload with their partner, however the women complained that it was only them who had the most responsibilities as they had to do all the household chores in addition to their professional careers, while men on the other hand were only concentrating on their careers. Extracts from the participants' stories will explain the findings in this chapter.

4.3. ATTRACTIVENESS OF SOUTH AFRICA: MOTIVATION TO EXPATRIATE

Not all the participants in this research came to South Africa directly from their home countries, some had to make intermediary stops in other countries. The pull and push factors that caused the participants to leave their home countries, and make other stops before settling in SA will be looked at. Push factors are undesirable (negative) aspects about one's country that make one to be pushed away, while the desirable (positive) aspects are the ones dragging them to another country (pull factors) (Parkins, 2010). However, as not all the reasons to expatriate were because of push and pull factors, for example, the reason for a new life experience does not denote to anything that is undesirable about the home country, meaning it is not a push factor, and neither can it be categorised as a pull factor because it does not relate to any specific destination. The study is not going to use push and pull factors, but use motivation to expatriate instead. As not all participants had planned to join academia, in this section the reasons behind the participants joining the academia will be discussed. Though for some joining academia was a choice, for others it was by chance. In this section, the factors that made the participants immigrate to South Africa and why they joined South African academia will be examined.

Findings on self-initiated expatriate motivation and relevant quotes from the participants that will shed more light on motivational influences to expatriate will be presented. After looking at the participants' narratives on their reasons to immigrate, the following themes were found in the decision to expatriate namely; new life experiences, economic and political conditions, and furthering of studies.

4.3.1. Furthering of Studies

Most of the participants came to SA to further their studies after being awarded various scholarships and funding from their governments and the South African National Research Fund (NRF). Furthering of studies was the most dominant motive to expatriate among the participants. For instance, Robin, who was looking for opportunities to further her studies, and got an opportunity through the funding that was being provided by NRF, in her own words,

"I just saw an opportunity, I saw an advert. I was working at the University of Botswana as a Research Assistant. Then an advert came and they were looking for, it was an NRF scholarship, candidates from

*Southern Africa, I was also looking for opportunities to do my Masters.
So I just applied and got the funding”.*

The participants used academic studies not as an end in itself, but a way out of the challenges that they were facing in their home countries. The majority of the respondents first came to South Africa to further their studies, though some went back to their home countries after completion of their degrees, they came back to work in South Africa indefinitely because of reasons such as economic and political conditions within their home countries, explained in the next section. However, some had to make a decision to further their studies after relocating to South Africa after escaping from the poor conditions of their home countries. For example, Kelly, had to first join the teaching world before she was able to further her studies and join the academics, in her own words,

*“so when things got bad in Zimbabwe (economically and politically)
we decided to move to South Africa, and I worked here in South Africa
as a teacher for a year in Pretoria before we moved to Fort Hare when
my husband got a job here at Fort Hare and that is when I decided to
continue with my studies”.*

Not only did the availability of funding play a role in the decision to expatriate, but the facilities offered by South African education also played a part. According to the participants, South Africa offers standard facilities, especially for those that are in the field of sciences. Further to that, South Africa is one of the countries that offers all university programs in English and because of that, some of the participants had to make a decision to expatriate to South Africa in order to make use of those facilities. For example, Paul had to relocate to South Africa as his home country did not offer an English version of the program that he wanted:

*“You see in Cameroon we have got, back then when I graduated we
only had one pure English speaking institution. We have got a couple
of bilingual institutions, and most of the universities are French
speaking”*

Most of the respondents came to South Africa to further their studies, but because of various push factors in their home countries and then they had to stay in South Africa for employment opportunities.

4.3.2. Economic and Political Conditions

A theme that was mentioned by a majority of the participants was that of poor economic and political conditions in their home countries. Due to the poor conditions, the participants had to leave their home countries in search of better conditions, and South Africa offered the way out as its economic and political conditions are stable. As many African countries suffer from economic and political instability (Maharaj, 2011), South Africa was perceived by many participants as being a better choice than their home countries. Some of the conditions are so bad that the participants cannot travel back to their home countries even if they want to. For example, Jim from Eritrea, through his government, received a scholarship to further his studies. However, due to the political situation in his country Jim is unable to go back:

“Back home there is some political crisis. Myself, last of last week I lost my father but I couldn’t go there because if I go there they would not give me exit, I can’t come back. So there is a difficult issue back there”.

Although the economic and political conditions played a major part in the decision to expatriate of the participants, other factors such as new life experiences also played a part in the decision making of the participants to expatriate.

4.3.3. New Life Experiences

Another reason to expatriate that was mentioned by the participants was the desire to experience life in other countries, at the same time developing their careers. Most of the participants wanted to take up new challenges in life as the countries and fields in which they were working were no longer satisfying them. Some of the participants worked in various industries before joining the academics field which they perceived as a field that offered them a challenge, and South Africa was viewed by participants as a country to be as it has stable economic and political conditions, and freedom to express oneself. For instance, although Robin had many opportunities in her home country to pursue her education and career, she wanted to experience new life in another country and South Africa was a good option as it offered her funding to continue with her studies, in her own words

“There were opportunities, but I just decided to step out of my comfort zone, and experience life outside my own country. I also had a wish of having a diversity of experiences in terms of qualifications”.

The new life experience can be seen as a motive enough for expatriates to relocate and discover new challenges. A number of factors culminated the decision making process of becoming expatriates in South Africa as illustrated by the narratives. As varied as the sample, so were the reasons to expatriate with the furthering of studies being the most influential factor. It is evident from the participants’ narratives that a foreign degree opens a way into the host country’s employment market. In the next section we look at why the participants joined the academics when they had an option to take up other careers.

4.3.4. Good facilities in South Africa

A few of the participants who worked in the sciences departments, mentioned that the facilities that the South African institutes provided also played a role in their decision to move into South Africa. Although many African countries are still developing countries, South Africa was regarded as one of the best countries which had facilities that were of high standard. In order for the faculty which work in the sciences department to perform to their best they need good facilities. For example, Conrad, who is a senior lecturer in soil and pasture science, first came to South Africa as a student but after completion of his studies he went to work in Swaziland and Namibia before joining the South African academia because of the facilities which would help him contribute more:

“South African universities’ facilities are up to standard and also the work environment to do your research is better, freedom of academic environment is there”

This reason was only mentioned by the participants who were lecturing in the science department, and that shows it is important for them to do their work and develop personally and also develop their careers.

4.4. PATHWAY INTO ACADEMIA: CHOICE OR CHANCE

4.4.1. Chance

Expatriation to South Africa for the participants was a matter of choice for most of them, however, joining the academic profession for most of the participants was not their first option, but due to a lack of job opportunities, and change of career aspirations during their studies made them to join the academics. The academic profession was the only career option that was available for some of the participants due to a lack of job opportunities. They did not have many options at their disposal, so they had to join academics. This is despite having the necessary qualifications. Many of the participants had not planned to be academics, but the lack of opportunities, and a chance to enter academics made them join the academic profession. As was expressed by Angie:

“By then it was the only job that was available for me”.

Once they joined academia it was difficult to change fields as most do not have experience in other fields of work. It is difficult to cross tables like what the other industries do. When leaving academia it is most likely that one will become self-employed. For instance, though it was not her first option to be an academic, because she is already in the academics, Eve does not see herself leaving academia:

“But once you get into the academic field you don’t see yourself coming out, for example, if you get your doctorate while in the academics, you won’t be able to join the industry as you will not be having the necessary experience. So the only way will be staying in the academics and move up the ladder”.

4.4.2. Choice

On the other hand, some participants joined academia by choice. Being in academia was always their dream. Joining academia offered them a sense of fulfilment and satisfaction. Moreover, as some of the participants were studying their post-graduate studies and developed a gradual liking towards academia. For instance, Paul did not want to be an academic, but as

he undertook his post-graduate studies he began to like the idea of being an academic as he enjoyed conducting research, in his own words:

“So initially I didn’t want to be an academic, I didn’t know what I wanted, but when I started doing my post-graduate studies, I enjoyed doing research, so when an opportunity presented itself, and I took it”.

However, some of the participants had to first join other industries before joining the academics as they were looking for careers that were fulfilling and new challenges which academics offered. A sum of seven participants used to work in government and non-governmental institutions, but because of a search for new challenges they had to move to academics where they thought they could fulfil what they could not fulfil in the other industries, and others felt they had achieved everything that they needed to achieve in the other industries. For example, Mark, an Associate Professor, worked in a non-governmental organisation, but because he felt unfulfilled, he joined academics where he thought he would be able to achieve what he could not achieve in the other field:

“Well, first of all I’m an ambitious person so I felt that in NGOs there wasn’t so much for to develop, I felt that maybe I wasn’t moving in the social radar and academic was a good opportunity because you could see yourself moving”.

The next section moves away from what motivated participants to expatriate and how they joined the South African academia to the challenges which they are facing while living in SA as expatriates.

4.5. CHALLENGES FACED BY EXPATRIATES

The participants’ expatriation also came with different challenges, both from work as well as their personal life. Though some of the challenges affected the individuals to some extent, they did not give up on the reason why they had moved to South Africa in the first place. The challenges were divided in two parts namely; work related challenges and non-work related challenges. Not only did the participants have to endure difficulties from the outside community, but from the university community as well. Some of the work related challenges that they faced included being discriminated against by staff members, lack of institutional support, long-working hours, and low remuneration. While on the other hand, non-work related

challenges included a lack of accommodation, family separation, being discriminated by community members, and language.

The following section will illustrate the challenges that are being faced by the participants in their adventure in South Africa. The stories of the participants revealed the challenges which they had to cope with as they lived their lives as expatriates. Though there were many challenges that they faced, it did not stop the participants from achieving their set goals as will be seen in the next section. A discussion of the challenges faced, starting with the non-working related challenges follows.

4.5.1. Non-work related challenges

4.5.1.1. Accommodation

Accommodation was the most dominant theme among the participants when it came to the challenges they were facing as expatriates. Although the university offered accommodation, it was insufficient for all its staff members which meant that the participants had to look for their own places to stay. What made the situation worse was that the university is located in a rural area, and there are no many options in terms of accommodation, the participants had to travel as far as 120km on a daily basis to come to work. The travelling was perceived by Paul, a Professor from Zimbabwe, as a “life risk” as he had to be continuously on the road, to and from work. Robin’s story outlines that she has to travel to come work as she could not obtain accommodation near her workplace:

“my biggest challenge has had been accommodation, I have had to stay very far away from my workplace as an expatriate, driving long distances consumed my time and also it did not give me a little bit of peace of mind, the time I travelled between my home and my workplace could have been better utilised”.

Despite being exposed to discrimination from the community, which will be discussed in the next section, the outside community came to the rescue of the participants by providing them accommodation as the university was not able to do so. However, the gesture came at a price as the community members are now charging exorbitant rates as they know the participants are desperate and they will take the accommodation at any price. Although Kelly also faced challenges of obtaining accommodation, unlike Robin she did not have to travel long

distances on a daily basis as she was able to secure accommodation near the campus, although she had to face other challenges from her landlord, she viewed it as better than to travel daily:

“The institution, though it is a big institution, when it comes to housing, the housing is totally non-existent. So the community has accommodated us on housing though, you know everything has its own disadvantages. You find that the community has also taken advantage of us. We are away from home, you are renting a place where your landlord is someone who is a local and you are an expatriate and then can just raise rent anytime they want”.

Nevertheless, not only have accommodation constraints caused the participants to travel long distances daily or be exploited by the community members, but it has also caused family separation. Due to the lack of accommodation, Conrad, who is from Ethiopia had to make his family go back to Ethiopia as he could not find accommodation to stay with them. Even though he had acquired accommodation in East London, where he had to commute, like Robin, it was costly and stressful for him. In Conrad’s own words:

“I couldn’t get the right accommodation and as a result, I was forced to send my family back home, and living without them is very difficult”.

Family separation makes the participants constantly think of their families who are at home in their home countries, and affects their performance at work. However, it can also be seen that family separation is not only being caused by a lack of accommodation for family unit, but also because those whose families live with them are not always able to spend time with them as illustrated in the next section.

4.5.1.2. Family Separation

Another challenge that was raised by the participants was that of family separation as the family, most of the time, stays in the home nation (Starr & Currie, 2004). The major worry of international travellers is the cost which is linked with broken family as well as friendship bonds, which on the other hand may affect performance (Jais, 2012; Mayerhofer et al, 2004). As most of the participants worked beyond normal working hours, even during weekends and holidays, that they have not been able to spend time with their families. The children were the most affected parties as they had to be looked after by strangers, in the form of domestic help. Due to a lack of family time, the children have to adopt other people’s cultures which were

different from the families' cultures. In Kelly's story she outlined how she had become like a "stranger" to her own kids, a person who is only there to provide for them financially, but not emotionally.

"It's unfortunate because it's now our house help who are now looking after our kids and our families and we are becoming strangers to our own children because of trying to find that balance between work and family. And the only way to find the balance is by employing house help but those domestic workers have caused more harm than good".

The children are growing up like orphans who have everything they require except their parents' affection. This is because, although the domestic help may assist with looking after the kids, they will never be able to replace the parents. However, this is not only an expatriates' problem, but nationals also face the same problem. For expatriates it is made worse as they will be in a foreign land. According to Starr and Currie (2009) stress among expatriates is mainly caused by family separation.

Nonetheless, as some of the participants grew up with nothing, for example not being able to go to school because they could not afford it, they find solace in being able to provide their families despite becoming strangers to them. For instance, Sean from Cameroon's story is a mirror to Kelly's in that he is now becoming a stranger to his own children, however, his ability to provide them with almost everything they need, except emotional attention, motivates him to work beyond working hours:

"When I look at myself, I couldn't continue with my studies because there were no finances, I couldn't go to a decent school, and I couldn't put on a nice shirt my entire life but now at least I'm giving that to my kids and its making me feel somehow I'm fulfilled that is giving me that balance. In as much as I might not be giving them the physical attention, I'm supporting them".

Although separation from their children is affecting the participants, separation from their own families is also playing a part. The participants are not able to spend much time or play a part in the family matters that are happening back in their respective home countries. This is due to them spending most of their time in a foreign country in which they are working long hours on a daily basis. As was mentioned by Robin:

“yes, part of my family is not here so I do have challenges because I have to travel at least once or twice a year to my home country and I’m not able to partake in family matters that I would have loved to or family responsibilities that I would have loved to”.

Nonetheless, because of family separation, the participants might feel that they are letting down their children by not being there for them emotionally. This causes a feeling of guilt and hate of oneself as they are not able to provide affection to their own children. However, those feelings are being defused by their ability to provide for the families financially. Despite being separated from their own families, both their children and parents, the participants have to endure discrimination from the community members which will be illustrated in the next section.

4.5.1.3. Discrimination from Community members

In addition to the challenges of not finding accommodation and being separated from their own families, the participants have to endure discrimination from the community members which comes in different ways, such as name calling being called “makwerekwere” which is a slang word for foreigners in South Africa, and discrimination is happening both directly and indirectly. The community is viewing the participants as people who came to take the nationals’ jobs. Though the nationals do not have the necessary qualifications and experience they still want the jobs, and because of that xenophobic attacks have happened and might still happen. Those who relocated into South Africa a long time ago, did not encounter discrimination, but as more and more people started coming to SA that is when discrimination started. For example, Lilly from Uganda who came to South Africa 26years ago states that during those years they were appreciated by the locals as they were a “curiosity” to them as they had never seen a black person who could not speak the local language. However, as time passed by and many people started flocking into South Africa, the community felt threatened, and in Lilly’s own words:

“But now when more and more of us came then the locals started seeing us a threat to their own employment opportunities so there was resentment and so on”.

However, not all community members are the same, as we cannot paint all the people with the same colour because of one person. There are community members who appreciate

the work that is being done by the expatriates in developing the country through educating community members' children. Some of the community members are coming through for the expatriates through provision of accommodation as discussed earlier. In Kelly's story, though she suffered discrimination when she first came to South Africa, she believes things are now changing as she feels appreciated by the community. In her own words:

"They have this notion of saying as foreigners we are so well versed with what we do, they have got this belief that we are more educated than their locals. I believe they are appreciating the job that we are doing and also the improvement we are trying to bring across regardless of that we are not from here".

Regardless of having community members that are discriminatory in nature, there are still some members who are welcoming and appreciating the contributions being given by expatriates to the development of the Alice community, and the country as a whole. Though the above challenges are labelled non-work related challenges, there is a possibility that they may affect the way in which people do their jobs, for example, if one does not have accommodation that will take most of his/her time, and cause stress which will in turn affect the way one does his/her job. They have an indirect effect on the performance of the individuals. In the next section the challenges that are related to work and affect the work directly will be discussed.

4.5.2. Work-related challenges

4.5.2.1. Long working hours

Despite the flexibility that is offered by the academic profession (Selmer & Luring, 2011b), academics are working long hours and they reckon that the normal working hours are not enough for them to do their work. All of the participants shared the same view that they are always working, be it a weekend or a holiday. Weekends and holidays are seen as time to catch up with their work. Outside the normal working week (8am-5pm, Monday to Friday) continue to be a routine place for many academics, with 88% agreeing to taking work home, even during the weekends. The long working hours have an effect on the work-life balance of the participants as they are always working and do not have time for themselves and their families. As academics they do not have a defined working time as any time for them is working time because of the flexibility of the profession. The following quote by Mark summarises several

of the points revealed by several participants with regards to working long hours and even during weekends and holidays:

“The normal working hours might not give you that time, sometimes you find yourself that you have in the evenings, and sometimes you become a slave, even to work on Saturday and Sunday, after church you find yourself in the office”.

Which suggests that though the field of academia may be flexible, that flexibility makes every hour working time.

Most of the participants attributed working long hours to the work load that they had. As many of the participants wanted to progress as academics they had to take up many roles, and for some it was because of staff shortage in their departments that made them to take up many classes that they lectured which comprised of about 400 students for one module. Due to the heavy workloads, most participants did not have time for themselves and their families as they spend many of their hours working. As a result, the participants did not have a life outside of their work life. One of the participants, Angie, voiced her concerns as follows:

“My work is very strenuous, stressful, and actually it has taken over my life, to be honest with you I don’t have a social life”.

Despite complaints from some of the participants, some enjoyed being in academia and having to work long hours as they were achieving the goals they had set for themselves. The following is one participant’s comment on the issue of working long hours:

“We almost live like slaves, we academics, but some of us are happy slaves because it’s not that you cannot choose to be out of the office but you feel you are attracted”.

However, not all participants took their work home or worked beyond normal working hours, some did not take their work home as a way of balancing their work and life, as will be discussed in the next section, it was a strategy that they adopted in order to cope with the pressure of working. In order for the participants to have a better work-life balance, they had to make a decision not to take their work home or work after hours. In Mercy’s story, though she used to take her work home and work after hours, which was similar to Mark, she had to make a decision and stick with the decision as not to work long hours or to take work home. She saw that as a way for her to have a better work life balance:

“Well, of late, I think I have managed to have a better work-life balance in the sense that during the day I will be focusing on my work and from 6pm onwards that’s time for my family and other interests. No matter how much pressure there is, after 5pm work is aside. Now I have made a decision to do that. I used to take work home, but now no. During the weekends I will be focusing on my personal things”.

Most of the participants had to work for long hours and take work home due to the heavy workloads and the need to progress on the academic career ladder. Of the single people that were interviewed, they attributed working long hours to “loneliness” as they did not have anyone to go to after work so they had to spend most of their time working. Nevertheless, even those that were married, worked long hours as well, which shows that working beyond working hours is not a matter of loneliness, but the desire to progress as academics. The above view is also supported by the annual leave which the participants are entitled to. In spite of being entitled to an annual leave, 20 of the participants said they did not use their annual leave because of work demands, and some were saving it for a “rainy” day in their lives as they were not in their home countries. The following is a typical comment regarding annual leave by Uche:

“it’s there people are utilising it, although I’m not because of the nature of my kind of work I have not taken an official leave to go and relax because my work tend to require me to stay extra-time”

4.5.2.2. Remuneration

Despite spending most of their time working, the remuneration which they were being given was not corresponding to the work they were doing. All the participants cited remuneration as one of the work challenges that they were facing. But because of the need to progress on the academic ladder, and lack of jobs they had to continue with the academic career despite the remuneration not being adequate. A major concern for the participants was that they were generating money for the university through publications and graduating many students, but the university was not showing their appreciation by awarding the participants a fair share of the gains. One of the participants, Robin, voiced her frustration as a result:

“Also we need funding and more incentives. If an employee doesn’t feel that they are getting adequately compensated for the time that they invest in their job, I wouldn’t mind spending that time doing my leisure, but because of my job requirements I have to sit here very extended hours and I’m not particularly happy with the compensation”.

An interesting point was raised by one of the participants when she talked about the remuneration standards that were being used by the institution. The remuneration standards were discriminatory in nature as they paid the staff members according to an individual’s nationality, regardless of doing the same job or experience that an individual had. It was not only about enough or adequate remuneration, but fair treatment with the nationals as well. Angie voiced her anger:

“Sometimes, right now the standard rates they are giving us right now are not the same as South Africans’, it’s just that salaries are confidential, but you will be surprised that the salaries that they are giving us, the same person who is sitting in my position with same experience or sometimes I even have more experience than that person, but they are getting a higher salary than me”.

Despite most of the participants enjoying working as academics, the level of remuneration received demotivated them from doing their jobs whole-heartedly as they felt unappreciated regardless of their tireless efforts to make the institution one of the best in the country. The participants did not only suffer discrimination from the outside community, but the national university staff was also discriminating the expatriates. As can be seen with the issue of remuneration which was being paid out according to one’s nationality rather than qualifications and experience of an individual. In the next section the other forms of discrimination being exposed to the participants will be discussed.

4.5.2.3. Discrimination from South African staff members

Not only do the participants suffer discrimination from the local community, but at the workplace as well. From when they are looking for employment to when they are actually working for the institution, they are exposed to various acts of discrimination from the local staff members. The following comment is from one of the respondents, Teshi, is employed as

a part-time lecturer, but her department doesn't want to take her on a full-time basis despite having the necessary qualifications and the department having a shortage of staff:

“The only excuse that I'm being given is that I'm a foreigner. Actually, my HOD told me face to face that look the reason why we are not taking you on a full-time basis is because you are not a South African citizen”.

Further to that, some participants thought they did not have problems in getting employed on a full time basis, the problems are actually happening while they are working. The participants complained that their applications were not being considered in time as compared to the applications that were made by the nationals who received prompt responses. The following quotation from Kelly's story summarises most of the points that were mentioned by the participants in terms of discrimination within the institution:

“the other challenge which I really think is there is that being a foreigner you feel as if your own voice takes a lot of time to be heard but if you take your idea to someone else who is from here and then make them to present that idea as if its theirs, you see the results that comes from there, they tend to be fast. There is also the issue of money, when you make applications, sometimes you feel as if they just read the surname and say okay fine this person is not part of us. You have to make follow ups and follow ups and follow ups until sometimes you end up giving up”.

However, though some participants were complaining about discrimination, there are others who felt that the university staff was so welcoming and they were not treated as expatriates. Nevertheless, looking at the two participants who were not discriminated against, it shows that they have been working for the institution for more than 10years. But when we look at the ones who were complaining about discrimination most of them were still young academics. The participants who did not complain about discrimination were professors in their respective departments. The following is a quotation from Ted in regards to discrimination:

“At the moment I can't say I have a challenge because at Fort Hare fortunately there is no discrimination I don't feel it that people treat you as an expatriate. We are actually at home within the academic group”.

As one of the participants outlined that the university had its own people that they liked, and they did everything for them for them to stay satisfied. From the above statement, it can be deducted that the quotation from Collin, “the university has its own individuals”, is true to a certain extent.

Being an expatriate comes with its own challenges though some might regard it as good experience. The expatriates face challenges both at work and outside of work where they will be trying to balance their lives while working in a foreign country. Nonetheless, if the challenges are not dealt with in a good way they will affect the work-life balance of the expatriates through things such as stress, and burnout. The institution is expected to provide strategies on how to balance work and personal life, but most of the solutions that the participants were adopting were through their own individual resourcing capabilities because of a lack of support from the institution. In the next section, the theme of solutions will be examined, how the expatriates are coping with the challenges that they face almost on a daily basis as expatriates.

4.5.2.4. Perception that work-life balance is most suitable for married people

Regardless of the added responsibilities that marriage brings to the participants, they still maintained that when one is married, there is a high chance of having a positive work-life balance, especially if the spouses support each other, as they will be sharing the workload. Most of the participants that were married agreed that being married had made life easier for them as they had found someone who supported them in their endeavours. It was most married men who felt that being married made life easier, and helped in having a better work-life balance, for example, as was mentioned by Bill in his story:

“Truly speaking when you are not married you cannot plan well your time, you will be just a free man, and you can do whatever you want to do at any time. There was no proper guidance”.

On the other hand, married women complained of the many responsibilities they had to take on after being married. Even though they were able to share the workload with their spouses, it was the women who had to do most of the work, which makes their work-life balance difficult to achieve, and because of that they are not progressing as academics, like their men counterparts, as they would want. The following quote summarises several of the points mentioned by several women participants of the study, Mercy:

“When I was a single lady so it didn’t affect me that much, but when I became a wife and a parent that’s where hell broke loose. I was now having many responsibilities”. My work-life balance was much better when I was single, but being married and being a mother brought a lot of challenges to my work-life balance. It became difficult to balance because of many responsibilities I had”.

From the above, it can be seen that, most men when they get married that is when their work-life balance becomes more of work as they will be having someone who will look after the home. In contrast to women who will be struggling to balance their work and personal life as they will be having many responsibilities of work, home, and personal life.

Most of the women preferred to be single for them to achieve something in the academic profession as marriage brought other responsibilities. That is, when one is single they are not answerable to anyone, they have the liberty to make their own decisions in regards to their careers. However, this would cause the individuals to concentrate more on their work, and not to have a social life as they would be consistently working. One of the participants, Kelly, who has worked as a single person, married woman, and single parent outlines that being single is the best for women if they are to progress as academics:

“It works best with single people, I know I’m single and as long as my kids are well taken care of I can be here in the institution, researching, catching up on my marking, going out to network with other people so that I can develop my career. Or I can simply send my kids to boarding school but if you are married, your husband might say you can’t put the kids in boarding school because you want to concentrate on your work because I want my kids to be here at home”.

4.6. SOLUTIONS: INDIVIDUAL RESOURCING CAPABILITY

4.6.1. Efforts by the individual

As people who had moved from their home countries in search of better living conditions, and employment opportunities, the participants had to devise their coping solutions to the challenges that they were meeting as they came to South Africa on their own initiative.

Despite facing several challenges, either work or non-work related, the participants concentrated on the primary reason why they had moved in the first place. For example, after failing to acquire accommodation from the university, the participants had to look for their own accommodation without the help of the institution.

When one moves into another country for an indefinite period, the individual has to learn the language and culture of that country so as not to have any problems, especially the academics who are expected to be involved in community engagement in which they will need to know the culture and the language of the local people, and for them to be accepted by the local people. As the institution did not provide language workshops for the expatriates, the participants had to learn the language through buying Compact Discs (CDs) and making local friends who taught them. The following is a quote by Kelly that covers most of the points mentioned by the participants:

“being someone who is a foreigner and away from home, the first thing that you need to do if they are going to embrace you is to learn their language because if you go to the offices and try to speak in English sometimes they pretend as if they don’t even understand what you are saying but if you go there and you are speaking in Xhosa even though its broken Xhosa you are opening their ears then they can release that token to you”.

Regardless of the efforts of the participants to learn the local language and some cultural stuff, they are still being discriminated against and the university is not doing anything to assist the expatriates. The participants had to come up with their own solutions to the challenge, especially discrimination within the university by ignoring the negative comments that were passed by the local staff members by concentrating on their development as academics. The following quote from Lilly exemplifies the attitude of the participants towards discrimination:

“I ignored it, I asked myself, why am I here, and I came to make a better life for myself, so I ignored that resentment”.

Their desires are to do their job, to develop themselves as academics and make a good life for themselves and their families while ignoring any negative utterances that might be passed on by the local people.

Even though they might be discriminated against, most of the participants have fellow countrymen who are there to assist when one is in need of help. They have created support groups which are made up of fellow countrymen, and those groups are now acting as extended family while in a foreign country. For one to be successful in their career they need support either from family or friends, and those groups are there to act as support groups for success. The issue of support was raised, especially by married women who had children and single parents (women). As women have many responsibilities for them to progress as academics and be a mother to their children, they needed help from family and friends to be able to do that. Eve described the support groups as:

“Here in South Africa I have made friends and we support each other, and my husband also supports me, although I do most of the work but he plays a part”.

However, one of the challenges that the participants were facing was family separation. The only way the participants, mostly women, were able to continue with their careers as academics was through sending their children to boarding schools so that they might concentrate on progressing as academics. For example, Mercy, a single parent, had the following to say:

“That for me to be able to continue in my academic life I had to make a decision to send my children to a boarding school so that I could concentrate on career”.

Nevertheless, that might act as a solution in the short-term, but in the long run it will have a negative effect on both the parent and the children. As children are sent to boarding schools, intimate relationships with siblings as well as with parents are lost and replaced by several anonymous strangers. These women are single parents, and for them to keep on supporting their families they had to make a decision to send their kids to boarding schools.

Nonetheless, despite all the sacrifices the participants make, remuneration remains an issue among the academics as it is not adequate. However, most of the participants enjoy working in the academic field so the remuneration issue does not affect them to a greater extent, as they are self-motivated to continue working as academics. As was highlighted by Mark during his interview:

“Personally I get attracted to the academia more so when I see those badges of being the best researcher, I feel to move on”

For the participants to have a better work-life balance they had to adopt individual solutions to the challenges that they were facing. Though some of the solutions were drastic, such as family separation, they had to be done in order for the participants to be able to progress in the academic profession. However, there are some situations in which they are not able to do anything except to do as the other people like, for example being discriminated against by the community/society. Since the concept of work-life balance is important, the participants had to learn about the concept on the internet and radio/TV shows as a result of a lack of institutional support which will be discussed below.

4.6.2. Institutional Support

The institution did not offer enough support to the participants as they felt that the university was not doing enough for them to have a better work-life balance, because of that, many of the participants had to resort to personal strategies on balancing their work and personal life. The lack of support ranged from not being given enough information about work-life balance as well as not supporting the family members of the participants in attaining their legal documents to stay in South Africa. Paul, one of the participants, mentioned that he had to go through many challenges to get a visa for his wife, but the university did not assist:

“I don’t think the university intervenes in family business, they only assist their employees”.

The following quotation by Robin points out several points that were mentioned by the participants in regards to support from the university:

“There is limited support, but there is also room for improvement, especially when it comes to things like mentoring, training on how to balance for young professionals, young in terms of emerging academics to balance their career”

Nevertheless, there are some participants who felt that the university was doing their best in supporting the expatriates to adjust and work well in a foreign country. The university assisted the expatriates in attaining work permits through the writing of letters to the relevant authorities, although it was only for the participants and not their family members, they

appreciated the gesture. Also, through the provision of accommodation for the participants, though it is the major challenge being faced by the participants, the institution was doing their best in providing accommodation. In Mark's story the role of the institution in supporting the participants is outlined:

“well, first of all expatriates are given 5 years, because we have been used to 2 year contracts, but now we are being given 5years. Number 2 it's housing, although it is a challenge we see most expatriates getting houses, and also our children's fees are taken care of”.

Despite being given a five year contract, the participants felt insecure about their stay in the institution, and they were constantly reviewing their lives, which makes up the next theme of the study.

4.6.3. Constantly reviewing their lives

As individuals who are working in a foreign country, and under a contract, the participants are constantly reviewing their lives as they are always expecting the unexpected, such as termination of contract. They are constantly looking for a fall back plan in case something negative happens. Most of the participants were working under a contract, fearing that the contract might not be renewed when it expires. The following quotation from Mark's story exemplifies the concerns of most of the participants:

“We are on contract basis, well, so there are challenges of insecurity there are sometimes you feel you have to start looking for a job. We keep on applying to other universities because as an expatriate you feel at one point you have to know where to go”

The participants are not only living in fear of termination or non-renewal of contracts, but also of xenophobic attacks, as the saying goes history will always repeat itself. Because of xenophobic attacks, violence towards foreign internationals (Everett, 2011), that happened a few years ago (2008), and because of high rates of discrimination being faced by expatriates from the nationals makes the participants to always live in fear of what might happen the following day. Sean, one of the participants voiced their concerns:

“You see because of the xenophobic attacks that happened people we are always living in fear, you know when something happens there is a high possibility that it might happen again”.

Constantly thinking about the future leads to the participants being stressed, and affecting their work performance.

Nonetheless, as time goes by, the participants are offered permanent positions by the university, but that does not stop the participants from weighing other options that are available for them. As most of the participants were former students of the institution, they regarded working at the university as a stepping stone to other opportunities, and that is why even if they are offered permanent posts they will continue looking for other places to go to. The following quotation is a typical comment raised by the participants, Ted:

“I think the challenges one will trace is when you are given a contract, I started with a contract so that is a challenge but as of this year I am now permanent so it is no longer a challenge, but I am just saying as an expatriate one experience those challenge because you start counting down on the number of years and planning horizons can be limited”.

4.7. CONCLUSION

Through sharing of their stories as expatriates, common experiences presented an understanding into the lives of expatriates. From the challenges that they faced, both work and non-work related challenges, and how they dealt with the challenges. Though the expatriates are facing many challenges, such as family separation and discrimination, they seem to be satisfied as they are being able to achieve the main goal of why they moved in the first place. What is important to note from the participants’ stories is their ability to further develop their careers while at the same time being able to have a better life than back in their home countries.

Based on the stories of the participants, many of them are being able to remain as expatriates because of their ability to find solutions, on their own, to challenges that they will be facing. Individual resourcing capability has played a major part in the staying of expatriates. The solutions included things such as ignoring negative comments from the locals, finding

support from family and friends, and keeping focus on the reason why they moved to SA. Also, from the stories there were mixed feelings on which group of people has a better work-life balance, married people, single people, and single parents. Others were of the view that married people have a better work-life balance as they are able to share the workload with their spouses, while others regarded marriage as having many responsibilities which affected their balance. Single people, on the other hand, suffered from loneliness, and because of that they had to spend most of their time doing work.

In this chapter, individuals are driven by their ability to provide for their families, and the need to climb up the academic ladder, since in academics one needs to be consistently upgrading their qualifications. South Africa seems to offer a place for the expatriates in which they are able to develop themselves than any other country in Africa at the moment. Many of the stories reflect that joining the academia was not their first option, however, lack of job opportunities caused people to join the academic profession, and once in the academic profession it would be difficult to change careers.

The results will be discussed in the following chapter.

CHAPTER 5: DISCUSSION OF THE RESULTS

5.1. INTRODUCTION

The main aim of this research was to understand how self-initiated academic expatriates were managing their work and life balance while working in South Africa. In this chapter, main findings of this study will be discussed first, and a presentation of how the research question was answered will follow, which will all be in relation to the existing literature. The four main themes that emerged from the interviews with the participants will be discussed. The first theme being the attractiveness of South Africa (motivation to expatriate) as a destination. The participants mentioned a variety of reasons for their expatriation, such as new life experience. Second theme was pathway into academia (choice or chance) that looked at the reasons why the participants joined the academia. Third theme was the challenges (work and non-work related) which the participants faced as SIEs in SA. Lastly, the fourth theme was the individual resourcing capability which pointed out the methods that the participants were using in coping and dealing with the challenges.

5.2. DISCUSSION OF MAIN FINDINGS

5.2.1. Attractiveness of South Africa

The flexibility that comes with pursuing and controlling one's personal career pathway, combined with a chance to explore various cultures and different countries, self-initiated expatriates are presented with an invitation of possibilities (Maharaj, 2011). However, as previously mentioned, the self-initiated expatriates' reasons to expatriate differ according to individual characteristics. Findings have also indicated that different persons from different countries contemplate different pull and push factors when making a decision to expatriate (Selmer, & Luring, 2011).

This research explored what attracted self-initiated expatriates into South Africa. Self-initiated expatriates' reasons to expatriate were found to be multifaceted. The findings indicated that though both push and pull factors played a part in the decision to expatriate, other factors such as new life experiences also played a role in the decision making. For that reason, the study looked at the motivational factors to expatriation rather than push and pull factors. Findings of this study provide a contribution to the better understanding of previous research into the motivations behind expatriation of self-initiated expatriates. In previous research, for

example Suutari and Brewster (2000), and Richardson and Mallon (2005), they found that international experience was the dominant motivation factor for expatriation. However, in this study the dominant motivation factor to expatriate was to further studies.

Self-initiated expatriates' studies have come up with several motivational factors and reasons than those that have been reported in the studies of traditional expatriates (Froese, 2012). Inkson et al. (1997) in his study described self-initiated expatriates as a group of young people, mostly recent university graduates, who were keen to have overseas experience. However, in this study most of the self-initiated expatriates came to South Africa to further their studies, but never went back to their home countries after completion of their studies as their countries were suffering from adverse economic and political conditions.

Richardson and Mallon (2005); Richardson (2005); and Richardson & McKenna, (2003) in their series of studies investigating British expatriate academics' motivations and career paths, they found that individuals' aspiration for exploration and changing their lives was an important motivational factor. This was also discovered in this study as many of the participants moved to South Africa to have a better life than the ones they had in their home countries. Nevertheless, the narratives of this study show that the participants did not expatriate into South Africa because they were looking for adventure, but it was because they did not have many options to choose from and their home countries were at a poor state economically and politically. The finding is in support of Suutari and Brewster's study (2000) in which they found out that poor employment conditions back home was one of the most important motivational factors for self-initiated expatriates.

Many of the participants had to leave their home countries in search of better economic conditions and South Africa was chosen as it had a stable economic situation than their home countries. This is supported by a research carried out by Thorn (2009) in developing countries on highly educated people, and suggested that comparative standard of living and economics still have a strong effect on migration. In developed countries, as well, compensation packages have been found to be significant on mobility decision (Carr et al, 2005), even though the relative significance of these packages would seem to have declined (Suutari, 2003). All the participants of this study were from developing countries who expatriated into another developing country as they considered SA to be better off than their home countries. Economic conditions was one of the main reasons why the participants moved which is in support of previous studies.

In addition to poor economic conditions, respondents also pointed out a lack of job opportunities, unhappiness with their current jobs, those who were working in other industries, and working conditions that were poor as motivational factors to migrate. The findings are in support of findings by van der Velde, Bossinik, & Jansen (2005) who mentioned dissatisfaction with the current job as a reason to migrate; also a lack of job opportunities acted as a motivation to expatriate in Iredale's (1999) and Suutari and Brewster's (2000) studies. Those participants who were working in other industries in their home countries or other countries said that they had joined the academics field as they were looking for new challenges and SA offered that new challenge.

A study by Selmer and Lauring (2011) on university academics in Netherlands and Nordic countries, which are nations which make up the Northern Europe and North Atlantic, for example Sweden and Norway, confirmed the studies that had been conducted by Crowley-Henry (2007) in which it was found out that the greatest influence on the desire to migrate rested on the family status as single people were the most mobile. However, in this study the participants moved regardless of being married or single. Family status did not play a role in the decision to move as the married participants moved with their families.

Richardson and McKenna (2002) pointed out that many of the expatriate academics' relocation was motivated by a desire to explore the world, but not to enhance their careers. Nevertheless, in this study the narratives of the participants revealed that exploring the world came as a secondary factor as most of the participants were looking for a better life. Further to that, the notion of escaping their home countries in search of better professional and/or personal life was the most dominant theme. Many of the participants faced hardships while in their home countries, so relocating to South Africa was a way for them to escape the hardships. The theme is in support of Richardson and McKenna (2002) finding that expatriation is a form of pursuing refuge away from experiences or situations which were associated with living in their home countries.

Career development was also seen as a major factor in the decision to expatriate and accepting an international work contract (Dickmann, Doherty, Mills, & Brewster, 2008). Considerable compensation packages, including housing, schooling and cost of living allowances, were further enticements for mobility (Reynolds, 2010; Suutari 2003).

In many cases, interestingly, new life experience is greatly valued as a motivational factor to expatriate than career development opportunities (Thorn, 2009; Richardson, &

McKenna, 2002). Self-initiated expatriates' most common reasons to expatriate are to explore kind of a challenge (Fitzgerald, & Howe-Walsh, 2008), attempt something different, and search for novel experiences (Hu, & Xia, 2010), experience adventures and discover the world through travelling (Thorn, 2009), searching inner soul (Inkson, et al., 1997), or be self-regulating (Fitzgerald, & Howe-Walsh, 2008). These findings are in contradiction with the findings mentioned above as most of the participants in this study were searching for a country in which they could develop their careers while at the same time making a good standard of living for oneself and the family.

Thorn (2009) conducted a quantitative study of 2 608 participants and came up with a finding that self-initiated expatriates were greatly motivated by opportunities to travel. Second, relationships were also considered to be important, specifically having partners in the host nation. Third, the level of remuneration was a great contemplation, and fourth the drawing card was adventure. The study by Thorn (2009) recorded motivational factors for self-initiated expatriates to be more than 50 factors. Many of them were confirmed in this study, for instance career development opportunities, new life experience, and economic and political conditions that are developed.

When exploring motivational factors on the desire to move in a foreign country, evidence exists that not only did the strong will to have a global know-how was the main reason, but also the need to find employment as well as living in a specific area (Froese, 2012, p. 1107). Correspondingly, prior studies by McKenna and Richardson (2002) revealed that motivation to explore, motivation to make use of the experience in developing their careers, economic incentives, and motivation to escape, that is to run away from one's personal life, problems and seeking better career in another country were the driving factors behind the decision to move.

In Doherty et al.'s, (2011) study a comparison of the motivational factors of traditional expatriates and self-initiated expatriates was conducted and a conclusion was made that there were three factors which differentiated the two groups, namely; career (benefits of an international career), location (location's attractiveness and adapting ability), and host (host nation's employment chances) (Doherty et al., 2011). The most significant motivational factors among self-initiated expatriates were host country's attractiveness and location, and this echoed the concept of self-initiated expatriates having more freedom than traditional expatriates to choose where they want to be based. The finding is supported by this study as

the participants regarded South Africa as an attractive country which offered them a better life as compared to the ones in their home countries.

The extant literature has shown that macro aspects, for instance political, economic and social conditions (Kerr-Phillips, & Thomas, 2009; Thorn, 2009) affect South Africans' reasons to expatriate. The concerns include factors such as violence, a lack of job opportunities, high crime rate, and personal safety fear (Kerr-Phillips, & Thomas, 2009). Some of the factors have been mentioned earlier as motivational factors to expatriate. As was pointed out in the literature, South Africa is suffering from brain drain (Maharaj, 2011), but at the same time there are great numbers of skilled people who are migrating into SA to fill that void despite the SA citizens searching for greener pastures in other countries because of the above mentioned factors.

Extant literature suggests that international employment is attractive due to the increase of unemployment in home countries (economic conditions). According to Suutari and Brewster (2000) individuals who are highly trained and skilled look for careers outside their home countries if there is a lack of job opportunities in their country. Reports in the literature have pointed out that external markets, such as promotions related to the job, play a role in career development as well (Maharaj, 2011), and these elements are out of control of self-initiated expatriates. Nonetheless, in a study by Mostert (2014) it was found that career development opportunities in South Africa were less than in foreign countries like the United Kingdom, as South Africa concentrates more on an individual's experience than potential. However, participants of this study came to SA to further their studies, and soon after completion of their studies they were employed as lecturers at the institution.

In conclusion, literature advocates that self-initiated expatriation includes evading negative working situations, a lack of job opportunities in the home country, and expatriation decision is related to the pre-expatriation environment. In addition, self-initiated expatriation can be regarded as an escape from the purported tediousness experienced in the home nation and a need to grasp a chance for transformation (Richardson, & McKenna, 2002; Richardson, & Mallon, 2005). Participants whose primary motivation for self-initiated expatriation was a lack of job opportunities in their home countries, career phases did not impact their decisions to expatriate, as they were not influenced by whether they were more experienced, middle or in the early phases of their careers (Suutari & Brewster, 2000), which is supported by this study as well. Although most SIEs came to SA because of a desire to further their studies after

receiving scholarships from their home country governments and the South Africa's NRF, many of the participants decided to stay in SA because of the adverse economic and political conditions in their home countries. However, due to a lack of job opportunities, most of the SIEs had to take any job that they could get, as discussed in the next section.

5.2.2. Pathway into academia: choice or by chance

The reason why people choose to join the academics will be outlined, and the reasons will expand on the earlier studies by Lindholm (2004). The findings by Mabry et al. (2004) are supported by the data that was collected which revealed that entry into academics was both by choice and chance. In Lindholm's study (2004) 36 professors' influences on career decision making was investigated, and two thirds of the sample was found to have intentionally chose an academic profession. One third of the respondents, however, had joined the academic profession because of chance. Those were people who were looking for independence and autonomy in their previous jobs and it led them to academic careers. In this study, though many participants expatriated because of a choice they made, they did not join the academic profession willingly, but a few participants joined the academic profession in search of independence which is in support of previous findings.

Most of the respondents' careers started at a young age. The academic careers started soon after completion or during the participants' studies. In a study by Biemann and Andersen (2010) of self-initiated expatriates and traditional expatriates came to a conclusion that careers of self-initiated expatriates started at a younger age as compared to those of traditional expatriates, which is supported by the finding of this study. Additionally, self-initiated expatriates were more mobile and expected better benefits from their experiences and careers. Ainuddin and Lily's (2012) study findings of self-initiated expatriates suggested that the majority of SIEs were older people which was not in line with the findings of this study as many of the participants were young adults and those that were old had migrated into SA when they were still young.

In the literature it has been found that several SIEs make use of their professional credentials, prior experience, skills, and qualifications to acquire and secure employment in host nations (Richardson, & McKenna, 2002; Inkson, & Myers, 2003; Richardson, & Zikic, 2007). Previous research suggests that individuals' expatriation is different in terms of the length of time (Myers, & Pringle, 2005). The expatriation may be a short term which implies

that an individual leaves the family and spouse in the home country and migrate alone, or long term which indicates that an individual lives and settles in the host country (Thorn, 2009). In this respect, the participants of this study can be said to be long-term self-initiated expatriates as they relocated with their families and have settled in South Africa. Most of the participants said that they would only relocate to their home countries in the retirement age.

5.2.3. Challenges: work and non-work RELATED

Although self-initiated expatriates experience is described as beneficial (Scurry et al., 2013; Al Ariss, & Ozbilgin, 2010; Thorn, 2009) the experience is characterised by several challenges (Richardson, & Zikic, 2007). The research data revealed challenges that were common among the participants and the challenges were grouped into two groups, namely, non-work related and work related challenges. This section presents various challenges mentioned by the individual participants in their stories.

A study of professional females concluded that, discrimination was experienced by women expatriates, because of being identified as expatriates not because of their femininity (Fitzgerald, & Howe-Walsh, 2008). Furthermore, Lebanon self-initiated expatriates were discriminated against as a result of coming from a developing nation (Al Ariss, & Ozbilgin, 2010). In addition, stability and job security were some of the challenges that were faced by self-initiated expatriates (Maharaj, 2011). The similar findings were also found in this study through the participants' narratives. All the participants, not only women, were discriminated against by the South African staff members. Job security was also a challenge for the participants as they had to constantly think of the future because of working under a contract which had a negative effect on the participants' work-life balance.

A major challenge that was found by Mostert (2014) in the study of South African self-initiated expatriates was that the sample missed their families and friends back home, because the self-initiated expatriates had left their families and friends in their home countries. With reference to Thorn's (2009) study, expatriates are unable to relocate with their families to host nations as they will be doing contract work. However, results of this study contradict Thorn's findings as many participants moved with their families. Although the participants had to make decisions to send their children to boarding schools back in their home countries, they did not leave their families when they relocated. The family that the participants were missing was their parents, so to a certain extent the findings support Mostert's findings.

A look at other studies of expatriates' work-life balance, for instance Shortland and Cummins (2007), Shaffer et al. (2001), long working hours have been found to be a problem for expatriates by almost all the studies. That was also the same finding of this study as many participants narrated that they worked long hours and even during weekends and holidays which acted as a hindrance to WLB. Participants also pointed out that heavy workloads were acting as a distractor to the accomplishment of a balance between work and private life, and this is in support of previous studies-for example in a study by De Villiers and Kotze (2003) in which the research explored how the workplace was the main cause of time and strain based conflict and as a result have a negative impact on work-life balance.

This study confirms Whitehead and Kotze's (2003) results that a continuous dynamic that was experienced by the participants was role conflict, particularly to their family role than to their role at work. These findings of conflict in work roles are consistent with De Villiers and Kotze's (2003) findings that their participants also experienced overload from the work role. De Villiers and Kotze's participants worked overtime always in order to complete their tasks as a result of work role overload in comparison to family roles (2003). The findings are in contradiction of a previous study by Gillespie et al, (2001) in which they concluded that academics had light workloads because many of the participants pointed out the issue of heavy workloads. Over working and working beyond normal working hours is regarded as the biggest problem of expatriates (Eikhof et al., 2007).

Language was one of the problems that was pointed out by the participants. The participants, especially those from other parts of Africa other the Southern Africa, faced difficulties in communicating with the nationals as there was a language barrier. This finding contradicts Bhaskar-Shrinivas' et al. (2004) finding that language skills were not very important in host countries that are less developed compared to developed economies. Despite the fact that in most countries English is regarded as the international language, one should understand that not everyone can understand and communicate in English (Robertson et al., 2007). A number of the participants had to work with the locals who did not comprehend English, and consequently communication challenges were experienced.

According to Richardson and Mallon (2005) as the economic rewards are inadequate in the academic world, as a result this factor to the group is not important. However, in this study the participants outlined the importance of higher remuneration. Remuneration to the participants was a form of motivation. From the findings it can be seen that one of the major

reasons why people from developing countries move is because of higher remuneration as compared to people from developed countries, for example Richardson and Mallon's (2005) sample was the British expatriates as compared to the sample of this study which was made up of people from developing countries.

A key incentive for self-initiated expatriates is perceived as financial benefits (Selmer & Luring, 2011; Hu, & Xia, 2010; Richardson, & Mallon, 2005). Self-initiated expatriates, in some cases, work under local reward conditions of the host nation (Suutari, & Brewster, 2000; Hu, & Xia, 2010), which was not the case in this study as the self-initiated academic expatriates were being under-paid in comparison to the citizens who were also doing the same job. According to Maharaj's (2011) study it was discovered that South African academics were not receiving market related remuneration as compared to foreign institutions. Fringe benefits, for example accommodation allowance, in previous studies are said to be less likely to be part of a self-initiated expatriate (Suutari & Brewster, 2000). This was supported by the finding of this study as many of the participants were not allocated accommodation by the institution.

The other challenge that was faced by the participants was trying to balance work and personal life. All the participants to this study said no to fully realising a balance between work life and private life. In a previous study by Hogarth et al. (2001) a point was made that only a few individuals have a likelihood of achieving a perfect balance of work and private life, and the finding was supported by an analysis of this study's data. The finding links to an understanding of the concept of work-life balance as an image or ideal that is challenging to achieve. Many of the participants that were married had a perception that when one is married, work-life balance will be easier to achieve. Previous studies (Beaverstock, 2002, 2005; Stahl et al., 2002) indicate that married people make up the majority of globally mobile people, however among self-initiated expatriates there is a higher number of singles (Suutari & Brewster, 2000). For this study, the majority of the participants were married, and almost all of them had children which they travelled with or had them when they were already expatriates.

Although marriage or any other relationship might be the cause of inter-role conflict, on the other hand it can act as a source of support as well as stress alleviation method (Evans, et al., 2002). Families are there to act as social support systems, as there is no concept that can fit everyone, and assist the self-initiated expatriates in the reduction of stress levels in some situations and, on the contrary, the absence of these social support systems causes employee stress and negatively affect performance (Birdseye & Hill, 1995). Despite being in a new

environment, the expatriate is expected to perform well. In study by Selmer (2002) it was concluded that expatriates performed their tasks better when their families were around to support them and jointly adjusted to living in a new country. This is supported by the findings of this study as most participants had their families and were performing well.

In a study by Inkson (2008) it was found that self-initiated expatriates desire a good work-life balance in comparison to prestige, advancing vertically in their careers, money, and authority (Inkson, 2008). The finding is related to most self-initiated expatriate women who have reduced access up the ladder and power (Crowley-Henry & Weir, 2007; Tharenou, 2010). Due to limited organisational support, women expatriates face a variety of work-life balance conflicts: strain and time based conflicts (Carlson et al., 2002) can be detected from the interviews with women expatriates. Many women participants strived for work-life balance mainly because of social expectations as they are expected to take up several roles such being the caregiver, duties as a wife, and as an employee among others.

A happy and supportive spouse has been shown by literature as an important factor in the success of both male and female expatriates (McNulty, 2005). However, a spouse, in the existing literature, is perceived as a helpful advantage for men, and as disadvantageous for women (Taylor et al., 2002). The result is supported by the findings of this study as all the men who were staying with their spouses mentioned how it had become easier for them to do their work as they had found someone who could help them with the household management. But for women it was a different issue as since getting married their work-life balance had become more difficult because of the added responsibilities. Many women in this study had a better work-life balance when they were still single. The finding does not support Alshammari's (2012) conclusion of that there are no differences between married without family, married with family, and single people as there is a difference.

Due to a lack of enabling environments, women's representation in the academic profession is declining as they are facing cultural obstructions that prescribe their responsibilities and roles as women (Ogbogu, 2011). Literature, however, suggests that men and women both have a prospect of revelling careers that are successful, but men are the ones dominating the academic field while women are facing difficulties in balancing work and life (Ogbogu, 2011). Wasburn's (2007) finding suggests that women in their early careers as academics tend to feel "alone and isolated" (p. 68), and with scholarly characteristics academic tasks can be detaching and result in "departmental silos" (Kezar, 2005, p. 50). One of the

strategies in which women can realise their work goals and aspirations as well as addressing the isolation, as suggested by Woodd (1997), is through peer mentoring programs.

Generally, travel, long working hours, as well as other factors which are related to work encroach into personal lives of expatriates. The interests of balancing work and private life can be viewed as an ongoing progression, which is dependent on career and life stages of an individual, for example as an expatriate start their career much focus will be on work, but at the later career stages focus shifts to one's private life (Makela, & Suutari, 2011). According to Greenhaus and Powell's (2006) finding there is no objective ideal balance that exists, an individual has to find his/her own way to integrate one's own life aspects to have a better balance. The above finding is supported by this study as many of the participants had to come up with their own ways to cope with work-life balance as expatriates as described in the next section.

5.2.4. Solutions: Individual resourcing capability

The actions and coping strategies one uses to deal with stress are important factors for one to find a balance between work and personal life. According to Bekker et al (2010) coping style of an individual in managing a stressful situation is helpful in overcoming the issues of work-life balance. Due to a lack of institutional support, most of the participants had to proactively search for help, create social networks, and dealt with unanticipated difficulties for them to feel competent, related, and autonomous. The finding of lack of institutional advocates of work-life balance points out a non-existent reaction and/or understanding of the results of attaining work-life balance as outlined in the literature review (Lee & Steele, 2009). Achievement of work-life balance's positive outcomes, for example employee well-being and employee satisfaction, as have been explored (Downes & Koekemoer, 2011) remain, therefore, not completely realised.

Most of the existing literature on organisational support of expatriates has to do with traditional expatriates (Suutari, & Brewster, 2000; Ainuddin, & Lily, 2012), with self-initiated expatriates being typically self-supporting as well as having attachments to the organisation which are weak (Inkson et al., 1997). Nevertheless, in a study by Ainuddin and Lily (2012) it was suggested that organisations which hire self-initiated expatriates should also offer similar pre-departure training that traditional expatriates receive to the self-initiated expatriates. In that study it was concluded that there were no differences between self-initiated expatriates and

traditional expatriates with regards to work adjustment, interaction adjustment, and general adjustment. Work adjustment describes the level of comfort of self-initiated expatriates with their job duties, general adjustment refers to the ability to adjust to the living conditions, and interaction adjustment is adjustment concerned with establishing relationships with nationals (Ainuddin, & Lily, 2012). Many of the participants of this study were not happy with the workload as they felt over worked and the compensation was not matching the work they were doing. Also, the participants were not really interested in making local friends as they resorted to close associations with other expatriates.

Through their expatriate's experiences, many participants specified that they had developed extremely as individuals, and the findings in the literature are supported by this. Personal development involves a variety of factors such as improving interpersonal skills and communication (Fitzgerald, & Howe-Walsh, 2008), gaining self-confidence (Richardson, & McKenna, 2002), and tolerance as well as patience (Richardson, & McKenna, 2002) with other individuals and cultures. In previous studies, for example Richardson and McKenna (2002); Richardson and Mallon (2005); and Selmer and Luring (2011), it was found that motivation for self-initiated expatriates was the desire to do what is best for oneself as well as family's standard of living and quality of life.

From the literature it can be seen that most self-initiated expatriates befriended other expatriates in order to cope with the challenges they came across (Fitzgerald, & Howe-Walsh, 2008; Richardson, & McKenna, 2002). Discrimination because of one's identity as an expatriate has been said to be experienced by women (Mostert, 2014), and the women have embraced coping strategies to the challenge. Mostert's (2014) finding was that the women tried to understand or disregard the locals' attitudes and viewpoints. The point is supported by this study as most of the participants resorted to ignoring the arrogances of the local people. On the other hand, most opt to receiving support from fellow self-initiated expatriates (Fitzgerald, & Howe-Walsh, 2008). In one of the previous studies it was found that close relationships among expatriates were formed quickly, and this may be accredited to the expatriates' need to remain unified and a feeling of being foreigners (Richardson, & McKenna, 2002). SIEs are regarded as having more expatriate friends (Fitzgerald, & Howe-Walsh, 2008) compared to local friends. This was too the same issue with the self-initiated academic expatriates in this study. Expatriates have been found to be unwilling to form or even try new friendships, however that finding was not supported in this study, and expatriates are using it as a coping strategy while in a host country (Richardson, & Zikic, 2007).

In studying this theme I arrived at the realisation that most of the participants were working under a contract. However, there were a few participants who were permanent employees, but started as contract workers, who faced the challenge of renewing their visa or work permit after a few years. A study by Suutari and Brewster (2000) showed that self-initiated expatriates are likely to take up project tasks. Correspondingly, after investigating the time periods of international assignments of self-initiated expatriates, it was found that they work on temporary or short-term contracts (Richardson, & Mallon, 2005; Inkson, & Myers, 2003) and this was revealed in many of the participants' interviews. The participants were employed under contracts of five years and they had to constantly look for other options in case their contracts were not renewed. Thus, they lacked job security.

For self-initiated expatriates to continue working in a foreign country for possibly long they have to make sure of opportunities for themselves, this was described by Richardson and Zikic (2007) as on the look-out for opportunities. Working under a contract can be regarded by others as a time sentence (Richardson, & Zikic, 2007). Despite working under a contract and not being aware of the future, self-initiated expatriates are most likely to accept an extension of the contract (Suutari, & Brewster, 2000) instead of returning to their home countries. Short-term contracts in the host nation were not perceived as a reason to repatriate to one's home country, rather an inspiration to search for more opportunities. This notion is supported by this study as most participants renewed their contracts, but at the same time they were looking for other opportunities. A constant concern for many of the SIEs was losing their jobs, and this would mean having to return to their home countries. According to Richardson and Mallon (2005) and Richardson and McKenna (2002) that concern makes self-initiated expatriates cautious both outside and in the work environment. The participants perceived diligence of high standard as a way to enrich their future career chances and securing current positions.

Baruch and Hall (2004) are of the suggestion that where security is of concern, "there is nothing in the world today, in any institution that approaches the level of security that is enjoyed by a tenured professor" (p. 248). Whilst other professionals such as the civil service bid security of the same levels, relatively speaking faculty that is tenured enjoy a great deal of job security. However, in circumstances where tenure has not been attained or is unavailable, elements of uncertainty as well as risk and in several instances it acts as a powerful trigger that individuals use to explore other options. The result was supported by the findings of this study. The study included two tenured professors who were not complaining about anything as the institution was looking after them and their needs.

Another coping strategy that was pointed out by the participants was the use of domestic workers to help them. This point was mainly raised by female participants, though one male participant also raised it. The perception of women's expected roles in the household are implied by this point, for example domestic and caretaker, and for women to achieve a work-life balance the role has to be outsourced. The finding supports Brink and De la Rey's (2001) literature that women's roles in the household are still mostly tied to the traditional or social expectations.

5.3. CONTRIBUTION

5.3.1. Theoretical contribution

The participants who switched from the technical field to the academic field expressed reasons for job change as to wanting tasks that were more challenging because their previous jobs were becoming more tedious and routine, and that hindered their personal progression. Peter, Mark, and Sue were looking for new challenges as their previous jobs were becoming monotonous and the academics field offered a chance to manage one's own career as well as being able to see the rewards of their work through career progression.

Findings of this study can, to some extent, be clarified by the extant literature of self-initiated expatriates which specifies that self-initiated expatriates are involved in protean and boundaryless careers. Self-initiated expatriates perceive personal development as their main goal as they desire to challenge and learn themselves (Briscoe et al., 2006; Arthur et al., 2005) which is the reason for continued mobility. Many of the participants of this study came to South Africa as students to further their studies, and due to a lack of job opportunities they saw an academic career as a way to personally develop and improve competitive advantage in the employment market. In a study by Jokinen et al., (2008) it was concluded that graduates moved internationally as self-initiated expatriates as a way to develop their careers and capital more quickly.

Further to that, results of this study follow the suggestions by Inkson et al. (1997) and Rodriguez and Scurry (2014) that self-initiated expatriates cannot be regarded as professional planners, however rather as opportunists. Robin was awarded a scholarship in South Africa which led her to there. Ted, who had initially planned to be an agriculturalist in his home country, saw an opportunity to be a lecturer in South Africa and his career plans changed. Many

external occurrences are extant of which individuals cannot control them, and self-initiated expatriates are mostly good at acclimatising to any conditions that might be present (Crowley-Henry, 2012), for example during the war time in Uganda, Lily made her way to South Africa where acquiring employment was much easier, also during the economic hardships in Zimbabwe, Mercy, Kelly and Peter made their way to South Africa where getting employment was a bit easier.

International mobility patterns see employees travel across national, geographic, as well as cultural boundaries (Tung, 2008), but the movements are not identical. The ground for variations in the way professions unfold is set by the application of diverse regulations through circumstances to migrant workers. On one hand, we might assume that individuals who are globally mobile can and do decide their mobility pattern. On the other hand, through obligations based on citizenship, culture, and nationality, there are boundaries to the boundarylessness (Al Ariss & Syed, 2011; Inkson et al., 2012). Participants, for example from Eastern Africa, faced cultural problems as they did not know about the South African culture. Participants from neighbouring countries such as Zimbabwe had to face challenges because of their nationalities. Although international mobility is said to be boundaryless, it is still made up of boundaries.

Our understanding of careers in the international economy has been expanded by the concepts of protean careers and boundaryless careers. However, some researchers are exploring what the assumed boundaries in modern-day careers might be instead of accepting careers as becoming boundaryless which is the dominant paradigm (e.g. Inkson, Gunz, Ganesh & Roper, 2012; Dickmann & Baruch, 2011). In today's global economy that is complex, several individuals change geographic and organisation locations a number of times over their lifetime courses (Chen et al., 2011). Career researchers, however, are suggesting that boundaries do exist (Pringle & Mallon, 2003; Inkson et al., 2012).

Self-initiated expatriation is denoted as a general form of a boundaryless career (Inkson, 2006), and perhaps the utmost extreme form (Thorn, 2009). SIEs are presented with an opportunity to enhance their skills and experience by boundaryless careers through moving between organisations (Thorn, 2009), also increase their market value and be exposed to a broader labour market (Thomas, et al., 2005). Hence, a boundaryless career provides a greater opportunity and flexibility for an individual to be in control of their own career progression (Inkson, 2006; Erasmus & Schenk, 2008). As a result of flexible economies and globalisation

(Erasmus, & Schenk, 2008; Thomas et al., 2005), a pathway for boundaryless careerists has been opened. Participants were able to move from their home countries, such as Eritrea, to work in South Africa without having to wait for an organisation to relocate them as they are able to manage their own careers.

From the participants' narratives it can be concluded that the group may be regarded as boundaryless professionals. Boundaryless professionals are defined as individuals who move between borders in building their career abilities and as a result increase their market value (Thomas, et al., 2005). In a study by Cao et al (2013) of self-initiated expatriates, it was found that protean career outlook was positively related to intention to live in the host nation, well-being, and cross-cultural adjustment. SIEs' main objective is their personal general wellbeing (Mostert, 2014) because of the boundaryless career, thus SIEs' decisions are not tied to the institution. The participants have an ability to leave the institution anytime to go and work somewhere else. Like Mark who left his previous job as he felt that he was not getting the challenge that he wanted to join the academic profession.

An academic profession is regarded as flexible and a choice (chance) to make a balance between work and personal life is existent. However, because of the flexibility, an academic career, on the other hand, permits spill over and boundary blurring. The narratives of the participants suggest that there is a thin line where the flexibility can be a hindrance to attaining work-life balance or the flexibility can be used to support one's balance between work and personal life. The research data put forward that the negotiation is about allowing oneself time outside work environment to be with their families. It must be noted, however, that the notion of work-life balance is not regarded with the same importance to happiness in life by everyone. In Desrochers and Sargent's (2004) study concluded that a work schedule that is flexible allows an individual to complete all or some his/her work at home, meaning they would have more time to spend with their families, though it comes at an expense of blurring the boundaries between non-work and work domains.

The interviews showed that both positive and negative spillover was there between work and non-work domains. Positive spillover is when positive behaviours, values as well as skills are moved from work to non-work domain and the family benefits from these (Xu, 2009). Despite a few reports of positive spillover, various reports of negative spillover that include interferences from home to work and interferences from work to home were mentioned by the participants. The finding is an example of when the work activities overlap into the home

sphere, and probably raises difficulties in keeping the boundaries that exist between work and non-work domains. Examples of how home interfered with work are found on the other side of the spectrum. Due to the flexibility that is found in the academics career, it is easier for the non-work domain to interfere with the work domain. Negative spillover examples are indicative of the row in the literature of work-life balance; an individual's behaviours, feelings, and attitudes can manifest through the interference of home to work and work to home.

5.3.2. Practical contribution

As women are the most affected by work-life balance, one of the participants mentioned that an institution should put into consideration the systematic challenges and inequalities that women face. One of the challenges being faced by the participants is heavy work-loads, ensuring that each department has a work-load policy, and that will contribute to work-life balance. An institution should create a culture (department and institutional wide) which will allow the individuals to be open when they want to have children.

Furthermore, the institution can support the concept of work-life balance by promoting and encouraging women to take up influential posts, women that have families and who know the difficulties of having a balance and create an environment that is more humane. One of the respondents who was close to retirement suggested that institutions need more individualisation on the subject of retirement since the workers have the ability to devote additional time to work activities consequently of a fewer non-work duties.

Many of the participants raised a practical suggestion for the institution to propose skills retreats and mentoring or a chance to associate with co-workers who are more experienced. A positive experience was explained by one participant which was the support he got for his research through administrative support and funding, however, this was not shared by all the participants.

For institutions to assist self-initiated expatriates and their families in coping with or prevention of such conflicts they should communicate and offer support through work-life practices, also prepare better the expatriates and their families for their new locations (Shortland & Cummins, 2007). Also, the policies of South Africa should account for the reliance on international workers within their industries as well as the fundamental influence skilled and experienced SIEs have on the economy. Further to that, self-initiated expatriates

can play a major role in the development of national employees, for example through sharing of knowledge.

This study is in agreement with Howe-Walsh and Schyns' (2010) finding that although SIEs manage their own careers (protean careerists), the institution should also assist them in their development. Lack of institutional support causes the self-initiated expatriates to think of leaving their current jobs to look for other opportunities, also support of the self-initiated expatriates helps the institution in reducing turnover costs and make the most of a valuable resource.

Moreover, the self-initiated expatriates should be given enough training and mentoring on how to achieve a balance between work and personal life. Some of the participants of this study were not aware of what work-life balance is or how they can achieve it. The institutions should have workshops that train the employees about work-life balance. Also, the institutions should be aware of discrimination against self-initiated expatriates. In a research by Tharenou (2013) it was theorised that self-initiated expatriates are regarded as not appropriate for higher level posts. The self-initiated expatriates are perceived as temporary workers, which is shown by the employment contract. From this study's findings, self-initiated expatriates are highly committed and positive to their job responsibilities provided they experience freedom to do their work, work that is challenging, and awarded opportunities to develop their careers as well as themselves. An institution should provide an environment in which the self-initiated expatriates can be able to realise their full potential.

5.3.3. Methodological contribution

Narrative and story-telling inquiry was adopted for this study to explore the work-life balance of self-initiated academic expatriates who are based in South Africa. Using such a methodology denotes a contribution to the self-initiated academic expatriates' literature both in South Africa and internationally.

Not much is known about self-initiated expatriates, yet the group is still under-researched. The concept of self-initiated expatriates only received some consideration in the late 1990s (Doherty et al., 2013). Since then the studies of self-initiated expatriates of developed exponentially. The researcher only found study which looked at expatriates (Maharaj, 2011) who migrated into South Africa of which they used survey as a data collection method.

Bozionelos (2009) was of the view that most studies on self-initiated expatriates was descriptive and exploratory in nature, however several studies on self-initiated expatriates were quantitative in nature (Chen, 2012; Selmer & Luring, 2011; Maharaj, 2011; Tharenou, 2010; Bozionelos, 2009; Thorn, 2009; Jokinen et al., 2008; Suutari & Brewster, 2000), and only one study concentrated on self-initiated expatriates who came to South Africa. This study used narrative inquiry as it gave the participants an opportunity to talk about their experiences as self-initiated expatriates without having to be limited.

Due to the scarcity of the research on self-initiated expatriates, narrative inquiry was adopted making use of in-depth interviews (Seidman, 2013) with the SIAEs based in South Africa. Using narrative inquiry allows the participants more freedom to discuss their experiences as self-initiated expatriates in South Africa. Narratives also allowed for the exploration of lived experience through personal meanings. Using narratives give the researcher an opportunity to feel the emotions of the participants on the challenges they were facing. As the study of self-initiated expatriates in Africa is still in its infancy (Mostert, 2014), using narrative inquiry allowed the researcher to gain knowledge as much as possible as the interviews were unstructured and the participants were given a platform to share their experiences.

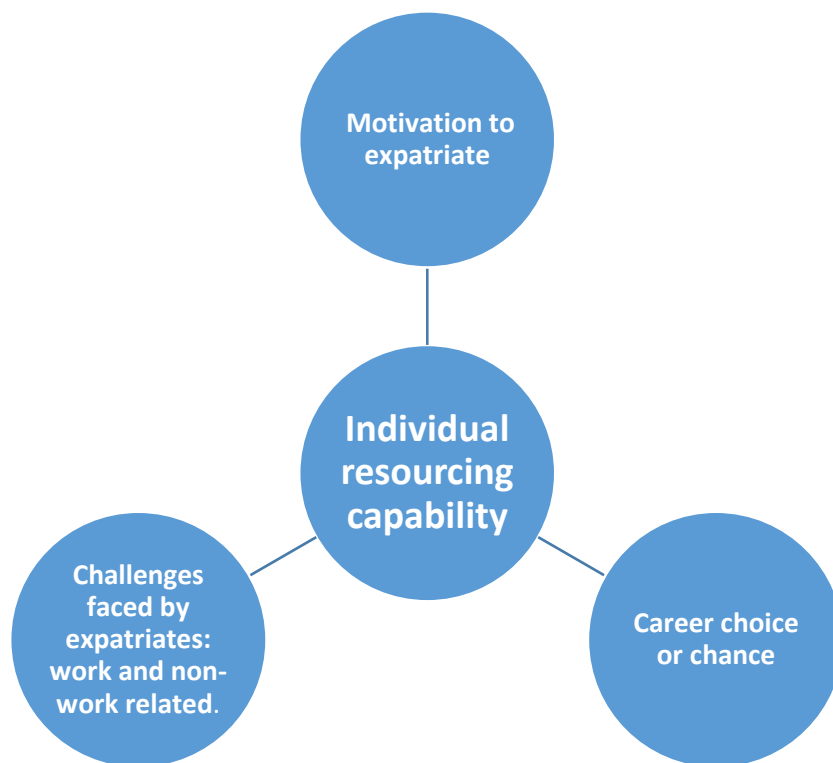
5.3.4. Self-initiated expatriates

From the findings of the narratives and stories of self-initiated academic expatriates, the following framework is proposed. The framework is grounded on four views of Motivation for expatriation; Career: Choice or Chance; Challenges facing expatriates (work and non-work related) and Solutions: individual resourcing capability. Figure 1 outlines the SIE-IRC, and below is an explanation of the framework and rationalisation for why it is a significant contribution to the existing literature of self-initiated expatriates.

As careers are becoming less directed by the organisations, and directed more individually (Sullivan & Baruch, 2009), the world is now being filled with job seekers who initiate their own expatriation in order to take advantage of brain drain. These people are called self-initiated expatriates. Most of the time self-initiated expatriates finance their own expatriation, move to a country of their choice to pursue opportunities to develop their careers (Myers & Pringle, 2005). The SIE-IRC framework, in support of the above points, shows that the individual is in total control of own career, from where to relocate, whether to join the academic profession or not, and how to cope with the challenges they face, both work and non-work related. The

reasons for one to expatriate are multifaceted (Selmer, & Luring, 2011), and that shows SIEs are able to decide where they want to go as compared to traditional expatriates

Figure 1: Self-Initiated Expatriates-Individual Resourcing Capability framework (SIE-IRC).



Self-initiated expatriates are faced with different decisions to make before and during their expatriation as they manage their own careers. The SIE-IRC shows that an individual is solely responsible for his or her own expatriation and stay in a host country through individual resourcing capability. My framework starts at the attractiveness of a country, which covers the motivational factors to expatriate and it is up to the individual to choose which country they want to go and why they want to go there. The individual explores the opportunities available in different countries, evaluation of one's readiness to expatriate, and resources availability to make the move. Relocating to a new country to work and live there involves a lot risks and uncertainties, therein several motives and reasons play a role (Hall, 2004).

The SIE-IRC shows that self-initiated expatriates engage in different self-initiated methods to deal with the constraints and challenges to their mobility and stay in a host country.

The framework supports the protean career (Hall, 1996) which suggest that an individual is in charge of one's career in pursuing personal success and career goals.

5.4. LIMITATIONS AND FUTURE RESEARCH AREAS

The study focused on African self-initiated academic expatriates who are based in South Africa, and the discoveries of this study may not be applied to other countries and continents. Target population, as an added limitation, was restricted to one institution of Higher Education University of Fort Hare in South Africa. The whole sample was from one institution, possibly a variation of experiences could have been recorded if other Universities had been incorporated in the study. In addition, most of the interviews were conducted in the offices of the participants, though this was done for the expediency of both the researcher and the participant it allowed disturbances of colleagues and students and perhaps the participants were made to focus more on their work roles as academics neglecting the non-work domain.

Another limitation is the sample which restricts generalizability of the findings. Although enlightening, the findings from this study of self-initiated academic expatriates may not be generalised to other professions of self-initiated expatriates. Therefore, future studies should make use of samples of employees from different professions especially the ones in the business world. In addition, the study only concentrated on the African self-initiated expatriates.

Given the scarcity of research on self-initiated expatriates, there are many other areas to explore. Based on the findings of this study, there is a need to conduct more empirical studies in Africa in order to understand the experiences of self-initiated expatriates who move between developing countries, and to explore the meaning of being a self-initiated expatriate to them. Also, interviewing a heterogeneous sample working in South Africa and possibly other institutions to get an extensive understanding. Furthermore, to study the human resources departments that employ self-initiated expatriates to find out how they are meeting the needs of the self-initiated expatriates. Another avenue to be further studied is the experience of the self-initiated expatriates who move from developed countries to developing countries. In addition, future studies should look at how self-initiated academic expatriates can have a better work life balance.

5.5. CONCLUSION

The primary research question of this study was to explore how the self-initiated expatriates were managing their work-life balance while in South Africa. It can be concluded that most self-initiated expatriates did not have a good work-life balance as most of them spend most of their time working, especially male participants, but women had added responsibilities of social expectations of being a married woman and it made the achievement of work-life balance nearly impossible. Also, the poor work-life balance was being caused by heavy workloads which the participants had to do, and because of the heavy workloads they were forced to work long hours, and even during the weekends as well as holidays. Despite having to work long hours, the participants were not receiving sufficient compensation from the institution for their efforts. But had to endure discrimination from the national staff members. Most of the participants had to endure several challenges, work and non-work related challenges, without the aid of the institution. All the self-initiated expatriates had to come up with their own solutions to the challenges they were facing. Nonetheless, organisations can capitalise on the self-initiated expatriates by providing for their needs and an environment to develop oneself. The supporting of self-initiated expatriates can be seen as a competitive advantage for the organisation as the self-initiated expatriates are people who are dedicated and proactive to their work. Thus, for organisations to retain self-initiated expatriates they need to help them to achieve work-life balance and benefit from the underutilised self-initiated expatriate resource.

International and global mobility are increasing and this is opening various opportunities and avenues for skilled individuals to take up work in different countries. Although the research of self-initiated expatriates is still in its infancy, many people are becoming self-initiated expatriates. This study contributes to the understanding of experiences of self-initiated expatriates; their motivation to expatriate, challenges they are facing, and solutions to those challenges; who are based in South Africa. Furthermore, a theoretical framework was constructed which links motivation to expatriate, career choice, and challenges an expatriate face to individual resourcing capability (SIE-IRC framework).

6. REFERENCES

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APPENDIX A: INTERVIEW QUESTIONS GUIDE

1. Tell me about yourself. [*background information; marital status; children; any expatriate forums; interaction with the locals*]
2. May you tell me about your career experiences since you started working? [*Where have you been; how long did you spend in those areas; what can you say are the reasons for your movement to South Africa; how are those reasons different from the ones back home*].
3. Tell me a story of why did you decide to become an expatriate. [*was it always your dream to become an academic in a foreign country*]
4. What are the challenges that you are facing as an academic and an expatriate? [*is the institution assisting in overcoming those challenges; how is it assisting;*]
5. Tell me about a time when you felt you were facing many challenges in your work life and personal life. [*what conditions made the situation a challenge; how did you cope with this challenge*]
6. In your own understanding, may you tell me what you think work-life balance is? [*is it more important to married people, women or single people, why do you think so?*]
7. Can you describe your WLB while you were in your home country [*did you face any difficulties in managing the two; how was your company assisting in maintaining a balance between the two; how is your WLB now compared to the past; what might have caused those changes*]
8. The academic profession is regarded as a flexible career. What do you make of the statement [*doesn't the flexibility affect your WLB*]
9. Institutions provide policies and practices for their employees to have a better WLB. Is your institution providing those policies and practices and are you making use of them?
10. How far is the institution accommodative of expatriates? [*are they providing anything to ensure that expatriate staff meet on a regular basis*]
11. Did the society or community you live in play a role in the way you adjusted to the new environment when you first moved to SA?
12. Since you became an expatriate can you tell me about a stressful situation that you faced and how you managed the situation?
13. For you to have a better work and life balance, what changes do you think should be made?
14. How possible is it to have a better work-life balance?

APPENDIX B: ETHICAL CLEARANCE



University of Fort Hare
Together in Excellence

ETHICAL CLEARANCE CERTIFICATE

Certificate Reference Number: DOD061SHAR01

Project title: **Work-life balance among self-initiated expatriated in Eastern Cape**

Nature of Project: Masters

Principal Researcher: Tinashe Timothy Harry

Supervisor: Dr NM Dodd

Co-supervisor:

On behalf of the University of Fort Hare's Research Ethics Committee (UREC) I hereby give ethical approval in respect of the undertakings contained in the above-mentioned project and research instrument(s). Should any other instruments be used, these require separate authorization. The Researcher may therefore commence with the research as from the date of this certificate, using the reference number indicated above.

Please note that the UREC must be informed immediately of

- Any material change in the conditions or undertakings mentioned in the document
- Any material breaches of ethical undertakings or events that impact upon the ethical conduct of the research

The Principal Researcher must report to the UREC in the prescribed format, where applicable, annually, and at the end of the project, in respect of ethical compliance.

Special conditions: Research that includes children as per the official regulations of the act must take the following into account:


Note: The UREC is aware of the provisions of s71 of the National Health Act 61 of 2003 and that matters pertaining to obtaining the Minister's consent are under discussion and remain unresolved. Nonetheless, as was decided at a meeting between the National Health Research Ethics Committee and stakeholders on 6 June 2013, university ethics committees may continue to grant ethical clearance for research involving children without the Minister's consent, provided that the prescripts of the previous rules have been met. This certificate is granted in terms of this agreement.

The UREC retains the right to

- Withdraw or amend this Ethical Clearance Certificate if
 - Any unethical principal or practices are revealed or suspected
 - Relevant information has been withheld or misrepresented
 - Regulatory changes of whatsoever nature so require
 - The conditions contained in the Certificate have not been adhered to
- Request access to any information or data at any time during the course or after completion of the project.
- In addition to the need to comply with the highest level of ethical conduct principle investigators must report back annually as an evaluation and monitoring mechanism on the progress being made by the research. Such a report must be sent to the Dean of Research's office

The Ethics Committee wished you well in your research.

Yours sincerely


Professor Gideon de Wet
Dean of Research

22 April 2014

APPENDIX C: INFORMED CONSENT



Thank you for agreeing to take part in the research I am carrying out as part of my Masters in Industrial Psychology. I am looking at the work-life balance of self-initiated academic expatriates at the University of Fort Hare. Your input into the research will be kept completely anonymous. There will be nothing in the research to identify the ideas or the thoughts you express. The digital audio recording I make of our meeting will be transcribed and I will email you with a summary of our discussions before deleting the recording. If at any point you would like to stop the meeting or choose not to answer a question or to ask for the recorder to be switched off, you may do so. You are also very welcome to read a draft version of the final research dissertation and offer additional ideas into the work. My intention is to disseminate the findings from the research in the form of academic and / or practice-based papers. Should you wish to be identified (in order to promote your best practice) you will need to advise me so in writing, otherwise your contribution will continue to be kept anonymous.

If you would like to discuss this interview or my research with anyone else, my lead supervisor is Dr NM Dodd. She can be contacted at ndodd@ufh.ac.za or 040 602 2111.

Your time and support is very much appreciated. Thank you.

With best regards,

Tinashe Timothy Harry

I agree to take part in the research outlined above: YES NO

I agree for interview to be audio-recorded YES NO

Signed.....Date.....

Email address :.....(to view transcribed copy of
interview)