

**EXPLORING THE IMPACT OF WELLBEING
AND ADJUSTMENT ON JOB PERFORMANCE
OF FOREIGN ACADEMICS AT A SOUTH
AFRICAN HIGHER EDUCATION INSTITUTION**

by

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SUMMARY

EXPLORING THE IMPACT OF WELLBEING AND ADJUSTMENT ON JOB PERFORMANCE OF FOREIGN EMPLOYEES AT A SOUTH AFRICAN HIGHER EDUCATION INSTITUTION

by

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Degree: Master of Commerce (Industrial and Organisational Psychology)

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This study explored the lived experiences of foreign academics' wellbeing and adjustment and the impact thereof on their job performance in a South African higher education (HE) institution. The qualitative interpretive study reviewed the literature on wellbeing, adjustment and job performance. It explored the impact of wellbeing and adjustment factors on performance, both personally and professionally. The job demands-resources (JD-R) model was applied in the study to demonstrate that when job resources are high, employee wellbeing, adjustment and job performance is enhanced. Purposive sampling was used to draw a sample of five foreign academics who were employed at the HE institution for more than one year and originated from different countries. Online video calling was used to gather data from the participants using semi-structured interviews. Content analysis was used to create themes and sub-themes from which the study findings were derived and conclusions, as well as recommendations, were made. The study revealed that the wellbeing and adjustment of foreign academics have a significant impact on their job performance. Recommendations were made to the HR managers, I/O psychologists, foreign academics as well as line managers on how to improve the wellbeing and adjustment of foreign academics at the HE institution.

KEYWORDS

Wellbeing; adjustment; performance management; foreign academics; host country nationals; qualitative research; purposive sampling; content analysis; interpretivism.

DECLARATION

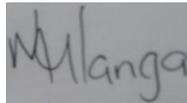
I, **Moleen Mhlanga**, student number **45322449**, for the degree, Masters of Commerce declare that

“Exploring the impact of wellbeing and adjustment on job performance of foreign academics at a South African higher education institution”

is my own work, and that all the sources that I have used or have quoted from have been indicated and acknowledged by means of a complete reference list.

I declare that ethical clearance has been obtained from the College of Economic and Management Sciences Ethics Research Committee at UNISA (Annexure A) at the University of South Africa and that informed consent (Annexure B) was given by all participants to conduct the research.

Signature:

A rectangular box containing a handwritten signature in black ink that reads "Mhlanga".

Date: **07 December 2020**

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TABLE OF CONTENTS

SUMMARY.....	ii
DECLARATION.....	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF ABBREVIATIONS.....	ix
LIST OF TABLES.....	x
CHAPTER 1: SCIENTIFIC ORIENTATION TO THE RESEARCH.....	1
1.1 INTRODUCTION.....	1
1.2 BACKGROUND AND MOTIVATION.....	1
1.3 PROBLEM STATEMENT.....	4
1.4 AIMS.....	7
1.5 THE PARADIGM PERSPECTIVES.....	7
1.5.1 Empirical paradigm perspective.....	7
1.5.2 Theoretical paradigm perspective.....	9
1.5.3 Meta-theoretical perspective.....	10
1.5.3.1 <i>Industrial and organisational psychology</i>	10
1.5.3.2 <i>Personnel psychology</i>	10
1.5.3.3 <i>Employee wellbeing</i>	11
1.6 RESEARCH DESIGN.....	11
1.7 CONTRIBUTION OF THE STUDY.....	12
1.8 CHAPTER LAYOUT.....	12
1.9 CHAPTER SUMMARY.....	14
CHAPTER 2: LITERATURE REVIEW.....	15
2.1 INTRODUCTION.....	15
2.2 EMPLOYEE WELLBEING.....	15
2.3. EMPLOYEE ADJUSTMENT.....	19
2.4. JOB PERFORMANCE.....	25
2.5. THE IMPACT OF WELLBEING AND ADJUSTMENT ON JOB PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS.....	29
2.6 THEORETICAL FRAMEWORK.....	31
2.7 CHAPTER SUMMARY.....	33
CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY.....	34
3.1 INTRODUCTION.....	34
3.2 RESEARCH DESIGN.....	34
3.3 RESEARCH APPROACH.....	34
3.4 RESEARCH STRATEGY.....	35
3.5 RESEARCH METHOD.....	36

3.5.1	Research setting	36
3.5.2.	Entrée and establishing researcher role	37
3.5.3.	Sampling	37
3.5.4	Data collection methods	38
3.5.5	Recording of data.....	39
3.5.6	Data analysis	39
3.5.6.1.	<i>Organising and preparing raw data</i>	39
3.5.6.2.	<i>Reading through all data</i>	40
3.5.6.3.	<i>Coding the data</i>	40
3.5.6.4.	<i>Generating a description of the context, people or themes</i>	40
3.5.6.5.	<i>Representing the themes and descriptions</i>	41
3.5.6.6.	<i>Interpretation of themes and descriptions</i>	41
3.5.7	Reporting.....	41
3.5.8	Strategies employed to ensure quality data.....	42
3.5.8.1	<i>Transferability</i>	43
3.5.8.2	<i>Credibility</i>	43
3.5.8.3	<i>Dependability</i>	45
3.5.8.4	<i>Confirmability</i>	45
3.5.9	Reflexivity.....	46
3.5.10	Ethical considerations	47
3.5.10.1	<i>Ethical clearance</i>	47
3.5.10.2	<i>Informed consent</i>	47
3.5.10.3	<i>Voluntary participation</i>	47
3.5.10.4	<i>Protection from harm</i>	48
3.5.10.5	<i>Privacy and confidentiality</i>	48
3.6	CHAPTER SUMMARY	48
	CHAPTER 4: RESEARCH FINDINGS	49
4.1	INTRODUCTION	49
4.2	DEMOGRAPHIC DATA OF RESEARCH PARTICIPANTS	49
4.3	MAIN THEMES AND SUB-THEMES.....	50
4.3.1	Theme 1: Foreign academics wellbeing experiences	51
4.3.1.1	<i>Overall wellbeing</i>	51
4.3.1.2	<i>Factors influencing foreign academics' wellbeing</i>	54
4.3.1.3	<i>The work environment</i>	62
4.3.1.4	<i>Participants' recommendations regarding foreign academic wellbeing</i>	67
4.3.2	Theme2: Foreign academics adjustment experiences	69
4.3.2.1	<i>Progress with regards to adjustment</i>	69

4.3.2.2 <i>Factors influencing adjustment</i>	72
4.3.2.3 <i>Recommendations by participants towards improving the adjustment of foreign academics</i>	84
4.3.3 Theme 3: Foreign academics job performance experiences	88
4.3.3.1 <i>Barriers to job performance and growth</i>	88
4.3.3.2 <i>The impact of wellbeing and adjustment on job performance</i>	91
4.3.3.3 <i>Workload distribution</i>	94
4.3.4 Theme 4: Factors impacting on retention of foreign academics.....	96
4.3.4.1 <i>Reasons for joining</i>	96
4.3.4.2 <i>Implementation of labour laws with regards to contracts</i>	99
4.3.4.3 <i>Intention to leave</i>	101
4.4 CHAPTER SUMMARY.....	105
CHAPTER 5: DISCUSSION.....	106
5.1 INTRODUCTION	106
5.2 CONCLUSION DRAWN FROM THE LITERATURE REVIEW	106
5.2.1 Conceptualisation of wellbeing and related constructs	106
5.2.2 Conceptualisation of employee adjustment and related constructs	108
5.2.3 Conceptualisation of job performance and related constructs	109
5.2.4 Exploring how employee wellbeing and employee adjustment impact on job performance in HE institutions	111
5.3 SUMMARY AND CONCLUSIONS DRAWN FROM THE RESEARCH FINDINGS	112
5.3.1 Theme 1: Foreign academics wellbeing experiences	112
5.3.1.1 <i>Foreign academics overall wellbeing</i>	112
5.3.1.2 <i>Factors impacting on foreign academic wellbeing</i>	113
5.3.1.3 <i>The work environment</i>	115
5.3.1.4 <i>Recommendations given by participants</i>	117
5.3.2 Theme 2: Foreign academic adjustment experiences	117
5.3.2.1 <i>Progress with regards to adjustment</i>	117
5.3.2.2 <i>Factors influencing adjustment</i>	118
5.3.2.3 <i>Recommendations by participants to improve the adjustment of foreign academics</i>	120
5.3.3 Theme 3: Foreign academics job performance experiences	121
5.3.3.1 <i>Barriers to job performance and growth</i>	121
5.3.3.2 <i>The impact of wellbeing and adjustment on job performance</i>	122
5.3.3.3 <i>Workload distribution</i>	123
5.3.4 Theme 4: Factors impacting on retention of foreign academics.....	123
5.3.4.1 <i>Reasons for joining</i>	123
5.3.4.2 <i>Implementation of labour laws with regards to contracts</i>	123

5.3.4.3 Turnover intentions	124
5.4 INTEGRATING THE FINDINGS WITH THE LITERATURE	124
5.5 LIMITATIONS OF THE STUDY	131
5.5.1 Limitations of the literature review.....	131
5.5.2 Limitations of the empirical study	131
5.6 RECOMMENDATIONS	132
5.6.1 Recommendations for future studies	132
5.6.2 Recommendations from the findings for the HE institution	132
5.7 CHAPTER SUMMARY	133
REFERENCES	134
ANNEXURE A: ETHICAL CLEARANCE CERTIFICATE	148
ANNEXURE B: CONSENT LETTER	144
ANNEXURE C: INTERVIEW PROTOCOL	150

LIST OF ABBREVIATIONS

HCN	Host Country National
HE	Higher Education
HoD	Head of Department
HR	Human Resources
IO	Industrial and organisational
JD-R	Job demands-resources
OIE	Organisation initiated expatriates
RERC	Research Ethics Review Committee
SA	South Africa
SIE	Self-initiated expatriates
UNISA	University of South Africa

LIST OF TABLES

Table 4.1.....	47
Table 4.2.....	48

CHAPTER 1: SCIENTIFIC ORIENTATION TO THE RESEARCH

1.1 INTRODUCTION

This research focused on exploring the impact of employee wellbeing and adjustment on the job performance of foreign academics at a South African higher education (HE) institution. Chapter 1 provides the background and motivation for the research. The problem statement and the literature and empirical aims will also be presented in this chapter. The chapter further includes a discussion on the empirical, theoretical and meta-theoretical paradigm perspectives, and contributions of the study. Lastly, the layout of the chapters to follow is provided.

1.2 BACKGROUND AND MOTIVATION

The growth in the number of students entering South African HE institutions has seen institutions employing more academics than before (Hornsby & Osman, 2014). The matric pass rate has gone up to a record 81.3 percent for the 2019 class which means more students now qualify to apply at HE institutions. Subsequently, the sizes of classes are increasing with HE institutions accommodating larger numbers of students (Hornsby & Osman, 2014). The increase in student numbers coupled with large numbers of international students enrolling in HE institutions in South Africa (SA), as well as the need to compete globally, results in an increased appointment of international academics (Tanova & Ajayi, 2016). In some institutions, foreign academics with scarce skills are employed. This includes areas such as engineering, information and communication technology, mathematics and medical and health sciences (Sebola, 2015), which are crucial areas in HE institutions and the country's development.

Furthermore, in HE institutions foreign academics are expected to compete on an international level concerning the changing and evolving nature of teaching and research (Jonasson et al., 2017). Thus, institutions have found interest in and are hiring qualified academics around the globe who can relocate and work outside their home countries (Halim et al., 2014).

Some foreign employees are assigned by their organisations to work in other countries while others do so of their own accord. Tanova and Ajayi (2016) distinguish organisation-initiated expatriates (OIEs) from self-initiated expatriates (SIEs) describing SIEs as skilled individuals who migrate to other countries for career advancement opportunities and to fulfil their dreams. They further state that SIEs are best suited in HE institutions because they seek to advance their boundaryless careers (Tanova & Ajayi, 2016). The concept of boundaryless career implies that individual changes institutions or organisations for their career advancement through research collaborations outside their institutions and countries (Tanova & Ajayi, 2016; Alemu, 2020). The experience gained by SIEs enables academics to engage with others at an international level and to experience new cultures from different staff and students (Alemu, 2020). OIE's are employees on company assignments who obtain support from their organisations in terms of planned accommodation, information and financial support (Tanova & Ajayi, 2016). Consequently, this makes the experiences of SIE's and OIE's different in terms of adjustment and wellbeing. This study focused mainly on SIE's because unlike OIE's, SIE's are not supported by organisations in terms of accommodation, information and finance in foreign countries.

Foreign academics who are not assigned by organisations join the HE sector for different reasons. Those from developing countries come to SA for better economic, environmental and political conditions while those from developed countries come to experience South African culture (Sebola, 2015). Foreign employees, in many instances, are contracted to operate under harsh conditions. For example, foreign employees in the medical field usually work in remote communities and rural areas in host countries (Motala & Van Wyk, 2019). Some undertake jobs that HCNs are not interested in or in special skills areas such as medical, academic, engineering and mathematical fields (Mei & Yazdanifard, 2015). Those who come to SA give reasons such as following their goals of contributing to the knowledge generation by conducting research and teaching in their professional areas (Sehoole et al., 2019). Besides, academics regard SA as a country that offers innovative platforms, unlike other African countries as it provides means for career growth (Sehoole et al., 2019) in terms of research collaborations and a variety of qualifications.

Sehoole et al. (2019) identified the push and pull factors that attract and drive away foreign academics in SA. The push factors include violent events like the ongoing xenophobic attacks, challenges to acquire work-permits and an undemocratic government. The pull factors include a good opportunity for academics to enrich their careers through access to resources and a wide range of options in terms of qualifications offered in SA HE institutions (Sehoole et al., 2019)

Foreign employees are faced with even more challenges such as disruptions to their roles, identity and social networks resulting in uncertainty and anxiety, stress caused by not knowing how to handle new situations and failure to understand the new social environment (Nardon et al., 2015). The socio-cultural challenges include language barriers, obtaining the right accommodation and schools for the children, challenges with transportation systems and adopting new cultural norms especially for children (Pherali, 2012).

Foreign employees feel isolated and lonely in workplaces especially in HE institutions (Jonasson et al., 2017). Cultural similarities or differences among working peers can have a significant bearing on foreign employees' wellbeing (Tanova & Ajayi, 2016). Individual resources, rational skills, personality traits and previous international experiences play a big role in the adjustment and wellbeing of foreign nationals when no specialised training and orientation is provided (Tanova & Ajayi, 2016). Other important factors such as financial wellbeing, work-life balance, and interpersonal relations with both colleagues and students are important when it comes to foreign academics' work adjustment, wellbeing and job performance (Jonasson et al., 2017).

Poor academic wellbeing is a result of non-payment of salaries, academic workloads, poor facilities and several industrial actions resulting in producing poor quality graduates with poor chances of securing good employment (Ahmed et al., 2018). Ensuring good academic wellbeing improves job performance which is evident in higher pass rates for students and improved research output (Converso et al., 2019).

Several studies exploring foreign employee wellbeing and employee adjustment, in general, have been carried out in the South African HE context (Coldwell et al., 2016; Motala & Van Wyk, 2019; Naidoo & Sibiya, 2018; Sehoole et al., 2019) but limited

studies were available during this study that specifically explored the foreign national's wellbeing and adjustment and the impact thereof on their job performance as academics in HE institutions. This study, therefore, explored the impact of wellbeing and adjustment on job performance of foreign academics in a HE institution in SA. The focus is mainly on foreign academics in a HE environment because, like any other employee, their wellbeing is important. Moreover, the study adds to the literature on the impact of wellbeing and adjustment on the job performance of foreign academics.

1.3 PROBLEM STATEMENT

The wellbeing and adjustment of employees are crucial in all HE institutions as it impacts on job performance (Bergh, 2014). Academics' job performances again have a great impact on students' learning and the publication of research articles (Kuchava & Buchashvili, 2016). In most HE institutions, students are the source of income and that motivates academics to deliver high-quality education (Kuchava & Buchashvili, 2016) ensuring that they provide good quality services to their clients.

Academics work under pressure with heavy workloads and long working hours (Barkhuizen et al., 2014). Academics' challenges further include long growing cuts in research funding, job insecurity and work-life balance conflict (Converso et al., 2019). With the aim to produce good quality research outputs and good students, academics perform the roles of teaching, administration and research (Ramasamy & Abdullah, 2017). The work overload in the HE sector can be also ascribed to technological advancements (Barkhuizen et al., 2014). This results in older academics failing to stay abreast with technological advancements resulting in increased workloads (Barkhuizen et al., 2014). These factors have an impact on academic wellbeing, adjustment and job performance. Ashley (2018) highlighted wellbeing factors such as relations with colleagues, lack of equal opportunities, physical work conditions, excessive workload, less time for research, lack of promotions and no permanent contracts as reasons that impact on employee job satisfaction and in turn inform decisions on whether to stay or leave HE institutions.

However, foreign academics face several other matters that impact on their wellbeing, adjustment and hence job performance within institutions. These include

discrimination and harassment by host country nationals (HCNs), receiving unfair salaries, lack of bargaining power and failure to secure adequate representation with trade unions (Sebola, 2015). Further, foreign academics face administrative issues, work adjustment problems as well as family and lifestyle adjustment challenges (Nardon et al., 2015). These issues result in foreign academics having negative attitudes towards their jobs, experiencing burnout, stress, depression, anxiety and fatigue, to mention just a few. Some of these conditions is perhaps a result of such foreign academics overthinking or overworking themselves to be considered for either promotions or longer contracts or being liked by their peers (Bergh, 2014).

Language differences and ignorance hinder foreign academics in fighting for their rights and making use of legislative channels, resulting in psychological stress and fatigue in most cases (Mei & Yazdanifard, 2015). There is a need to study the wellbeing and adjustment of foreign academic employees in HE institutions in SA because these institutions are being internationalised and globalised (Hornsby & Osman, 2014). Globalisation and internationalisation result in many foreign academics being hired from other countries and students from other countries being enrolled in South African HE institutions (Rensburg et al., 2015). Globalisation and internationalisation enable HE institutions to gain world recognition through institution ranking systems (De Wit, 2011). It is, therefore, important to make sure that foreign academics are performing optimally towards ensuring the success of the HE institution by providing an enabling environment that enhances their wellbeing and adjustment and to see to it that they can indeed compete globally. Therefore, ensuring foreign employee wellbeing and adjustment will assist HE institutions to apply measures that reduce job dissatisfaction, stress-related conditions such as burnout, fatigue and absenteeism, and ultimately to enhance job performance.

This study aimed to investigate the impact of wellbeing and adjustment on job performance amongst foreign academics in a HE institution. The study further aimed to make recommendations to HR professionals, IO psychologists, line managers and foreign academics on how HE institutions can better support and improve the wellbeing and adjustment of foreign academics towards enhancing job performance. Improving foreign employee wellbeing in HE institutions will increase job performance (Jackson & Fransman, 2018) resulting in better-trained students and better research

outputs. Continuity will be ensured, and disruptions will be minimised in students' lectures and other areas which require support (Erasmus et al., 2015). Employee turnover will be reduced, thus reducing costs that come with replacing staff such as interview costs, relocating and travel costs for new staff (Erasmus et al., 2015).

This study aims to contribute to knowledge and literature by exploring the impact of wellbeing and adjustment on job performance of foreign academics in HE institutions. Researchers have recommended studies that aim at improving wellbeing and job performance by exploring the processes and outcomes of the two together (Warr & Nielsen, 2018). In this study, the researcher also explores adjustment in addition to wellbeing and job performance to improve wellbeing, adjustment and job performance of foreign academics in HE institutions. No literature was found during this study that explores all three constructs together, employee wellbeing, employee adjustment and job performance of foreign employees in the context of South African HE institutions.

The focus of this study was to investigate the impact of employee wellbeing and employee adjustment on job performance of foreign academics at a HE institution. The research question was "What is the impact of employee wellbeing and employee adjustment on the job performance of foreign academics in a HE institution?"

The study aimed to answer the following theoretical questions:

- What is employee wellbeing and related constructs?
- What is employee adjustment and related constructs?
- What is job performance and related constructs?
- How do employee wellbeing and employee adjustment impact on job performance in HE institutions?

This research further aimed to answer the following empirical questions to address the problems explained above:

- What are the wellbeing and adjustment experiences of foreign academics in HE institutions?
- How do wellbeing and adjustment impact on the job performance of foreign academics in HE institutions?

1.4 AIMS

The general aim of the study was to investigate the impact of wellbeing and adjustment on job performance of foreign academics in a HE institution.

The specific literature aims were to:

- (i) Conceptualise employee wellbeing and its related constructs.
- (ii) Conceptualise employee adjustment and its related constructs.
- (iii) Conceptualise job performance and its related constructs
- (iv) Explore how wellbeing and adjustment impact on job performance amongst academics in HE institutions.

The specific empirical aims of the study were to:

- (i) Explore the wellbeing and adjustment experiences of foreign academics in HE institutions.
- (ii) Gain a deeper understanding of how wellbeing and adjustment impact on job performance of foreign academics in a HE institution.
- (iii) Propose recommendations on how to improve the wellbeing and adjustment of foreign academics in HE institutions towards enhancing their job performance.

1.5 THE PARADIGM PERSPECTIVES

Paradigms, according to Christensen et al. (2011, p.10) refer to a framework of thought and beliefs through which reality is interpreted. Below is a description of the empirical, theoretical and meta-theoretical paradigm perspectives adopted in this research.

1.5.1 Empirical paradigm perspective

This research adopted an interpretive approach which seeks to gain an understanding of different social issues behind people's living experiences such as stereotypes, power, gender, race, inequality, class and many others (Denzin & Lincoln, 2011). The ontological assumption of an interpretive researcher is that reality is socially constructed, and many realities exist within communities (Lincoln & Guba, 1985). Knowledge is seen by interpretivists as multiple and subjective and respect is given to all participants regardless of differences (Creswell, 2014). Reality cannot be generalised and therefore objects and situations hold different meanings to different people (Lincoln & Guba, 1985). The interpretive approach allowed the researcher to conduct semi-structured interviews (Terre Blanche & Durrheim, 2014) with foreign academics who explained and provided rich information about their wellbeing and adjustment at the HE institution and how these impacted on their job performance.

According to Ormston et al. (2014), epistemology involves the ways of knowing and learning about the world and it involves how people learn about reality and what forms the basis of people's knowledge. The epistemological assumption of an interpretivist researcher is that the researcher makes sense of the people's experiences by listening carefully to what is said (Terre Blanche et al., 2014). Through semi-structured interviews, the researcher engaged with the participants and gathered data from foreign employee participants on their lived experiences intending to make sense of these experiences, through the interpretation of the findings.

The methodological assumptions of interpretive research speak to how the researcher goes about studying what they want to know (Terre Blanche & Durrheim, 2014). Interpretivist research involves the researcher and participant's interpretation of the social world and understanding of the phenomena under study (Ormston et al., 2014). This study gathered information by following a qualitative case study approach. Deep insights were gained into the participants' experiences by the researcher through semi-structured interviews. The findings were presented in a descriptive manner that explicitly portrays the meanings and lived experiences of the participants as they each shared them. The researcher investigated the participants' experiences of the impact of their wellbeing and adjustment on their job performance. Thus, gathering internal realities from the subjects.

1.5.2 Theoretical paradigm perspective

Similarly, the literature review was also guided by the interpretive approach as its paradigm. The researcher studied and assessed appropriate literature to gather insight into different views other researchers have acquired. The ontological assumption that there are different meanings in how people view and define situations guided the literature review (Terre Blanche & Durrheim, 2014). The methodological assumptions of interpretive research which is about how the researcher goes out studying what they want to know (Terre Blanche & Durrheim, 2014) enabled the researcher to study literature carried out by different researchers providing different views and understanding on the phenomenon. Obtaining deep insights about what others have gathered enables a better understanding of the impact of employee wellbeing and adjustment on job performance.

The epistemological assumption of “how we know what we know” (Terre Blanche et al., 2014) was applied when the researcher compared literature. This study conceptualised wellbeing, adjustment and job performance and their related constructs. It also explored how wellbeing and adjustment impact on job performance in the place of work, particularly in HE institutions. The information gathered provided the background and understanding of the phenomenon and its status quo.

1.5.3 Meta-theoretical perspective

The study was carried out within the discipline of Industrial and Organisational (IO) Psychology and is linked to the sub-fields of personnel psychology and employee wellbeing.

1.5.3.1 Industrial and organisational psychology

“IO psychology is a branch of psychology that utilises psychological knowledge in the work context to assess, utilise, develop and influence individual employees, workgroups and related organisational processes” (Bergh, 2014, p.6). IO psychologists can work in the organisation examining factors that affect employee efficiency and conduct research to apply their findings to organisations (Aamodt, 2013). According to Bergh (2014), an IO psychologist works with workplace counsellors to achieve the following among other things: advise departments on selection and placement practices, rehabilitation of workers with adjustment and emotional wellbeing challenges, facilitate organisational change regarding culture and attitudes towards health promotion and train medical and HR professionals to manage workers with emotional problems. IO psychology applies to this study as it explores how foreign wellbeing and adjustment impact on their job performance. This study is also situated in the sub-field of personnel psychology and employee wellbeing.

1.5.3.2 Personnel psychology

Personnel psychology is a subfield of IO psychology which involves applying psychological theories, methods and research findings to the HR functions in organisations (Chan, 2019). The main functions of personnel psychology include recruitment, selection, training, performance management and compensation (Chan, 2019). Personnel psychology generally involves the study of individual differences regarding behaviour and performances and their outcomes in the workplace (Cartwright & Cooper, 2008; Van Vuuren, 2010). According to O’Driscoll and Taylor (2007), personnel psychology focuses on the application of employees’ psychological constructs such as the mental ability to HR management in areas such as career development and training and development. Personnel psychology further provides a

thorough understanding of various factors which impact and improve individual performance (Cartwright & Cooper, 2008).

IO psychologists in personnel psychology for example, also develop job analysis through which they identify job tasks, knowledge, skills, abilities and other characteristics requirements using methods such as observational procedures, interviews and questionnaires for the employees (O'Driscoll & Taylor, 2007).

1.5.3.3 Employee wellbeing

Employee wellbeing comprises an employee's wellbeing, workplace wellbeing and psychological wellbeing which all impact on job performance (Zheng et al., 2015). Employee wellbeing has a significant impact on job performance and productivity (Fenton et al., 2014). This is because an employee's overall work experiences affect them while at work and outside the work environment (De Simone, 2014). Also, poor wellbeing may affect productivity, the quality of decisions taken and absenteeism (De Simone, 2014). Pierce et al. (2016) agrees with De Simone (2014) and adds further consequences of poor employee wellbeing to include increased workplace accidents, healthcare costs and dissatisfaction in life among other losses (Pierce et al., 2016). Therefore, IO psychologists must intervene and ensure good health and wellbeing of employees by researching and implementing wellbeing programmes. Initiating programmes such as stress management, gym sessions, nutrition or weight control and smoking cessation would be beneficial to both the organisation and employees in terms of production and employee health and happiness (Fenton et al., 2014).

1.6 RESEARCH DESIGN

The discussion of the research design to be followed in the study will be presented in detail in chapter 3. It will outline the research approach, the research strategy and research method. The research method will provide detailed discussions of the research setting, entrée and establishing research role, sampling, data collection methods and recording of data. The section will also discuss the analysis process for the study, reporting of findings, strategies to ensure quality data and ethical considerations.

1.7 CONTRIBUTION OF THE STUDY

This research contributes to the field of IO psychology and HE institutions. People are seeking employment outside their home countries for different reasons. Those who come to SA join different fields of employment and some are employed as academics in HE institutions.

The findings of this study aim to provide insight into the impact of wellbeing and adjustment on the job performance of foreign academics in a HE institution. This knowledge may assist HR professionals, IO psychologists and line managers of HE institutions to address the challenges foreign academics are faced with concerning their wellbeing and adjustment. HR professionals, IO psychologists, HE line managers and even foreign academics themselves, may consider and may apply the recommendations made by this research when working with or implementing wellbeing and adjustment programs towards improving the job performance of foreign academics.

1.8 CHAPTER LAYOUT

This dissertation consists of five chapters.

Chapter 1:- Scientific orientation to the research

Chapter 1 contains the background and motivation of the study, the problem statement, aims of the study, paradigm perspectives and contributions to the study. The chapter provides an introduction of what the study is about and a motivation of why the study should be carried out.

Chapter 2:- Literature review

Chapter 2 aims to conceptualise wellbeing, adjustment and job performance, together with their related constructs. This chapter will also present a review of literature about how wellbeing and adjustment impact on employee job performance and more specifically in the context of HE institutions.

Chapter 3:- Research design and methodology

This chapter discusses the research design and methodology which informed this research. This includes the research approach, the research strategy and research method. The research method will describe the research setting, entrée and establishing research role, sampling, data collection methods, recording of data, data analysis, reporting and strategies to ensure quality data. Ethical considerations employed in this study are also discussed.

Chapter 4:- Findings

The findings of the study about the experiences of foreign academics regarding how their wellbeing and adjustment impact on job performance are presented in this chapter. The themes and sub-themes of the findings are drawn from the data analysis concerning the research question.

Chapter 5:- Discussions

Chapter 5 presents discussions on the summary and conclusions drawn from the literature review and a discussion on the incorporation of the findings from the literature. Moreover, the conclusions, limitations and the recommendations of the study are presented. Recommendations will be made to HR professionals, IO psychologists, line managers and foreign academics, and researchers for future research.

1.9 CHAPTER SUMMARY

Chapter 1 focused on the scientific orientation of the study. The chapter discussed the background and motivation of the research, the literature and empirical aims, the paradigm perspectives which include the empirical paradigm perspectives, theoretical paradigm perspectives and meta-theoretical perspective. The research design outline of the study, the contribution of the study and the chapter layout were then provided. The next chapter presents a comprehensive literature review.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

Kaniki (2014, p.19) describes a literature review as the identification and analysis of information resources such as books, journals, articles and electronic resources.

Kaniki (2014) further outlines the purposes of a literature review to identify:

- knowledge gaps and develops research problems,
- a theoretical framework,
- issues and variables related to the research topic,
- conceptual and operational definitions; and
- methodologies.

This research explored the impact of wellbeing and adjustment on job performance of foreign academics in a HE institution in SA. This chapter, therefore, reviews the concepts of wellbeing, adjustment and job performance and their related constructs. A review is also presented of the impact of wellbeing and adjustment on job performance, also amongst the academics in the HE context. Lastly, a section that discusses the theoretical framework will be provided.

2.2 EMPLOYEE WELLBEING

In general, wellbeing is context-free and it is defined in terms of life overall and not attached to any specific situation or environment (Warr & Nielsen, 2018). Wellbeing in this instance is determined by satisfaction in life and global happiness amongst other aspects (Warr & Nielsen, 2018). Researchers define wellbeing as being psychologically well (Ahmed et al., 2018; Aryan & Kathuria, 2017). Psychological wellbeing is the main aspect of overall wellbeing which is associated with physical and mental health and longer living (Aryan & Kathuria, 2017). Ahmed et al. (2018) define psychological wellbeing as including several concepts that include a wide-range of an individual's wellbeing such as positive evaluations, sense of growth, a belief that life is meaningful, healthy relationships with colleagues at work, ability to effectively conduct one's life and a feeling of self-actualisation. Psychological wellbeing at work can also

be described in terms of efficacy, hope, optimism, resilience, high self-esteem, high morale, high productivity and happier life (Aryan & Kathuria, 2017).

De Simone (2014) explains wellbeing in a person using models such as subjective wellbeing, eudaimonic wellbeing and social wellbeing. According to De Simone (2014), subjective wellbeing refers to a person's general circumstances which indicate how an individual describes their happiness. Subjective wellbeing can be classified as either emotional/affective or positive psychological and social functioning (May, 2014). Emotional or affective wellbeing refers to factors like positive and negative affect, happiness and life satisfaction. People with high emotional wellbeing are happy and satisfied in life (Compton & Hoffman, 2019). Positive psychological and social functioning involves factors such as self-acceptance, positive interpersonal relations, personal growth and purpose in life, environmental mastery and autonomy (Compton & Hoffman, 2019).

Eudaimonic wellbeing includes constructs such as job involvement, work engagement, thriving, flow and intrinsic motivation (May, 2014). Social wellbeing describes the interactions and relationships a person has with colleagues (May, 2014). A person with high social wellbeing has positive attitudes towards others and believes that social change is possible (Compton & Hoffman, 2019). Besides, a person with high social wellbeing attempts to make contributions to the community believes that the world is understandable and they have feelings of being part of the community (Compton & Hoffman). Trust, respect, care and support amongst other constructs cause employees to develop feelings of belonging (DeSimone, 2014).

Wellbeing can be viewed from a positive perspective (May, 2014). May (2014) emphasizes the need to study and encourage well-being from a positive angle. She explains that the focus on wellbeing has been negative or pathogenic. A positive focus, which is called the strength paradigm, encourages the well-being of people, their growth potential, their resilience and coping resources in stressful times. May (2014) further explains three main sources of paradigms that promoted wellbeing which are salutogenesis, fortigenesis and positive psychology. Salutogenesis was conceptualised by Aaron Antonovsky and it focuses on people being able to cope under stressful conditions. Salutogenesis enhances and maintains wellbeing (May,

2014). Fortigenesis was conceptualised by Deo Strümpfer and is about how people discover something good out of painful ordeals and how people understand that they can perform actions that yield positive outcomes (May, 2014). Lastly, positive psychology involves subjective positive psychology, individual-level psychology and organisational positive psychology (May, 2014). Subjective positive psychology focuses on subjective emotions that are positive such as happiness, love, satisfaction in life among other emotions. Other emotions include positive thoughts one has about themselves and the future such as hope and optimism (Compton & Hoffman, 2019). The individual-level psychology looks into positive behavioural characters that are noticed in people over a while such as honesty and wisdom (Compton & Hoffman, 2019). Organisational positive psychology looks into creating, developing and maintaining positive organisations in terms of the assets, the employees and the working environment (Compton & Hoffman, 2019).

The importance of wellbeing in organisations cannot be overemphasized. Most studies highlight the importance of wellbeing in organisations and how it impacts on job performance (Aryan & Kathuria, 2017; Coldwell et al., 2016; De Simone, 2014). Researchers like Krekel et al. (2019) and Warr and Nielsen (2018) explain the positive impact employee wellbeing has on productivity and organisational performance while Ahmed et al. (2018) indicate the detrimental effects of poor employee wellbeing on financial and life losses, amongst other costs. Financial losses due to absenteeism, accidents, suicide cases and ill-health are reported to be a result of poor wellbeing in organisations (Ahmed et al., 2018).

The onus is on both the employee and the employer to work towards employee wellbeing. Employers should ensure employees are healthy and happy to enhance job performance and maximise profits (Coldwell et al., 2016). Organisations need to implement wellbeing interventions towards assisting in the improvement of employees' life, production and reduction of economic losses due to absences, sicknesses and disability (Fenton et al., 2014). Depending on the size and financial resources of organisations, various wellness programmes can be implemented. Fenton et al., (2014) suggested programmes which include gym access to enhance fitness, stress management programmes, smoking cessation and back care advise, weight reduction or nutrition programs and medication for chronic conditions (Fenton et al., 2014). In

their study, Aryan and Kathuria (2017) suggest engaging in recreational activities, meditation, yoga and taking a good holiday. Implementation of training programmes that enhance the wellbeing and adjustment in the workplace for individuals, groups and the organisation as a whole can further enhance teamwork, encourage a good working environment and also provide employees with a sense of belonging (Biggo & Cortese, 2013).

On the other hand, individual employees should own coping mechanisms, self-control mechanisms and psychological capital to ensure the wellbeing and successful adjustment (May, 2014). Job resources are also necessary to avoid the risk of burnout. These include career advancement opportunities, coaching, communication, leave referral or professional support, supervisor support, colleague support and growth opportunities (Gauche et al., 2017). The need for job resources implies that having guidance, interaction and support at work may ease work pressure for employees. This demonstrates the role of leadership in employee wellbeing. Samad et al. (2015) explain the effects of leadership styles on wellbeing and argue that different leadership styles at different levels in institutions influence interactions which impact on employees negatively or positively. Samad et al. (2015) further add that employee wellbeing, employee performance and leadership styles in organisations are all closely connected.

In HE contexts healthy institutions encourage the creation of an organisational culture that enhances academic wellbeing and enables people to be fully-functional (Converso et al., 2019). The quality of knowledge development and transfer in HE institutions is highly influenced by academic wellbeing (Converso et al. 2019). Ahmed et al. (2018) explain how in Nigerian HE institutions poor employee wellbeing was evident through non-payment of salaries, academic workloads, poor facilities and several industrial actions lead by academics. These all resulted in delivering poor quality graduates who had poor chances of securing good employment.

This research adopted the definition of psychological wellbeing given by Ahmed et al. (2018) which defines psychological wellbeing as a complex concept which incorporates a comprehensive range of a person's wellbeing such as positive evaluations of an individual's life, a sense of growth, a belief that life is meaningful, a

healthy relationship with colleagues at work, ability to effectively conduct one's life and feelings of self-actualisation. This aligns well with this research in the sense that the definition describes wellbeing from numerous angles as experienced by an employee. The definition includes aspects that one has control over such as a feeling of self-actualisation and those that involve external forces such as relationships with colleagues. It encompasses both the internal and external aspects of a person's wellbeing.

2.3. EMPLOYEE ADJUSTMENT

According to Weiten et al. (2012, p.11) adjustment is "the psychological processes through which people manage or cope with the demands and challenges in life". Mesidor and Sly (2016) however, define adjustment as a process through which an individual balances the needs and challenges they face in life. Adjustment is defined by Moritsugu et al. (2016) as coping with the challenges of everyday life without experiencing problems. Moritsugu et al. (2016) further describe adjustment as the level of success in managing circumstances Zhu et al. (2016) describe work adjustment as a dynamic process that is continuous and changing with time. Adjustment is defined by Halim et al. (2014) as the point where foreign nationals feel comfortable in the new environment resulting in effective functioning.

Adjustment occurs in different areas of life when people faced with changes such as financial shortages, death in the family and new jobs (Weiten et al., 2012). Failure to adjust leads to psychological maladjustment which disturbs an employee's thoughts, perception, feelings, attitudes, behaviours and interactions at work and that affects job performance and overall happiness (Bergh, 2014).

Individual employees are responsible for their adjustment and failure to adjust, that is, the inability to deal with life's complexities and challenges leads to unhappiness (Bhat & Beri, 2016). Dahling and Librizzi (2015) report that insecurely attached employees face challenges regarding work adjustment. Bergh (2014) provides examples of psychological maladjustment scenarios or adjustment problems which include alcoholism and drug abuse, aggression and violence, burnout, xenophobic incidences, crime, racism and sexual abuse.

Various studies on adjustment have been carried out focusing on students who travel abroad mostly and foreign students who are in SA (Johnson et al., 2018; Mesidor & Sly, 2016; Mokhothu & Callaghan, 2018). Johnson et al. (2018) found that foreign students in the United States of America reported having adjustment challenges upon arrival but later adjusted well. They reported challenges ranging from boredom and lack of social support to cultural and social challenges. Mesidor and Sly (2016) report that foreign students encounter cultural, social, academic and psychological adjustment challenges in foreign countries. They recommended that foreign students and the host HE institution should devise an adjustment plan to facilitate students' transition from their home countries (Mesidor & Sly, 2016). A study by Mokhuthu and Callaghan (2018) found that culturally intelligent foreign students performed better academically compared with foreign students with poor cultural intelligence.

With regards to foreign adjustment, Bhatti et al. (2014) classify foreign adjustment as work adjustment, general adjustment and interaction adjustment. They describe the work adjustment of foreign employees as the comfort that comes with their jobs. General adjustment of foreign employees is the comfort with non-work factors such as food, language, transportation and entertainment. Bhatti et al. (2014) further define interaction adjustment as the comfort gained by interacting with HCNs inside and outside of the work environment. Similarly, Halim et al. (2014) define foreign adjustment as the level of comfort that a foreigner feels when they settle in a new country and which result in good work performance. They further classify foreign employee adjustment as psychological, socio-cultural and work adjustment (Halim et al., 2014). Psychological adjustment relates to psychological well-being and satisfaction of different aspects of life. The socio-cultural adjustment refers to the social abilities that stimulate a person's thoughts and feelings (Halim et al., 2014). These involve the ability to interact with HCNs and getting social support from colleagues (Halim et al., 2014). Lastly, work adjustment refers to the attitudes towards work, the ability to complete work tasks resulting in effective functioning at the new environment (Halim et al., 2014).

In the HE context, the process of foreign adjustment is influenced by various factors such as foreign employee's resources, cultural and language intelligence, HCNs,

blogging and lecturer-student relationship (Bhat & Beri, 2016; Haslberger & Dickmann, 2016; Jonasson et al., 2017; Malek et al., 2015; Nardon et al., 2015). Applying and engaging some of these techniques may be beneficial in facilitating foreign adjustment in the first months after moving to a new country.

Foreign employees should possess positive personality traits that assist and enhance job performance in a multicultural work context (Bhatti et al., 2018). Socially adjusted people perform better in life and are more cooperative (Bhat & Beri, 2016). Malo et al. (2015) explain that cognitively adjusted workers are proactive because they possess better psychological well-being leading to better job performance compared to their colleagues. Proactive individuals possess positive personalities and they are most likely to pursue required job resources to achieve cognitive adjustment and success (Malo et al., 2015). Extroverted foreign employees who possess assertive and talkative skills are found to adjust faster at work and life in general because of easy interaction with HCNs (Bhatti et al., 2014). Extroverted employees perform better because they are well adjusted in all areas hence leading to better adjustment and higher job performance (Bhatti et al., 2014). Bhatti et al. (2014) further explain that emotional stability and openness enhance adjustment in foreign employees who are eager to experience new adventures. Mentally strong foreign nationals easily accept and are open to differences in host countries and adjustment becomes easy for them (Halim et al., 2014). Mentally strong and flexible foreign employees can defeat stressors and adjust in work and life situations on personal, social or environmental level (Halim et al., 2014).

Cultural differences may affect foreign employee performance. Linguistic challenges lead to poor interaction with colleagues, misunderstandings in cultural norms and gestures and failure in understanding HCNs lived experiences (Pherali, 2012). Knowledge and understanding of the host country's language are advantageous to adjustment. Haslberger and Dickmann (2016) explain how the language of HCNs highly impacts on adjustment of foreign nationals in social and work life. Wang (2016) found that cultural intelligence aids individual self-adjustment and in turn promotes job performance. Wang (2016) adds that individuals with cultural intelligence easily adapt to new circumstances and produce better work result compared to individuals lacking cultural intelligence.

In addition to personal resources and cultural intelligence, various factors have been reported that positively influence adjustment, for example, employing organisations, HCNs, spouses (Malek et al., 2015) and social networks such as blogging (Nardon et al., 2015). In large organisations with many foreign employees, training and counselling interventions may be of value to foreign employees to facilitate the adjustment. Provision of counselling sessions particularly for foreign employees boosts confidence and reduces stress at work (Biggo & Cortese, 2013). Such support initiatives for adjustment guarantee employees' loyalty and appreciation and better performance (Tanova & Ajayi, 2016).

Implementing formal mentoring programs for foreign employees provides more support in the early days of foreign employee arrival (Tanova & Ajayi, 2016). Maharaj (2017) studied the experiences of foreign academics at a South African HE institution and found that organisational support enhanced foreign academic adjustment. Support emanated from work colleagues and the institution. However, in a study by Pherali (2012) in Britain foreign employees resented the idea of having support specifically for the foreign employees in academia as they perceived it as discriminatory portraying them as weaker than their local counterparts.

Leaders and managers play a pivotal role in the adjustment process of new foreign employees. Choi et al. (2017) suggest that both the foreign employee and the employer or organisation should adjust to each other for the development of a mutual, long-term relationship. Choi et al. (2017) applied the person-organisation fit theory to study foreign employees in the hospitality sector. The results indicated the importance of organisations' involvement in initiative programmes that boost foreign employees' perceptions of fit. They further suggest steps such as teaming foreign employees with HCNs to create a comfortable environment and to decrease stereotypes amongst employees (Choi et al., 2017). However, HCNs working around foreign employees can influence foreign adjustment by allowing them to open up, being reliable and willing to listen and by being easy to talk to (Halim et al., 2014).

Managers involved in new employees' adjustment enhance the adjustment process especially in employees who are not proactive and cannot initiate ways to self-adjust (Ellis et al., 2017). Wang (2016) also agrees that foreign employees should socialise

with HCNs upon arrival in a new country to learn their culture. Wang further suggests the facilitation of cross-cultural training for new foreign employees. Availability of adjustment manuals and mentors or coaches can assist new foreign employees in enhancing adjustment in organisations (Haslberger & Dickmann, 2016).

HCNs can assist foreign employees to adjust by sharing information such as the location of clinics, shops or good schools (Haslberger & Dickmann, 2016). In this regard information by HCNs becomes beneficial when it is correct. Otherwise, bad information creates anger, confusion, stress and slows adjustment (Hasleberger & Dickmann, 2016). Adjustment in this regard is also determined by how HCNs receive and accept foreign nationals in their communities, people may be received differently depending on their religion such as whether they are Christians or Islamic or if their countries of origin are developed countries or developing countries (Haslberger & Dickmann, 2016). A study by Malek et al. (2015) explains how Malaysian nationals are too patriotic or loyal to each other and therefore it is difficult for them to accept foreign nationals from other countries. This is even more difficult if the foreigner is taking a leadership position at an organisation because the HCNs feel undermined (Malek et al., 2015). This situation can be linked to South African nationals whose xenophobic attitudes are reported in and outside the workplace (Maharaj, 2017) and accepting foreign nationals is uncommon in their communities (Harry et al., 2017). Such resentment slows down adjustment of foreign nationals.

Support through blogging was also found to be helpful. Nardon et al., (2015) investigated the use of blogging technology by foreign employees in Canada and found that blogging provided social support to foreign employees in terms of adjustment. They found that foreign nationals, through online blogging, discovered information, gained a new understanding of the country and support from HCNs. This method reduces the costs of acquiring support resources and it has no time and geographical limitations (Nardon et al., 2015).

Besides, relationships such as the lecturer-student relationship are reported to be vital in foreign employee adjustment particularly in academia (Jonasson et al., 2017). Jonasson et al. (2017) studied the student-lecturer relationship as a job resource that enhances adjustment and found it to be highly impacting on academic foreign

adjustment. Foreign academics who take long to adjust can make use of local student social support to enhance their adjustment and job satisfaction by teaching new academics their local language and norms and showing them around the area (Jonasson et al., 2017).

According to Alemu (2020) the changes foreign academics face, include changes in personal and professional attitudes, understanding international students' learning styles and behaviour and broadening global perspectives. Therefore, foreign academics are faced with cultural challenges particularly with teaching and communicating with students from different cultures (Alemu, 2020).

This study adopted the definition of adjustment by Mesidor and Sly (2016) which defines an adjustment as a process in which a person can balance the needs and challenges faced in life. The definition was appropriate because the researcher looked at adjustment from all areas of the employees' life and adjustment is seen as a process which takes time. The definition also acknowledges the ability of a person to balance needs and challenges in life. Adjustment is about how a person gets used or settled to the systems of a new environment with the ability to work and live without difficulties.

2.4. JOB PERFORMANCE

Job performance is described by Taris and Schaufeli (2014) as a multi-dimensional concept that cannot be described along a single scale. Motowidlo and Kell (2012) however, define job performance as the expected value to the organisation of behavioural events that a person carries out for a particular period. They add that people's behaviours at work affect their work performances either positively or negatively. Viswesvaran and Ones (2000) define job performance as work roles, behaviours and outcomes carried out by employees that play a part in achieving the goals of the organisation. Similar to Viswesvaran and Ones' (2000) definition, Alessandri et al. (2017) define job performance as a set of employee activities that are pertinent to the organisational goals of the employing organisation. Job performance is part of the requirements of a job description which is acknowledged by formal reward systems such as salaries, bonuses and wages related to company's earnings, productivity and longevity (Kanat-Maymon & Reizer, 2017).

The complexity and diverse nature of jobs make it difficult to provide a standardised definition of job performance because each job has different outputs and ways to measure it (Arnold & Randall, 2010). Reijseger et al. (2013) distinguish between process performance and outcome performance. Process performance can be subdivided into three categories which are in-process performance, extra-role performance and counterproductive work-performance (Reijseger et al., 2013). In-process performance is the ability of the worker to perform the expected or central roles on their job description. Extra-role performance refers to when employees perform tasks or roles separate from their job description which profits the organisation. Lastly, counter-productive performance is when employees act and display negative behaviours detrimental to the success of the organisation such as theft, being late and conflict (Reijseger et al., 2013). Outcome performance refers to the number of goods, services or outputs produced and how they are consistent with the goals of the organisation (Reijseger et al., 2013). However, other researchers classify job performance as either objective or subjective (Nielsen et al., 2017). Objective performance is a performance that is non-self-reported and not rated by any individual superior or colleague and these include sales performance and financial profits (Nielsen et al., 2017). Subjective performance is a self-reported performance in which an individual employee, a supervisor or a colleague rates outcomes or perceptions of one's performance (Nielsen et al., 2017).

Different psychologists have constructed different components of job performance that could be applied in developing job assessment theories across different work roles. One example is that of Campbell's eight factors of job performance which are (Arnold & Randall, 2010):

- job-specific "core" task proficiency
- non-job specific proficiency
- written and oral communication
- demonstrating effort
- maintaining discipline
- facilitating peer/team performance
- supervision/leadership and

- management administration.

Job performance for individual employees is usually measured through performance appraisals conducted by immediate superiors. Performance appraisal is a process used to assess employees' performance and it assists with the identification of career growth potential (Igbojekwe et al., 2015). Job performance data can be used in organisations for administrative decisions, employee development and feedback and in research to formulate decisions on organisational practices and procedures (Spector, 2012). In tertiary institutions, academic performance plays a key role with regards to rewards and career growth (Ramasamy & Abdullah, 2017).

Numerous factors influence job performance and they include motivation, appraisals, job satisfaction, training and development (Dobre, 2013), self-efficacy, inter-personal relationships, motivation and communication (Clausen et al., 2019; Ereno & Nunez 2014; Kuchava & Buchashvili, 2016; Song et al., 2018). Ereno and Nunez (2014) found that self-efficacy positively influences job performance. A study by Song et al. (2018) indicated how organisational support has no direct influence on the job performance of teachers in a school context, but found that self-efficacy and work engagement highly influenced teachers' job performance. The study concluded that individual resources and environmental factors collectively, as well as interpersonal relationships, are highly influential on job performance.

Clausen et al. (2019) studied the impact of social capital on job performance, work engagement and psychological wellbeing. Their findings concurred with Song et al. (2018) that social support as a job resource has a positive impact on job performance and psychological wellbeing. Social support was distinguished by Clausen et al. (2019) as a bridging, bonding and linking social capital. Bridging social support referred to the relations between people in different groups and teams. Bonding social capital referred to the relations between people who belong to the same group or team. The last one is linking social support which described the relations between a work team and management (Clausen et al., 2019).

Studies further indicate that motivation enhances job performance because motivated employees are productive, happy and committed to their job (Kuchava & Buchashvili,

2016). However, job performance is also dependent on other employee factors such as learned skill or talent, capacity and education (Kuchava & Buchashvili, 2016).

With regards to working relationships and their impact on job performance, Abe and Mason (2016) studied interpersonal relationships in a retail context and concluded that healthy supervisor and employee relationships enhance job performance. The study recommended supervisors to improve on communication, training, teamwork, respect, trust, information-sharing, fair treatment of employees and adequate understanding of tasks. All these factors would improve employee job performance amidst good relationships between supervisors and employees.

Academics are mainly assessed for promotions and tenure through their qualifications, teaching, current research, publications and services to the university and the community (Igbojekwe et al., 2015). Borja II (2018) stated the characteristics academics need to possess in the 21st century as being the adaptor, the communicator, the learner, the visionary, the leader, the model, the collaborator and the risk-taker. These characteristics will enhance job performance for the academics and assist producing well-prepared students for the changing work environment (Borja II, 2018).

Communication as a key factor for job performance is supported by a study by Oluwatoyin (2016) who found that effective communication between HE institution leaders and academics are key to employee motivation. Effective communication in this regard refers to the involvement of academics in key decision-making processes and policy formulation through board meetings and committee involvements. Oluwatoyin (2016) suggested that leaders should apply two-way communication processes to engage academics in decision-making processes that affect their job performance. Extra roles that are outside academics' job description lead to unhappiness and unfairness when included in performance appraisals (Ramasay & Abdullah, 2017).

2.5. THE IMPACT OF WELLBEING AND ADJUSTMENT ON JOB PERFORMANCE IN HIGHER EDUCATION INSTITUTIONS

The roles of HE academics are increasing significantly (Coldwell et al., 2016). Academics contribute to knowledge provision, nation's growth and societal wellbeing (Ramasamy & Abdullah, 2017). HE institutions preserve the country's values and provide educational goals (Naidoo & Sibiyi, 2018). Academic involvement in various roles such as lecturing, research work and administration, demonstrate how academics are catalysts in knowledge development and student results (Kuchava & Buchashvili, 2016). Academics are expected to publish research articles, produce quality student output irrespective of the number of classes hosted, organise and attend conferences and assist with external examinations (Coldwell et al., 2016). Like most employees, academics spend most of their time at work and therefore ensuring their overall wellbeing and happiness is important (De Simone 2014). Employees with positive wellbeing are more productive because a happy worker is more productive, and it is believed that high production should not be achieved at the expense of employees' wellbeing (Taris & Schaufeli, 2014).

Pignata et al. (2018) explained that in HE institutions stress emanates from economic pressures, internationalisation, the growing use of technology and the need for funding. Recent world economic challenges have resulted in reduced resources for academics leading to reduced research funding, inadequate rewards and job insecurity which are strenuous to academics (Converso, 2019). Stress amongst academics will then lead to low productivity, absenteeism, work conflicts, anger, losing control, over-eating and quitting jobs (Muurlink & Matas, 2011). In a study comparing South African and Swedish academic perceptions on academic citizenship and wellbeing, Coldwell et al. (2016) explain that South African academics work under tougher socio-political conditions that impact on their wellbeing and performance. Issues such as bigger classes, admitting underprepared students and South African students coming from a multicultural and multi-lingual society were said to have an impact on these academics' well-being (Coldwell et al., 2016).

Employee wellbeing, adjustment and job performance in HE institutions are impacted on by various factors. The '#fees-must-fall' campaign resulted in academics losing

lecturing and research time, annual salary increases and performance bonuses (Lesenyeho et al., 2018). Other stressors such as unfair performance measures and meeting deadlines have been proven to affect individuals' work and personal life and in turn their wellbeing (Ramasamy & Abdullah 2017). Changing institutional structures, lack of clarity in academic roles and overwork leads to chronic burnout (Muurlink & Matas, 2011). In a study on faculty turnover in private institutions, Ramasamy and Abdullah (2017) found that work overload, most of which did not fall within job descriptions, together with the pressure of meeting deadlines, affected employee morale. According to Ramasamy and Abdullah (2017), overwork in HE institutions especially in private institutions are more than what academics can handle. Too much workload leads to exhaustion, unhappiness and workers quitting their jobs. Academics were evaluated for tasks that were not related to research or lecturing and that affected their performance, happiness and sense of justice. Academics were exposed to cyber bullying on social media platforms by their students which left them humiliated, suicidal, stressed and depressed (Ramasamy & Abdullah 2017).

Foreign academics are mobile academics pursuing new and foreign philosophies and research areas and they are likely to gain more experience and produce better research output than less mobile academics (Alemu, 2020). Alemu (2020) adds that the kind of knowledge gained by mobile academics is knowledge in local and global issues which leads to being more tolerant of other cultures and people, global events and new perspectives.

Factors impacting on foreign academic job performance include self-efficacy and leadership styles (Ereno & Nunez, 2014; St Germain, 2017). Ereno and Nunez (2014) report that possession of self-efficacy in academics impacted positively on job performance. Academics who are self-efficacious have more attentive students who perform better. Leadership also highly influence foreign academic job performance and thus leaders in HE institutions should be able to understand and apply various leadership styles that aim to minimise the challenges of a multicultural workforce which may affect the job performance of academics (St Germain, 2017).

In the South African context, foreign academics do not seem to receive the necessary support that enhances job performance. This includes access to research funds as

most calls for applications are mainly aimed at local academics and there is reportedly a lack of promotions for qualified foreign academics (Maharaj, 2017). Foreign academics leave their home countries for reasons including better economic benefits and therefore discrimination and unfair compensation may lead to poor job satisfaction and in turn poor job performance (Bhatti et al., 2018). However, when organisations practice fair procedures and policies it enables fairness to both foreign and local academics, foreign academics' perceptions of equal opportunities increase, job satisfaction is enhanced and in turn job performance improves (Bhatti et al., 2018). HE institutions that are supportive of foreign academics create the conditions for foreign academics to perform their jobs successfully and the institution will attain its goals through high job performance (St Germain, 2017). Moreover, the reputation of the institution is protected especially in this era of advanced technology and social media where bad information can easily be shared in cases of disgruntlement by foreign academics (St Germain, 2017).

However, not all experiences are bad for academic lecturers in HE institutions. There are studies which indicate that academic employees' wellbeing is met in some areas. Some studies have reported good career advancement and promotion of academic employees (Kuchava & Buchashvili (2016). Kuchava and Buchashvili (2016) reported in their study about motivation conducted at three private and public HE institutions that employees were free to discuss their matters of concern with their leaders. This portrays a good direction towards enhancing wellbeing. Muurlink and Matas (2011) reported that most HE institutions in Spain and the United States of America have invested in wellbeing programmes such as counselling and gymnasiums. HE institutions in Northern Europe and the United Kingdom have also improved health programs to increase academic health and institutional and community productiveness (Converso et al., 2019).

2.6 THEORETICAL FRAMEWORK

A theoretical framework provides a structured lens through which aspects or parts of the world can be observed, studied or analysed (Leedy & Ormrod, 2005). Besides, it provides the researcher with a general framework for data analysis (Leedy & Ormrod, 2005). Models and theories such as job demands-resources (JD-R) theory,

conservation of resources theory and self-determination theory have been applied in research to support and illustrate the necessity of job resources in job performance (Nielsen et al. 2017; Taris & Schaufeli, 2014). This research utilised Bakker and Demerouti's (2007) JD-R model (Taris & Schaufeli, 2014) to understand the impact of employee wellbeing and employee adjustment on job performance of foreign academics at a HE institution in SA. The JD-R model postulates that high levels of demands such as time pressure, workload and long working hours, lead to stress, strain, burnout, ill-health and low job performance (Taris & Schaufeli, 2014). On the other hand, high levels of job resources, for example, self-efficacy and resilience, increase motivation and job engagement and in turn job performance (Taris & Schaufeli, 2014).

Bakker and Demerouti (2007) define job demands as physical, psychological, social and organisational aspects of the job that employ sustained physical, psychological effort and have physical and psychological costs. Job resources are physical, psychological, social and organisational factors of the job that assist in achieving goals, in reducing job demands and the associated physiological and psychological costs or in stimulating personal growth, learning and development (Bakker & Demerouti, 2007). Employees apply different coping strategies such as self-esteem, resilience and self-efficacy as job resources to assist in managing the high demands presented in the workplace (Gauche et al., 2017).

The JD-R model has been applied in various job resources studies working with wellbeing and adjustment, such as skill utilisation (Wang et al., 2020) burnout (Gauche et al., 2017) and teacher-student relationships for foreign academics (Jonasson et al., 2017). The JD-R model demonstrates the need for good employee health and how it influences their job performance (Mudrak et al., 2018). When demands are high and resources are low employee wellbeing and job performance decreases (Mudrak et al., 2018). The study adopted this model to explore wellbeing and adjustment in foreign employees at a HE institution because of the job demands they face and how their job resources play an important role in their wellbeing, adjustment and job performance. Moreover, the JD-R model is flexible in terms of applying to various kinds of organisations and the model can be customised to cater for specific job characteristics of the employees (Schaufeli, 2017). Thus, the JD-R model is applicable to the HE

context to look into the job and personal resources that reduce burnout and enhance wellbeing and job performance. The model is appropriate for this research because it is not limited to any specific job demands. The model assumes that any kind of job demands and job resources can affect employee wellbeing and performance (Gauche et al., 2017). The job demands for foreign academics could include the demand of having to adjust in a foreign country which could be challenging emotionally (Jonasson et al., 2017). The job resources in this context could include support from HCN academics within the institution (Jonasson et al., 2017). Job resources that include social support, the work environment and the satisfaction of basic needs lead to work engagement which increases performance (Bakker & Demerouti, 2007).

2.7 CHAPTER SUMMARY

This chapter, according to the literature aims conceptualised wellbeing, adjustment and job performance and their related constructs. Different literature was reviewed that studied foreign employee wellbeing and adjustment and job performance in various contexts. Literature was reviewed on the factors that impact on wellbeing, adjustment and job performance. Among these factors organisational, personal resources and HCNs were reported in the literature as main contributing factors. Other support mechanisms addressed in this literature review included students support, blogging and personal experience. A literature review on the impact of wellbeing and adjustment on job performance specifically in the HE institution context was then carried out. Finally, the theoretical framework was presented. The JD-R model was adopted as appropriate to illustrate and support wellbeing, adjustment and performance.

Based on the literature review, the gap in the knowledge of the impact of wellbeing and adjustment on the job performance of foreign academics is evident. Wellbeing, adjustment and job performance have not been sufficiently explored within the HE context and amongst foreign academics. The study will add to the gap in knowledge by aiming to make recommendations towards improving wellbeing, adjustment and job performance of foreign academics in the HE institution context.

CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

This chapter discusses the research design and methodology which informed this research. The research method will describe the research setting, entrée and establishing research role, sampling, data collection methods, recording of data, data analysis, reporting and strategies to ensure quality data. Ethical considerations are also explained. In this section, a discussion is provided of the research approach, research strategy and research methodology the study follows.

3.2 RESEARCH DESIGN

Research design is defined by Durrheim (2014, p.34) as “a strategic framework for action that serves as a bridge between the research questions and the execution or implementation of the research”. Durrheim (2014) also explains the two principles of research design as design validity and design coherence, which was adopted for this research. Validity threats should be removed, and design coherence should ensure the research purpose and technique are designed towards ensuring the research questions will be addressed. The research design assisted the researcher to express, plan for and establish how to carry out the study from the development of research questions to the data analysis process (Ravitch & Carl, 2016).

3.3 RESEARCH APPROACH

The aims of this study are aligned to the purpose of a qualitative research approach and the empirical paradigm of interpretivism. Qualitative research inquiry is described by Astalin (2013) as a complete mainly narrative description that enlightens the researcher’s understanding of a social or cultural phenomenon. According to Ormston et al. (2014, p.3) qualitative research is concerned with the ‘what’, ‘why’ and ‘how’ questions and the flexibility nature thereof. In qualitative research data and meaning is derived from the research context and data is collected through semi-structured interviews (Astalin, 2013). Qualitative research aims and objectives are aimed at

providing an in-depth interpreted understanding of the participants' experiences, perspectives and histories (Ormston et al., 2014).

This qualitative research followed an interpretive paradigm (Starman, 2013) which explains the meanings and reasons behind people's social actions (Terre Blanche & Durrheim, 2014). The interpretive paradigm seeks to explore the impact of employee wellbeing and employee adjustment on job performance of foreign academics in a HE institution. The research setting was a HE institution. The participants allowed the researcher to collect information about their life experiences as foreign academics (Patton, 2015). Therefore, the participants of this study were of great importance because they provided first-hand personal experiences about their wellbeing and adjustment and its impact on their job performance within this HE setting, as foreign academics.

To gather participants' experiences the researcher conducted the interviews whilst being empathetic, neutral, understanding without passing judgement and showing openness and respect to the participants (Christensen et al., 2011). A recording device was used to capture data with the permission of the participants, whereafter the researcher transcribed the recordings. In line with the interpretive paradigm, this research adopted an exploratory approach (Durrheim, 2014) in which the researcher seeks to gain a deeper understanding of the experiences of foreign employees and how their wellbeing and adjustment impacts on their job performance.

3.4 RESEARCH STRATEGY

A research strategy is an overall or broad technique applied, directed by the kind of research being conducted and the location being used (Bergh, 2014). A qualitative case study research strategy was followed. A case study allows the researcher to explore various perspectives within a specific context (Ormston et al., 2014). A case study is defined by Rule and John (2017) as a methodical in-depth enquiry of a particular instance to gain knowledge, whilst a case can be a person, a classroom or an organisation which is used to portray high quality and in-depth accounts of the phenomenon under study. Patton (2015) describes a case study as a comprehensive and rich story about a person, organisation, event, campaign or a program. To gather

high quality and in-depth knowledge from the participant's case studies are suitably carried out with the qualitative research methods where probing is used in terms of interviews (Rule & John, 2017). The case for this study is a HE institution. The case study is a single case study which studied the phenomenon in a specific HE institution to gain insight into the lived experiences of foreign academics (Yin, 2014).

The unit of analysis is the identified case that is investigated (Rule & John, 2017). In this regard, the main focus of data collection is what is happening to individuals in a particular setting and how these individuals are impacted on by that setting (Patton, 2015). For this study, the unit of analysis is individual foreign academics. Five foreign academics at the HE institution were interviewed. The main focus of data collection for this study is how the wellbeing and adjustment of foreign academics at the HE institution impacts job performance.

3.5 RESEARCH METHOD

A research method section illustrates how the research is carried out (Berg & Lune, 2014). Research methodologies include how data was collected, organised and analysed (Berg & Lune, 2014). Research methodologies considered for this study include the research setting, entrée and establishing the researcher's role, sampling, data collection methods, recording of data, data analysis, strategies to ensure quality data, ethical considerations and reporting. These are explained below.

3.5.1 Research setting

The research setting is a HE institution. The institution is one of the recognised universities in the country with various faculties and departments. Vacancies are advertised on the HE institution website and a national newspaper attracting foreign applicants from other countries. Foreign nationals, like HCN applicants, who meet the minimum requirements, apply and are invited for interviews. Successful applicants are then appointed. The researcher interviewed the participants from their homes through video interviews through Google Meet due to the lockdown restrictions imposed

because of COVID-19. Privacy was ensured by having only the participant and the interviewer present in the interview.

3.5.2. Entrée and establishing researcher role

Ethical clearance was granted by the UNISA IOP Research Ethics Review Committee (RERC) to conduct the research and is attached as Annexure A. The researcher obtained gatekeeper permission from the Research Ethics Committee of the institution where the data was collected. The participants were individually approached to participate in the study. The purpose and background of the study were clearly explained. The researcher explained how the findings were to be used. Once consent was obtained letters requesting participation were issued to potential participants as well as a copy of the consent form they were required to sign (see Annexure B).

3.5.3. Sampling

The population of the study is the larger group of people from which a sample is drawn (Durrheim & Painter, 2014). The population consists of people who present characteristics of interest for the study such as experiences, demographics, behaviours or roles (Ritchie et al., 2014) whilst a sample is a subset of the population that participates in the study (Hulley et al., 2017). The population consisted of approximately 50 foreign academics working at the institution. The targeted population included foreign academics aged between 18 and 65 years, where 65 years is the retirement age at the HE institution. The researcher excluded foreign academics who have worked for less than one year and HCN academics. Selecting participants who are employed for more than one year is long enough to explore foreign academics' experiences of wellbeing and the adjustment process since adjustment levels seem to improve after one year (Isakovic & Whitman, 2013).

Because it is impossible to include all people who meet the required characteristics of the study a sample was drawn from the population (Rule & John, 2017). Purposive sampling was used for this study. It is a deliberate selection of participants because of specific criteria linked to the aims of the study (Ravitch & Carl, 2016). Purposive sampling allows for the selection of information-rich cases who owns the knowledge

of essential issues that can assist in answering the research question (Patton, 2015). Therefore in this study, research participants were purposively selected because of their lived experiences as foreign academics and how their wellbeing and adjustment impacted on their job performance (Christensen et al., 2011). The researcher interviewed five participants purposively selected to share their lived experiences as foreign academics in a HE institution. However, the sample was guided by data saturation. Collection of data stopped once no new ideas or insights arose from the interviews (Creswell, 2014). The researcher analysed data while collecting data to recognize the stage of data saturation and stop the data collection process. The same questions were asked for all participants to get responses until data saturation (Fusch & Ness, 2015).

3.5.4 Data collection methods

In line with the interpretive paradigm, the researcher conducted semi-structured interviews to gain insight into the lived experiences of foreign academic participants. The interviewer asked participants questions regarding their wellbeing and adjustment experiences and recorded the data while also taking field notes. The researcher made use of an interview protocol which is designed as a script to guide the interviews in exploring the participants' living experiences of the phenomenon (Christensen et al., 2011). The interview protocol for this study is attached as Annexure C.

Semi-structured questions enabled the researcher to question participants and ask follow-up questions until rich data was obtained (Christensen et al., 2011). The follow-up questions emanated from the participants' responses and they differed according to each participant's response. Although the same main questions were asked, follow-up questions enabled participants to express their individual opinions and share experiences that spoke to the research questions (Ravitch & Carl, 2016). Semi-structured interviews created some flexibility during data collection as they allowed the interviewer to pursue questions inspired by the interview (Rule & John, 2017).

3.5.5 Recording of data

A voice recorder was used to record all interviews with the participants' consent while the researcher was taking field notes. The recording equipment was kept in a safe place which was accessible only to the researcher. The researcher transcribed the recordings herself from audio to electronic copies soon after the interviews. Recorded data allowed the researcher to keep a full record of the interviews and it portrayed to the participants the seriousness and authenticity of the interview process (Kelly, 2014).

3.5.6 Data analysis

Content analysis was used to analyse the data collected through this study. Content analysis is a qualitative analysis process that involves searching texts and counting recurring words and themes (Patton, 2015). Patton (2015) further describes content analysis as a process of data reduction and sense-making from large quantities of data to find the main similarities and meanings (Patton, 2015). Content analysis can be applied to different aspects such as data, information or evidence, interviews and documents (Breakwell et al., 2012). The researcher did not use any computer software package for data analysis to understand the lived experiences of the participants. The researcher felt that by carrying out the data analysis herself she can get closer to the data and hear what the participants are saying through data by immersing herself in the data (Rule & John, 2017). The researcher also intended to understand and be familiar with the data by going through the analysis process thoroughly. The process of content data analysis for this study prescribed by Creswell (2014) was followed.

3.5.6.1. Organising and preparing raw data

Organising and preparing data for this study involved listening carefully and repeatedly to the recorded interviews in order to be familiar with the gathered data before working with it or coding it (Creswell, 2007). The researcher also transcribed the interviews case by case onto electronic copies and typed-up the field notes (Berg & Lune, 2014).

3.5.6.2. Reading through all data

When ideas and insights come to mind while reading through data they are recorded as memos (Kuckatz, 2014). The researcher went through the transcribed texts several times making notes on the margins about the case and its context (Creswell, 2007). The researcher then highlighted texts that were of interest in the notes. Reading through the transcribed data assisted the researcher to make tentative categories and to get ideas on how to work with the data moving forward.

3.5.6.3. Coding the data

Codes are labels that are assigned to different parts of data (Rule & John, 2017). In the coding process, the researcher analysed the transcriptions and field notes and labelled segments of data that have similar meanings. The researcher coded key data which answered the research question. Some codes for the data analysis were pre-figured from the literature and interview guide whilst other codes emerged from the empirical study (Creswell, 2007). The key codes were derived from the common issues and phrases that repeated amongst the participants' interviews and was first grouped. Thus, the researcher used the language of foreign academics to label categories (Terre Blanche et al., 2014). The researcher then analysed the categories created together, comparing them against each other to group them together into more meaningful categories. The coding process allowed the researcher to reflect on what was learned at that time, what is still to be learned and how the codes were related to each other (Ravitch & Carl, 2016). Themes and sub-themes were then identified from the coded categories. The themes and codes break down the data and bring events or remarks together (Terre Blanche et al., 2014).

3.5.6.4. Generating a description of the context, people or themes

A description of the themes generated from the coded categories was given. Four main themes were generated from the coded categories. These themes contained data that described the context and the participants of the study and were analysed per case (Creswell & Creswell, 2018). The researcher went through the themes

thoroughly to ensure that all-important information was categorised and the information was not overly used.

3.5.6.5. Representing the themes and descriptions

The themes and descriptions were presented in a tabular form (see table 4.2) as suggested by Creswell and Creswell (2018) in which a section is allocated for themes and another for sub-themes. This presentation was made to provide clarity on the themes and sub-themes drawn from the analysis process.

3.5.6.6. Interpretation of themes and descriptions

The interpretation of the themes and descriptions entailed explaining the findings (Patton, 2015). For this study, the researcher provides an explanation and understanding of the foreign academics' lived experiences regarding their wellbeing, adjustment and job performance. Interpreting the findings meant making sense, making inferences and drawing conclusions from the findings (Patton, 2015). The researcher repeatedly went through the themes derived from the data analysis to ensure that no data was left unaccounted for. The researcher then made conclusions by examining the literature, theoretical framework and the empirical data. The interpretation account was presented as a report.

3.5.7 Reporting

The report of the study was presented in a narrative form which provided rich and thick descriptions of the findings (Patton, 2015). The report was focused and brief (White et al., 2014) and contained all important and sufficient details that provided an account of the experiences of the foreign employees. A comprehensive review of the research findings, research methods and wider inferences of the research was provided in the report (Kuckartz, 2014). Verbatim quotations of participants were presented in some instances to bring the voice of participants to the fore in the report and to give support and life to the interpretations (Ravitch & Carl, 2016). Patton (2015) states that verbatim quotations allow the reader to feel involved with the interpretations. White et al. (2014)

motivates for the inclusion of verbatim quotations as including them demonstrates the type of language used by participants, illustrates meanings that people attach to phenomena, illustrates people's expressions and feelings about an issue and to portray the richness of people's accounts.

Key themes that emerged from the data analysis process, both less frequent and most frequent were reported and presented in detail (White et al., 2014). The inclusion of both less frequent and most frequent themes allowed the researcher to convey a well-balanced, accurate and holistic account of the experiences of foreign academics at the HE institution that is not misleading (White et al., 2014).

3.5.8 Strategies employed to ensure quality data

Trustworthiness in qualitative research is a substitute of validity and reliability in quantitative research which is used to gain trust by promoting values such as intellectual rigour, transparency and professional ethics within the qualitative research community (Rule & John, 2017). The researcher was truthful and honest throughout the research process. An extensive analysis process was applied to ensure valid and reliable findings (Wassenaar, 2014).

Validity in qualitative research entails assessing how well the researcher captured and interpreted the participants' meanings (Lewis et al., 2014). According to Lewis et al. (2014), validity portrays the findings in a manner that remains true to the original data provided by participants and it should also portray how interpretations were arrived at. Lincoln and Guba (1985) use terms such as transferability, credibility, dependability and confirmability to define trustworthiness in qualitative studies. The researcher applied the guidelines explained below to ensure the validity of the study relative to transferability, credibility and authenticity.

In qualitative research, the terms confirmability and dependability are used to explain reliability (Lewis et al., 2014). Confirmability of the study refers to how the researcher stays objective and unbiased throughout the study (Rule & John, 2017). The dependability of the research refers to the level to which the findings of the study

convince the reader that what the researcher says happened happened (Terre Blanche et al., 2014).

For this study, various steps were taken to ensure validity and reliability. These are explained below.

3.5.8.1 Transferability

The findings for this study may not be generalised to other people or contexts because only one HE institution was studied. It is not the goal of qualitative research to produce findings that are generalised to other people or contexts (Rule & John, 2017). Qualitative research design and findings should, however, have thick descriptions that can be used to carry out similar studies in other contexts (Ravitch & Carl, 2016). Rich and thick descriptions were provided for readers to increase transferability of the study (Creswell, 2007). Sufficient details about the experiences of foreign academics in the HE context and the methodology were provided.

3.5.8.2 Credibility

Credibility in qualitative research is an alternative to internal validity used in quantitative research (Rule & John, 2017) which ensures the findings of the study present a true reflection of the experiences of the participants (Kelly, 2014). The findings of this study are well explained to ensure the findings are a true reflection of participants' experiences. The researcher ensured credibility through the use of verbatim transcriptions which present the authentic voices of the participants. Literature was reviewed to corroborate the findings of the study (Lewis et al., 2014). Reviewing literature was also a method of making use of multiple sources to provide evidence. The researcher ensured to include applicable theories that explained the data relevant to the study were included (Ravitch & Carl, 2016). Qualitative research methods make use of semi-structured interviews which allow participants to provide detailed accounts of their experiences. These interviews were recorded and presented as evidence enhancing credibility and trustworthiness. The researcher then conducted a thorough data analysis process which produced themes and sub-themes that are supported by data.

3.5.8.3 Dependability

A peer-review process was followed by submitting the research proposal to the research committee at the university for approval. Peer reviewing in this case provided an external check to ensure a solid research design and the research methodology were adopted (Creswell, 2007). Furthermore, during reporting, the phenomenon being studied was clearly explained by including the main concepts and the relationships between these concepts and the empirical study. Relationships between the empirical study, other studies and theories were also explained. The rich explanations provided the readers with a believable account. The researcher asked questions that enabled participants to openly share their experiences and opinions without fear. The interpretative study findings are explicitly presented and the methods applied are explained clearly (Van der Riet & Durrheim, 2014). Verbatim quotes are used in the study to ensure dependability as they presented the exact words and feelings expressed by participants. The researcher's supervisor was engaged to ensure that the data analysis process was in line with the content analysis methodology. The supervisor ensured that the findings, interpretations and conclusions were supported by data (Creswell, 2007).

3.5.8.4 Confirmability

The researcher did not control the interviews in a way that steered participants' answers in certain directions. The beliefs and opinions of the researcher did not influence the findings and analysis process. Foreign academics' inputs, views and opinions were presented in the exact way in which they were collected without any bias. Both supporting themes of general perspectives and contradicting themes were presented in the findings ensuring the credibility of the research process (Creswell, 2014). Rich and authentically detailed description of the phenomenon in the language and meaning of participants were provided (Lewis et al., 2014). The researcher ensured that both language and meaning of participants was not lost during transcription, data analysis and interpretation. To be transparent the researcher disclosed her own biases and explained how they did not interfere with the interview

process and data analysis. The limitations of the study were also disclosed. (Creswell, 2007).

3.5.9 Reflexivity

According to Richards (2015), reflexivity refers to the researcher's data making role and their connection to the research study. It requires that the researcher is aware of the involvement or the relationship they have to what they choose to study and it provides reasons why the researcher chose that particular topic (Richards, 2015). It further provides the assumptions held by the researcher, the influence the researcher has to the study, the context of the participants, the biases, interests and areas of ignorance (Eagle et al., 2014; Richards, 2015).

The researcher had predetermined ideas prior to the data collection process about foreign academic wellbeing and adjustment in SA HE institutions. Having learnt about the experiences of foreign academics through literature, the researcher saw the need to explore the phenomenon and learn more about foreign academic experiences in the South African HE context. The researcher based her assumptions on the interpretivist approach in which data was gathered about foreign academics' lived experiences through interacting with the participants. The participants were willing to share their experiences and were comfortable during the interviews. The participants of the study were one female and four male academics who are of African origin.

The researcher set aside her feelings and beliefs prior to conducting interviews with the participants. These beliefs included thinking that foreign academics in SA have a poor wellbeing and are not well adjusted. During the data collection process the researcher realised that foreign academics in SA have different experiences about their wellbeing and adjustment in the SA HE context. Although they encountered challenges, some academics were happy, some had mixed feelings while others are not happy. Regarding adjustment, foreign academics interviewed were well adjusted.

3.5.10 Ethical considerations

Researchers need to ensure the rights, privacy and welfare of the participants, colleagues and their communities are protected, and that is why ethics should be adhered to (Berg & Lune, 2014). To protect parties involved in this study the following ethical considerations were applied.

3.5.10.1 Ethical clearance

Ethical clearance to conduct research was obtained from the UNISA IOP RERC (see Annexure A). The researcher obtained gatekeeper permission from the Research Ethics Committee of the institution where the data was collected. Data collection commenced upon receiving ethical clearance and the gatekeeper's permission.

3.5.10.2 Informed consent

The researcher explained to the participants the nature and background of the study and what was required of them. The informed consent letter template provided by CEMS was used (See Annexure B) to make sure all the necessary ethics issues were properly covered. Letters of consent were sent to the participants through email to sign before the interviews commencing. Details of the nature of the study, the risks anticipated, the methods to be followed and the purpose were explained clearly to the participants (Wassenaar, 2014). Because of the COVID-19 pandemic and the subsequent lockdown restrictions, the researcher and the participants could not meet face-to-face to sign the consent letter. Each participant signed their letter of consent during a discussion hosted via a video call online with the researcher, with witnesses' present. The participants then sent back copies of the signed consent letters through email. The letter stated the purpose of the study, the place and time of the interviews and the aims the research intended to achieve.

3.5.10.3 Voluntary participation

Participants were assured their participation is voluntary. They participated without duress, manipulation, fraud or deceit (Berg & Lune, 2014). They were informed that

they may withdraw from the study at any point should they wish to without being penalised or judged.

3.5.10.4 Protection from harm

Autonomy and respect for dignity were ensured by not asking hurtful or sensitive questions and not reporting information shared in confidence during interviews (Rule & John, 2017). Participants were protected from any possible harm in this study.

3.5.10.5 Privacy and confidentiality

All participants were assured of anonymity and privacy and this enabled free participation. The researcher made use of pseudonyms to protect the anonymity of participants. Participants were reflected as participant A, B, C, D and E. Only the researcher and her supervisor had access to interview records. The supervisor is a registered psychologist with the HPCSA, and the researcher as a registered student in psychology at the same governing body, both complied with the Psychology Code of Ethics and ensured that data was safely secured. Hard copies were safely locked in a drawer. Recording devices and other material with research information will be kept in a safe place for a minimum period of 5 years to avoid them being tampered with and to keep the information secured. The hard copies will be shredded, and audio recordings will be deleted from the recorder and the computer after these 5 years.

3.6 CHAPTER SUMMARY

This chapter discussed the research design and methodology which informed this research. These clarified how the research outcomes were obtained to answer the research questions. The research design included the research approach, the research strategy and research method. The research method explained the research setting under which the study was carried out, entrée and establishing research role, sampling, data collection methods, recording of data, data analysis method, reporting and strategies employed to ensure quality data. Lastly, all ethical considerations observed during the study were also explained.

CHAPTER 4: RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter focuses on the research findings that emerged from the data analysis process. The chapter presents a detailed discussion on the impact of wellbeing and adjustment on job performance of foreign academics at an HE institution in SA. Firstly, the demographic data of the research participants will be presented and the themes and sub-themes emerging from the content analysis process will be presented. Secondly, a thorough discussion of the themes and sub-themes will then be provided in a narrative form. Finally, the conclusion will be presented.

4.2 DEMOGRAPHIC DATA OF RESEARCH PARTICIPANTS

Table 4.1 below provides a detailed outline of the research participants and the reasons they were purposively selected for the research study. All the participants in the study have stayed in SA for more than a year. One female and four male participants were selected for the study. From the population of foreign academics at the HE institution, most are male academics. Reports indicate that more male foreign academics are employed in SA HE institutions than female academics (Sehoole et al., 2019). The participants are of African origin and hold positions of lecturer, senior lecturers and professor.

Table 4.1

Participants' demographic data

Foreign academics	Gender	Race	Year of joining the institution	Position held at the institution	Age
Participant A	Male	African	2009	Senior Lecturer	44
Participant B	Female	African	2011	Professor	56

Participant C	Male	African	2011	Lecturer	47
Participant D	Male	African	2012	Senior Lecturer	50
Participant E	Male	African	2015	Senior Lecturer	42

4.3 MAIN THEMES AND SUB-THEMES

Table 4.2 presents the four main themes and sub-themes that emerged from the research findings. The main themes are foreign academics' wellbeing experiences, foreign academics' adjustment experiences, foreign academics' job performance experiences and factors impacting on the retention of foreign academics. A comprehensive discussion of the findings follows.

Table 4.2

Themes and sub-themes derived from the content analysis process

Themes	Sub-themes
Foreign academics wellbeing experiences	<ul style="list-style-type: none"> • Overall wellbeing • Factors impacting on wellbeing <ul style="list-style-type: none"> - Access to opportunities - Coping behaviours, self-control behaviours and job resources • Work environment • Participants' recommendations
	<ul style="list-style-type: none"> • Progress with regards to adjustment • Factors influencing adjustment

Foreign academics adjustment experiences	<ul style="list-style-type: none"> - Support structures - Language - Interaction • Participants' recommendations
Foreign academics job performance experiences	<ul style="list-style-type: none"> • Barriers to job performance and growth • Impact of wellbeing and adjustment on job performance • Workload distribution
Factors impacting on the retention of foreign academics	<ul style="list-style-type: none"> • Reasons for joining • Implementation of labour laws with regards to contracts • Intention to leave

4.3.1 Theme 1: Foreign academics wellbeing experiences

Under this main theme foreign academics' wellbeing experiences the sub-themes derived are overall wellbeing, factors impacting on wellbeing, work environment and participants' recommendations.

4.3.1.1 Overall wellbeing

The overall wellbeing of foreign academics comprises psychological, mental and physical wellbeing. When asked to describe their wellbeing since joining the institution some participants indicated that they needed clarity on what wellbeing was. Participant C asked what the researcher meant by wellbeing but after explaining what wellbeing constitutes the participant clearly described his wellbeing.

What do you mean by wellbeing? (Participant C).

Participant D also asked what wellbeing was. The researcher explained wellbeing and the participant responded very well thereafter.

What is wellbeing? (Participant D).

However other participants had no problems with describing their wellbeing. They indicated that they had taken the time to think about the interviews before the interviews.

The participants' overall wellbeing includes their feelings around colleagues, line managers and students and general feelings around the institution. Participants differ in their overall wellbeing because they have different experiences in their daily work situations. Many participants associated wellbeing with happiness and some participants seemed to be generally happy. Participant A described his physical and mental wellbeing as good.

My mental wellbeing well, I can say that it has been good. It has been good in a number of ways because possibly I can say. And when you are happy mentally you are, that's the best wellbeing you can think of. So I think the mental wellbeing and physical wellbeing as well, I think has been good in general. (Participant A).

Participant C described his wellbeing in terms of happiness. He explained that he has good working relationships with colleagues which contribute to a good working environment.

I am happy in the sense that in my department the way we work, the colleagues, I mean it's an open environment where we just do our work. We just work within that environment to ensure that we deliver the goods. There is no like those things like politics in the department, something like that. So within that regard, I think I am happy. (Participant C).

However, some participants have mixed feelings depending on different occasions, hindrances and encounters in their day to day work experiences with colleagues.

Participant D expressed that sometimes he enjoys performing his duties, especially when conducting lectures and interacting with colleagues. He, however, shared feelings of being discriminated because he says there are situations where he is treated as an outsider.

There are times when you enjoy work especially when we are dealing with issues of research interacting with students in classroom very beautiful. And then when you interact with some colleagues beautiful. And then you come across experiences which are not good which make you feel you are not welcome, you are not one of them, you are always the other, a necessary inconvenience. So it's up and down. (Participant D).

Participant E shared that he is not completely happy.

So I can say that yes I am happy at the institution where I am now but of course not completely happy ... (Participant E).

Participant B revealed being happy initially when she joined the institution until her experiences changed. Her happiness was affected by resentment by local colleagues which resulted in feelings of isolation. She said that other local colleagues have negative attitudes towards foreign academics.

Initially, when I came I was very happy. Things were very good. There were no elements of discrimination but as time went by I don't know what was going on or is it political or what, elements of looking at foreign nationals were creeping in, viewing them in a certain negative manner. (Participant B).

Participants feel that they are not considered as part of the institution and are regarded as outsiders. They feel isolated. In other circumstances, participants reported that some local colleagues verbally express their resentment of foreign academics in meetings leaving them uncomfortable and demoralised. Participant B explained how she feels emotionally abused by colleagues who express their dislike for foreign academics at the HE institution.

The way it is said there, you are chairing then the HR person says let's shortlist. Then those from equity section of HR start by saying let's remove all foreigners all of them and you are a foreigner chairing such a meeting... So you know when you are a foreigner you feel downtrodden, you feel that psychological or emotional abuse or whatever. (Participant B).

So sometimes there is that feeling that you are not one of them, they feel they can do things without you but they get stuck they come back to you. (Participant D).

4.3.1.2 Factors influencing foreign academics' wellbeing

The properties that were derived from the sub-theme factors influencing academics' wellbeing, access to opportunities, coping behaviours, self-control behaviours and job resources, and feelings around missing home.

Access to opportunities

Participants believe that decision-making positions such as being Head of Department (HoD), Director of School and Dean of Faculty are specifically reserved for HCNs only. Only HCNs only are promoted in managerial positions regardless of foreign academics' qualifications and tenure. The participants feel that the institutional policy hinders foreign academics from being considered for such promotions. The participants feel disadvantaged. Participant C explains that promotions for foreign academics are difficult and he thinks that the policies are made to hinder foreign academic promotions. His explanation indicates that prospects for career growth as a foreign academic at the HE institution are limited.

You can get into professorship, if you, you are very proficient in publications and your research. That one it's easy, you cannot deny someone if they are... but in terms of promotions into these other positions, like you saying to yourself I want to be a director, I want to be a very ambitious person, I want to be a chairperson I think now even in terms of the policies, the policy is discouraging. (Participant C).

Participant E shared that informal talks indicate that foreign academics are hired for knowledge transfer only and not to hold management positions.

And there has been actually some talks on the corridors of course those things are not official that usually foreign nationals are employed only to teach not to lead and not to be involved in some leadership kind of positions. (Participant E).

Participant A feels that HCNs academics only are considered for promotions.

In terms of promotions you find that possibly colleagues at the same level with you in your own home country they got promoted quicker than you are, so you find that you, you feel that sometimes there could be some positions mostly reserved for locals than for foreigner. (Participant A).

Participants reported that promotions from senior lecturer to professorship as well are not forthright. The findings revealed that for Participant B it proved hard for her to get promoted to a professorship position. She narrated her experiences of struggling to get promoted to the professorship position. After eventually getting promoted she did not receive her deserved benefits for one year. She reported how she was displeased about the issue.

... then I was promoted to associate professor. Then they said you are not in a faculty so we are just, give you a title but no benefits and I didn't, I was not pleased but I didn't say much because they said you are not an academic you are not in the faculty so we are not giving you benefits. (Participant B).

Another participant reported that his promotion application for a professorship was denied and he felt that the requirements set for foreign academics' promotions in this regard were not fair.

Last year I applied for promotion but my promotion was turned down because I had not yet supervised someone to completion at this particular institution

despite the fact that I had already supervised some Masters students elsewhere. They wanted me to have supervised someone from this particular institution. So the promotion criteria I think it is not necessarily quite fair when it comes to foreign nationals ... (Participant E).

Participants felt that most research funds and benefits are limited to local academics in terms of accessibility. They revealed that there were seed funds that all new employees joining the institution were entitled to for research purposes. Some participants revealed that they were denied procurement of the seed funds whilst local colleagues easily accessed theirs. Participant D explains that plans were made on how to make use of the seed funds but the project eventually failed due to the unavailability of funds. He shared that he had secured a collaborator from an overseas country but the collaboration failed when funds were withheld. He added that he was surprised when he found out that a local colleague he joined the HE institution with had received her seed funds.

I will give an example when we just came in 2014 they gave you seed funds to start your research. It's on paper that every new staff qualifies but many years later 6 years later I have not received it but a colleague I joined with she just got it. We had already identified a collaborator from the US who wanted to work with us but the promised seed fund never came. Only to be surprised that this colleague we started with the same day got it. (Participant D).

Participant E shared that he also did not receive the seed funds since he joined the HE institution in 2015.

Of course, when we joined, there is, there is a seed funding that the institution should give to those who are coming, those who are still new, but it's only on paper, I never got that seed funding ... (Participant E).

However, regarding the accessibility of research funds by foreign academics, Participant E shared how he does not have complaints. The findings show that Participant E secured various research funds from other sources that require academics, foreign or local to include local students or colleagues as beneficiaries. He

gave an example of research funds he recently acquired from an overseas council which was collaborating with South African universities.

... there are still some opportunities on which despite the fact that I am a foreign national there are still opportunities where I can still get some funding. I can mention one, recently I secured some funding from the xxxxx (Overseas council). This funding is mainly for collaborative kind of research amongst SA universities and xxxxx (a country overseas) universities. So as long as in the funding itself there, you indicate that you demonstrate that you are assisting the locals I think one still stands a chance to get such opportunities. (Participant E).

Participant A shared concerns over being denied to take sabbatical leave by the institution because he is not a South African citizen. He reported that denying him sabbatical leave is being denied an opportunity for career growth which in turn benefits students at the institution.

Yes, you find that there are other opportunities that may come like, let's say they say sabbatical leave, yah, sabbatical conduct leave, you find that sometimes some opportunities may come and when you want to jump into them you are asked to say are you a South African citizen? ... You get excluded from some other opportunities which you think you actually qualify and possibly you can also improve and do better and also help their own, help also the students you will be dealing with your experience that you may get when you go for conduct leave or sabbatical leave. (Participant A).

Participants shared concerns over the implementation of policies and labour laws by the institution which is detrimental to foreign academics wellbeing. The participants feel that the implementation of labour laws by the institution differs from how other institutions apply the law. They feel disadvantaged in this regard in terms of promotions and other opportunities.

... so you find that whilst this institution in telling you about a certain labour law you find that you go to another institution they implement it differently. So I think it's one of the experiences which I think hinders us a lot particularly as foreign

employees in a ... working in a foreign land, working at a foreign university. (Participant A).

The labour laws differs, it differs, you find some like at our place it's very difficult to get ahead of department or a dean who is a foreigner but other institutions there are there. So it depends on those who are translating it how an institution translates those laws. (Participant B).

The issue of salaries was found to have a great impact on foreign academics' wellbeing. Participants explained that, although they cannot prove that foreign academics are paid less than their local colleagues they know that local colleagues earn more. The findings showed that foreign academics are placed at the bottom in terms of grades mainly because of little or no bargaining power. Participants have expressed feelings of frustration and have no control over being paid lower salaries. Participant B explains that she feels frustrated when receiving lower salaries and she adds that foreign academics work harder.

I wanted to say even if you look at the policy of the institution no-one should show other people his or her salary. The truth always comes out. Foreigners are getting less on the same grade with locals. And it frustrates. Yes, and they work more than theirs. (Participant B).

Participant D said he felt crushed when he learnt about the lower salaries he receives compared to local academics less qualified than him.

When you realise each ah your salary is lower than people who are less qualified than you. But your salary is low because you are a foreigner that like sucks the air out of you. (Participant D).

Participant E shared that although they do not know the salaries of colleagues it is rumoured that foreign academics are paid lower than their local counterparts.

Of course, the salaries are said to be confidential and usually, people do not disclose their salaries to each other and so on that one, I am not quite sure in

terms of what the local guys on my grade are earning but you hear these things on the corridors that most of the locals are earning more than what foreign nationals are earning. (Participant E).

Participants explained that foreign academics find it difficult to negotiate because of lack of knowledge of how much other academics earn especially when they are coming from their home countries. They indicated that negotiating was difficult. This results in foreign academics accepting lower salaries.

So you come with your salary you see when you are coming from outside then or you are coming from xxxxx (currency in his home country). There you don't know how much your salary is in rands. Maybe it's R50 or R200 or R1000 you don't even know, it's in xxxxxx (currency in his home country). You come here then they offer you a job then they offer you a job then you want to compare, they don't even know how to compare the salaries, just give you the lowest grade there. Try to negotiate sometimes it's not easy... (Participant C).

Coping behaviours, self-control behaviours and job resources

By possessing coping behaviours, self-control behaviours and psychological job resources foreign academics managed to utilise them to reduce stress and challenges that come as a result of poor wellbeing. Participant A spent about a semester without receiving an office laptop when he arrived at the institution. He described how his supervisor shared his office with him and provided a temporary laptop whilst arrangements were made to get one. He explained how he overcame this challenge by exercising self-control and having support from his supervisor. He further explained that exercising self-control ensured that he was not negatively affected by the matter.

Of course I try to overlook the disadvantages that are there, of course, I can tell you that, especially in my second coming I find that I spent almost a semester or 3 months without having the university laptop, but well I had another laptop which I was given by a colleague, a senior colleague, who gave me to use for that time, my supervisor. So I used it for that time I did not allow that to affect

me much although someone may be affected of course especially when you come and find that things are not set. (Participant A).

Participant E demonstrated high levels of self-efficacy when describing how he manages challenges. Some challenges he described as stepping stones to development as he managed to succeed in situations where others have failed. He described himself as having the ability to meet objectives and reach his goals. Despite being discouraged by other colleagues who had been with the institution before him, Participant E with other colleagues achieved their set objective.

... some people were just saying that you guys you, you have the energy it's only that you are still new you will then you will realise later when, when whatever you try to push fails but, but I have been able to do what I wish for. For example, when I joined we wish to adjust the new curriculum for Honours, we wish to introduce the curriculum for Masters that the colleagues who were in the department were struggling to do but we managed to do but we managed to do that. (Participant E).

Participant D applied acceptance and distancing which may be perceived as giving up and not challenging the system with regards to foreign academic wellbeing. He sees challenging the system or voicing concerns as frustrating and time-wasting because he thinks opportunities for foreign nationals will be more difficult to access.

It is frustrating trying to fight and change things because it's not going to change. South African opportunities are getting less and less and they are trying to open up for their own people. So it's not going to improve, it's going to worsen so we must just accept that this is what is there and appreciate what is there for now. (Participant D).

Participant B agrees with participant D. She is of the view that fighting will not change the circumstances. She feels that foreign nationals are vulnerable outside their home countries of origin. In several instances throughout the interview, she revealed her distancing and passive behaviour with regards to dealing with challenges. She described herself as soft and she quickly forgets about challenging encounters.

Because there is no point in fighting, fighting with people who do not want to see reason in a foreign land. You know when you, the moment you get in a foreign land you are vulnerable... Inside my head, ah I don't know perhaps I am a person who is too soft. I let go. Say as long as it does not affect me, even if I have some good ideas I point them out if I see that people are taking it because at times you put a good idea there, it's not taken well a local next to you says the same thing then it's embraced with two hands. So you say ah I know it, that is the environment where I am, let it go. (Participant B).

Regarding job resources, Participant A gained experience when he was with an international institution and is a PhD holder. He explained that he gained experience and international exposure when he joined an Australian university in SA. He said that he shares his experiences with other academics at the HE institution.

...so I was also trying to share my experiences with them and also the other thing is when I left I went to one university that was more international it was xxxxxx it was originating from Australia so I also gained some international exposure and international experience which I have used it to the benefit of both the department, the school and the faculty itself. (Participant A).

Participant B has several years of experience. She is involved in research work, supervising and she is holding a managerial post at the institution. She reports that experience has taught her to handle challenges she may encounter at the institution.

But whilst they were saying so, yes I was not in the classroom but my job was to teach, lecture students. I was supervising students in Masters and PhD. I was an external examiner for many institutions for Masters and PhD. I was a reviewer of a number of journals for their articles and I was still publishing. ... Eh, not much, my wellbeing has not affected my work much in the sense that eh through experience and getting to know the environment where I am I now understand how to get my way through. (Participant B).

After attending the induction course offered by the institution Participant C was linked to other colleagues who he says are now working with him in terms of research. The induction course provided him with an opportunity to connect with other researchers who he now collaborates with.

But I would say that induction really helps a lot. Yea and you meet colleagues from other departments. And then from there, you make friends and connections. Some of them I am still working with them up to today in terms of collaborations. (Participant C).

4.3.1.3 The work environment

The institution particularly the colleagues and line managers determine how other people perceive the environment. Some participants viewed the institution as favourable and offering a good working environment that enhanced career growth. The working environment is also determined by how foreign academics manage work relationships with colleagues. Participant A explained that the environment of the HE institution is favourable for him and peaceful. He adds that the institution offers an opportunity to conduct research and attend conferences.

Well, one of the reasons was that I found it to be well it's convenient. The working environment is convenient it's not hostile, I could say, and you are also ... besides other disadvantages or other institutions may have but you are also allowed, if you can you are also free to explore or to use opportunities some other opportunities that are there if you are a hard worker you are like if you like research you can run around go to some conferences where possible. (Participant A).

Participant C explained that the working environment was good because of amicable relationships with colleagues. He said that the environment enabled him to work well towards their goals.

I am happy in the sense that in my department the way we work, the colleagues, I mean it's an open environment where we just do our work. We just work within

that environment to ensure that we deliver the goods. There is no like those things like politics in the department, something like that. (Participant C).

Participant E shared that the working environment allowed him opportunities for professional growth in terms of accessibility of resources for research work.

Yeah, I think on that one umm the institution for now provides some kind of, in terms of doing your own work, your research work, it provides that environment where one can concentrate on trying to progress professionally in terms of your professional growth. (Participant E).

Participant B is not completely comfortable because she said she works well with other colleagues but some show signs of resentment.

The thing is that with the majority we are working very well, very, very well, you only find a few elements here and there who burst, the other ones I don't know if it will be in their heads and they are not voicing out. (Participant B).

Participant D explained that he works well with both foreign and local academics. He added that he feels accepted by his colleagues but sometimes he is excluded from being part of favourable circumstances that arise.

Colleagues in the department, mostly we are, there are some foreigners in there, there are some locals in there, some most of the colleagues in my department they, I have adjusted to work with them and they accept me and it's only at times when there, something comes and you realise they now consider you are not one of them. (Participant D).

The work environment is also described in terms of the physical environment within which employees work which includes the office space and the equipment used. Some of the participants felt that the institution does not properly prepare for new employees joining the institution. Participant C explained that it was hard sharing an office with a colleague because there was no office allocated for him when he joined.

... I was just shown my office in fact at the beginning I didn't even have an office I had to go into a colleague's office we were sharing that office. Then after a while then I got an office where, after a while, I got an office where I was staying. I think at the beginning it was a bit hard with time I got an office I got to learn most of the things while I am there. (Participant C).

Participant E shared his experience of an untidy office and unavailability of a laptop. The participant said it took him a few weeks to get a laptop. He described the office he was allocated upon joining the institution as having old desks and chairs and old blinds. He explained that more could have been done in terms of preparing the office and availability of a laptop. Although he was not happy about the office and the equipment he was happy to be joining the institution. He adds that his feelings in this regard were mixed.

Why I say this is because of course yes I got an office space to work from but the desks and the chairs in that particular office were old. I suppose that when they knew that I was coming they were supposed to have prepared my office well. I think it took me a few weeks or so to get a laptop to work from. First I found a desktop in my office, an old desktop that someone was using before which I used but in terms of new equipment in terms of laptop I think it took me a few weeks. ... I found of course there are some, the curtains in the, what do you call it, there is a special name for this curtain, the blinds. Yeah the blinds, I find some old blinds some of them were broken which some of the things you don't necessarily expect if you are given a new working space. ... So but my feelings were mixed. Of course the office space I didn't like it but well, I liked having moved from my previous job to this particular new institution. But of course, I can say I felt bad about the office space. That did not then brought my spirit down of course in terms of what I intended to do. (Participant E).

Participant A had to rely on his supervisor for a laptop whilst waiting for an institution one to be arranged for him.

I spent almost a semester or 3 months without having the university laptop, but well I had another laptop which I was given by a colleague, a senior colleague, who gave me to use for that time, my supervisor. (Participant A)

Participants revealed their happiness is situated around students in the classroom and when assisting students on matters regarding teaching and learning, presenting workshops and attending conferences. By happily executing their roles participants feel appreciated and fulfilled in their purpose of knowledge transmission and contributing to students' career development. Even while working with other colleagues to improve circumstances with regards to institution programs and tasks participants expressed how they are morally enhanced. Participant B feels that students are appreciative of her contribution. She feels comforted with the way students value and appreciate her work.

The students I work within academic staff development they will be people who appreciate and value our interaction, value what I will be doing with them. We will be enjoying quite a lot so the help you get is solace when you find that your work is going on very well. You are happy with your work that's why I am saying in the adjustment you find a loophole where you find happiness as a foreigner. (Participant B).

Participant D says that he enjoys lecturing.

Lecturing is something I enjoy. To be with the students, so that one I do it whether I am being paid or I do not. (Participant D).

Participant E alluded to being morally enhanced by good relationships with colleagues. He explains how they worked together to achieve goals in a friendly environment.

... we had to undertake some restructuring of the program together with these colleagues and so basically we were working together in a friendly environment trying to improve the status quo of our department and, so that helped me morally ... (Participant E).

Feelings around missing home

Being in a different country can generate feelings of missing home. Participants shared different feelings regarding missing home. Participant A misses home but has come to accept living in a different environment.

Of course sometimes as usual just like for example, a married woman sometimes you miss home. But in general, you adapt to where you are and you feel that this is now the life I am in. (Participant A)

Participant B misses home sometimes. Her husband is in their home country and her children are grown-ups living in different countries. She explained that before COVID-19 restrictions she and her family regularly visited each other. When borders were closed she misses her family but they communicate everyday through phone calls.

Yes, no, yes, no to some extent. It's unfortunate that with my home my family yes, it is scattered all over. My husband is in xxxxx (home country) and my 2 children. Some of, I have 5 children, are in xxxxx, (country) they are adults, they have families, they work there.... We wouldn't go for more than a month without visiting. So I was not missing home much that time before COVID-19. But now with COVID, with the borders closed, with the provinces closed that's when I miss them quite a lot. But every day we call each other talk, talk, it helps quite a lot. (Participant B).

Participant D used to miss home but he does not anymore. He feels that the situation in his home country makes him not to miss home and missing home for him is unnecessary.

I used to not anymore. ... It's a waste of time, its carrying unnecessary burden you cannot go back because it's not possible. I really no longer miss home. I could forget about it. (Participant D).

Participant E explained that he visits his home country frequently to see his family and friends which makes him not to miss home. He further adds that the socio-economic status of his home country makes him not to miss home.

I regularly go home so I can't say I miss home per se because now and again I travel home and I see my parents, my relatives and colleagues there, I, so again in terms of the environment back home I can't say I miss home or I wish to go back home at the moment because of the situation there. (Participant E).

5.3.1.4 Participants' recommendations regarding foreign academic wellbeing

To improve on foreign academic wellbeing participants provided recommendations for the institution and individual foreign academics within the HE institution.

Recommendations to the institution

Participant B recommends that the institution should engage foreign academics within the institution in an attempt to address their challenges and enhance their wellbeing. The participant said that she understands that local academics are preferable in terms of access to opportunities but foreign academics are employed by the institutions and they need to be supported, to be listened to in terms of their challenges and they need to have a forum that enhances interaction. She explains that providing support to foreign academics will make them feel welcome, encourages teamwork and improves productivity.

We all understand it first preference should be for them, they have quotas, but HR should have a way of communicating with those they employ, support them, give them confidence, recognise their problems, give them a platform where they interact with them. Find out their challenges, their happy moments and also what's their experiences so that HR intervenes, just to make them feel welcome, it improves productivity, it improves staff oneness working as a team. Not just letting things just solve themselves like that. There is no such thing at our institution. (Participant B).

Recommendations for foreign academics within the institution

Participant A suggests that foreign academics should perform their roles better than the HCN` academics so that they may be recognised.

You may need to put an extra effort that you see that possibly locals you may find that they may not be putting same effort or in your own country you may not be putting similar effort but you may need to put an extra effort so that you are recognised, you are, you also feel at home. (Participant A).

Participant B suggests that foreign academics find their happiness and ways to enjoy work and if the challenges persist they should seek means to come out of the challenges that lead to unhappiness. She said that foreigners are always vulnerable. She believes that challenging the system will not produce changes. She adds that foreign academics should contribute in terms of sharing ideas and if they get rejected they should not persist.

With me my policy is that no-one will make you happy. You should make yourself happy. Find yourself happiness. Find ways of enjoying your work. Find ways, if it is too much find ways of getting out of the situation if it is too much for you. Because there is no point in fighting, fighting with people who do not want to see reason in a foreign land. You know when you, the moment you get in a foreign land you are vulnerable. So the best thing is just for foreign employees try to get joy in your work. If there is something you don't agree with tell them nicely. Show them the way nicely and if they don't take heed look for a way out amicably. (Participant B).

Participant D concurs with Participant B's views of not challenging the system because he is concerned that the system may not change. He further suggests that foreign academics should be aware that opportunities for foreign academics are decreasing and it will get worse. He believes foreign academics should embrace and appreciate what they are offered. He adds that challenging the system will be in vain since the institution is big and may harm those attempting to challenge the status quo regarding foreign academics affairs at the institution.

I would recommend that they need to accept what is in place and what is happening and realise that that's what is there. It is frustrating trying to fight and change things because it's not going to change. South Africa opportunities are getting less and less and they are trying to open up for their own people. So it's not going to improve, it's going to worsen so we must just accept that this is what is there and appreciate what is there for now. I don't think it's giving up. It's realising that there are some battles you won't win. It will harm you the institution will fight you back and you are just a small end and you won't make it so you must just learn to accept this is what is there this is not my country I am fortunate to be here so I must accept what is given to me. (Participant D).

4.3.2 Theme2: Foreign academics adjustment experiences

The second main theme is foreign academics' adjustment experiences. The sub-themes derived from this main theme are progress with regards to adjustment, factors influencing adjustment and participants' recommendations.

4.3.2.1 Progress with regards to adjustment

Participants shared experiences of how they encountered challenges and later adjusted in most areas. Participant A mentioned that he was stopped by the police during his early days because he looked different from the local people and they would ask him questions and request his passport to prove that he was in SA legally. He adds that he has since adjusted.

I came in South Africa in 2012. Initially it was very bad. You will get stopped in the road by police just because of your complexion. They can tell you are not from here they say where is your passport? Are you here legally? But now I have adjusted. (Participant D).

Participant A described adjustment as not easy. He encountered adjustment challenges in the beginning concerning culture, interaction and language which were different from his. He explained that he sometimes experienced feelings of missing home but he adjusted with time.

Adjustment is not easy especially when you are coming for the first time, in this way I will take myself back to the first time I came. Yeah, when I joined here it was 2009 when I came first time that you find that a lot of things, your culture itself, the cultural changes, the language around you, so you always try to find how you can adapt, you see. You find that you really feel sometimes you really feel that no, that you are away from home. But with time you come to adjust. (Participant A).

Participant E describes having some challenges in the beginning with regards to movement around the new environment because of being new and lacking knowledge about the surrounding places but he has since adjusted.

Ah yes, when I joined it was a bit of a challenge to move around because I didn't know much some of these places around here but of course with time I adjusted well. (Participant E).

Participant B explained that she adjusted well but still faces challenges with language especially with local employees in offices within the institution. She explains that when she enters an office people expect her to have the ability to communicate in the local language. When she fails to do so they show signs of disapproving.

Eh, my adjustment was, I can say, well in the sense that with the foreigners inside the institution it was, what can I say? I don't know. I tried to fit all over. The issue of language was one aspect where you find people here especially in offices once they see a black skin they feel you should be able to talk their language. If you can't they change an attitude towards you. The moment they see you they go straight in their language. (Participant B).

Participant E's family members have been impacted as well with regards to adjustment with some challenges having been solved whilst other challenges remain. He explains that he had challenges with securing the school of choice for his child which he eventually did and still faces challenges with his wife securing a job since coming to SA.

So I had a bit of a challenge in trying to get a place for a school for my kids when I came over this side but I think it was only for that particular year thereafter I had moved my, I eventually got a place where my kid was going for school had to move my child to a school that I prefer afterwards. Yes, it was a challenging thing because when I came to this country my wife had to follow me and back home my wife was working but when she came, she followed me it was a bit difficult for her to find employment. So that has, I mean, has been a negative impact on her adjustment, I can say. (Participant E).

4.3.2.2 Factors influencing adjustment

Support structures

The institution supports the foreign academics' transition from other institution by offering accommodation and food for one month whilst they search for their suitable accommodation. Participants shared that they were booked at a local lodge by the institution as soon as they arrived in the town.

Oh ok, usually for this institution they, when you come first time, in the first month they would accommodate you somewhere in a lodge for about a month. Within that month you are expected to start looking where you are, looking for a place where you are going to stay after the month. So during that period also they pay up your accommodation and your food will be paid there to allow you to adjust. (Participant A).

They gave me a place to, they booked me in a lodge to stay for a month while I looked for a place to stay. (Participant D).

When I joined, maybe I can start by saying we were given a guest house to stay for a month and I stayed there for a month whilst I was looking around for a place to stay thereafter. (Participant E).

Participant C said he was offered accommodation for the whole month which was however reduced after the institution management realised that he had a colleague who he could share with, he explains that he ended up staying at the lodge for two weeks.

Yea so coming in even the Human Resources when I came I was supposed to stay at a lodge for a month. It was cut short when they realised I have got a friend there. Not a friend, a colleague that I was relating with from my country and within me I think I stayed at the lodge for 2 weeks instead of one month. They said so you can go there then I was staying with him. (Participant C).

The findings reveal that a one-week induction course is offered to introduce the new employees on the principles of the institution. Participants indicated that the institution introduced them to the programs and opportunities offered by the institution including the research offices, the international offices and the disability facilities within the campus. The induction at this particular institution however does not specifically separate foreign academics from local with regards to adjustment but it offers inclusive training to all new academics joining the institution.

Yes, yes. The institution usually offers an induction course so you, when you come in you were attending an induction for one week. (Participant A).

As an employee, we just had our staff induction which helped with the HR issues and also what is happening in the institution understanding the institution. (Participant B).

When I joined there was an induction that was organised by the institution on which I attended. This was not necessarily mainly for foreign nationals but it was just for new employees. So during that induction, we had to, there were different departments within the institution that were presenting what they offer within the institution and how we as new employees can adjust and, to the new working environment. ... No there was ah, they didn't necessarily divide the employees to say these are local employees or foreign employees so there was nothing specifically for foreign national employees. (Participant E).

In some instances, there were delays in conducting the induction program for new academics. Participant C revealed during his time of joining the institution the induction course was done after several months of employment.

I think I had an induction how many months into, probably 4 or 5 into my position then we had an induction. But in terms of moving around the university or getting introductions here and there huh that one I was just shown my office ... (Participant C).

Support for participants came from churches as well. Upon arrival, participants search for English churches because of language challenges. Participant B and E stated that their adjustment was facilitated by the local churches. Participant B felt welcomed and appreciated while also serving a role in the women association for 3 years. She further stated that she sometimes faces language challenges with the older women who failed to communicate in English.

Then at church meeting people from various organisations including locals, like in my church where I go, they ended up making me a treasurer for the women's league for 3 years. They really appreciated the work I was doing although I had problems communicating with the magogos because I will be speaking in English but they would really appreciate my being with them. (Participant B).

Participant E attends an English service and he also stated that the church played a role in his adjustment. The church members were welcoming and he met a colleague with whom he interacted thus improving with his adjustment.

Church-wise when I joined I looked for an English speaking church so and at the church I was very much welcomed and I that helped me to also get to know around because from the church I also had some colleague that I interacted with from there who also helped me to adjust. (Participant E).

Participant C's friend from his home country assisted adjustment by offering accommodation and showing the participant around the city.

We were friends before when I came here we so it became easier. We were friends before and when I came here he was showing me around telling me more about the area and stuff. (Participant C).

Regarding support from other foreign nationals, participants rely on fellow foreign nationals from various countries outside SA to share their challenges, strengthen each other and share ideas on persevering with regards to living as a foreigner in SA. Participant A shared that upon arrival they seek fellow foreign academics to gather support and learn through their experiences within the institution.

But first thing as you adjust also you try to look for those other international lecturers who are also with the university they can also give you some support and experience until you adapt ... (Participant A).

Participant B alluded to seeking support from other foreign academics within the same institution. She said the foreign academics originating from various countries outside SA interact with other foreign nationals who are not academics at the institution. Adjustment is enhanced when interacting.

... it can be Zimbabweans, it can be Nigerians, it can be Cameroonians. We could talk the same language. We could feel for each other. Even now we feel quite a lot for each other as foreigners both in campus and outside campus. It helped me to adjust fast that association. (Participant B).

Participant D and Participant E engage with foreign academics to discuss issues about their experiences at the institution which influence their adjustment. Participants revealed that they sometimes hold social meetings with other foreign nationals.

I do, I do interact with colleagues foreigners and locals as well but most foreigners they are always saying yeah we must be leaving it's time for us to go. (Participant D).

I do of course meet with the other colleagues on a foreign national kind of grounds with the some other guys who also come from outside the country who are not necessarily locals. Yes, we have such kind of groupings which also helps to adjust. (Participant E).

Some participants were assisted by local colleagues to identify places of interest such as safe places to stay and schools for the children. Participant D received support from a South African family. He described the family as welcoming and treating him as one of their own.

But I must say I have had families that have welcomed us to be like one of them. I have had real, real good families, South African family who have accepted and welcomed me. I am now like a son in their family. (Participant D).

Participant E as well was assisted by local colleagues upon arrival. He had local colleagues and fellow foreign colleagues who joined at the same time with him who he moved around with. They assisted him to adapt to the new environment.

So in trying to know the best places to stay I was interacting with local colleagues and some of the colleagues that have also joined and so I had no challenges in trying to adapt to the new environment. (Participant E).

Participant C explains how colleagues' support both local and foreign-influenced adjustment. Support was in form of accommodation and work-related support.

I think in terms of adjusting into the department. You see adapting into the institution I will say for me it was not that hard because one there were also people there in my department who are from my country. They put me through and also the people around me, fellow, my colleagues especially even the local ones.... (Participant C).

Participant E had support from his family he stays with.

... my family as well because I was with them, they also helped me. (Participant E).

Participant B faces challenges that are associated with resentment from local colleagues who believe they should be in her position. She shares how her adjustment is slowed down by such resentment. She says one male subordinate expresses that he should be in her position and he does not comply when instructed to perform certain tasks. Participant B adds that she feels disadvantaged because of being a female foreign academic. She expressed that it is impossible to raise complaints as a foreigner.

You call a meeting he'll say I'm in another meeting, you tell him you want this thing, it affects also their work, that resentment. I have one member of staff who is like that who feels that to others yes, he talks that I should get that post because this one is a foreigner I think I should get it. (Participant B).

It is another disadvantage for me being a woman and a foreigner you can't shout to say no this one no no no because they will say it's not your thing it's ours. (Participant B).

Participants explained that students did not influence their adjustment apart from assistance in terms of interaction during lectures. Students did not form relationships that go beyond lectures and academic matters. The participants indicated that students assisted with interaction in the classroom, understanding the foreign academics when they indicated their failure to communicate in the local language and showing appreciation to foreign academics.

So I wouldn't say they played a major role in my adjustment to the university. It doesn't mean I didn't learn anything from them. When we talk we interact in class, yes they tell me some of the things at the university when we are interacting not to say in terms of adjustment I could say they played a major role no. (Participant C).

But outside the classroom, I had not much kind of interaction with the students to the extent that they do assist me in terms of trying to know the place around, trying to adjust but in the classroom set up yes they helped me to adjust. (Participant E).

The students I work within academic staff development they will be people who appreciate and value our interaction, value what I will be doing with them. We will be enjoying quite a lot so the help you get is solace when you find that your work is going on very well. (Participant B).

Language

Language has been a challenge for all participants in and outside the institution. Participants shared how they felt left out in conversations with local people during social gatherings. Participant A said he feels left out when some of his colleagues are sharing jokes and laughing and he is not involved in the conversations. Participant A shared that communication with local colleagues was good.

Its only when you maybe go the communities maybe you want to interact and maybe you want to have a drink, you want to sit there and also there as locals, so that when you feel hey maybe I could be discussing with these guys also at the same level and sharing the jokes. But in terms of teaching in the university I think, well, the language has been fine. (Participant A).

Participant B has been working well with her colleagues who tried to teach her the local language. She described her local colleagues in her centre as considerate and accommodative when it comes to a language barrier. She added that she encounters challenges in terms of language in the community when she goes to places such as the mall and other offices. She said that people perceive her inability to communicate in the local language as being arrogant and they may not give her appropriate treatment.

But with my fellow colleagues, it was very good. They understood me. Like in my centre they tried even to teach me their language nicely and so on.... considerate and very accommodative but adjusting in the community like shops, similar to the offices. The shop tellers if you start to speak in English they feel like you are trying to be looking educated. So they change an attitude, the moment they see a black person they start in their language and when you show them that you can't understand they change the attitude. (Participant B).

Participant C explained that in some circumstances local people accommodate him and communicate in English but in other circumstances, local people may not communicate in English. He added that he feels like losing out on conversations when they communicate in their local language.

You sometimes you see, eh, you go there you speaking English there are other people who try to resist obviously. Even when we are gathered there most people they tend to adjust when I am around. They make it a point as much as possible to speak in English. But once in a while you always find some people start speaking in the local language. I would understand, so I don't normally like complain or that but sometimes you feel you are losing out something... (Participant C).

Participant E explained that sometimes local people may fail to understand and communicate in English.

... of course, the other thing was that the language because I do not necessarily talk the local language so sometimes when I, you meet people outside they think that possibly you are amongst the locals and you speaking English trying to, I mean, they sometimes may not understand it. (Participant E).

Participant E further indicated how his child had challenges with regards to language in their early days but has since adjusted. He stated that the child was assisted to adjust by the teacher at the child's school. He explained that the teacher was welcoming and accepted the child.

But what it then means is that the adjustment in terms of my kids during that particular time was a bit difficult and I can say that in terms of the language as well I think it somehow affected them but you know being kids they can always, I mean, adapt easily in terms of the languages so they were able to mingle around and the teacher was also, I mean, welcoming in terms of accepting her and was also trying to assist her, for her to adjust. (Participant E).

Participant D has learnt to speak in the local language and explains that communication with the local people has become easier.

But now I have adjusted. I have learnt a bit of local language. So I now know how to go around and appear as I am from here and accept it. (Participant D).

With regards to communication with the students in lectures, participants had different experiences regarding how language impacted on their lecture deliveries. Some participants shared that they did not experience any difficulties because they teach sciences which require the use of English as a mode of communication.

The language, especially, the language, but the good thing about the language here is that teaching in sciences, teaching in mathematical sciences you always speak in English. So the language we can say has not been a problem because you are mandated to use English as a medium of instruction. So your, but, even if I say I was teaching at home I had been using the same language there. (Participant A).

Participant D and Participant E encounter a language barrier with the students because of the inability of foreign academics to speak the local language. The participants indicated that they have managed to effectively communicate in lectures by involving other students who can communicate in English. They both stated that they encourage the students who struggle with English to ask or express themselves in their local language and then request one of the students to translate into English.

That one becomes a real issue particularly dealing with students coming for first year. English is not their first language so sometimes I end up in class saying to my students you can say it in Pedi and one of you will translate it to me so that I can understand what they say because the student feels what they want to say but want to say it in local language then there is that barrier. But I have managed to go around it by always asking the students to say it in vernacular and I know one of the students will translate it to me. (Participant D).

... we encourage them to, at sometimes I do encourage them to speak in their local language then someone is to interpret but then most of them will be shy to do that because no-one wants to be seen as if they cannot communicate in English. So I can say in terms of the language because I don't speak their local language at sometimes this is the disadvantage that then you get when students do not participate because of the language barrier. (Participant E).

Even though translation may be a solution in some cases Participant E reported that most students still face challenges with language because they prefer to use their local language. He added that in this regard students prefer not to participate than to use an interpreter. He gave an example of how one student asked him a question in his local language during an examination. Participant E said he indicated to the student that he does not understand the language and should use English instead. The student could not ask in English and another invigilator had to be called to assist.

Yeah the English is a bit of a challenge to most of them and you will see that most of the students do prefer to communicate in their own languages, then but in terms of our medium of institution we use English in classes so what it means is that those that are not quite conversant in English in instead of participating or instead of asking questions or I mean participating in classrooms what they then resort to then is to be quiet, not to participate and this then is because they don't necessarily, they won't necessarily be able to communicate in their local language. (Participant E).

Interaction

Interaction emerged as an enabling factor in terms of foreign academic adjustment. The participants shared that interaction was with colleagues, line managers, local community members and fellow foreign employees. Interaction greatly influenced foreign employee adjustment. Participants shared their adjustment experiences inside and outside the institution with colleagues and the community. They described the interaction as good.

In my case I have interacted well from the, let's say, within the department, colleagues in the department, colleagues in the school, colleagues in the faculty and colleagues even outside the faculty but within the university we have interacted. And also the university particularly here, there are opportunities like they allow you to go for conferences, national conferences where you also interact with colleagues from other universities. (Participant A).

The students I work within academic staff development they will be people who appreciate and value our interaction... (Participant B).

I think our, especially when we are in our working environment where I work I don't really I think our, especially when we are in our working environment it's really the interaction is alright. (Participant C).

I do, I do interact with colleagues foreigners and locals as well but most foreigners ... (Participant D).

I was also in the faculty research committee, where I have to interact with different colleagues, the Directors, the Dean, most of the superiors within the school, the institution. So I can say I interact well with almost everyone. (Participant E).

Participants interacted to get support, to feel involved, to get assistance and for work purposes. Interaction encourages foreign academics to share challenges and advice on how to cope under various challenges. In the end, the foreign academics realise that challenges are common so they share coping strategies. Participant A shared that experiences are shared when they interact with other foreign academics in other HE institutions in SA.

You also gain some experiences and you also gain some experiences from their institutions and if you have difficulties, if you discuss them they can also advise you on how you can cope with such problems you think you are facing and something you may think I have this problem but you find that others may have worse problems than you have. So it's just like that it's more like in a marriage relations were you don't know what happens in the neighbour but at the end you just have to be happy where you are. (Participant A).

Participant D adds that he interacts with foreign academic colleagues who share opinions of their experiences at the institution.

I do, I do interact with colleagues foreigners and locals as well but most foreigners they are always saying yeah we must be leaving it's time for us to go. (Participant D).

Interaction with local colleagues assisted participants with knowledge of surrounding areas. Participant E shared that interaction with and local colleagues assisted him to gain knowledge about safe places for accommodation.

And amongst those foreign nationals, one of them was coming from the institution where I was coming from so in terms of how I adjusted it helped me a lot because I have people to interact with. Of course, I also have to take time to interact with the colleagues, the local colleagues around here so that I can be able to be aware of certain places certain safe places to stay. (Participant E).

However, Participant C feels that there was little interaction between local and foreign academics. He felt that if people were to interact more they could learn from each other in terms of culture and enhance foreign adjustment in the community. He feels that foreign academics should interact more amongst themselves.

I think in terms of interaction even among the foreign, like lecturers themselves we don't get to have that interaction between themselves to like help each other to, to adjust into the society. And there is also, it's even worse like the local and foreigners interacting between themselves. I think we also need to, I don't see that much interaction. I don't know maybe human beings maybe are tribal I don't know. Are we so tribal human beings to the extent that we always group among our own? I don't know but I think it would help if we have that social interaction between foreigners and the locals. I think there is something that needs to be done that maybe I don't know what can be done really but it's something that I feel maybe to maybe if there are cultural differences as you put it earlier, maybe we can try to get those two cultures to learn from each other. (Participant C).

4.3.2.3 Recommendations by participants towards improving the adjustment of foreign academics

Foreign academic participants have adjusted well but still face challenges with regards to their contracts, language and interaction. Recommendations were made by the participants for both the institution and the foreign academics to improve adjustment.

Recommendations to the institution

Regarding contractual issues, Participant A suggests that the institution offer long term contracts to ensure security for foreign academics.

Ah well, recommendations I would make for the institution would be one giving long contracts to foreign employees, particularly permanent employment status. That's one thing, so you get to settle and stay. (Participant A).

Participant E recommends that the institution establishes an office to assist foreign academics with permit applications. The office would assist the foreign academics by applying for permits on behalf of foreign academics. The establishment of such an office would assist with foreign adjustment and feelings of acceptance.

One thing that I, I would recommend that the institution does is that, we do have an international office for foreign students but we don't have one for academic staff. So I think if the institution has an office that look after the needs of the foreign employees. I think that will go a long way in trying to help them adjust and feel at home at the institution and in terms of those that do need work permits I think the institution also have an office to assist with application in terms of say information, documents. (Participant E).

Participant B feels that the institution engages foreign academics in an attempt to address their challenges and provide assistance where necessary. She recommends that the institution implements programmes that assist with adjustment. She explains that the HE institution does not pay particular attention to foreign academics in terms of addressing their challenges and following up on their adjustment.

No that is one aspect I had put on recommendations to say as an institution which has problems in attracting properly qualified staff, like our institution where I am, they struggle to get properly qualified staff for various programmes, they should have a programme for helping foreigners to adjust. Trying, HR should try to find out challenges which foreigners experience, they do not have any organ to do that. It's just every man swimming for himself. They don't look back to say how have these foreigners adjusted? What challenges are they meeting? What help do they need from the institution? They don't look for such things. (Participant B).

Participant C's recommendations on adjustment include the development of a facility to teach foreign academics the local language and in turn, facilitating interaction between foreign academics and local colleagues.

Even if, even some of the local people local people could have some classes and then it can be recommended ok you can go there as long as you are able to pay. But nowhere there is nothing like that there is no facility like that, that can help you to assimilate within the society in terms of language. (Participant C).

Participants also recommended that the management at the institution properly prepare the offices and equipment for the foreign academics joining the institution to avoid frustrations and running around to secure or fix offices and equipment.

Also, the one that I just alluded that they must try to make sure that as an employee is coming once they appointed you, send you an appointment letter they know the date you are coming, they must make sure they set up an office for you everything is there, the laptop is there when you come in you just log in. You don't have to go from one point to the other spending the months or 3 months trying to get everything that you need for the office that can frustrate you. (Participant A).

Participant D recommends that the management and staff of the institution engage with other international HE institutions to learn how to treat foreign academics with regards to adjustment. He suggested that the management and staff learn from other institutions through consultations and working with them for longer periods. He believes that the institution is not promoting multiculturalism and may not be placing the university on a global platform.

What I would suggest to them is exposure. What I have stand to realise is that most of their staff and management are not exposed. I would recommend that they may be taken to institutions maybe outside South Africa so that they can see other universities how they promote multiple cultural inclusion and how a university becomes a global institution like that. So it can give them a global mindset so they will realise that the world is now a global village and they are looking even for students it's not only local students. I think it does, yes but I would recommend longer periods of time like going to spend like 6 months at a university like Cambridge, Harvard and so forth so that they realise that no no, no the world is not South Africa and South Africa is not the world the world is bigger. (Participant D).

Recommendations to foreign academics

Participants further provided recommendations to fellow foreign academics on improving their adjustment. Participant A recommended that foreign academics learn to interact with local people upon arrival. Interacting enables them to learn the culture of the local people and improves adjustment.

The recommendation I can make is when they come they have to adjust. Adjusting we are saying by interaction not only with their countrymen but also try to be international. They should try to adjust to interact with everyone. And also try to interact more with locals so that you also start to learn the culture in the institution, even with the students themselves try to interact as you teach also their, you can also start to understand their culture though you may not be speaking the language but the culture is easier to learn to see how within that institution how people can interact. (Participant A).

Participant C's recommendations are similar to Participant A's. He suggests that foreign academics interact regularly and assist each other with adjustment. He adds that foreign academics and local academics do not interact reducing their opportunity to learn from each other in terms of culture.

I think this one is a hard one. I think in terms of interaction even among the foreign, like lecturers themselves we don't get to have that interaction between themselves to like help each other to, to adjust into the society. And there is also, it's even worse like the local and foreigners interacting between themselves. I think we also need to, I don't see that much interaction. (Participant C).

Participant E provided similar recommendations with Participant C that foreign academics should interact frequently and share their challenges. He added that foreign academics interact with local people and join churches to facilitate their adjustment.

So, if you are a national, an international employee coming from outside, I think if you interact with other foreign national employees it will assist you to adjust and you know sometimes when you share your issues or problems with someone who shares same problems you seem to understand each other well and you seem then to assist each other well. So interacting amongst the foreign national will assist foreign nationals to adjust to a particular new working environment and also to be able to communicate with the locals around here. I think in terms of, if one belongs to a particular church if you can join those particular churches that can also assist you in trying to adapt to the new environment where one finds himself or herself in. (Participant E).

However, Participant D feels that foreign academics should accept the present situation at the HE institution and appreciate what they are offered. He added that foreign academics should be aware that the situation at the institution regarding the treatment of foreign academics may worsen.

I would recommend that they need to accept what is in place and what is happening and realise that that's what is there. It is frustrating trying to fight and change things because it's not going to change. South Africa opportunities are getting less and less and they are trying to open up for their own people. So it's not going to improve, it's going to worsen so we must just accept that this is what is there and appreciate what is there for now. (Participant D).

4.3.3 Theme 3: Foreign academics job performance experiences

The third main theme derived from the research findings is foreign academics job performance experiences. The sub-themes are barriers to job performance and growth, the impact of wellbeing and adjustment on job performance and workload distribution.

4.3.3.1 Barriers to job performance and growth

The participants' barriers to job performance and growth include aspects that hinder foreign employees from delivering their supreme performance. The findings indicate that foreign academics at the HE institution feel deprived of opportunities that enhance their job performance and career growth. They believe that justice will prevail when opportunities are fairly accessed by both local employees and foreign academics.

Participant A expressed concern over inaccessibility of sabbatical leave which he feels given the opportunity would assist learners and his career growth.

You get excluded from some other opportunities which you think you actually qualify and possibly you can also improve and do better and also help their own, help also the students you will be dealing with your experience that you may get when you go for conduct leave or sabbatical leave. (Participant A).

The same concerns were expressed by Participant C who shared that he was disappointed when his former superior told him how going on training workshops would not benefit the institution but him only. He expressed disappointment and he

added that he deserved to be awarded an opportunity for career growth and to transfer the knowledge to the students.

... and there was another time I was supposed to go for a training for a workshop, where will be on certain aspects of analysis. My then boss told me that you see you cannot go to attend this program. This is your personal development, but I am saying if this is personal development there is nothing wrong with personal development. But whatever development I get there, there, I can come back and plough back because I have got to help the students not only in their day to day work but also within the research that I am going to develop. And it was something that was really disappointing especially to hear from my boss saying this is personal development as if it's a crime to develop personally. (Participant C).

In this regard Participant B however, had no complaints. She does not feel hindered from attending workshops and conferences because she is obliged to attend such. She explained that she enables and encourages other colleagues to attend workshops and conferences. Her job is to develop them.

Plenty of them yes, yes, international conferences I go, national conferences we go every now and then. My role compels me to do that. The thing is that in my case, the thing is I am the one who approves in our centre so no one stops. I also enable others to go. I also encourage my staff because in my unit there are many junior staff and one of my roles is to develop them. (Participant B).

Participant D explained that when opportunities such as funding and bursaries are denied for foreign academics they fail to get students to supervise and in turn their opportunity to grow their careers is hindered because they fall short of the set requirements.

But for example from senior lecturer to professor you must have supervised so many students. You must have supervised so many Masters students. But if you are to attract Masters and PhD students you need to have funding. Potential students come and say I want to work with you but do you have funding to

sponsor me and when funding for students comes they say it's for South Africans only. So there it means you no longer qualify to be a professor because you don't have students to supervise. (Participant D).

Participant E shared that the application of regulations by the institution differed from how other South African institutions applied them. These regulations are applied in a manner that disadvantages foreign academics.

So I can say the way our institution do apply some regulations from the Home Affairs, the labour laws, the kind of application which are quite, which are different from one institution to the other it negatively affects how employees really do their job. (Participant E).

Participant E feels that opportunities should be fairly distributed amongst all academics employed by the institution regardless of being a foreigner enable all academics to fulfil their duties. He explained that opportunities should not benefit only the HCNs colleagues.

Yah I feel, I don't feel good because I suppose that we as employees of the institution should have equal access to such kind of funding because I mean we are employed by the institution and we are the employees of the institution. Therefore in terms of access, we should be in a position to be, to have equal access, there shouldn't be those that are most preferable than others because at the end of the day what these funding have to do is try and develop either the locals or what we are supposed to do in terms of our key performance duties for the university. (Participant E).

In some instances, lack of promotions for foreign academics has been reported to result from failure to meet the requirements. To meet the minimum requirements in certain circumstances participants report that they need bursaries to enable them to successfully supervise students. When bursaries are not available they do not acquire students to supervise. To be promoted academics then should meet the required minimum number of supervised students

It does, it does affect your progression, you could, for example, some opportunities that come that could help you to be promoted they come marked locals only. So when you are now being considered for promotions they say we want this, they want that, but when the opportunities come they say we want locals only. So it because very difficult because you can be expected to supervise students postgrad but for you to get postgrad students you need bursaries but when bursaries come they will be South Africans only but for a promotion you need to have supervised postgrad students. (Participant D).

To be considered for promotions, foreign academics said they resort to working harder to be recognised. Participant B said she struggled to get promoted to professorship even when she exceeded the minimum requirements. Participant B says that foreign academics need to work extra hard to ensure that there will not be reasons to be denied opportunities.

That is what I want to conclude with to say for you to be recognised as a foreigner you should produce 2-fold, 3-fold of what a local produces. You find that even in promotion a foreigner who has more than 30 publications they find it very difficult to promote that person but theirs who has 10 or 8 they find it very easy. So as a foreigner, you have to work harder and I normally encourage my foreign colleagues to say work harder in whatever you are doing so that they won't see any purpose of disadvantaging you. There won't be any reason, cover all areas, close all loopholes you will get recognised. (Participant D).

4.3.3.2 The impact of wellbeing and adjustment on job performance

During the early days, Participant A was stressed because of having to run around in his early days of joining the institution trying to secure equipment. He explained how this negatively affected his job performance. He shared that in those 3 months he had not yet adjusted and some issues also required his attention so that further affected, his job performance. He shared that his research work was affected and it took time for him to start working.

It's not easy during those 3 months because, one you are not settled, you still trying to fix this, fix issue A and issue B, issue C so you are running from one office to the other so even your performance your, particularly possibly your research, you are still trying to adjust and to settle so it may take your time to be yourself and to start going to start achieving the objectives you are looking for. So that can be a big hindrance especially when you come in and you don't have all the necessary apparatus to start the experiment. (Participant A).

Participant D explained that when he is thinking about the lower salaries he receives compared with local colleagues whose positions are lower than his he said that he feels like working equal to what he is paid. He does not feel motivated to go beyond his job description. He further stated that it is only in lectures that he feels he should perform at his best for the students' sake. He added that he feels sorry for the students and he gives maximum performance in terms of lectures.

Especially when you are remembering that when you are in a moment when you are remembering that I feel like let me do equal to what I am paid but when you then sometimes meet the students you feel like you owe them because these are young minds and it's not their responsibility so you give your best. (Participant D).

Participant E explained how his job performance has been highly impacted as a result of colleagues who left. He said although interventions were made to resolve the matter there was a time the quality of job performance was affected. The shortage of staff members has seen him attending committee meetings within the institution.

Yes, I, yes think the, my wellbeing affected somehow the job performance in the sense that when you are an employee there are things that you are expected to be carrying. ... So that then also affects the quality than one really wants to deliver to the students. And, and also there are also some committees within the department where then because of the shortage of senior people you find yourself in almost all the committees like the research committee, the department management committee, the assessment committee, the teaching and learning committee. (Participant E).

He added that having fewer senior academics resulted in supervising more students and attending more committees thus time was reduced for research and community engagement.

You almost find yourself in most of those particular committees. And that has also an impact in terms of how you then do your work. And so one having so many students to look after in terms of supervision that can also have a bad impact in terms of the research that one carries because the time now is limited in terms of how much time you spend on teaching and learning, how much time you now spend in your research, how much time to do community engagements which in, in which most cases we have a challenge in therefore carrying that particular key area of, I mean, of what we are expected to do because of the activities that we are always involved in. (Participant E).

However other participants have managed to not allow their wellbeing and adjustment to affect job performance. They have managed to apply coping strategies that made them perform well even under stressful circumstances. Participant B shared that through the experience she manages to not allow her wellbeing adjustment challenges to influence her performance.

Eh, not much, my wellbeing has not affected my work much in the sense that eh through experience and getting to know the environment where I am I now understand how to get my way through. Because when you know the attitudes of people, when you know people and their characteristics, you develop also a way of mingling with them or being part of them, yes. (Participant B).

Participant A feels that his job performance was enhanced because he does not let challenges get in the way of fulfilling objectives.

So I think my performance hasn't been affected. In fact it has been enhanced, it has been enhanced, it has improved in a different way of course I try to overlook the disadvantages that are there, of course, I can tell you that, especially in my second coming I find that I spent almost a semester or 3

months without having the university laptop, but well I had another laptop which I was given by a colleague, a senior colleague, who gave me to use for that time, my supervisor. So I used it for that time I did not allow that to affect me much although someone may be affected of course especially when you come and find that things are not set. (Participant A).

Participant C's job performance has not been affected because he says the institution provides all the necessary equipment that he needs to perform his tasks.

No, I wouldn't complain like it has like no my wellbeing now I think eases pressure on myself because I want to achieve. The environment in which I am working yes there are challenges there are things that you feel the university might probably provide but we have everything in terms of probably stationery for example. (Participant C)

He also shared how he received equipment and lecture notes when he joined the institution from the former colleagues which assisted in with his lectures and enhanced his performance.

In terms of work, I always had people who were working there before so they were also helping me to adjust. They gave me material and some were giving me, yeah all they gave me material and some were giving me their lecture notes they see, comparing with what I have been pitching before. Those actually assisted me a lot. (Participant C).

4.3.3.3 Workload distribution

The findings of this study revealed that foreign academics perceived workload distribution to be fair and comparable to other HE institutions. The participants had no complaints about how classes were allocated and how the workload was distributed. The participants revealed that their workload had no negative impact on their wellbeing. Participant A described his work allocation as reasonable and added that the institution motivates the academics to conduct research and publish articles.

My workload in general has been reasonable. My workload particularly the teaching one has been reasonable, especially the number of modules you teach a semester. I think it has been reasonable. It's comparable with other universities even in xxxxx (former institution) I mean, I think it's comparable, where I came from or institutions I have been to, so I think load has been favourable. The research also, load, they encourage also research and the institution here also encourage research like there are also some incentives for publishing, that if you publish you can get some research funds, some research outputs so it's also encouraging in that way. But I think those have been favourable in general. And it's open and supportive. (Participant A).

Participant C also concurs that workload distribution is fair.

I think it's fair in most cases. The distribution is fair I think. Challenges we are having I think it's like, for example, in terms of supervision of students. (Participant C).

Participant D explains that whilst work allocation is perceived as fair, he, assists his superior with tasks when he cannot cope alone. He explains how this does not impact on his wellbeing but rather enjoys having more tasks.

In my department, I don't have any complaints like that. I think because of differences in skills and training sometimes you see your boss saying I am really stuck here. I know you are loaded you have to help me because this colleague is not coping. So I need your help. So you end up loaded sometimes.... Not at all. I have learnt to say this is the job you must do it. Yeah, I could say that because for me it shows that they are appreciating what I can do. (Participant D).

Participant E shared that when the other colleagues in their department left the workload became heavier because they had to take over their lectures and supervision. He added that it affected his research work. He further added that they

had to recruit junior staff members to assist in lecturing and reduce the senior academics workload.

For now that we are trying to incorporate the inclusion of other colleagues I can say I am fine but when the other guys left yes the workload was a bit heavy and ah it then impacted badly in terms of the research activities that I need to carry because now I had to do some extra work and at the same time I have to balance my research work. So in that regard, it impacted I mean, negatively on my research work but currently, with the adoption of other colleagues, I think we are managing though of course the, the environment that we are working in now in terms of the research is a bit low because most of the colleagues in the department are not involved in research. (Participant E).

Participant B says she does not lecture and does not have classes that need allocation but she says she heard that foreign academics get bigger classes and more tasks than local employees. She said she sees that as not being appreciated.

Eh, I don't know much because I don't go to the classroom. I work with staff development. But from what I hear from colleagues they have more classes, they have heavier loads and they are given more challenging modules and they perform very well. That's where I say now it frustrates when it is not well recognised. (Participant B).

4.3.4 Theme 4: Factors impacting on retention of foreign academics

This principal theme presents the findings that relate to the reasons why foreign academics joined the institution, the factors that influence their contracts and the reasons why they move to other institutions. The three sub-themes emerging from the theme factors impacting on retention of foreign academics are: reasons for joining, implementation of labour laws with regards to contracts and intention to leave.

4.3.4.1 Reasons for joining

The first sub-theme that emerged within the theme under the factors impacting on retention of foreign academics is reasons for joining. Participants have different reasons for joining the institutions some of which relate to personal growth and being close to participants' home countries. Participant A explained his reasons for coming as finding the working environment friendly and offering opportunities to grow, coming to work closer with his supervisor and joining other postgraduate students to collaborate with.

Well, one of the reasons was that I found it to be well it's convenient. The working environment is convenient it's not hostile, I could say, and you are also ... besides other disadvantages or other institutions may have but you are also allowed, if you can you are also free to explore or to use opportunities some other opportunities that are there if you are a hard worker you are like if you like research you can run around go to some conferences where possible. Another reason that time I came back I was also registered here as a PhD student and my co-supervisor was here though my main was in USA so I decided that no let me go closer to my co-supervisor and also there were also a number of students of postgraduate students who were here which I thought when I work closer to postgraduate students was going to help especially when you interact with each other and all that. So that is one other reason that made me come back that time. (Participant A).

Participant B's reason for joining the institution was to be closer to his home country and that allows her to travel frequently to her family while they also come to visit.

And the reason why I moved from xxxxx (where she was before) to this place was to be near home so that I go home frequently. (Participant B).

Participant E's reasons for joining the institution were an opportunity for growth. He was offered a promotional position in comparison to what he had at his previous institution and as a result, he accepted the offer.

I thought that it was going to be okay or fine for me to stay around so I decided to join one of the institutions around here in this country. That's why I had to get

a place of employment this side. The reason why I joined my current institution is that in terms of where I was it was also difficult in terms of getting some promotion so I came here at a different on a scale in terms of position so I considered that as a development in terms of my career so I decided to join this particular institution. (Participant E).

4.3.4.2 Implementation of labour laws with regards to contracts

The findings revealed that most foreign academics at the institution are not offered long term or permanent contracts. The participants indicated how other foreign academics leave the institution to join other institutions that are offering permanent contracts. They have expressed concern over the short term contracts which then contribute to high attrition of foreign academics and in the end impact on job performance and student studies. Participants believe that the implementation of the labour laws by the institution differs from other HE institutions in SA which is the reason foreign academics move to those institutions. Participant A expressed concern over the matter.

So the permits or the contracts are one of the major problems particularly ah given ah the new labour laws the labour laws they talk about like which of course sometimes you also don't think such labour laws they don't normally apply to all institutions, they differ by institutions so you find that whilst this institution in telling you about a certain labour law you find that you go to another institution they implement it differently. So I think it's one of the experiences which I think hinders us a lot particularly as foreign employees in a, working in a foreign land, working at a foreign university. (Participant A).

Participant C shared that foreign academics move to other institutions due to short-term contracts.

You see, then it becomes a problem and sometimes you find people get 3-year contracts. It's not my case in my case I am permanent which probably has been the reason why I haven't been up and down. (Participant C).

Participant D said he was one of the last foreign academics to be appointed on a permanent basis permanently when he joined in 2014. Foreign academics joining the institution are no longer offered permanent contracts.

I was probably the last who managed to get in as well to be appointed as permanent staff. Now they don't appoint foreigners as permanent staff they are always on contract. (Participant D).

He also believes that the implementation of the labour laws by the institution hinders foreign academics from accessing opportunities.

I think it's the policies which are being put by the institution to try also to reserve some opportunities for their people. So I wouldn't say really it's labour laws because the labour laws do not specifically specify that because I'm already absorbed, I mean there, I'm supposed to be treated equally but the policies which are being put by the institution. (Participant D).

Participant B explained how the institution limits the employment of foreign academics as a result students are affected because vacant posts for academics remain unfilled for long periods while students have no permanent lecturers. She expressed concern over the implementation of the laws that do not consider employing foreign academics even when local academics are not available to take the positions.

So when we look at such things, we see, we feel that it's institutional how they translate. The labour laws differs, it differs, you find some like at our place it's very difficult to get a head of department or a dean who is a foreigner but other institutions there are there. So it depends on those who are translating it how an institution translate those laws. ... The way I look at it, it's both, they are abusing the labour law. Because the labour law, yes I agree and I totally agree with them to say they should limit the number of foreigners but when there is no candidates you advertise, advertise for the past, twice or three times and there in no candidate and you continue to say you will look whilst in the faculty people are suffering, students are suffering, how can you define it, just not wanting to see a foreigner and you don't want a foreigner. (Participant B).

Participant E as well expressed that he was one of the last foreign academics to be appointed on a permanent contract basis in 2015. He showed concern over foreign colleagues who exit leaving them with extra duties to perform and also impacting on

students because there is a lack of stability with regards to lectures and supervision. He adds that in some instances lowly qualified academics are assigned to take over the roles left by foreign academics who leave.

So I can say the way our institution do apply some regulations from the Home Affairs, the labour laws, the kind of application which are quite, which are different from one institution to the other it negatively affects how employees really do their job. Yeah, I can say that. ... Yes, it does, like, it impacts on the students badly because if you now are used to this particular lecturer teaching you, all of a sudden that lecturer is no longer within the institution what it means is that a new lecturer needs to come in and in terms of how students adjust to this particular new lecturer is different and in most cases, we have been losing some qualified in terms of qualifications lately staff member when they have left to be able to fill those positions it takes time and what it means is therefore that you then have to take someone a lowly qualified lecturer to be able to teach those students. So it does affect job performance. (Participant E).

4.3.4.3 Intention to leave

The last sub-theme under factors impacting on retention of foreign academics is the intention to leave. The findings reveal that Participant A does not consider leaving the institution however the driving factors for him maybe the short term contract he was offered by the institution. He shared that he can overcome other challenges except for the contractual issue.

I think well, some of them I have come to overcome them. I think they may no longer affect me much with the interactions I have. But there are also other hiccups like the contractual issues, the contracts, those other things, of course, it has made other members, other internationals to leave because they were not secure at some point. So they have gone to those other institutions I referred to at the beginning that are applying laws differently but still in the same country, it's surprising. (Participant A).

Participant B said the position she holds makes her stay but she is considering leaving the institution because of the unequal treatment she receives at the institution.

... it has a, a bit of a psychological problem that's why you see like at our institution there is a high rate of attrition of foreigners. They leave. Quite a lot leave. If they apply somewhere, they get a job and better salary and they leave. With me, I am staying in the sense that I am senior. I just want to leave higher education soon. So that's why I am saying it's just a matter of time and I will also leave. (Participant B).

He also added that the institution provides him with a lot of opportunities including an opportunity to further his studies.

Because my situation now with the salary and stuff and I was also doing my studies for my PhD, which I would say they have basically allowed me to do my studies which is a positive side. Now I have completed my PhD I'll just have to see if I have, I have to bring them here coz if the problem back home there just continue I just have to stay. (Participant C).

Participant B added that he is employed permanently and he fears to move to another institution that might offer him a shorter contract.

You see sometimes you feel you are not getting younger so being up and down and going all over the place it's like starting all over again and a new place and you see with policies that are coming up all over in South Africa now to move to get another permanent job, it's possible but sometimes you might end up getting contracts. It can be a problem. So now I am used already in this area, it's kind of settled and yeah it's kind of settled. (Participant C).

Participants D shared that he plans to move to other countries outside SA because he feels opportunities are not equally accessed and his children are not also awarded fair opportunities. He explained that he has been in SA for fifteen years but he feels that he is still not considered as a South African in terms of access to opportunities.

It's the only thing that is there and I am doing that because that is the only thing that is there. But I am seeking to move yesterday. It's like since 2005 to now more than 15 years later I'm still not regarded as a person from here. My children who started primary school they are still not regarded as people from here. So that shows that opportunities for my children they will continue to be so. So that's one of the driving forces why I want to leave to another country where there is no much noise around that issue. So that is a driving factor. Then also where you get your skills appreciated and accepted and there is no segregation when it comes to opportunities. Yes, I can go to the US, I can go to Canada I can go to New Zealand. (Participant D).

Participant E has described a few situations which demonstrate his work engagement at the institution. He is involved in several roles thereby gaining experience and working with many of his line managers at the institution. He indicated that he is part of several committees at the institution such as the research committee, the department management committee, the assessment committee and the teaching and learning committee. He explained that he is happy about his involvement in such committees while getting an opportunity to interact with his line managers. However, participant E is comfortable at the institution and he feels that he will consider leaving when he feels deprived of opportunities such as promotions. He explained how his application for professorship promotion was turned down last year.

And, and also there are also some committees within the department where then because of the shortage of senior people you then find yourself in almost all the committees like the research committee, the department management committee, the assessment committee, the teaching and learning committee. You almost find yourself in most of those particular committees.... So I am happy and in terms of, I also sit in most of the committees in the in our school like in the research committees, I was also in the faculty research committee, where I have to interact with different colleagues, the Directors, the Dean, most of the superiors within the school, the institution. (Participant E).

So the promotion criteria I think it is not necessarily quite fair when it comes to foreign nationals and I see that as one of the things possibly that will make me

leave the institution. But what I am concentrating for now is, is to try and, I mean, progress in terms of my, I mean publish my papers but when I am at a stage that I think my, whatever I do is not being recognised or appreciated well I won't have any choice but to leave to other institutions.(Participant E).

Some participants' intention to leave did not include plans to return home. The participants indicated that they have no intentions to return to their home countries because of socio-economic situations their countries are facing.

Now I have completed my PhD I'll just have to see if I have, I have to bring them here coz if the problem back home there just continue I just have to stay. (Participant C).

... It's a waste of time. It's carrying unnecessary burden you cannot go back because it's not possible. (Participant D).

But upon completion then I got some position around here and also comparing in terms of the situation back home I thought that it was of benefit to me in terms of the living environment, in terms of the salary, in terms of the career development. I thought that it was going to be okay or fine for me to stay around so I decided to join one of the institutions around here in this country. (Participant E).

Participant C agreed and however expressed his willingness to stay saying that it is impractical to return home because the socio-economic situation is unstable.

Eh, I have been I'm just checking if things improve because the worst thing would be for me to go back home. Moving now, unless my family is gonna say I 'm gonna come but the thing is if my family is gonna come here and which is not going to happen soon. Our plan was to we want to go back home so we have been trying to try to make preparations so that I can go, come back home. (Participant C).

4.4 CHAPTER SUMMARY

This chapter presented the findings of the empirical study of the lived experiences of foreign academics at a HE institution in SA. Four main themes and relevant sub-themes were derived from the findings through the analysis of data through the content analysis process. The main themes were foreign academics' wellbeing experiences, foreign academics' adjustment experiences, foreign academics' job performance experiences and factors impacting on retention of foreign academics. The next chapter presents a discussion of the findings.

CHAPTER 5: DISCUSSION

5.1 INTRODUCTION

This chapter aims to present a cohesive discussion on the conclusions to be drawn from the literature review and the empirical findings. Moreover, it indicates whether the aims of this study have been accomplished. Furthermore, the chapter will provide a discussion on the integration of the findings with literature. Lastly, the limitations of the study and the proposed recommendations will be presented.

5.2 CONCLUSION DRAWN FROM THE LITERATURE REVIEW

This section provides the conclusions made from the literature review. The literature review aims as outlined in chapter 1 were to:

- (i) Conceptualise wellbeing and its related constructs.
- (ii) Conceptualise employee adjustment and its related constructs.
- (iii) Conceptualise job performance and its related constructs
- (iv) Explore how employee wellbeing and employee adjustment impact on job performance in HE institutions.

5.2.1 Conceptualisation of wellbeing and related constructs

The literature describes wellbeing as complex and incorporating a comprehensive range of individual wellbeing constructs such as positive evaluations, sense of growth, a belief that life is meaningful, healthy relationships with colleagues at work, ability to effectively conduct one's life and a feeling of self-actualisation (Ahmed et al., 2018). When defined in general wellbeing is context-free and it is defined in terms of life overall and not attached to any specific situation or environment (Warr & Nielsen, 2018). Overall wellbeing is having positive feelings in most situations in life. Literature classifies wellbeing as subjective wellbeing, eudaimonic wellbeing and social wellbeing (De Simone, 2014). Researchers encourage focusing on positive wellbeing which enhances the well-being of people, their growth potential, their resilience and utilising coping resources in stressful times (May, 2014).

In the work context, positive wellbeing is described in terms of efficacy, hope, optimism, resilience, high self-esteem, high morale, high productivity and happier life (Aryan & Kathuria, 2017). Wellbeing initiatives in organisations are implemented by management and employees are responsible for taking part in such interventions to improve or maintain their wellbeing (Fenton et al., 2014). Organisations can implement various wellbeing programmes depending on the needs of the employees, the size and financial state of the organisation (Fenton et al., 2014). Positive employee wellbeing leads to reduced economic losses and increased productivity, teamwork, and good quality life, while it lowers accident rates, suicidal cases, absenteeism and ill health (Ahmed et al., 2018; Coldwell et al., 2016). On the other hand, poor wellbeing may affect productivity, the decisions taken whilst working and absenteeism may increase (De Simone, 2014). Further consequences of poor employee wellbeing include accidents, increased healthcare costs, poor work attendance, poor performance and dissatisfaction in life, amongst others (Pierce et al., 2016).

The literature has indicated that coping behaviours, self-control behaviours and psychological capital enhance well-being and adjustment and are necessary for employees to avoid and reduce burnout (Gauche et al., 2017; May, 2014). Availability of job resources assists in challenging situations such as through support from colleagues and superiors and it encourages teamwork. Support from management or supervisors and their various leadership skills have a huge impact on interactions, employee wellbeing and job performance (Davis & Ahmed, 2015). From the literature review, the researcher concluded that although different concepts and definitions of wellbeing are provided wellbeing describes the overall happiness of an individual. Employee wellbeing is about employees' happiness and good health whilst in the work context. From the literature reviewed high emphasis is placed on the need for both the employer and employee to take part in ensuring employee wellbeing. It is the obligation of both the foreign academics and the HE institution management to ensure employee wellbeing.

5.2.2 Conceptualisation of employee adjustment and related constructs

There are various studies on foreign adjustment relating to different contexts including the HE sector, the management sector and social adjustment in the school context (Bhat & Beri, 2016; Ellis et al., 2017; Harry et al., 2017; Isakovic & Whitman, 2015). Adjustment is defined as psychological processes through which a person balances the needs and challenges they face in life (Weiten et al., 2012). Bhatti et al., (2014) classify foreign adjustment as work adjustment, general adjustment and interaction adjustment (Bhatti et al., 2014). Work adjustment refers to the comfortability in the work context, the general adjustment refers to the comfortability with non-work factors like food, language and transport and interaction adjustment which is the comfortability in terms of interacting with HCNs in and out of the work context (Bhatti et al., 2014). Other researchers classify adjustment as psychological, socio-cultural and work adjustment (Halim et al., 2014). Psychological adjustment is related to psychological wellbeing and satisfaction in various aspects of life, socio-cultural adjustment describes social abilities that influence a person's thought and work adjustment describes attitudes towards work, the ability to complete work roles resulting in effective functioning in the work environment (Halim et al., 2014).

The literature reports that extroverted foreign employees and socially and cognitively adjusted employees are proactive and have high job performance because of their ability to pursue goals, seek help and interact with HCNs (Bhatti & Beri, 2016; Melo et al., 2015). Wang (2016) reports that cultural intelligence promotes individual self-adjustment and job performance. Failure to adjust leads to psychological maladjustment which negatively affects employees' thoughts, perceptions, feelings, attitudes, behaviours and interactions at work and in turn impacts on job performance and overall happiness (Bergh, 2014). Maladjustment may lead to alcoholism, drug abuse, aggression, violence, burnout, xenophobic tendencies, crime, racism and sexual abuse (Bergh, 2014).

The existing literature studied provides factors that impact on foreign employee adjustment which includes cultural difficulties and language barriers (Pherali, 2012). Another factor that influences foreign employee adjustment is employing organisations. In this regard, employing organisations offer training and counselling to

foreign employees to improve adjustment (Malek et al., 2015). HCNs, social networking and spouses also have a huge impact on foreign employee adjustment (Biggo & Cortese, 2013; Malek et al., 2015; Nardon et al., 2015). Training and counselling sessions minimise stress and boost employee confidence (Biggo & Cortese, 2013). Literature reveals that employers and foreign employees need to adjust to each other to establish a long-term mutual relationship (Choi et al., 2017). It is imperative to team up foreign employees with HCNs to minimise stereotypes, create a comfortable environment, reduce cultural differences and enhance teamwork (Choi et al., 2017, Ellis et al., 2017; Wang 2016). The literature reviewed revealed that HCNs have some bearing on foreign adjustment by providing information on locations of public service providers such as clinics, schools and churches (Haslberger & Dickmann, 2016). However, HCNs particularly in the South African context are reported to exhibit xenophobic and unwelcoming behaviours towards foreign nationals which negatively impacts on foreign adjustment (Harry et al., 2017; Maharaj, 2017). Additionally, foreign nationals can expedite adjustment by accessing relevant information through blogs from fellow foreign nationals (Nardon et al., 2015). The conclusions made from this literature review are that the classifications of adjustment by researchers do not vary widely. Adjustment is classified in terms of work, social or interactional and general adjustment and it is imperative for a foreign national to fully adjust in all these areas. Additionally, adjustment cannot be achieved in isolation. Foreign adjustment necessitates support from others like the HCNs, the employing organisation and fellow foreign nationals.

5.2.3 Conceptualisation of job performance and related constructs

Literature defined job performance as the expected value to the organisation of behavioural events that a person carries out for a particular period (Motowidlo & Kell, 2012). Job performance classifications vary. For example, Reijseger et al. (2013) classified job performance as process and outcome performance with process performance being sub-divided as in-process performance, extra-role performance and counterproductive performance (Reijseger et al., 2013). In-process performance refers to the ability of an employee to perform expected or central roles as stipulated in the job description (Reijseger et al., 2013). Extra-role performance is when employees perform tasks or roles that profit the organisation but are not included in

the job description whilst counter-productive performances describe negative acts or behaviours such as theft and conflicts displayed by employees that hinder the success of the organisation (Reijseger et al., 2013). Outcome performance refers to the number of goods, services or outputs produced which are consistent with the goals of the organisations (Reijseger et al., 2013). However, Nielsen et al. (2017) classify job performance as objective and subjective job performance. Objective performance is a performance that is non-self-reported and not rated by a colleague or supervisor and subjective performance is self-reported by an individual employee, a superior or a colleague who rate outcomes or perceptions of one's performance (Nielsen et al., 2017). Academics are mainly assessed for promotions and tenure through their qualifications, teaching, current research publications and services to the university and the community (Igbojekwe et al., 2015).

There are various components of job performances constructed by various psychologists like Campbell's eight factors of job performance (Arnold & Randall, 2010) and the eight characteristics academics should possess in the 21st century. These are being the adaptor, the communicator, the learner, the visionary, the leader, the model, the collaborator and risk-taker (Borja II, 2018). These characteristics are reported to enhance academic job performance and assist in producing well-prepared students for the changing work environment (Borja II, 2018).

Various factors reported on in literature influence job performance. These include motivation (Kuchava & Buchashvili, 2016), self-efficacy (Ereno & Nunez, 2014), individual resources and environmental factors, interpersonal relationships (Choi et al., 2018), social capital, work engagement and psychological wellbeing (Clausen et al., 2019) amongst others. Motivation highly influences job performance, production, employee happiness and job commitment and can be either in monetary or other forms such as job enrichment practices, career growth, challenging assignments, feedback and better leadership (Kuchava & Buchashvili, 2016). Employees with a high self-efficacy view challenge as a means to growth (Ereno & Nunez, 2014).

Interpersonal and leader-employee relationships have an impact on job performance and in the HE context, effective communication is achieved through engaging academics in key decision-making processes and policy formulation and attending

board meetings and committees (Abe & Mason 2016; Kuchava & Buchashvili, 2016). Extant literature indicates that leaders should apply two-way communication processes to engage academics and improve job performance through communication, training, teamwork, respect, trust, information-sharing, fair treatment of employees and adequate understanding of tasks (Abe & Mason, 2014; Oluwatoyin, 2016). Lastly, research has shown that behaviours at work, social capital, learned skill or talent, education and environmental factors highly impact on job performance (Choi et al., 2018; Clausen et al., 2019; Kuchava & Buchashvili, 2016; Motowidlo & Kell, 2012). From this literature review, the conclusions made are that job performance is defined in terms of the measurable tasks an employee accomplishes at an organisation during set times and is rewarded for the outcomes. Further literature has indicated that academic job performance is influenced by job and personal resources possessed by academics (Song et al., 2018; Clausen et al., 2019). Foreign academics' education and experience need to be combined with other factors to enhance job performance.

5.2.4 Exploring how employee wellbeing and employee adjustment impact on job performance in HE institutions

Academic roles include lecturing, research work, attending conferences, assisting in external examinations, supervising and administrative roles (Coldwell et al., 2016; Kuchava & Buchashvili, 2016). Even when carrying out these roles under stressful conditions academics are still expected to produce good quality student outputs and throughputs (Coldwell et al., 2016). The literature reviewed notes sources of stress amongst academics as stemming from economic pressures, internationalisation, the growing use of technology and the need for funding (Pignata et al., 2018). In the South African context factors that impact academic wellbeing are reported to be bigger classes, admission of underprepared students and dealing with students from different multilingual and multicultural backgrounds (Coldwell et al., 2016). Also, literature included sources impacting on academic wellbeing and job performance to include campaigns leading to loss of benefits, bonuses and time, the pressure to meet deadlines and unfair performance measures (Lesenyeho et al., 2018; Ramasamy & Abdullah, 2017). Changing institutional structures, work overload and deadline pressures may lead to chronic burnout, exhaustion, quitting jobs, and unhappiness

and affected academic morale (Muurlink & Matas, 2011; Ramasamy & Abdullah, 2017). Another factor that negatively influenced academic job performance was cyber bullying by students leading to humiliation, suicidal feelings, stress and depression (Ramasamy & Abdullah, 2017). Stress in academics results in low productivity, absenteeism, anger, losing control, over-eating and resignations (Muurlink & Matas, 2011).

Because academics spend most of their time at work their wellbeing should be ensured to increase job performance (De Simone, 2014; Taris & Schaufeli, 2014). Studies have reported a lack of access to research funds and promotion opportunities for foreign academics in SA HE institutions (Maharaj, 2017). Therefore, the conclusion to be drawn from the literature review is that positive wellbeing and adjustment in academics positively impacts job performance. Many factors negatively impact on academic wellbeing and job performance. Minimising factors negatively impacting on academic wellbeing enhances academic job performance.

5.3 SUMMARY AND CONCLUSIONS DRAWN FROM THE RESEARCH FINDINGS

A summary and conclusion of the findings based on the main themes and sub-themes will be provided in this section. The research aims as outlined in chapter 1 were to:

- (i) Explore the wellbeing and adjustment experiences of foreign academics in HE institutions.
- (ii) Gain a deeper understanding of how employee wellbeing and employee adjustment impact on job performance of foreign academics in a HE institution.
- (iii) Propose recommendations on how to improve the wellbeing and adjustment of foreign academics in HE institutions towards enhancing their job performance.

5.3.1 Theme 1: Foreign academics wellbeing experiences

5.3.1.1 Foreign academics overall wellbeing

The findings of the research show that the overall wellbeing of participants at the HE institution varies. Some participants are generally happy, some have mixed feelings

while some were happy in the early years but that has since changed. Participants who are generally happy have indicated that most of their needs are catered for with regards to wellbeing. They indicated that they have good working relationships with colleagues and the institution provides opportunities for career growth. Participants with mixed feelings indicated that there are times that they feel happy but some events and situations make them unhappy. These academics are unhappy because of lower salaries compared to HCNs and unfair promotion criteria that exclude foreign academics. Other participants reported that they are treated as outsiders by HCNs who show resentment towards them. A participant reported not being happy because of discrimination by HCNs and verbal abuse.

5.3.1.2 Factors impacting on foreign academic wellbeing

Executing roles and tasks

Foreign academic participants are happy when executing tasks, especially when conducting lectures and working with students assisting in matters relating to workshops, research and conferences. Participants indicated how performing their roles make them feel appreciated and comfortable. They get intrinsically motivated by the appreciation shown by students.

Access to opportunities

This study found that foreign academics at the institution have minimum opportunities with regards to accessing benefits such as seed research funding because they are not South African citizens. Participants shared that the expected seed fund for all new employees is withheld from foreign academics. Participants expressed feelings of disappointment and they perceive it as unfair treatment. However, from the findings, one participant reveals that acquiring research funding is possible from sources that require academics to indicate that HCNs will be beneficiaries.

Furthermore, promotions to positions such as HoD, Director of School, Dean of Faculty and other positions of authority at the institution are specifically reserved for HCNs. Participants reveal that foreign academics at the institution do not get such

promotions. Foreign academics reported that grapevine has revealed that foreign academics are employed only for knowledge transmission and not for leadership positions. They described promotions from senior lecturer to professorship as unfair because the conditions required were stricter than those required for HCNs. On this aspect, some participants feel that a professorship promotion is a straightforward process even for foreign academics. The participants further expressed feelings of frustration and unhappiness over salaries that are lower than their HCNs. They explained how they are placed in the lowest point in grades compared to HCNs and add that circumstances and lack of bargaining power pressurise them to accept lower salaries.

A participant indicated that foreign academics were denied the privilege to take sabbatical leave because of being non-South African. He regards this as denying him an opportunity for career growth. Another participant also revealed being denied attending a training workshop.

Moreover, treatment by colleagues impacted on foreign academic wellbeing at the institution. A participant has been subjected to verbal attacks by HCNs on several occasions resulting in feelings of being uncomfortable and demoralised.

Coping behaviours, self-control behaviours and job resources as enabling factors of wellbeing

Participants possess various behaviours that enable them to cope with challenges associated with being a foreign academic. Some exercised self-control when faced with challenges, some possessed high-efficacy while other participants denoted behaviours of acceptance, distancing and passiveness. Participants indicated that utilising such behaviours has assisted in overcoming challenges they regularly face at the institution. Participants exhibiting positive behaviours such as self-efficacy and self-control were the ones whose wellbeing was positive, perceive challenges in a positive manner and manage to achieve set objectives. Participants exhibiting behaviours of passiveness, acceptance and distancing are the ones whose wellbeing was mixed or negative. These participants feel that questioning and trying to change how things are done about foreign academic affairs is pointless.

Some participants shared that experience gathered from working in HE institutions for several years has taught them how to handle challenges. Some have sourced the support of colleagues particularly foreign academics with whom they now collaborate with in terms of research. Other participants indicated high work engagement thus being involved in research, supervision, committees, administration work, community engagement and teaching and learning. These foreign academics have worked hard towards set objectives despite facing challenges.

5.3.1.3 The work environment

Some participants described their work environment as good and functional providing opportunities for career growth. Other participants are not completely comfortable because of ill-treatment by colleagues and feelings of being left out in particular situations. Participants shared concern over the lack of preparation by the institution with regards to office space and equipment. Upon arrival, some participants explained that they did not secure offices and laptops and resorted to sharing with other colleagues. In another case, the office was untidy, rundown and poorly prepared. Participants expressed that foreign academics who are new find it difficult to run around to secure equipment and office space.

However, some participants' wellbeing was not affected by the poor planning around office space because of support from other colleagues and the ability to overlook challenges. Another participant described the time he was sharing an office with a colleague as hard.

Feelings around missing home

Missing home for academics refers to missing their home countries. Foreign academics' feelings around missing home vary. A participant shared that he missed home but has since adjusted. Another participant said she sometimes misses home and other participants do not miss home. The reasons for not missing home for one participant was that he feels it is unnecessary and will not return there while for another

participant it is because he frequently travels to his home country to see family and friends.

5.3.1.4 Recommendations given by participants

Recommendations to the institution

The recommendations made by foreign academic participants for the institution were that management engages the foreign academics to address their challenges, check on their wellbeing and provide support where necessary.

Recommendations to foreign academics

The recommendations participants made to their fellow foreign academics include working harder to increase chances of being recognised and being involved within the institution. Some participants recommended that foreign academics at the institution should not challenge the status quo regarding foreign academic affairs. Participants suggest that foreign academics within the institution should appreciate and embrace what the institution is offering. Furthermore, foreign academics were urged to find their happiness and seek ways out of unpleasant situations.

5.3.2 Theme 2: Foreign academic adjustment experiences

The second main theme was foreign academic adjustment experiences. The sub-themes accentuated under this theme were progress with regards to adjustment, support structures, factors influencing adjustment, personal resources and recommendations from participants.

5.3.2.1 Progress with regards to adjustment

Most participants initially encountered challenges and thereafter adjusted very well. Challenges encountered included being stopped by the police in the streets, issues relating to feelings of missing home, cultural and language barrier. Some participants still face challenges related to language and interacting with HCNs. A participant revealed challenges in securing schools for children in the early days and failure for his wife to secure a job.

5.3.2.2 Factors influencing adjustment

Support structures

On arrival, foreign academics seek support from fellow foreign counterparts to assist with their adjustment. The study showed that support for participants mainly emanated from fellow foreign nationals. All participants revealed that they sourced support from fellow foreign nationals who are either friends from home, foreign nationals from different countries and foreign academics within the institution. Support in this regard is in the form of accommodation, moving around the area, advice regarding being a foreign national in SA and interacting.

Support for foreign academics is moreover offered by the institution to promote adjustment. The institution provides accommodation for one month to all new foreign academics joining the institution. A one-week induction course is further provided to introduce the services, opportunities and facilities offered by the institution. However, participants indicated that the induction course does not offer specific training for foreign academics and in one instance the course was conducted a few months after joining. Both HCNs and foreign academics receive the same training.

Support for some participants also comes from churches. Foreign academics join English service churches particularly to overcome the challenge of the language barrier. These participants receive support in terms of interacting with church members. The participants feel appreciated and welcome. Another participant indicated serving for the church for 3 years when she was elected for a position in the women's group. Minor language challenges with regards to communicating with the elderly were noted. The church seems to play a big role in foreign employee adjusting.

HCNs rendered support to the participants. They explained how HCN colleagues assisted by providing information on locating schools for the children and housing. One participant shared how he was welcomed by a South African family that treated his family with compassion. Other participants mentioned the support of their own families as influencing their adjustment.

However, another participant shared that she felt undermined and being resented by fellow HCN academics who feel they should hold her office. She further explained that she felt disadvantaged particularly because of being a woman and a foreigner. She mentioned that her adjustment is disrupted by such resentment.

The findings indicated that support to participants from the students was non-existent. The participants shared that students did not influence their adjustment. Students interacted well with the foreign academics in the classroom but no interactions or assistance was made outside the classroom.

Language

All participants experience a language barrier in and outside the work context. Participants shared feelings of being excluded from conversations with HCNs during social gatherings and in the community in places like offices and shops. Foreign academics in the science field shared that language was not a challenge when teaching because they are mandated to use English as the medium of communication. In some cases where students struggle to communicate in English participants explained that they encourage them to use local languages and request other students to interpret into English. Student participation however was reported to be reduced due to the language barrier. Other participants have learnt to communicate in the local language and have found communication with HCNs easier.

Interaction

Interaction particularly with the HCNs highly influences foreign adjustment. The benefits of interacting were to get advice on how to persevere in challenging situations, to feel involved, to assist each other and getting assistance with regards to work. Foreign academics enhanced adjustment through interaction with colleagues, line managers, HCNs and fellow foreign nationals.

Personal resources

The personal resources possessed by foreign academics include being extroverts who can communicate well with most people. Participants who are extroverts indicated that they have learnt to communicate in the local language and have the ability to seek help and advice from others where necessary. Most participants shared that experience gained from working in the HE context played a huge role in foreign academic adjustment. Foreign academics also interact with other foreign nationals from different countries to provide support for each other, share ideas and to relax.

5.3.2.3 Recommendations by participants to improve the adjustment of foreign academics

Recommendations to the institution

To facilitate foreign academic adjustment participants recommended that the institution offer longer contracts to ensure foreign academic security and stability. Some recommendations include that the institution establishes an office to assist foreign academics with permit applications. The institution then applies for permits on behalf of foreign academics and that would enhance their adjustment. Participants further recommend that the institution engage the foreign academics in an attempt to address their challenges and provide assistance where necessary. The institution was recommended to implement programmes and provide facilities that assist with adjustment particularly in terms of language and teaming foreign academics with HCN academics to enhance interaction. Participants added that the institution should properly prepare for the arrival of new academics in terms of offices and equipment. The institution was urged to engage with international HE institutions to learn how they promote multiculturalism and how to compete globally.

Recommendations for foreign academics

The participants recommended that foreign academics interact with HCN colleagues to reduce cultural and language barriers. Foreign academics were encouraged to interact frequently with other foreign nationals to share challenges and to join local

churches. Further participants suggested that foreign academics accept what is offered by the institution and realise that the situation with regards to foreign academic treatment will not improve.

5.3.3 Theme 3: Foreign academics job performance experiences

5.3.3.1 Barriers to job performance and growth

The findings indicate that participants are deprived of opportunities that enhance job performance and career growth. For the participants, justice will prevail when opportunities are fairly accessible to both HCNs and foreign academics. Participants shared that they were denied attending training workshops and taking sabbatical leave because they are not South African citizens. Participants expressed disappointment because they felt they were being denied an opportunity to transfer what they learn to the students and an opportunity for career growth. The participants further shared that most research and seed funds were limited to HCN academics. Foreign academics have limited access to funding and as a result, they fail to in getting students to supervise and in turn, it hinders their career growth.

The study found that for foreign academics, there was a lack of promotional opportunities into leadership positions such as HoD and Dean of schools. The findings reveal that there are positions only held by HCNs who may be less qualified than foreign academics. Participants expressed that meeting promotional requirements in some cases may be difficult because of a lack of funding which hinders them in supervising students to supervise which in turn affects their career growth and promotional opportunities. Two participants have narrated how they struggled to get promoted from senior lecturer to professorship. One was eventually promoted whilst another was denied promotion. The participants expressed concern and shared that the requirements needed for such promotions differ from those set for HCN academics.

5.3.3.2 The impact of wellbeing and adjustment on job performance

The findings reveal that participants who failed to secure equipment and office space in the early months reported that their job performance was negatively impacted. Participants shared that in the early days they had not adjusted and had to run around to get offices and equipment to start performing their jobs. During that time the participants resorted to sharing offices and equipment with colleagues. The participants said they were stressed and described these experiences as hard.

With regards to wellbeing, one participant indicated that his feelings towards receiving lower salaries than HCNs leads to him feeling demotivated. He shared that he measures his input in terms of performance, according to his salary. The participant adds that it is only in teaching that he feels motivated to perform at his best for the students' sake.

The high attrition rate amongst academics in general is reported by the participants to impact negatively on their wellbeing and job performance. A participant shared that less senior academics remained in the department when other foreign colleagues left and that forced them to supervise more students, to attend more committee meetings resulting in less time assigned for research, teaching and community engagement. Participants added that the quality of their job performance was negatively impacted due to this increase in workload.

In other cases, participants alluded to defeating challenges and thus minimising the impact of wellbeing and adjustment on job performance. One participant shared that experience gained over the years enables her to avoid her wellbeing and adjustment status to affect her job performance. Another participant explained that his performance was enhanced by his wellbeing and adjustment because he avoids letting challenges affect his job performance negatively. Another participant says his performance is not affected because the institute provides the necessary equipment needed to perform tasks. He also shared that colleagues' support enhanced his job performance. The former colleagues offered him material and lecture notes that assisted with his job performance.

5.3.3.3 Workload distribution

The work allocation for foreign academics was found to be fair and comparable to that of HCN academics and other institutions. The participants were happy with the work allocation and they showed that it had no impact on their job performance even though a participant says she heard that foreign academics are allocated bigger classes. The institution motivates academics to publish by offering incentives in terms of funds. Another participant assists his line manager when he is swamped and he adds that he enjoys having more tasks and it makes him feel appreciated.

5.3.4 Theme 4: Factors impacting on retention of foreign academics

5.3.4.1 Reasons for joining

The reasons for participants joining this particular institution vary. These include the institution offering a work environment that promotes career growth opportunities, the institution being closer to some participants' home countries which allow them to travel frequently and accepting an offer for amore senior position.

5.3.4.2 Implementation of labour laws with regards to contracts

The participants believe that the implementation of labour laws differs from other HE institutions in SA. The institution no longer employs foreign academics on a permanent basis but only on a contract basis. They have reported that a huge number of foreign academics leave to other institutions that offer longer and permanent contracts. They expressed concern because they feel that offering short contracts contribute to the high attrition rate at the institution and in turn impacts on job performance and student learning. When foreign academics leave, the remaining academics carry the load left and their departure also impacts on students in terms of continuity and adjusting to new lecturers.

5.3.4.3 Turnover intentions

Some participants indicated intentions to move to other institutions. Their reasons include the issue of short-term contracts. One participant indicated that the issue of short-term contracts may make him consider leaving the institution. A further reason offered by a participant for considering leaving the institution was because of the unequal treatment she receives from her colleagues. Another participant explained that he is comfortable with the institution and said that he will move when he feels deprived of opportunities and unappreciated.

Another participant expressed that he does not have any intentions of leaving because he is employed on a permanent contract basis and he fears he might be offered a shorter contract elsewhere if he moves. He added that the institution offers him a lot of opportunities including studying further. However, another participant has high intentions to move to other countries outside SA where he might get equal access to opportunities. Lastly, the participants have no intentions to return to their home countries because of socio-economic and political instabilities.

5.4 INTEGRATING THE FINDINGS WITH THE LITERATURE

The findings indicate that the wellbeing of foreign academics at the HE institution vary. Foreign academics are happy when they perceive treatment and benefits to be fair and aligned with those received by HCN counterparts. The overall wellbeing of foreign academics is described in terms of their individual overall experiences and is subjective. De Simone (2014) defines subjective wellbeing, and as gathered from foreign academics, referring to wellbeing as the person's experiences in life that reflects a person's self-described happiness. Foreign academics are happy when treated fairly and when they perceive opportunities to be fairly accessible. Some participants indicated that their wellbeing is not good because they are verbally abused, unappreciated, excluded and unwelcome in most circumstances which compromise their relationships with colleagues. These findings concur with literature which describes psychological wellbeing in terms of hope, optimism, healthy relationships with colleagues, trust and happier life (Ahmed et al., 2018; Aryan & Kathuria, 2017).

The findings show that foreign employees are not happy with promotion policies that exclude them from being appointed as line managers and other positions of authority. They feel the policy completely excludes them regardless of their performance and experience. The findings indicate that participants are not happy with the lower salaries they receive compared to the local academics. The foreign academics' wellbeing is also negatively influenced by short-term contracts offered by the HE institution. They feel that there is no security in short term contracts. In this regard, foreign academics feel disappointed and unmotivated. These findings are supported with literature by Kuchava and Buchashvili (2016) who suggested motivating academics in forms of career growth and better leadership amongst other mechanisms to enhance wellbeing and job performance.

From the findings, it is gathered that job resources are necessary to overcome the challenges faced by foreign academics. The JD-R model explains that high job demands lead to stress, strain, burnout, ill-health and poor job performance (Taris & Schaufeli, 2014). On the other hand, job resources such as self-efficacy and resilience increase motivation, wellbeing and in turn job performance (Taris & Schaufeli, 2014). The findings indicate that foreign academics who possess job resources such as international and educational experience, support from HCN and foreign academics, support from the foreign nationals and HCNs have a good work engagement and good job performance.

According to the findings, foreign academics also utilised their coping behaviours, self-control behaviours and psychological capital to reduce stress and burnout. Participants revealed exercising self-control in stressful situations, high self-efficacy, acceptance, and distancing and passiveness behaviours. Literature has reported the necessity to utilise coping behaviours, self-control behaviours and psychological capital to enhance wellbeing and adjustment (May, 2014).

The findings gathered that foreign academics were happy with their work environment with regards to their relationships with colleagues, line managers, the students and the work environment in general. However, foreign academics had complaints with the state of and access to offices and equipment when they joined the institution.

Participants reported finding offices in bad taste. Participants reported not receiving offices and laptops and resorted to sharing with other colleagues. Wellbeing is described in the literature in terms of the environment which includes healthy working relationships (Ahmed et al., 2018). Ashley (2018) states physical working conditions as one of the factors impacting on academic wellbeing.

The findings further reveal that most foreign academics do not miss home. Participants who shared feelings of missing home are those whose families are not with them. Foreign academics whose families are with them and those who frequently travel to their home countries indicated that they do not miss their home countries. This concurs with findings by Jonasson et al. (2017) who report that foreign academics sometimes experience feelings of loneliness, isolation, and exclusion from HCNs. For those in SA with their families and friends, feelings of loneliness, isolation and exclusion are reduced and thereby reducing feelings of missing home.

The findings indicated that foreign academics initially encounter challenges but adjust very well later on. Research by Isakovic and Whitman (2013) support these findings by explaining that foreign nationals encounter challenges in the new environment within the first year after which they are expected to fully adjust. Foreign academics attributed their adjustment to have been connected to HCNs who interact with them and share knowledge of the surrounding area.

According to the findings, support for foreign academics in terms of adjustment emanates from their foreign counterparts, HCN colleagues and families, HE institution management and churches. Support offered included accommodation, food, information, being escorted around the city and job-related assistance. Literature has emphasized the importance of support for foreign nationals (Hasleberger & Dickmann, 2016; Maharaj, 2017). The findings show that the HE institution supports foreign academic adjustment. New foreign academics are offered accommodation and food for one month. A one week-induction is conducted to introduce all-new academics to the processes and facilities of the HE institution. Participants, however, shared that the induction course did not address specific adjustment matters concerning foreign academics. According to literature, formal mentorship programmes in the early days of arrival by institutions positively influence foreign employees' adjustment (Tanova &

Ajayi, 2016). Further, the findings show that the students at the HE institution did not influence foreign academic adjustment. The foreign academics shared that students interacted well, appreciated and assisted foreign academics in terms of language and interaction in lecture rooms. According to the findings, there was no student-lecturer relationship that influenced adjustment. However, Jonasson et al. (2017) revealed that relations such as the student-lecturer relationships enhanced foreign academic adjustment. The students would assist foreign academics to learn the local language and show them around the area. This however does not concur with the findings of this study.

The findings of the study further indicate that resentment by HCN colleagues affected foreign academics' adjustment. A participant said she is ill-treated and verbally abused by HCNs and she shared that her adjustment is affected. Literature by Malek et al. (2015) reports that when foreign academics are located in a community where HCNs resent foreign nationals foreign adjustment is negatively influenced.

The findings reveal that adjustment in terms of language was a challenge for foreign academics. Foreign academics revealed that they feel left out in conversations with HCNs during social gatherings. A participant who has learnt the local language reported that communication with the HCNs has become easier. The findings further show that foreign academics attend English speaking churches. Language has a huge impact on foreign nationals in social and work contexts (Halsberger & Dickmann, 2016). Language barrier leads to poor interaction with HCNs, misunderstandings of cultural norms and failure to understand cultural norms (Pherali, 2012). The findings, however, show that foreign academics who are in science disciplines do not have linguistic challenges because they use English as their medium of communication. Other participants alluded to encountering language challenges with students. Some students prefer communicating in their local language during lectures. The study gathered that the foreign academics in this regard encourage the students to use the local language and request other students to interpret into English. However, participants shared that despite applying interpretation techniques other students who cannot fluently converse in English choose not to participate.

According to the findings, foreign academics interact with other foreign nationals, HCN colleagues and families, line managers and the students. Interacting provides support, assist in sharing advice and is for work purposes. The findings further indicate that foreign academics felt the need to interact more amongst themselves and the HCNs to minimise language and culture barriers. Interaction in this regard enhances adjustment. Research by Wang (2016) support the interaction of foreign nationals and HCNs and suggests that foreign employees should interact with HCNs upon arrival to learn their culture.

The findings indicate that foreign academics feel deprived of opportunities such as sabbatical leave, attending training workshops, funding and bursaries. Foreign academics' job performance and career growth are hindered by an inability to access such opportunities. Foreign academics at the HE institution are not considered for promotions in positions such as HoD, Dean of Schools and Director. The participants mentioned that failure to be considered for such opportunities hinder them from career growth and failure to meet requirements required to be appointed for certain positions. Research by Maharaj (2017) reported that there is a lack of promotions for foreign academics in SA HE institutions. Other research supports the findings that academics are assessed for tenure and promotions through their qualifications, teaching, current research publications and services to the institution and the community (Igbojekwe et al., 2015) and thus inaccessibility of opportunities denies foreign academics' career growth and job performance. The findings further reveal that foreign academics face challenges with regards to promotions from senior lecturers to a professorship. The participants report that the requirements for such promotions are more complicated for foreign academics and differ from those of HCN academics. However, other participants feel that promotions in terms of professorship were clear-cut. Other participants reported that they have access to research funds and are getting opportunities to attend workshops because their positions require them to do so.

The findings revealed that the wellbeing and adjustment of foreign academics highly influence job performance. These findings are supported by (Taris & Schaufeli, 2014) who reports that the wellbeing and adjustment of employees highly impact on job performance. Lack of preparation by the institution for new academics resulted in some foreign academics struggling to perform whilst they were moving from office to

office to secure offices and laptops. Their adjustment was affected because there were not comfortable sharing offices and working with old computers.

Further, the findings show that foreign academics feel unmotivated by receiving lower salaries compared to what the HCN academics receive. Foreign academics expressed concern over lower salaries and indicated that input in terms of job performance is highly influenced by the salaries they receive. Research by Kuchava and Buchashvili (2016) found that motivation highly influences academic job performance. They further report that academics are motivated by different forms of incentives including higher salaries (Kuchava & Buchashvili, 2016). De Vito et al., (2016) report that unmotivated employees tend to put in less effort with poor work productivity, are mostly absent from work and have high intentions to leave, avoid the workplace as much as possible, leave the organization if given the opportunity, and produce low quality work. However, the foreign academics in this study indicated their enjoyment and willingness to conduct lectures regardless of receiving lower salaries.

According to the findings, there is reported high attrition of foreign academics at the institution. Foreign academics have attributed the high attrition rate to short contracts offered to foreign academics. Participants reported that when foreign academics leave there is more workload for the academics left behind which affects their job performance. A participant mentioned that performing additional tasks left by academics who leave reduces the time and quality of research and supervision. Literature concurs with these findings. Short contracts and excessive workloads are factors that negatively impact on academic wellbeing and inform decisions on whether to stay or leave the institution (Ashley, 2018).

However, the findings show that foreign academic wellbeing and adjustment does not negatively impact on their job performance. Foreign academics indicated employing coping strategies and resources when encountering challenges. The coping strategies and resources foreign academics applied included locus of control, experience and support. According to the findings, foreign academics perceived workload distribution as fair. Some academics felt that the workload was manageable and comparable with other institutions. Literature studies have reported heavy workloads in HE institutions which lead to stress and burnout and in turn, affects job performance (Barkhuizen et

al., 2014; Ramasamy & Abdullah, 2017). The findings, however, differ from the literature in this regard.

The findings show that foreign academics joined the HE institution for different reasons. Some joined the HE institution to work with their supervisors. Some joined because the institution is closer to their home countries. Others joined because they perceived the institution as offering an opportunity for career growth in terms of higher positions and research support. The reasons foreign academics joined the institutions are the same reasons given in the literature for foreign academics moving to SA. Literature reports that foreign academics move to SA for opportunities to enhance their careers, for better socio-economic conditions and opportunities to conduct research (Sehoole et al., 2019).

According to the findings, the implementation of labour laws by the institution differs from how other SA HE institutions implement them. Participants expressed concern over the short contracts resulting in foreign academics leaving to other SA HE institutions offering longer and permanent contracts. Some of the participants who joined in 2014 and 2015 indicated that they were amongst the last foreign academics to be offered permanent contracts. Literature support that short-term contracts for academics are wellbeing factors that have an impact on job performance and intention to leave or stay with the institution (Ashley, 2018). A study by Ramasamy and Abdullah (2017) reports that short-term contracts lead to insecurity in academics. Insecurity in academics generates feelings of mistrust towards management, poor loyalty, high turnover intentions and poor job performance (Ramasamy & Abdullah). The findings revealed that foreign academics who have no intentions to leave were on permanent contracts whilst a participant on short term contract said that the issue of short term contracts was the push factor. Other participants who indicated intentions to leave gave reasons such as unequal access to opportunities and ill-treatment by other local academics. This is supported in the literature by Ashley (2018) who reports that lack of unequal opportunities impacts on academics' intention to leave or stay with the institution. Foreign academics who indicated their intentions to stay said that they are happy with the institution and they manage to access some opportunities that enhance their career growth and job performance. Literature by Stoermer et al. (2017) on foreign employees explains that ill-treatment and discrimination by HCN colleagues

lead to the emotional detachment from work, psychosomatic conditions, stress, social anxiety and depression.

5.5 LIMITATIONS OF THE STUDY

The limitations of the literature review and the limitation of the empirical study are addressed below.

5.5.1 Limitations of the literature review

The study's focus was on the impact of wellbeing and adjustment on job performance of foreign academics in SA. Although the literature on the wellbeing of academics in SA was available literature on the wellbeing and adjustment of foreign academics in the SA context was limited. Further, the literature on the impact of wellbeing and adjustment on job performance particularly in the HE context that supported the study was carried out in countries outside SA. However, this fulfils the objective of the study to add to the gap in the literature.

5.5.2 Limitations of the empirical study

The experiences of foreign academics from other continents were not included in the study. The data was collected only amongst the foreign academics who originate from countries in Africa to analyse the impact of their wellbeing and adjustment on job performance. Although the sample size was a good sample size for a case study only views from the foreign academics were heard. Limited resources and time did not permit to include views of the institution management. While the demographic profiles of the participants vary in many aspects such as gender, age, positions held and countries of origin the findings of this study cannot be generalised. The findings are limited as data was only gathered from a single HE institution thus generalisation cannot occur from the findings of this study. Although the researcher went into data gathering process with presumptions of what the participants' views would be, the researcher set aside her feelings and beliefs and remained neutral during the data gathering process. However, the researchers' biases might have influenced the

interpretations made from the data. The researcher might have been selective, subjective and sympathetic towards the participants.

5.6 RECOMMENDATIONS

In this section, the recommendations are presented. The recommendations include recommendations for further studies and recommendations from the findings to the HE institution.

5.6.1 Recommendations for future studies

The researcher recommends that future studies look into the experiences of foreign academics from other countries outside Africa because reasons for coming to SA may differ. The participants in the study indicated their reasons for being in South Africa is mainly for socio-economic stability which is not present in their own countries whilst foreign academics from developed countries may not come to SA for the same reasons and come to experience South African culture (Sebola, 2015). It is recommended that future studies also consider and incorporate the experiences and perspectives of institutional management in an attempt to engage in a constructive debate representative of all parties. Such studies allow the point of view of HE institution management and HCNs who are colleagues to foreign academics to be expressed regarding their relationship and experiences with foreign academics. The researcher further recommends that future research should be carried out amongst foreign academics in other HE institutions. Such research will provide more understanding of the experiences faced by foreign academics in SA HE institutions.

5.6.2 Recommendations from the findings for the HE institution

One of the aims of the study was to provide recommendations for HE HR management in an attempt to improve the wellbeing and adjustment of foreign academics. The effects of poor wellbeing and adjustment of foreign academics negatively impact on foreign academic job performance. From the findings of the study, several recommendations were drawn and are provided below.

- (i) The first recommendation is that the HE institution should consider employing an HR officer who is responsible for administering foreign academic affairs. Such a person would manage foreign academic affairs such as:-
- induction,
 - preparation of office and equipment before arriving at the institution,
 - facilitating language and cultural adjustment programmes that include work permits, accommodation, schools for foreign academic children, churches and medical facilities.
- (ii) The third recommendation is that the HR management of the institution should consider establishing a platform that engages foreign academics to address and find solutions to their challenges which in turn improves on their wellbeing, adjustment and job performance.
- (iii) It is further recommended that the institution appoint an I/O psychologist who will look into:-
- Offering counselling and treatment to foreign academics with adjustment and wellbeing challenges
 - advising the institution management on selection and placement of foreign academics
 - training of medical and HR professionals to manage foreign academics with emotional challenges.
- (iv) Lastly, line managers should consider teaming up foreign academics with HCN academics in certain tasks in a bid to reduce cultural barriers and stereotypes.

5.7 CHAPTER SUMMARY

This chapter presented discussions of the conclusions drawn from the literature review and the findings. The chapter indicated whether the aims of this study have been accomplished. Furthermore, the chapter discussed the incorporation of the findings with the literature. Lastly, limitations of the study and proposed recommendations for future research and the HR management at the HE institution were presented.

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IOP ETHICS REVIEW COMMITTEE

05 August 2020

Dear Ms Moleen Mhlanga

Decision: Ethics Approval
from 05 August 2020 to 05
August 2023

NHREC Registration #: (if applicable)

ERC Reference: 2020/CEMS/IOP/003

Name: Ms Moleen Mhlanga

Student: 45322449

Staff #: NA

Researcher(s): Name: Ms Moleen Mhlanga

Address: University of Limpopo, Private Bag X1106, Sovenga,
0727 E-mail address, telephone: moleeyfari@gmail.com,
0844524179

Supervisor (s): Name: Dr Annelize van Niekerk

E-mail address, telephone: Vnieka2@unisa.ac.za, 0124298231

Exploring the impact of wellbeing and adjustment on job performance of foreign employees at a South African higher education institution.

Qualification: Masters (MCom) – Postgraduate degree

Thank you for the application for research ethics clearance to the Unisa IOP Ethics Review Committee for the above-mentioned research. Ethics approval is granted for a period of **Three (3) years**.

*The **low risk application** was **reviewed** by the IOP Research Ethics Review Committee on 28th July 2020 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment. The amendment to your original Ethics Application was approved on 28th July 2020.*

You are reminded of the following:

- 1. The researcher will ensure that the research project adheres to the relevant guidelines set out in the Unisa COVID-19 Position Statement on research ethics dated 26 June 2020 which is attached.***

2. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the Unisa Policy on Research Ethics.
3. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Unisa CEMS/IOP Research Ethics Review Committee
4. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
5. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
6. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
7. No field work activities may continue after the expiry date **(05 August 2023)**. Submission of a complete research ethics progress report will constitute an application for the renewal of Ethics Research Committee approval.

Note:

The reference number **MhlangaM_2020/CEMS/IOP/003** should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Yours sincerely,



Signature

Acting Chair of IOP ERC

E-mail: olivibh@unisa.ac.za

Tel: (012) 429-8801



Signature

Executive Dean: CEMS

E-mail: mogalmt@unisa.ac.za

Tel: (012) 429-4805

URERC 16.04.29 - Decision template (V2) – Approve



ANNEXURE B: CONSENT LETTER

PARTICIPANT INFORMATION SHEET

Ethics clearance reference number:

Research permission reference number (if applicable):

27/01/2020

Title: Exploring the impact of wellbeing and adjustment on job performance of foreign employees at a South African higher education institution.

Dear Prospective Participant

My name is Moleen Mhlanga and I am doing research with Dr Annelize van Niekerk, a senior lecturer in the Department of Industrial and Organisational Psychology towards a Masters of Commerce Degree in Industrial and Organisational Psychology at the University of South Africa. We are inviting you to participate in a study entitled: **Exploring the impact of wellbeing and adjustment on job performance of foreign employees at a South African higher education institution.**

WHAT IS THE PURPOSE OF THE STUDY?

I am conducting this research to find out about the experiences of foreign national employees at the higher education institution. The study focuses on the impact of wellbeing and adjustment of foreign national employees in a higher education context. The findings and recommendations of the study will be published in form of a dissertation and a research article. The research article will be published in an accredited journal. The institution and the participants will have access to both the dissertation and the published article on public sites such as the University's library and Journal's online sites. The study will help higher education institutions make changes that improves the wellbeing and adjustment of foreign national employees and in turn their job performance.

WHY AM I BEING INVITED TO PARTICIPATE?

I have been referred to you by the colleagues at your institution and I am approaching you to participate in this research study. From the purpose of the study you will notice that this research study rely on foreign national employees experiences hence you are invited to participate. You are being invited as you are in a position to provide rich and first-hand information about the wellbeing and adjustment experiences at the institution. You are also in a position to enlighten and provide deep information on the phenomenon being studied (Christensen *et al.*, 2011, p. 363). I would like to interview a minimum of five participants at your institution who will be purposively selected to share their lived experiences at a higher education institution. Once you agree to take part you will sign a consent form to formalise your participation. No personal information will be collected and I will use pseudonyms on participants such as Participant A, Participant B etc. to keep the participants anonymous.

WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY?

The study involves semi-structured interviews that will be recorded on an audio recorder. Semi-structured interviews allow participants to share their experiences of how their wellbeing and adjustment impact on their job performance in the higher education institution and also to make recommendations on improving their wellbeing and adjustment. Approximately one hour will be expected for an interview and only one interview will be conducted per participant. An interview protocol will be used to guide the interview and it contains the following questions:

1. How do you experience your employment as a foreign national at the higher education institution?
2. How do you describe your adjustment as a foreign national since joining the institution?
3. How do you describe your overall wellbeing since you joined this institution?
4. Do you think your job performance is affected by your adjustment?
5. Do you think your job performance is affected by your wellbeing?
6. What recommendations would you make to the institution to improve the adjustment of foreign national employees?

7. What recommendations would you make to the institution to improve foreign national employees' wellbeing?

However follow-up questions will be asked to get clarity and more information

CAN I WITHDRAW FROM THIS STUDY EVEN AFTER HAVING AGREED TO PARTICIPATE?

Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The purpose of this study is to investigate the impact of employee wellbeing and employee adjustment on the job performance of foreign employees at a higher education institution. Your involvement will help to provide lived experiences on employee wellbeing and employee adjustment. The findings of the study will be published in form of a masters dissertation and a journal article. These will be available on university's library website and on journal websites respectively, and they will be accessible to anyone. Institutions of higher education can use the findings to improve the employee wellbeing and employee adjustment of foreign national employees which in turn will improve their job performance. Enhancing employee wellbeing will reduce health disorders, absenteeism, accidents, turnover, etc.

ARE THERE ANY NEGATIVE CONSEQUENCES FOR ME IF I PARTICIPATE IN THE RESEARCH PROJECT?

No harm is anticipated. Even though direct human participation is involved, it is not foreseen that any participants will be at risk or harmed. Participants will not experience any discomfort or inconvenience as interviews will be scheduled at a time and place which is convenient to them and where their privacy and confidentiality is ensured. No tests, assessments or identifiable information will be collected from them.

Pseudonyms will be used to ensure anonymity. However, should an adverse event occur, the researcher will consult with her supervisor and the research ethics review committee to inform them of such an event and to seek their council as to the most appropriate way to deal with the event, in the best interest of the participants, the researcher and the University .

WILL THE INFORMATION THAT I CONVEY TO THE RESEARCHER AND MY IDENTITY BE KEPT CONFIDENTIAL?

Your name will not be recorded anywhere and no one will be able to connect you to the answers you give. I will remove all personal identifiers of all the participants that may have been captured during the interviews. You will be given a pseudonym like Participant A, Participant B, etc., and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. My supervisor, Dr Van Niekerk and I will have access to paper-based records. My supervisor being a registered psychologist professional with the HPCSA will comply with the Psychology Code of Ethics and ensure that data will be safely secured. I will also keep the hard copies safely locked in a locked cabinet drawer. A masters dissertation and a journal article will be published using the data gathered during the interviews but no name will be used. No individuals will be identifiable in both publications.

HOW WILL THE RESEARCHER(S) PROTECT THE SECURITY OF DATA?

Hard copies of your answers will be stored by the researcher for a minimum period of five years in a locked cupboard/filing cabinet at the researcher's home for research or academic purposes only. Electronic information will be stored on a password protected computer. Only my supervisor, Dr van Niekerk and I will have access to paper-based records. My supervisor being a registered psychologist professional with the HPCSA will comply with the Psychology Code of Ethics and ensure that data will be safely secured. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. After five years all electronic copies of the files will be deleted from the computer, as well as the audio recording. All transcriptions of the interviews in hard copy format will be shredded.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?

No payments or rewards will be made to participants. Participation in this study is voluntary.

HAS THE STUDY RECEIVED ETHICS APPROVAL

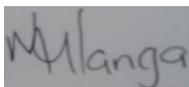
This study will receive written ethics approval from the Research Ethics Review Committee of *CEMS*, Unisa and a gate pass permission from Turfloop Research and Ethics Committee, University of Limpopo. A copy of the approval letters will be obtained from the researcher if you so wish.

HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS OF THE RESEARCH?

The findings of this study will be published in form of a masters dissertation and a journal article. If you would like to be informed of the final research findings, please contact Moleen Mhlanga on 0844524179 or email moleeyfari@gmail.com. Should you have concerns about the way in which the research has been conducted, you may contact my supervisor Dr Annelize Van Niekerk on email vnieka2@unisa.ac.za or 0124298231.

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.



Moleen Mhlanga

CONSENT TO PARTICIPATE IN THIS STUDY

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable).

I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print)

Participant Signature.....Date.....

Researcher's Name & Surname..... (please print)

Researcher's signature..... Date.....

ANNEXURE C: INTERVIEW PROTOCOL

1. How do you describe your wellbeing experience since you joined this institution?
2. Describe your adjustment process thus far.
3. Do you think your job performance was affected by your wellbeing?
4. Do you think your job performance is affected by your adjustment?
5. What recommendations would you give the organisation to improve the wellbeing and adjustment of foreign employees?