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Exploring Teacher Turnover in American-Accredited Schools in South America

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Exploring Teacher Turnover
In
American-Accredited Schools in South America

by Steven Marc Desroches

A DISSERTATION

Presented to the Faculty of

Lehigh University

In Partial Fulfillment of Requirements

For the Degree of Doctor of Education

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ABSTRACT

The purpose of this study was to explore variables that influence or motivate teachers in their underlying decision to stay or leave an American-style overseas school in the Association of American Schools in South America (AASSA) region. The study extends previous research that explored relationships between teacher characteristics, school characteristics, and organizational conditions on the decision of a teacher to stay or move. Perceived quality of life indicators were included to empirically explore host country characteristics and their impact on overseas teacher turnover and retention.

A quantitative research method was employed to collect data from all teachers currently working on overseas-hired contracts employed in AASSA schools. The total number of completed teacher surveys was 321 representing at least thirty-six schools and fourteen countries, of which, 211 qualified as subjects fulfilling the power requirements for this study. A second electronic survey was administered to all 61 AASSA school heads and had a 64% return rate.

A logistic regression analysis of the predictors of teacher turnover was utilized. Data gathered from the survey questions were subjected to an analysis of the correlations of each of the factors as they relate to stayers and movers.

One of the most noteworthy findings from this study was the substantial variation (2.4% to 83.3%) and high teacher turnover rate (28%) in the AASSA region compared to rates in the U.S. or in other international settings.

This study demonstrates that overseas assignments pose unique challenges to expatriate teachers and their adjustment to the host country. Quality support and orientation in regards to living conditions, health services, host country nationals,

transportation and public services is required otherwise schools risk teachers leaving. Competitive salary and benefit packages, and targeting specific teacher profiles during the recruitment process are also important factors in retaining teachers. Finally, leadership of the school head played a pivotal role in teacher retention.

CHAPTER ONE

Introduction

Background

Staffing classrooms with qualified teachers is one of the greatest challenges an international school leader faces. Effective teachers can have a tremendous influence on student achievement. Substantial research suggests that well-prepared, capable teachers have the largest impact on student learning (Goldhaber & Brewer 1999; Wilson, Floden, Ferrini-Mundy, 2001; Rothstein 2010; Kane & Staiger 2008). In fact, teacher quality has been shown to be more strongly related to student achievement than class size, spending levels, and even teacher salaries (Darling-Hammond, 2000). Recruiting, developing, and keeping excellent teachers can make a positive difference in schools. Teacher stability in international schools has been recognized as a key component necessary for maximum effectiveness as a school (Odland, 2007). Consequently, the head of school, who is responsible for hiring staff, has the responsibility to ensure that all students have access to high quality teachers, limit disruptive teacher turnover, and retain and support effective teachers currently on staff.

Significant time and resources are devoted on an annual basis to identifying and recruiting potential teacher candidates. International school heads often travel to multiple job fairs in different countries over a four to eight week period to recruit qualified teachers to work overseas. Skinner (1998) has shown that international schools incur heavy costs for recruiting teachers. The recruitment process involves registration fees, travel expenses, recruitment materials, and hotel costs. Significant time is spent screening and interviewing candidates, checking references, and providing information

about the position, school, and host country. Once a candidate is hired, schools are often responsible for the costs of work visas, flying-in the new teacher, flying-out the exiting teacher, providing language lessons, and orientation or induction programs. The Department of Labor estimates that attrition costs an employer 30% of the leaving employee's salary (Alliance for Excellent Education, 2005). The National Commission on Teaching and America's Future calculated the cost of teacher turnover ranges from a low of \$4,366 to a high of \$17,872 (Barnes, Crowe, & Schaefer, 2007). When the additional costs of international travel and work visas are included, this process becomes much more expensive for international schools.

Recruiting quality teachers has become extremely competitive. A large number of teachers leave the teaching profession in their first few years due to dissatisfaction, personal reasons, or for other career opportunities (Ingersoll, 2003). The National Commission on Teaching and America's Future (Hunt & Carroll, 2003) reports that approximately a third of America's new teachers leave teaching sometime during their first three years and almost half leave during the first five years of teaching.

Demographics in the U.S. compound the problem as the baby-boomer generation reaches the age of retirement at the same time that schools are preparing for projections of increased student enrollment (Ingersoll & Smith, 2003). However, the current economic recession has temporarily postponed the growing teacher shortage that Hunt and Carroll (2003) described as a 'national crisis' in the United States. The recession has reduced some of the stress on the teacher shortage because teachers appear to be delaying their retirements as they wait for the economy to improve, which has led many former teachers to return after layoffs from jobs in business and industry (Ashley, 2009). Conversely, if

the recession does indeed prove to be temporary, an economic recovery may result in an exodus of a large numbers of teachers because many will finally feel security in retiring and others will be lured by opportunities in the recovering business and industry sectors. A return to pre-recession teacher shortage patterns is certainly possible.

Further complicating overseas recruitment is the increase in the number of international schools that compete for a limited number of quality educators looking to work overseas. Over the past few decades, these schools have increased from approximately 50 worldwide that could be classified as international in 1964 (Hayden & Thompson, 1995) to an estimated 5,000 schools by 2010 (Brummitt, 2007). There is no universal definition for an international school (Blandford & Shaw, 2001), however, these schools share a number of common characteristics such as: cultural diversity in the student body and staff (Roberts, 2010; Walker & Cheong, 2009), cultural distance between the international school and local host culture, and a high student and staff turnover leading to a highly transient environment (Murakami-Ramalho & Benham, 2010). International school teacher candidates might be considered ‘risk takers’ or ‘adventure seekers’ in comparison to those U.S. teachers who choose not to go abroad. This may lead to a greater susceptibility to moving on after completing an initial contract due to ‘wanderlust,’ a characteristic described in the Collins Dictionary of the English Language (Hanks, McLeod, and Urdang, 1986) as “A great desire to travel or roam about.” Identifying qualified candidates who can adapt to the host country culture is complicated and can be difficult. Things such as culture shock and distance from family can be factors, and all school heads are faced with a limited pool of potential candidates to select from. What results in international schools has been described as a revolving

door with a large number of qualified teachers departing for reasons other than retirement. Joslin (2002) described two general patterns that tend to emerge, “In the long term the teacher is likely either to remain on the ‘international teaching circuit’ and build a repertoire of ‘international’ experience, or to return to the home country” (p. 34). The constant risk of turnover puts pressure on the head of school to not only identify qualified teachers but also to find personnel who ‘fit’ the climate of the school (Donatuti, 2001) and who can adjust to the host country culture.

An additional limitation to the retention of quality international teachers derives from an almost complete lack of empirical research that has examined teacher turnover. Without a true understanding backed by research, it leaves many heads of school simply guessing at the underlying reasons behind a teacher’s decision to stay or leave. Luckily, key research in understanding why international schools have been ‘revolving doors’ for international teachers comes from a series of studies by Mancuso (2010, 2011). His research is the first empirical contribution on teacher turnover in international schools and serves as the foundation for understanding teacher turnover in international settings. He explored the relationship between school characteristics, teacher characteristics, and organizational conditions on teacher decisions to stay or leave. Mancuso (2010) established four-factors that were significant in a teacher’s decision to move: “Satisfaction with salary, age, perceived effectiveness of the school head, and perceptions of the faculty over the influence in decision-making vis-à-vis the school head” (p. 77). A later follow-up study (Mancuso et al., 2011) suggested that the most important reasons to stay or move pertained to supportive leadership, teaching assignment, salary, benefits, and a school’s professional learning culture.

The ability to successfully retain quality teachers can also be complex due to teachers rejecting not just a school but also the city or host country where the school is located. It could easily be argued, that two schools identical in all aspects except the country where they are located, would likely experience very different retention rates based on unique challenges for teachers and administrators in adjusting to the host country's cultural norms, values, language, expectations, and ability to interact and form relationships with host country nationals (HCNs). Host country characteristics seem worthy of consideration when you also consider the stress that teachers encounter when adjusting to local transportation, health, security, living conditions, and accommodations. Unfortunately, there is no explicit recognition in previous research that international schools can be in very different locations, making for very different living and working experiences. Mancuso's (2010) work came closest through his exploration of the characteristic of "wanderlust". He surveyed teachers on the significance that travel opportunities, cultural enrichment, working with international students, dependent education opportunities, and sharing Western education played in their decision to work and live overseas. However, Mancuso (2010) did not specifically question teachers on their satisfaction with the local environment but rather kept his focus on working overseas in general. A school's location cannot be overlooked as a primary consideration in teacher turnover as a result of an expatriate's ability to adjust to the country's cultural norms and values. This can be evidenced through Mancuso et al.'s (2011) follow-up study that revealed teacher comments on quality of life outside of school. Teachers expanded on the, "Positive qualities of such factors as the country they lived in, their short commute to school, personal security, the local area, and the standard of living" (p.

12). Other comments included the importance of community life outside the school, travel opportunities, living conditions, pollution, lack of green space, the cost of living, lack of culture, safety, security and community life outside of school.

Turnover of effective teachers has far-reaching negative consequences. It undermines progress on school improvement initiatives, disrupts student-learning opportunities (Elfers, Plecki, & Knapp, 2006), and can prevent student needs from being met if teaching teams are unstable and are forced to constantly devote a significant amount of time learning how to work effectively with one another (Connors-Krikorian, 2005). Furthermore, high turnover diminishes teacher productivity (Milanowski & Odden, 2007) because existing faculty spend more time and energy serving as mentors and facilitating the transition for new hires. Exiting staff productivity also declines because they begin to disengage and prepare themselves for their next assignment (Hardman, 2001). Several authors (Johnson, 2006; Ronfeldt, Lankford, Loeb, & Wyckoff, 2011; Nield et al., 2003) have also noted that school cohesion and community are jeopardized because teacher turnover drains institutional memory, acquired expertise, and accumulated knowledge about students, families, curriculum, and school procedures. Restoring programs to where they were before the turnover occurred requires re-training and adjustment. “Viewed in isolation, the departure of one teacher from a school may be considered to have a minimal impact. Nonetheless, when substantial numbers of teachers leave a school, the cumulative impact on the school grows to be debilitating” (Odland, 2007, p. 1). Teacher turnover leads to instability and lack of continuity regardless of whether a teacher retires, moves to another school, or leaves the profession. Ingersoll (2001b) even goes so far as to argue that, “High rates of teacher turnover may be an

outcome indicating underlying problems in how well schools function” (p. 505).

The consensus in a compendium of empirical literature on teacher recruitment and retention published in the United States and reviewed by Guarino, Santibanez, and Daley (2006) suggests that teacher turnover percentages are currently in an unhealthy range, particularly in light of dwindling resources available to replace lost teachers. Studies in the U.S. have shown that teacher turnover data ranges from 13% to 20% of all teachers choosing to leave their schools on an annual basis (Ingersoll, 2001a; Hanushek, 2004; Luekens, Lyter, & Fox, 2004). These numbers are slightly higher for private schools. McGrath & Princiotta (2005) established a 21% teacher turnover rate for U.S. private schools, 6% greater than results in U.S. public schools. Similar results were found by Henley (2006 as cited in Odland, 2007) for 270 European Council of International Schools (ECIS) that reported a 14.4% turnover during the 2005-2006 school year. This percentage is slightly higher when not including local-hires. Mancuso (2010) reported only on expatriate teachers and found an average teacher turnover rate of 17.3% for American Overseas Schools in the Near East South Asia (NESAs) region from 2006 to 2009. However, his data also showed that this figure jumps to a 23% turnover rate when responses are based on teacher responses as opposed to what schools reported. Furthermore, Mancuso reported great variability in his data, noting teacher turnover rates ranging from less than five percent to a high of 36%. The difference in ECIS’ and Mancuso’s data leads one to suspect that the expatriate population of an international school is more susceptible to turnover compared to teachers from the host country. Cambridge (2002) noted that for expatriate international teachers, “There is no ‘job for life’ and there appears to be widespread expectation that they will change employers

several times during their professional careers” (p. 159). Instability might be expected when taking into consideration that expatriate teachers in international schools need to manage a great deal of personal, social and cultural adjustments, especially in the time of relocation (Davis, 2009). Furthermore, experienced expatriate teachers often “feel unexpectedly ‘de-skilled’ in a new school because an unfamiliar set of pupils react to them differently” (Stirzaker, 2004). Blandford and Shaw (2001) see high turnover as a distinctive characteristic of international schools.

Teacher attrition is a complex issue driven by factors such as personal circumstances, adaptability, job commitment, satisfaction, and morale. Some of these factors are beyond the control of individual schools. Hayden and Thompson’s (1998) study showed that 40% of the 226 international teachers who responded to their survey had taught in five or more schools. Additionally, the Association for the Advancement of International Education’s (AAIE) website states that the average tenure at any one school is 3.5 years (as cited in Davis, 2009, p. 67).

Rationale of Study

A systems’ perspective analysis of school staffing enables us to think of the issue as having both an inflow (recruitment) and an outflow (turnover). Addressing the problem through inflow requires significant time and resources, competing with other international schools, and a diminishing pool of qualified candidates as more and more teachers leave the profession. An alternative perspective to addressing staffing concerns is to focus on the outflow by strengthening efforts to retain qualified educators. Keeping current teachers on staff generates stability, continuity, and community. Additionally, retention has a positive impact on student learning because teacher effectiveness

increases sharply after the first few years of teaching, generally becoming fully effective at improving student performance after 5 years of experience (Rivkin, Hanushek, & Kain, 2005). Furthermore, retention allows schools to conserve valuable time and resources that are normally exhausted on recruitment and hiring.

Teacher retention has garnered much attention over the last decade as witnessed by the ample amount of U.S. based research and media attention devoted to the topic. Furthermore, researchers have turned their attention over the last few years to exploring teacher turnover and retention in international schools. However, they continue to use U.S. based models that test teacher, school, and organizational conditions and devote limited or no attention whatsoever to the unique host country characteristics in which international schools are located.

Significance of Study

Stability, continuity, and positive school impact associated with retention clearly warrant further study to support international school heads in staffing overseas-schools. In order to retain qualified teachers, we first need to develop a better understanding of why teachers choose to stay or leave. This study will continue to explore U.S. research-based variables as applied to an international school community, which influence or motivate teachers in their underlying decision to stay or leave. The findings from this study will extend recent research conducted by Odland (2007) on teacher turnover in international schools and by Mancuso (2010, 2011) on teacher turnover in American Overseas Schools. This study focuses specifically on member and invitational member schools of the Association of American Schools in South America (AASSA) region. AASSA is one of the eight regional educational organizations throughout the world that

work closely with the U.S. State Department's Office of Overseas Schools to provide and promote programs and services that enhance the quality of American international education. This study will build on the research of Mancuso (2010) conducted in the NESA region by gathering data from another region (AASSA) and by exploring the variable of host country as a possible influence on teacher turnover.

Unique to this study is the inclusion of host country characteristics and the recognition that overseas attrition might be influenced by a teacher's ability to adjust to culture, climate, health, security, lifestyle, language, cultural barriers, social/political stability, product availability, transportation, travel opportunities, interactions with Host Country Nationals (HCNs), the economic environment, and accommodations. Previous research on teacher retention has ignored the role that host country characteristics plays in a teacher's decision to stay or leave. However, overseas assignments pose unique challenges for teachers and administrators because of differences in such things as language, cultural values, and expectations. Success can often hinge on an expatriate's ability to adjust their behavior to the host culture and their ability to interact and form relationships with host country nationals (HCN's). Inadequate adjustment to the host country's cultural norms and values can lead to low work performance and the risk of turnover.

By better understanding predictors of teacher turnover, international school leaders will be better equipped to develop intervention strategies that enhance the quality of teachers' professional lives, foster increased job commitment and reduce teacher turnover. This study will examine empirical research organized by teacher characteristics, organizational conditions, school characteristics, and host-country

characteristics. A review of current literature looks first at U.S. studies, followed by a look at studies conducted in other countries, an exploration of the limited research in international schools, and conclude with an exploration of the literature originating from the business sector.

The purpose of this study was to explore variables that influence or motivate teachers in their underlying decision to stay or leave an American-style overseas school in the AASSA region.

Research Questions

The following research questions will guide this study:

1. What is the teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region?
2. Is there a statistically significant relationship between specific teacher characteristics and teacher turnover in the AASSA region?
3. Is there a statistically significant relationship between teacher perceptions of specific organizational conditions and teacher turnover in the AASSA region?
4. Is there a statistically significant relationship between specific school characteristics and teacher turnover in the AASSA region?
5. Is there a statistically significant relationship between teacher perceptions of host country characteristics and teacher turnover in the AASSA region?

The first four research questions come directly from Mancuso's (2010) work in an attempt to replicate his study by using the same research questions and methodology but with a different population. Replication is an important research technique that can help assure results are both valid and reliable and determine the generalizability or role of extraneous variables. Furthermore, Mancuso et al. (2011) suggest that future research should be conducted to provide a parallel set of responses for teachers and administrators in AOSs in other regions. This will help us discover if similar statistical relationships exist in the AASSA region. The final question on host country characteristics was inspired from personal experience living and working overseas for the past sixteen years and from previous findings from related studies.

Definition of Terms

The following definitions have been provided to clarify the terminology used for this study:

American Style Overseas School – For the purposes of this study, American style overseas schools are institutions that are full or invitational members of the Association of American Schools in South America (AASSA). AASSA member schools vary greatly in size, facilities and composition of their student body, but they are all private, college preparatory institutions offering a predominantly American curriculum taught in English. Each of the schools provides a variety of programs. By combining U.S. and host country courses of study, many of the schools grant both host country and U.S. diplomas. An increasing number of schools offer the International Baccalaureate (IB) program.

Organizational Conditions – This multifaceted concept includes variables previously defined by Ingersoll (2001a) and later by Mancuso (2010) that include such conditions as: salary, benefits, student discipline, faculty influence over decision-making, perceived administrative effectiveness, and administrative support.

School Characteristics – Such characteristics were defined by Mancuso (2010) to include student population, and for-profit versus non-profit status of school.

Teacher Characteristics – Such characteristics were defined by Mancuso (2010) to include age, gender, nationality, dependent children, marital status, wanderlust, years teaching, spouse as teacher, highest degree obtained, and years teaching overseas.

Host Country Characteristics – Such characteristics include health concerns, safety, political stability, adjustment to the host country culture (*including barriers, language, and relationships with HCN's*), living conditions, economic environment, lifestyle conditions, natural environment, product availability, travel opportunities, and transportation and public services.

Teacher Turnover – At the school level, the combined impact of teacher attrition and teacher mobility, calculated as a percentage of the total number of teachers at the school. Figures relating to teacher turnover are generally presented as a calculation of annual percentages. For the purposes of this study, teacher turnover refers specifically to leaving a school at the end of the current academic year.

Teacher Attrition – The loss of teachers from a school because they have left teaching

altogether. This may include retirement or changing careers.

Teacher Mobility – The loss of teachers from a school because they have left one and moved to another school. This may include moving to another overseas school assignment or moving back to the teachers home country to teach.

Overseas-Hired Teacher – Teachers who hold an overseas-hired contract and enjoy full benefits, including housing, air travel to and from home of record, and medical care.

Locally-Hired Teacher – Defined by Mancuso (2010) as, “Teachers who often work for a lower salary than their overseas-hired colleagues, and do not enjoy as robust a benefit package, despite the possibility that they may possess the equivalent teaching credentials to their overseas-hired colleagues. Locally-hired teachers are most commonly host country nationals” (p. 16).

Teaching Contract – Defined by Mancuso (2010) as, “These contracts are normally an initial two-year commitment in writing and generally subject to U.S. and host country contract law. They are normally renewed annually after the initial two-year contract, and are not normally subject to tenure. Teachers are typically offered contract renewals by mid-December, enabling administration to make staffing decisions prior to recruitment fairs. The acceptance or rejection of contract renewals is the declaration of the intent of a teacher to remain or to leave” (p. 17).

Stayer – A teacher who stays for more than two years, meaning signing at least one contract renewal subsequent to their initial contract.

Mover – A teacher who will be leaving a school at the end of their current academic year.

Wanderlust – This teacher characteristic is defined as “a great desire to travel and rove about” (Hanks et al., 1986, p. 1708).

Expatriate – Someone employed in a country other than that of which he or she is a citizen.

CHAPTER TWO

Review of the Literature

Introduction

This chapter reviews the relevant literature to answer the five research questions guiding this study. The underlying causes associated with teacher turnover and retention are explored using a systematic funneling approach that first looks at the large coverage of U.S. research and provides a broad historical and general perspective related to the proposed research. Significant findings from a large number of prior studies related to teacher characteristics, organizational conditions, and school characteristics are summarized. This is followed by an examination of the national research of other countries and a comparison of findings from U.S. literature. Next I looked at the limited but specific research from international schools and highlighted key contributions from which this study originates. The chapter concludes by focusing on business and human resource literature as a platform for extending the existing knowledge base on teacher turnover. Expatriate retention in global business environments is explored due to limited previous literature addressing this topic from the field of education. Unique to this study is the exploration of host-country characteristics and their role on teacher turnover and retention. This exploration represents a logical deviation on the work that has already been undertaken by others on teacher turnover and highlights a number of independent variables that have not previously been explored. The research questions themselves guide the presentation of literature, which formed the foundation of this study hoping to ascertain the underlying causes and rate of teacher turnover in American-style overseas schools in the Association of American Schools in South America (AASSA) region.

U.S. Research

The topic of teacher turnover has been thoroughly studied in the United States over the past decade. Considering the scale and influence of the issue, a large number of studies have been carried out to determine the underlying causes associated with teacher turnover and retention. This study will concentrate on two recent studies that synthesized previous research and compiled a list of variables associated with teacher attrition.

Borman and Dowling (2008) conducted a comprehensive meta-analysis that looked at thirty-four quantitative studies exploring 63 variables considered predictors of teacher attrition. Additionally, Guarino et al. (2006) carried out a narrative review of empirical literature that looked at forty-six studies on recruitment and retention. Findings from both studies will be summarized using Ingersoll's (2001b) conceptual framework organized around the following categories of moderators: teacher characteristics (demographics and qualifications), organizational conditions (working environment), and school characteristics (fixed attributes, resources and student body characteristics).

Teacher Characteristics

Personal characteristics of teachers as a predictor of retention and attrition have been well documented. The nationally representative data collected by Ingersoll using the Schools and Staffing Survey is particularly worth noting due to its longitudinal data on teachers. Research has looked at age (Adams, 1996; Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Grissmer & Kirby, 1992; Kirby, Berends, & Naftel, 1999; Ingersoll, 2001a), gender (Adams, 1996; Grissmer & Kirby, 1992; Gritz & Theobald, 1996;

Ingersoll, 2001a; Henke, Chen, Geis, & Knepper, 2000; Stinebrickner, 2001), race/ethnicity (Hanushek, Kain, & Rivkin, 2004; Broughman & Rollefson, 2000; Ingersoll, 2001a; Kirby et al., 1999; Shin, 1995), marital status (Stinebrickner, 2001), and number of children (Stinebrickner, 2001). Borman and Dowling's (2008) synthesis of existing research found that personal characteristics are important predictors of teacher turnover. Specifically, they found attrition is higher for teachers that are female, White, young, and married with a child. These findings parallel Guarino et al.'s (2006) findings that showed highest turnover occurs for Whites and females.

Numerous studies have looked at qualifications of teachers as a predictor of retention and attrition. Research has explored teacher training (Beaudin, 1993; Kirby et al., 1999), experience (Boe et al., 1997; Hanushek et al., 2004; Ingersoll & Smith 2004), teacher ability or achievement (Henke et al., 2000; Lankford, Loeb, & Wyckoff, 2002; Gitomer, Latham, & Ziomek, 1999), and teaching specialty area (Arnold, Choy, & Bobbitt, 1993; Henke, Zahn, & Carroll, 2001; Ingersoll, 2001a; Kirby et al., 1999). Borman and Dowling's (2008) found higher rates of teacher turnover for those who have no graduate degree, have specialized degrees in math or science, have regular certifications, have more years of experience, and score relatively lower on some standardized tests. Guarino et al. (2006) also found higher attrition for Math or Science teachers, and for individuals in their first years of teaching or as they approach retirement. However, they reported contradictory findings from Borman and Dowling regarding measured ability as they noted greater rates of attrition for teachers with high measured ability.

Organizational Conditions

Implications for teacher turnover rates related to school-to-school differences in organizational conditions have also been examined. Recent research has looked at school administrative support (Ingersoll, 2001a; Johnson & Birkeland, 2003; Weiss, 1999; Ware & Kitsantas, 2007), school mentoring programs for beginning teachers (Ingersoll & Alsalam, 1997; Odell & Ferraro, 1992; Ingersoll & Kralik, 2004), collaboration and teacher networks (Ingersoll & Smith 2004), regular supportive communication with administrators (Shen, 1997), teacher autonomy (Hall, Pearson, & Carroll, 1992; Ingersoll & Alsalam, 1997; Shen, 1997; Weiss, 1999), opportunities for advancement (Hall et al., 1992), instructional spending (Johnson & Birkeland, 2003), and teacher salary (Ingersoll, 2001a; Beaudin, 1995; Boe et al., 1997; Brewer, 1996; Grissmer & Kirby, 1992; Gritz & Theobald, 1996; Kirby et al., 1999; Lankford et al., 2002; Mont & Rees, 1996; Weiss, 1999). Borman and Dowling's (2008) synthesis found higher teacher attrition in schools with limited collaboration, teacher networking, and administrative support. They also found higher attrition coupled with lower levels of instructional spending, lower teacher salaries, and high overall per-pupil spending levels. Similar findings were reported by Guarino et al.'s (2006) review of literature that describe lower teacher attrition and migration in schools with high compensation, the presence of mentoring and induction programs, greater teacher autonomy, and high administrative and collegial support.

School Characteristics

School characteristics as a predictor of teacher turnover have been explored. Research has looked at location (Lankford et al., 2002), school sector (Arnold et al.,

1993; Beaudin, 1993; Carter & Carter, 2000), school size (Ingersoll, 2001a, 2001b), school type (Arnold et al., 1993; Ballou & Podgursky, 1997, 1998; Ingersoll, 2001b), average class size (Grissmer & Kirby, 1992; Hanushek et al., 2004; Ingersoll, 2001a; Mont & Rees, 1996), student-teacher ratio (Beaudin, 1995; Kirby et al., 1999; Stinebrickner, 1998, 1999; Theobald, 1990), school expenditure (Kirby et al., 1999), and teacher aide or classroom assistants (Gritz & Theobald, 1996). Borman and Dowling's (2008) synthesis of existing research found higher attrition in urban and suburban schools, private schools, and elementary schools.

Furthermore, variables pertaining to the student population have been documented including the school's socioeconomic position (Murnane, Singer, Willett, Kemple, & Olsen, 1991; Hanushek et al., 2004; Johnson & Birkeland, 2003; Lankford et al., 2002), student achievement levels (Rees, 1991; Hanushek et al., 2004), the racial/ethnic composition of the school (Shen, 1997; Hanushek et al., 2004; Carroll, Reichardt, & Guarino, 2000; Beaudin, 1995; Boe et al., 1997), and school discipline (Carter & Carter, 2000; Ingersoll, 2001a; Hounshell & Griffin, 1989; Ingersoll, 2001a). Borman and Dowling's (2008) synthesis of existing research found that "Those schools with higher enrollments of poor, minority, and low-achieving students also suffer high attrition rates" (p. 396) which was also mirrored in Guarino's et al.'s (2006) findings.

National Research from Other Countries

A limited number of studies from countries outside the U.S. have explored teacher turnover and retention. Research from Norway, New Zealand, England and Finland are

worth comparing and contrasting with findings from the United States in order to observe variables that continue to be associated with teacher attrition.

A study sponsored by the Norwegian Research Council (Falch & Strøm, 2005) analyzed non-pecuniary job attributes on individual teacher quit behavior. Norway's centralized teacher wage setting system allowed the researchers to understand what variables besides pay have an impact on teacher turnover. Their data consisted of all Norwegian primary and lower secondary public school teacher transitions between schools and out of the school system between 1992 and 2000. Findings from this study mirrored U.S. research in that teacher mobility tended to increase in schools with a high share of minority students and a high share of students with special needs. Additionally, the composition of teachers and school size affect the propensity to quit. Surprisingly, women reported a lower quit probability to men, the opposite of U.S. findings. The researchers suggested that the differences are related to more generous Scandinavian rules for maternity leave, highly subsidized publicly provided child care, and high flexibility in working time.

A second study (Falch & Ronning, 2005) also looked at teachers' quit decisions in Norway. The researchers were able to use a combination of government sponsored sources that contained employer data spanning school years 1998-99 to 2001-02 and family registration data. The investigation focused on quit propensity in relation to student achievement. Results of their research indicate that teachers tend to quit schools with low student performance. The measured effect of student performance on teacher turnover was negative and significant at least at a 10 percent level for all types of moves identified. It should be noted that this study contradicts the findings of Falch and Strøm

(2005) who found that teachers tend to leave schools with a high share of minority or black students.

A United Kingdom study (Rhodes, Nevill, & Allan, 2004) invited teachers to express factors most likely to lead to their retention or exit from the profession within the next five years. It was undertaken in the context of an English local education authority (LEA) in the West Midlands, which had experienced difficulties in the recruitment and retention of teachers. Researchers drew upon facets of job experience that are deeply satisfying or deeply dissatisfying as well as other factors from professional experience. Their data was drawn from 368 teacher respondents from all 118 schools in the LEA that were given an opportunity to take part in the survey. Researchers did not indicate the total number of teachers in the LEA, limiting the ability to calculate a response rate. Increase in administration and increase in overall workload were identified as top factors leading to leaving the teaching profession. Higher pay and feeling valued by stakeholders in education were top factors leading to retention. It's worth noting that all four of the top factors identified can be categorized as organizational conditions.

A New Zealand study (Ritchie, 2004) examines the flow of teachers between schools of different socio-economic statuses (SES). The researcher uses Ministry of Education data spanning the years 1992-93 to 1997-98. They found that younger teachers showed the highest tendency to move to higher SES schools in the first few years of their careers. Schools with the lowest SES had the greatest turnover of teachers. They offer a theoretical interpretation of the situation in New Zealand, speculating that young middle-class teaching professionals migrate from schools because they seek schools closer to their place of residence, better working conditions than those found in

low SES schools, and that they seek schools that are perceived to be of higher status. The authors encourage further research exploring their interpretation of teacher upward mobility. It should be noted that there is strong support for the significance that poverty plays in the movement of teachers as demonstrated by Hanushek et al. (2004) in their study of Texas teacher movement data.

A comparative study (Webb et al., 2004) was conducted contrasting the views of British and Finnish teachers concerning the ways in which practice, pay, and working conditions impacted perceptions on teaching and retention. A small sample of 24 British Teachers and 13 Finnish teachers were selected with a high proportion coming from small schools in both England and Finland. Researchers identified work intensification, deteriorating pupil behavior, and a decline in public respect as crucial factors discouraging teachers from remaining in teaching. Additionally, Finnish teachers reported low pay as a disincentive. Commitment to children, professional freedom, and supportive colleagues were identified as crucial factors positively influencing teacher retention.

In general, the studies noted from Norway, New Zealand, England and Finland all demonstrate strong consistency in findings when compared to the U.S. studies described earlier.

Limitations with U.S. and Other Country National Research

Although U.S. and other national research on teacher turnover and attrition has identified a host of variables associated with a teacher's underlying decision to stay or leave, their applicability to the arena of overseas schools and expatriate teachers are in

fact somewhat limited. First, it can be argued that expatriate teachers are significantly different than their colleagues who choose not to go abroad. The act of moving overseas could categorize them as ‘risk takers’ or ‘adventure seekers’. Furthermore, they might possess ‘wanderlust’, a characteristic that Hanks et al. (1986, as cited in Mancuso, 2010, p. 13) describe as “A great desire to travel or roam about”.

Second, teachers who choose to work overseas must cope with additional stresses. They face pressure in adjusting to host culture, learning a new language, and in creating a new support network as they generally leave behind extended family and friends.

Third, expatriate teachers require greater use of specific skill-sets than their domestic counterparts (Shin, Morgeson, & Campion, 2007). Successful overseas work requires heightened social skills to foster relationships with host country nationals (HCNs), perceptual skills to correctly interpret HCN’s behaviors and beliefs, and reasoning abilities to deal with stress and anxiety.

Fourth, the majority of studies in the U.S. look only at voluntary attrition because involuntary turnover is fairly limited due to high job security associated with tenure and the prevalence of unionized grievance policies regarding termination. Both tenure and unions are rare in international school settings; consequently we might expect to see a higher rate of involuntary attrition. Some international schools have even “developed policies that discourage international teachers from remaining in their position beyond a pre-established number of years” (Hardman, 2001, p. 131). Finally, domestic teachers are exposed to fairly similar health, security, and political conditions while overseas teachers are forced to maneuver and function in new and varying conditions that may lead to additional strain and angst.

International School Literature

International schools have existed for well over a century and were established to cater to expatriates and diplomats wishing for their children to be educated in systems similar to their home countries. However, over the past few decades the number of international schools has exploded, growing from approximately 50 worldwide that could be classified as international in 1964 (Hayden & Thompson, 1995) to an estimated 5,000 schools by 2010 (Brummitt, 2007). This rapid growth reflects a new phenomenon of many socio-economically advantaged families seeking a different type of education from that delivered by national systems. Parents look to schools to provide instruction predominantly in English as a means for their children to gain access to higher education in universities in North America, Australia, and the United Kingdom and as a basic prerequisite for employment in global labor markets. Many non-English speaking families have come to view English as an international language that provides their children with a ‘competitive edge’ in today’s global society. Additionally, increased migratory patterns have resulted in many families returning to their home country after years of working abroad (Mayr & Peri, 2008). These families tend to seek schools that offer curriculum similar to the schools their children experienced while away.

Globalization has also resulted in an increase in multinational organizations accompanied by an increase in expatriate employees who are often accompanied by their families throughout the duration of their contract. English medium education and internationally-minded schools are often a necessity for these families whose children might not speak the host country language. Furthermore, international schools often

attend the elite of a country and attract others looking for opportunities to enlarge their social network.

The term international school is broad and can encompass a wide variety of schools situated around the world making it difficult to pinpoint the exact number currently in existence. Hayden and Thompson (2008) estimate a range between approximately 2,000 and 4,000 schools, with numbers projected to increase rapidly. The International School Consultancy Group (ISC), an organization established in 2004 to map the world’s international schools, also projects rapid growth. They claim (Brummitt, 2007) that the number of English-medium international schools grew by 146% between April 2000 and April 2007. Furthermore, they predict (see table 1) exponential growth for the next 10 years basing their calculations on the average growth rate witnessed during the last seven years and assuming a similar increase in the future.

Table 1
International School Growth

Year	International Schools	Students	Staff
2000	1,701	800,000	--
2007	4,179	1,600,000	154,000
2010	5,000	2,000,000	188,000
2015	7,000	2,600,000	246,000
2020	9,000	3,300,000	303,000

(Source: Brummitt, 2007, p. 39)

Accurate and comprehensive data about the teaching populations of international schools as a whole is almost impossible to find. However, data from an ISC presentation (Brummitt, 2013) at the Association for the Advancement of International Education (AAIE) annual conference in San Francisco demonstrated that international school

growth has outpaced predictions made in 2007. Current data reveals 6,401 international schools employing 299,000 staff, almost doubling since 2007 with an increase of approximately 145,000 staff.

Wigford (2007) speculates that if such growth in international schools continues, there could be severe shortages of teachers in the not-too distant future. Shortages in turn, will generate pressure on schools to find suitably qualified and experienced teachers. Furthermore, it will put additional stress on schools to find ways to ensure that they can retain those teachers that they do hire.

A limited number of studies have looked at teacher turnover and retention in international schools. King's (1968) dissertation was the earliest noted research on the topic as he investigated teacher recruitment, selection, and retention practices of overseas schools. Other notable early studies include Schober (1977) who probed the relationship between teacher compensation and turnover in Colombian, Central American, and Caribbean schools; and Rushcamp's (1979) work, which focused on retention issues such as orientation and retirement programs among international schools in Asia. All three studies examined causes of staff turnover by surveying international school administrators. Koenig (1972) and Shepherd (1980) looked at teacher turnover and factors related to teacher departure decisions by surveying teachers. Koenig examined teacher turnover in United States Department of Defense Dependent (DODD) schools. Shepherd's work investigated the relationships between turnover and cultural adaptation, job satisfaction, and personal characteristics in bi-national schools in Latin America and the Caribbean. Salary was a consistent variable identified (King 1968, Schober 1977, Marshall 1984, Shepherd 1980) in teacher turnover in overseas schools.

Bowers (1991) examined teacher turnover in international schools by looking at recruitment strategies used by school administrators. His turnover analysis identified a link between recruitment strategy, expectations met, and level of overall satisfaction. He noted overall satisfaction, job alternatives, satisfaction with pay/benefits, and a number of individual characteristics as significantly related to intent to leave. Additionally, he highlighted non-work factors like health, personal safety, and professional growth concerns as important issues related to overseas attrition that were less applicable to teachers back in the relative security of the United States.

Bowers' (1991) findings led him to make five recommendations for overseas administrators to help manage teacher turnover in international schools. The first, recruit new teachers using a realistic picture of the job and organization. Inflated expectations created by incomplete or distorted information can lead to turnover. Whereas, realistic expectations provide candidates with the opportunity to assess an overseas school's potential to meet their needs while also 'vaccinating' candidates against the negative aspects of the job and living environment. This approach leads to lower initial expectations, an increase in candidate self-selection, and an increase in satisfaction due to expectations being fulfilled.

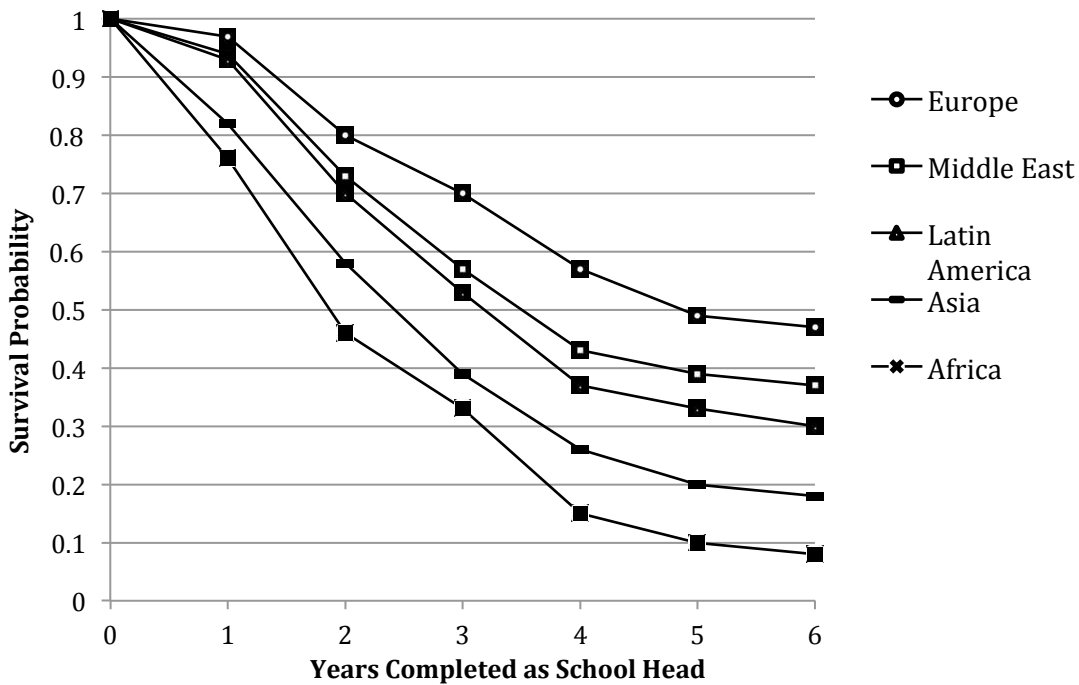
Bowers' (1991) second and third recommendations were also related to providing a 'realistic picture'. He suggests that schools use current staff's perceptions of the school and living conditions when preparing recruitment information. The information should address essential features of the living and working conditions and use accurate descriptions that minimize false expectations.

Recommendation four is to promote and maintain high overall teacher satisfaction by using strategies such as orientation programs for recently contracted teachers. He argues that orientation programs will help teachers adapt to their new environment more rapidly and with less stress.

Bowers' (1991) final recommendation is for overseas schools to recruit teachers who have had previous overseas teaching experience. A significant negative relationship with intent to leave and overseas teaching experiences was found in his research. "Teachers with more previous overseas experience are less likely to develop the intention to leave a teaching position after fulfilling their initial two-year teaching contract than those teachers with fewer or no years of overseas teaching experience" (p. 87).

Hawley's (1994) research looks at the longevity of chief administrators in U.S. accredited international schools worldwide. Although, his work did not focus on teacher turnover or retention, his findings are worth examining due to their relevance to international education. Hawley identified school governance, head characteristics such as nationality and previous international experience, and school characteristics such as location, size, prestige, curriculum, and tuition as factors that significantly affect job duration. Although, Lankford et al. (2002) identified location as a predictor of teacher turnover in U.S. studies, their population was limited to New York State schools and location was in reference to urban or suburban. Hawley's identification of location as a predictor of turnover is worth examining due to the discrepancies between different areas of the world. Figure 1 presents the probability that a school head will stay longer than a specific period of time displayed by region of the world in which the school is located.

Figure 1
School Head Survival by Region of the World



(Source: Hawley, 1994, p. 18)

Hawley's data demonstrates a substantial range from a high of 4.8 years median duration for school heads in Europe and a low of 1.9 years for school heads in Africa. The estimated median school head duration varies substantially by region indicating that region of the world in which the school is located is predictive. It stands to reason, that if location is predictive of head turnover, that it may also be predictive of teacher turnover.

An additional predictor of turnover unique to international schools pointed out by Hawley (1995) is related to the diverse conditions and stability associated with the host country. Table 2 summarizes reasons given for leaving the position of head of school related to the social, economic and political environment.

Table 2
Social, Economic and Political Motives for Turnover

Reasons/Motives	Number of Respondents in each Category (n=83)
Political upheaval in the country	6
Difficult living environment	5
Financial issues running school in host country	3
Crime in the city	1
Uncooperative local government	1
Unsuitable for children	1
Involvement of the U.S. embassy	1
Uncompromising cultural situation for spouse	1
Poor health care in host country	1
Unhappiness with host country culture	1
Lack of educational opportunity	1
Personal and professional boredom	1
Climate	1
Total	24

(Source: Hawley, 1995, p. 31)

His research noted that schools located within countries that had received a ‘Travel Advisory’ or ‘Travel Warning’ from the U.S. Department of State were more at risk of school heads staying for a shorter time period. Hawley’s research noted that the stability of the social, economic and political environment of the country in which the school head works influences his or her decision to remain.

Hardman (2001) carried out a small research study for a Masters degree thesis that attempted to identify the incentives and conditions that might motivate international teachers to remain in a school beyond their original contract. He used a questionnaire to survey thirty practicing teachers and managers from international schools in Indonesia, Tanzania, Egypt, and Argentina, supplemented by personal interviews with teachers from five international schools in Buenos Aires. Opportunity for professional advancement,

financial incentives, school climate, and sense of challenge were the top motivators identified. Table 3 provides a more inclusive list of the factors influencing motivation to join and remain in an international school.

Hardman (2001) notes an interesting pattern that emerged from his research regarding the profiles of international teachers. He suggests that there are six categories of expatriate teachers applying for posts in international schools. The first he describes as 'childless career professionals' who are motivated by happy working climate and are often dedicated and are advantageous to schools because they may be willing to extend their initial contract. He describes the second category as 'mavericks', free and independent spirits that embrace change and are looking for new opportunities. He advises that this group are unlikely to extend contracts and may leave unexpectedly if personal circumstances are unsatisfactory.

Table 3

Incentives and Conditions Motivating Teachers to Join and/or Remain in an International School

Factors Influencing Motivation to Join and Remain in an International School	% of Sample
Professional advancement in school	88.5
Financial incentives	84.6
Happy working climate of school	84.6
Strong sense of job challenge	84.6
Strong staff development program	76.9
High quality of staff, students and parents	73.1
High expectations of staff	69.2
High ideals and values of staff	65.4
School strongly centered on student learning	61.5
Staff empowerment through collaborative decision-making	57.7
Strong personal/family induction and integration program	57.7
Positive staff appraisal program	53.8
Strong staff involvement in students' personal and social development	50.0
Strong staff induction program	46.2
High prestige of school	38.5
Strong staff involvement in extracurricular activities	23.1
Other: sane administration and Board of Governors	3.8
Other: sense of staff community	3.8
Other: sense of adventure and need for change	3.8
Other: good relationship between administration and staff	3.8

(Source: Hardman, 2001, p. 125)

The third group Hardman's (2001) classifies as 'career professionals with families', they are motivated by more prestigious schools and better financial packages. They offer stability and are likely to extend their contract if conditions are suitable for the family. He warns that they can be expensive and a disaffected spouse or child may influence their decision to stay. The fourth he calls 'Senior Penelopes', teachers who become faithful to the host country they have adopted and remain at the school for a long period of time. They provide stability and plenty of experience but may not move when they have outlived their value. The fifth, he calls 'senior career professionals', older

teachers whose children have left home who are looking for job challenges and life-long learning opportunities. His final category is the 'senior maverick', an older teacher who has new freedom from family life and the urge to travel. They offer experience but normally possess a desire 'to see it all before I retire'.

Joslin (2002) offers her perspective on how to manage and prepare teachers for a move from teaching in a national system of education like the UK to teaching in an international school. She argues that there is no clear-cut or universal answer but offers a conceptual model based on the qualities and skills deemed appropriate to working in an international context. Furthermore, she highlights the importance of school and host country culture in the success of a teacher transitions and warns that, "Although the ability to teach the subject and technical strengths may be vital to 'success' in teaching, this ability may not be the sole priority when considering whether an individual is able to contribute to the environment of the 'international school'." (p. 36). Any study exploring the reasons underlying teacher retention and attrition in international schools must certainly consider the impact of the host county and host culture on a teacher's decision to stay or leave a school.

Odland (2007) conducted a groundbreaking study on the topic of expatriate teacher turnover. His work explores the variables that influence teachers in international schools to leave at the end of their first contract. He used a mixed method study design, collecting and analyzing data by way of teacher responses to a questionnaire. The conceptual framework for the study was adopted and modified from Guarino et al. (2006) and is based on the discrepancy between beliefs and behaviors. The survey was sent to 3,079 teachers who were registered in the main placement database of the Council of

International Schools (CIS) teacher placement service. An excessively low response rate of 9.1% (281 teachers) was collected and any generalizations from this study need to be viewed with caution due to the increased likelihood of bias in the data. Worth noting is that this is a self-selected group who had either moved schools recently or had the intention of moving soon. Consequently, because the population sample was not randomized, findings cannot be generalized to the population of all international teachers in all international schools. Nevertheless, his findings are worth examining due to the fact that this is one of the only empirical studies that sheds light on why expatriate teachers choose to leave international schools.

The first part of Odland's (2007) study explored key associative factors drawn from national studies in which they had proven to be significant. In particular, he looked at school characteristics of population size, perceived academic strength, and ownership structure. Additionally, teacher characteristics were explored for gender, age, marital status, children, experience, subject area, and level of education. The second part of his survey instrument looked at causal factors that teachers have reported in qualitative studies in the professional literature to have influenced their decision to leave school. When each of the causal factors was compared by each of the associative factors, "Very few instances of significant differences surfaced" (p. 110). However, five variables did emerge as influential in an international schoolteacher's decision to leave a school: Communication between senior management and faculty; support from principal and senior management; teacher involvement in decision-making; compensation package; and, personal circumstances. Odland noted that the top three fall into the category of Administrative Leadership, which is consistent with U.S. research (Ingersoll, 2001).

Furthermore, compensation and personal circumstances are also well documented in U.S. literature (Ingersoll, 2001).

The third and final part of Odland's (2007) study permitted participants to elaborate on their responses by adding an explanatory comment. Five new causal factors emerged from the open-ended component of the study. The first, the author labeled as, 'Issues stemming from private ownership'. Odland (2007) speculates this is the result of "Teachers who had negative experiences at proprietary schools" (p. 101). It comprised 27.9 per cent of all type 2 comments. "Not only did it rank as the highest in frequency, appearing in all six banks of comments; it also included the most emotively laden language. Terms like 'profiteering', 'profit incentive', 'poor resources vs. huge profits', 'dictatorial owner' and 'lies and manipulation... from owner' were typical of the comments indicating perceptions of the private ownership of respondents' schools." (Odland & Ruzicka, 2009, p. 20). The second factor reported by teachers was misrepresentation during recruitment, which this study demonstrates can result in teachers choosing to leave a school prematurely. The other factors listed were: conflict with school leadership; dissatisfaction with colleagues; and, contractual issues.

Surprisingly, the author did not discuss host country characteristics despite the fact that it was identified as one of the three most frequent responses listed as a causal factor prompting teachers to leave a school. The appendix listed in Odland's (2007) study provides all explanatory comments that participants shared. When all responses are categorized, we see that 81 teachers (29%) provided a comment relating to host country characteristics, which have been summarized in Appendix G.

Analyzing these responses through the creation of categories, we can calculate that 20% were related to living conditions; 19% economic environment when combining taxes, inflation, salary and finances; 16% lifestyle; 15% accommodation; 15% safety; 11% culture; 9% health and pollution; 6% climate; 4% location; 4% political; 2% language; 1% personal; and 1% administration. The total percentage is greater than 100% because many teachers noted more than one category in their response.

A valuable contribution to research on teacher turnover in international schools comes from recent studies by Mancuso (2010) and Mancuso, Roberts, and White (2010). The studies focused on American Overseas Schools (AOS) that are members of the Near East South Asia Council of Overseas Schools (NESAS). The relationship between school characteristics, teacher characteristics, and organizational conditions on teacher decisions to stay or leave were explored by using a modified version of Ingersoll's (2001a) Schools and Staff Survey (SASS) and Teacher Follow-up Survey (TFS). Mancuso's version is tailored specifically to teachers in AOSs and is referred to as the International Teacher Mobility Survey (ITMS).

The ITMS measures teacher characteristics such as: gender, marital status, dependent children, spouse as teacher, age, highest degree obtained, years teaching, years of teaching overseas, and wanderlust. School characteristics measured were student population, and for-profit or non-profit status. Organizational conditions measured were salary, benefits, perceived effectiveness of principal, perceived effectiveness of school head, student discipline, and level of faculty input into decision-making. Two hundred and forty-eight (43%) teachers and 55% of school heads responded to Mancuso's survey. Fifty-seven (23%) of the teacher respondents identified that they would be moving at the

end of the school year and one hundred ninety-one (77%) identified themselves as 'stayers'. In the survey administered to school heads, they indicated mean turnover rates of 19% in 2006-07, 17% in 2007-08, and 16% in 2008-09 for an overall annual teacher turnover rate across three years for overseas-hired teachers of 17.3 percent.

Teacher characteristics results from Mancuso's (2010) study indicate that subjects whose spouse is a teacher are more likely to move than those whose spouse is not a teacher. Mancuso speculates that teaching couples are more marketable and hence more mobile. Age was also a significant predictor of movement if examined as a categorical variable. Results demonstrated higher teacher turnover rates with middle-aged teachers, in contrast to Mancuso's findings in the U.S. where mobility patterns, "Show the least movement during these years" (p.89). The author puts forward the possibility that the lack of teacher tenure in AOSs could explain the difference in mobility patterns witnessed in regards to age. Other teacher characteristics associated with greater likelihood of moving were for teachers within their first seven years at an overseas school; teachers with more overall teaching experience; and teachers desiring to experience new perspectives for their own personal growth, what Mancuso refers to as a variable called 'Wanderlust'.

When looking at school characteristics, neither for-profit/non-profit status nor student population size were significant predictors of teacher movement in AOSs in the NESA region. Mancuso (2010) notes that his results for school population size were contrary to Ingersoll's (2001b) findings for schools in the U.S.

Organizational conditions that were significant predictors of teacher movement were satisfaction with salary, perceived effectiveness of school head, and perceived level

of faculty input into decision-making. Mancuso (2010) noted that, “The characteristics that determined teachers’ perceptions of effective leadership are those most often associated with transformational leadership.” (p. 83). He also recorded the surprising result that principals had little impact on teacher decisions to stay or move. He suggests that the middle management role that principals have in AOSs in comparison with their lead role in U.S. schools likely plays into the difference.

Mancuso’s (2010) results are consistent with his conceptual model with respect to organizational conditions, but not with school or teacher characteristics (except for age as a categorical variable). Using an integrated model to regress all factors associated with teacher characteristics and organizational conditions on moving, three factors emerged as significant: satisfaction with salary, perceived effectiveness of the school head, and perceptions of the faculty over the influence in decision-making vis-à-vis the school head. Mancuso’s data demonstrated that schools with effective school heads had higher teacher retention. Their effectiveness was unrelated to teacher and school characteristics thus leading Mancuso to conclude, “An effective school head can transcend school size, age of teacher, marital status, and other factors normally associated with teacher turnover.” (p. 84).

The data Mancuso (2010) collected in the NESAs region has contributed to an understanding of teacher turnover in international settings. His findings regarding teacher turnover rates were considerably lower than original anecdotal evidence indicated. A teacher turnover rate of 17.3 percent in American Overseas Schools does not appear to be alarming when compared to rates in stateside schools. However, Mancuso recommends that future research be conducted in other regions to see if

findings are similar, or if there are regional variations among the different regional educational organizations in the world.

Host-Country Characteristics

Most international schools are typically staffed by a mix of employees from the host country and expatriates from other countries. Such overseas assignments pose unique challenges for teachers and administrators because of differences in such things as language, cultural values, and expectations. Success can often hinge on an expatriates ability to adjust their behavior to the host culture and their ability to interact and form relationships with host country nationals (HCN's). Inadequate adjustment to the host country's cultural norms and values can lead to low work performance and the risk of non-retention. However, Naumann (1992) has noted that all foreign assignments are not created equal, and that dissatisfaction with national environments are known causes of expatriate discomfort.

Although research on teacher retention in international schools is limited, the topic of expatriate retention has been studied in global business environments. Gregersen and Black (1990) employed a conceptual framework based on the concept of attitudinal adjustment in their study of 321 American expatriates assigned to work in counties in the Pacific Rim and Europe. Attitudinal adjustment stems from the uncertainty produced by cross-cultural settings, which lead to feelings of anxiety, frustration, and 'culture shock'. The authors argue that adjustment is multifaceted, requiring expatriates to adjust to work responsibilities, interaction with host-country nationals, and to the general culture. Their results demonstrate that adjustments to interaction with host-country nationals and the

general culture are positively related to intent to stay. However, there was no significant relationship found between work adjustment and intent to stay. Adjusting to a wide range of non-job factors such as transportation, housing, food, health care, and culture in general is an important issue in retaining employees on international assignments. Adjustment to factors outside the workplace appears to be a strong predictor of expatriate commitment and turnover.

A study originating from the field of Human Resources was undertaken by Shaffer and Harrison (1998) that attempts to develop a model of expatriates' decisions to quit their assignment. The authors analyzed 452 questionnaires (response rate of 41.5%) that were completed by expatriates and their spouses working in American multinational corporations in 45 different countries. Their research explored cross-cultural adjustment. They investigated the connection between an expatriate's early return decision and the degree of comfort a person has with his or her environment when living and working in a foreign culture. Three facets of cross-cultural adjustment were identified and tested. The authors reported that, "Cultural adjustment was a significant predictor of non-work satisfaction" (p. 106), similar to Gregersen and Black's (1990) findings. However, unlike Gregersen and Black, work adjustment supported their hypothesis that it is related to job satisfaction, while interaction adjustment was not a significant predictor of either job or non-work satisfaction. The difference in findings between the two studies may be attributed to their cross-sectional nature and hopefully more consistency would exist if longitudinal research designs were employed. A final component of this study worth noting is that spouse variables were significant predictors of interaction and cultural

adjustment and living conditions emerged as a significant predictor of cultural adjustment.

An empirical study published in the *Journal of International Business Studies* (Birdseye & Hill, 1995) explored American expatriates serving in foreign locations and their intent-to-leave a current assignment. The authors tested a broad set of variables stemming from individual, organization/work, and environmental characteristics. Independent variables such as demographic information, family information, job satisfaction, and job autonomy were used but are well documented and tested in other research. However, making this study unique was their inclusion of ‘life satisfaction’ described as how satisfied individuals were with their life as a whole, and ‘life autonomy’ described as how far individuals feel free to live as they choose. The researchers note that, “Life satisfaction has not been a major factor in domestic satisfaction and turnover research.” (p. 791). However, their decision to include it was worthwhile because their correlation results indicate that autonomy (-.31) and satisfaction (-.44) were both negatively related to turnover. The authors go on to explain that, “This was not surprising in that personal freedoms and life satisfaction are both integral elements in U.S. lifestyles, and their follow-through to foreign assignments would be logical.” (p. 798).

Birdseye and Hill’s (1995) inclusion of environmental factors as independent variables is what sets their research apart from any studies on foreign teacher turnover in international schools. They managed to do this by asking respondents to indicate their levels of satisfaction with six environmental variables associated with the host country: standard of living, cost of living, medical facilities, availability of goods, quality of

goods, and educational facilities. Furthermore, they expanded on the dependent turnover variable by substituting it for three intent-to-leave measures: job (internal), location (internal), and organization (external). Results confirmed that environmental factors affected job and location turnover more than organizational turnover factors. The authors suggest that, “Adverse environmental circumstances are more likely to cause internal rather than external turnover” (p. 801). It should be noted however, that international teaching rarely provides opportunity for leaving a job or location while remaining with the same organization. When grouping the six environmental elements, all three turnover variables were negatively related, with the strongest turnover inclination towards location (-.42). Results demonstrate that location turnover was correlated with five of the six environmental variables. Concerns were associated with the cost of living (-.32); educational facilities (-.32); medical facilities (-.29); the standard of living (-.21); and product availability (-.21). Only quality of goods was not found to have an impact.

A key predictor for both job and location turnover variables was found when Birdseye and Hill (1995) combined current life satisfaction with living standards. Its prominence led the authors to suggest that, “A primary expatriate concern is in upholding material standards; and that corporations emphasizing the material benefits of foreign tours can diminish turnover tendencies.” (p. 803).

Results from the Birdseye and Hill (1995) research should be treated cautiously due to the small population size of 115 and a return rate of about 18%. Nevertheless, the study can be considered valuable due to its exploratory use of new variables to help understand expatriate turnover in international settings. The suggestions for future research that the authors provide in their concluding remarks are worth noting. Their list

of other environmental factors that may impact expatriate turnover include: “Housing facilities, transportation, cultural enrichment opportunities (or lack thereof), cultural barriers (e.g., behavioral restrictions on women, alcohol accessibility), and expatriate 'colonies' (or support communities)” (p. 806).

An additional source on host country characteristics from the field of human resources is the annual Mercer Quality of Living Survey (Mercer Human Resource Consulting, 2011). Their study ranks cities by the quality of life they offer expatriate executives and their families across the world. The Mercer survey evaluates local living conditions in 420 cities worldwide and is used to calculate expatriate hardship allowances during employment mobility. Hardship allowance refers to premium compensation generally used by embassies and multinationals (no known examples used by international schools) to calculate salary differentials paid to expatriates who experience – or should expect to experience – a significant deterioration in living conditions in their new host location. Mercer professionals working closely with major multinational companies and other experts in the field developed the survey questionnaire that is based on 39 factors within ten categories. Table 4 shows the categories and criteria that Mercer quantifies for each city:

Table 4
Mercer's Quality of Living Survey Criteria

Category	Criteria
Political and Social Environment	Relationship with other Countries Internal Stability Crime Law Enforcement Ease of Entry and Exit
Economic Environment	Currency Exchange Regulations Banking Services
Socio-Cultural Environment	Limitation on Personal Freedom Media and Censorship
Medical and Health Considerations	Hospital Services Medical Supplies Infectious Diseases Water Portability Sewage Waste removal Air Pollution Troublesome and Destructive Animals and Insects
Schools and Education	Schools
Natural Environment	Climate Record of Natural Disasters
Public Services and Transport	Electricity Water Availability Telephone Mail Public Transport Traffic Congestion Airport
Recreation	Variety of Restaurants Theatrical and Musical Performances Cinemas Sport and Leisure Activities
Consumer Goods	Meat and Fish Fruits and Vegetables Daily Consumption Items Alcoholic Beverages
Housing	Automobiles Housing Household Appliances and Furniture Household Maintenance and Repair

(Source: Mercer Human Resource Consulting, 2011)

Mercer Human Resource Consulting report that the intended use of the Mercer survey is limited to the transfer of employees from one country to another. The criteria and categories used provide an objective system to measure the quality of living for expatriates and does not involve a subjective assessment or opinion about one's personal state and circumstances in a given city. It should also be noted that 'Quality of Life' should not be confused with the concept of 'Standard of Living', which is based primarily on income. The Mercer categories and standard indicators of quality of life provide valuable insight into what host country characteristics should be taken into consideration when assessing an expatriate's experience in a host location.

Summary

Research studies focusing on teacher turnover in the U.S., in other countries, and in international schools around the world have been cited in this chapter. Additionally, business and human resource literature has been used as a platform for extending the existing knowledge base on turnover and to explore host country characteristics. The underlying causes associated with teacher turnover and retention have been explored using a systematic funneling approach that resulted in a comprehensive representation of the existing body of knowledge and identification of the key researchers and seminal authors in the field.

A list of factors that may influence or motivate teachers in their underlying decision to stay or leave a school can be extrapolated from the reviewed literature on teacher and expatriate turnover. These factors are not exclusive to overseas-hired teachers in American-style overseas schools, and the aim of the present research is to draw factors that are specific to teachers in the selected research context. Based on

literature cited in this chapter, factors that influence or motivate teachers to stay or leave are highlighted in Table 5 below.

Despite the enormous knowledge base on teacher turnover, at present there are no studies concerning the factors that influence or motivate overseas-hired teachers to stay or leave teaching positions in schools located in the AASSA Region. There has also been limited teacher turnover research that has included the host country characteristics identified in the literature. This review provides a sound basis for the continuation of the work that has already been undertaken by others and as a calling to extend the gap in the literature concerning host country characteristics. The review also serves as a logical foundation for the currently proposed methodologies and conceptual framework, which have been derived from a detailed reading of other researchers' work.

Table 5
Summary of Variables Influencing a Teacher's Decision to Stay or Move

Category	U.S. Literature Variables	National Research from Other Countries Variables	International School Variables	Global Business Literature Variables
Teacher Characteristics	Gender Race Age Marital Status Dependent Children Highest Degree Years of Experience Specialized Degree	Age	Gender Wanderlust International Experience Nationality Spouse as Teacher Age Years of Experience	Spouse
Organizational Conditions	Administrative Support Salary Mentoring and Induction Programs Instructional Spending	Salary Workload Feeling Valued Collegial Support Student Discipline	Recruitment Strategies Professional Growth Orientation Program Salary Work Climate Collaborative Decision-Making Quality of Staff Administrative Communication Administrative Support Effectiveness of Head	
School Characteristics	Location (urban vs. suburban) Private vs. Public Level (Elementary, Middle, High) Student Achievement	Student Achievement Socioeconomic Level Status	Size Prestige Curriculum Tuition Non-Profit vs. For-Profit	

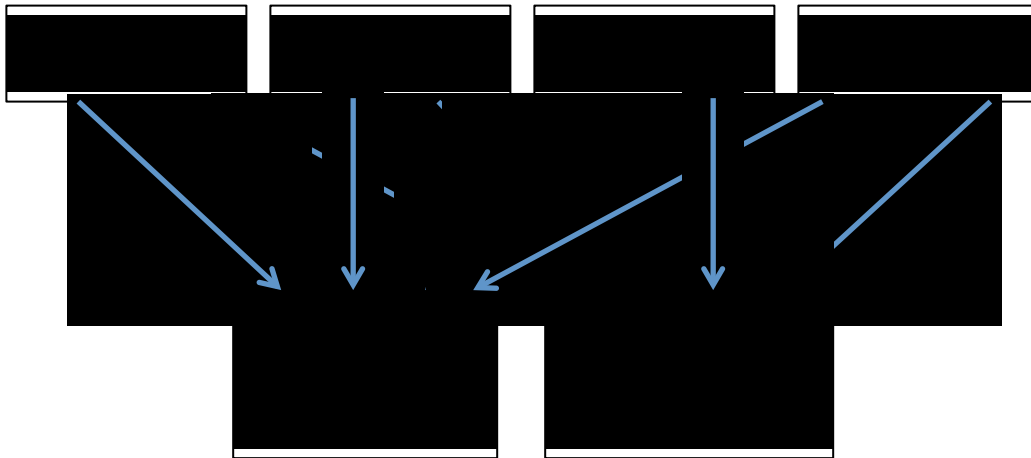
Table 5 (Continued)

Category	U.S. Literature Variables	National Research from Other Countries Variables	International School Variables	Global Business Literature Variables
Host Country Characteristics			Health Safety / Security Stability of Country Living Conditions Culture Climate Economic Environment Lifestyle Location Language	Interactions with Host Country Nationals Culture Transportation Housing Food Health Care Cultural Adjustment Living Conditions Personal Freedom Life Satisfaction Location Cost of Living Educational Facilities Standard of Living Product Availability Political & Social Environment Economic Environment Natural Environment Recreation / Lifestyle

CHAPTER THREE Methodology

The purpose of this study was to build on Mancuso’s (2010, 2011) research by exploring host country characteristics and their impact on teacher turnover and retention in American-style overseas schools. The addition of host country characteristics extends Mancuso’s conceptual framework that explored relationships between teacher characteristics, school characteristics, and organizational conditions, on the decision of a teacher to stay or move. The conceptual framework illustrated in Figure 2 structured this research and helped to better clarify the role that host country characteristics play in impacting overseas attrition.

Figure 2
Conceptual Map



Mancuso’s (2010) research briefly touched on individual desires to live in different cultures, travel opportunities, and wanderlust. However his work did not specifically examine a teacher’s satisfaction with their current host country characteristics and whether they played a role in the teacher’s decision to stay. This study extends Mancuso’s work by embedding host country characteristics into the conceptual

framework model. Perceived quality of life indicators were used to empirically explore host country characteristics.

Population

The population for this study was all teachers working on overseas-hired contracts who were employed during the 2011-12 school year in one of the 44 full member or one of the 17 invitational member schools of the Association of American Schools in South America (AASSA). It should be noted that some Central American and Caribbean schools are part of AASSA.

The Association of American Schools in South America (AASSA) was used because of its size, willingness to support the author's research, and the use of similar regional associations such as NESAC and the East Asia Regional Council of Schools (EARCOS) in prior studies by Mancuso (2010, 2011). These schools share similar educational structures, philosophies, and attend many of the same conferences and professional development opportunities offered within the region. Member schools employ teachers from a variety of nationalities that span various levels of education including early childhood, elementary, middle school, and high school.

It is also worth highlighting that I have been employed in South American schools for the past sixteen years and have a strong understanding and knowledge of the schools and host country characteristics in the AASSA region. My experience as Head of School helped garner support from my network of school leader colleagues and resulted in a high degree of participation.

The 2010-11 International School Services Directory of International Schools (International School Services, 2010) reports teacher nationality data for 47 of the 61 AASSA schools (see table 6). Of the 4,390 employed teachers, 1,753 (40%) are listed with nationalities other than the host country; the majority of which are U.S. or Canadian citizens. Three school heads reported that did not currently employ expatriate staff at their schools. Based on the author's knowledge of the region, the remaining 11 schools that were not listed in the ISS directory are generally considered smaller schools with fewer tendencies to employ expatriate staff. Consequently, it is reasonable to extrapolate an approximate five expatriates per school for an additional 55 teachers giving us a total of 1,838 foreign teachers. Many of these teachers were in the first year of their contract and consequently did not classify as subjects for this study. Based on Mancuso's (2010) findings we expected an approximate 17% turnover rate in international schools, thus we removed approximately 312 participants who would likely be in the first year of their contract. This left us with 1,526 potential participants. It is important to also understand that not all foreign staff are employed on overseas-hired contracts. Many might have been locally-hired due to being permanent residents, dual citizens, married to a host national, accompanying a spouse employed by a multinational or embassy, etc.

Nagy (personal communication, February, 2012), an experienced Superintendent having worked many years in Latin America estimates that 5-15% of foreign teachers at American accredited schools in the region are employed on local-hired or modified local-hired contracts. Adjusting accordingly, we calculated our estimated population size to be between 1,297 and 1,450 foreign teachers on overseas-hired contracts.

Table 6
Association of American Schools in South America

School	Country	Host Staff	Foreign Staff
Lincoln – The American International School	Argentina	61	47
American Cooperative School	Bolivia	20	23
American International School of Bolivia	Bolivia	23	12
Santa Cruz Cooperative School	Bolivia	17	32
American School of Belo Horizonte	Brazil	32	8
American School of Brasilia	Brazil	34	28
Associacao Escola Graduada de Saõ Paulo	Brazil	67	67
Escola Americana de Campina	Brazil	40	20
Escola Americana do Rio de Janeiro	Brazil	55	45
Escola das Nações / School of the Nations*	Brazil	--	--
Escola Maria Imaculada – Chapel School	Brazil	32	38
International School of Curitiba	Brazil	43	16
Our Lady of Mercy*	Brazil	--	--
Pan American Christian Academy	Brazil	--	--
Pan American School of Bahia	Brazil	41	25
Pan American School of Porto Alegre	Brazil	20	18
Pueri Domus – Global Brazilian American Program*	Brazil	--	--
Sant' Anna International School	Brazil	--	--
The International School Nido de Aguilas	Chile	89	88
Freeport Mining Schools in South America	Chile	--	--
Colegio Albania	Colombia	--	--
Colegio Bolivar	Colombia	130	38
Colegio Bureche	Colombia	--	--
Colegio Karl C. Parrish	Colombia	43	21
Colegio Nueva Granada	Colombia	193	68
Colegio Panamericano	Colombia	39	15
GI School	Colombia	57	13
Colegio Jorge Washington	Colombia	48	27
The Columbus School	Colombia	76	53
Lincoln School	Costa Rica	81	35
Academia Cotopaxi	Ecuador	16	45
Alliance Academy International	Ecuador	21	57
American School of Quito	Ecuador	160	61
Colegio Alberto Einstein	Ecuador	--	--
Colegio Americano de Guayaquil	Ecuador	100	25
Inter-American Academy of Guayaquil	Ecuador	14	15
American School of Guatemala	Guatemala	118	68
Georgetown International Academy	Guyana	--	--
Union School	Haiti	17	23
American School of Tegucigalpa	Honduras	58	26
Discovery School	Honduras	20	16
Escuela Internacional Sampedrana	Honduras	233	62
American International School of Kingston	Jamaica	16	19
The American School Foundation	Mexico	104	112
International School of Curacao	Netherlands	--	--
	Antilles		
American Nicaraguan School	Nicaragua	45	51
Crossroads Christian Academy	Panama	--	--
The American School of Asuncion	Paraguay	30	46
Asociacion Educativa Davy	Peru	96	17

Table 6 (Continued)

School	Country	Host Staff	Foreign Staff
	Peru	156	69
Colegio Franklin Delano Roosevelt			
Freeport Mining Schools in South America	Peru	--	--
The International School Port of Spain	Trinidad	42	18
Uruguayan American School	Uruguay	--	--
Colegio Internacional de Caracas	Venezuela	22	26
Colegio Internacional de Carabobo	Venezuela	0	76
Colegio Internacional Puerto La Cruz	Venezuela	9	21
Escuela Bella Vista	Venezuela	22	23
Escuela Campo Alegre	Venezuela	31	67
Escuela Las Morochas	Venezuela	2	13
International School of Monagas	Venezuela	9	13
	Total	95	239
	Average	56.1	37.3
	Percentage	60%	40%

* School Head reported no expatriates currently employed

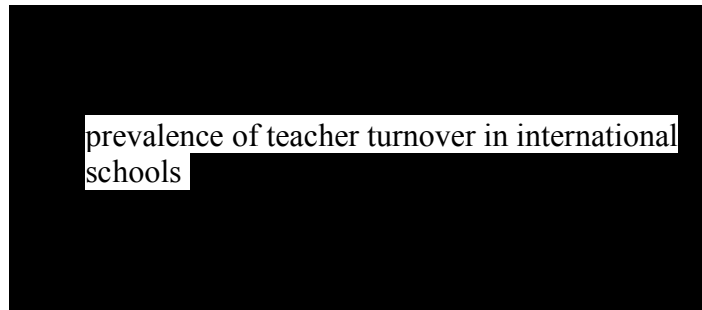
(Source: ISS Directory of International Schools 2010-11)

Sample

To calculate the desired sample size, the margin of error was set at 5%, the confidence level at 95%, population size at 1,297 and the response rate estimated at 30% based on a more conservative estimate than the 43% witnessed in a similar study by Mancuso (2010). Using Watson's (2001) equation for determining final sample size (see Figure 3), I generated the need to target 988 participants in order to ensure a sufficient response rate of 207.

Figure 3
Determining Sample Size

$$n = \frac{\left(\frac{P[1-P]}{\frac{A^2}{Z^2} + \frac{P[1-P]}{N}} \right)}{R}$$



Potential participants were selected by contacting each of the 61 AASSA schools heads and requesting their support in distributing an electronic survey to all teachers on overseas-hired contracts. Subjects were given information outlining the purpose of the study, reassurance regarding confidentiality and use of data, and that participation was voluntary.

I chose to sample all 1,297 teachers on overseas-hired contracts to ensure the participation of enough teachers for the generalizability of results and to maintain external validity and a high confidence level.

Instrument

This study utilized a modified version of Mancuso's (2010) International Teacher Mobility Survey (ITMS) (Appendix E). The ITMS instrument was adapted from the National Center for Educational Statistics' (NCES) Schools and Staffing Survey (SASS) and Teacher Follow-up Survey (TFS) and tailored specifically to teachers in American Overseas Schools. The SASS and TFS are considered the, "Largest and most comprehensive data source available on the staffing, occupational, and organizational aspects of schools and the largest and most comprehensive data source on teacher turnover in the U.S." (Ingersoll, 2001a, p. 3). NCES's TFS 2004-05 questionnaire gathered data from a pool of 7,429 teacher respondents and 55,000 respondents to the SASS, from all 50 states (Marvel, Lyter, Peltola, Strizek, & Morton, 2007). The validity of the TFS and SASS have been thoroughly demonstrated (Ingersoll, 2001b; Marvel et al.; Mancuso, 2010).

The International Teacher Mobility Survey (ITMS) instrument validity and reliability for data on organizational conditions, school characteristics, and teacher characteristics paralleled Mancuso's (2010) values as the instrument for these sections were unmodified. Mancuso piloted the ITMS instrument with a group of volunteers from three NESA member schools and determined a Cronbach's alpha reliability coefficient of .806 for the section on Organizational Conditions and .873 when re-administered. Other sections of the instrument were tested and yielded a Cronbach's alpha of .869 and .757 on the follow-up, all of which were above acceptable levels. The ITMS was administered to 248 participants and maintained a power level of .80 for almost all statistical analyses and a significance level of .05 for all inferential statistics leading to strong conclusion

validity. Four statistically significant predictors of overseas-hired teachers decision to move emerged from Mancuso's factor analysis: middle age; satisfaction with salary; perceived effectiveness of the school head; and teachers' perceptions of the amount of input they have in decision-making vis-à-vis the school head. However, in a follow-up study (Mancuso 2011), results suggested that the most important reasons to stay or move pertained to supportive leadership, teaching assignment, salary, benefits, and a school's professional learning culture.

Like the ITMS, participants were asked to respond to specific items related to teacher characteristics, school characteristics, and organizational conditions. Additionally, the modified version also included specific items related to host country characteristics.

The first section of the survey verified if participants were currently working at an American overseas school and held an overseas-hired contract. Participants who answered 'Yes' to both qualified as subjects. Two separate forms were used depending on whether participants identified themselves as a 'stayer' or a 'mover'. Stayers were defined as those teachers who were staying at their current school for an additional school year. Movers were defined as those teachers who were leaving their current school at the end of the current academic year for any reason.

The second section of the survey focused on organizational conditions and included 34 questions for participants identified as 'stayers' and 56 questions for those identified as 'movers'. Responses to the first 18 items were on a one-to-four Likert-type scale of agreement from "strongly agree" to "strongly disagree." Responses to the next 25 items were on a one-to-five Likert-type scale of importance from "not at all

important” to “extremely important” and a one-to-five Likert-type scale of effectiveness from “not at all effectively” to “extremely effectively”. The remaining 21 questions for ‘movers’ utilized a one-to-three scale from “better in current school” to “better in new school”. Items surveyed include salary, benefits, perceived effectiveness of principal, perceived effectiveness of school head, student discipline, perceived extent to which faculty believed their principal included them in decision-making, and perceived extent to which faculty believed their school head included them in decision-making.

School characteristics were examined to determine possible links to teacher turnover. Participants were surveyed using an open response question regarding school population size, and a fixed response question for profit/non-profit status despite Mancuso (2010) not finding these as statistically significant factors. They were included in the survey to either confirm their lack of significance or to discover that there was significance for this region. Two additional school characteristic variables were explored. The first was a fixed response for the type of school calendar that is followed. Some of the schools in the AASSA region work on an alternative school year with classes commencing in January or February due to their location in the southern hemisphere. It was thought, that it might be necessary to disaggregate this group of schools from the data because the final decision to stay or leave is most likely made later in the school year and these schools would have been still in their first semester. The second new question explored the percentage of host country students. Schools in South America tend to have a large percentage of host country students compared to schools in other regions of the world.

Teacher characteristics were collected using seventeen questions that solicit demographic information from candidates. Fixed responses were provided for gender,

marital status, spouse as teacher, highest degree obtained, and nationality. Age, dependent children, years of experience, and years teaching overseas were also measured via open response questions. A five point Likert-type scale ranging from “not at all important” to “extremely important” was used to collect responses for a series of questions related to the concept of ‘wanderlust’.

The final section of the survey was used to examine host country characteristics. This section did not utilize the ITMS instrument and required a careful analysis of the literature regarding host country variables and their impact on expatriate teacher turnover. Table 7 provides a summary of the host country characteristics identified in the literature review from Chapter Two.

Table 7
Summary of Host Country Characteristics from Literature

Category	Research	Year
Health Concerns	Bowers	1991
	Gregersen & Black	1990
	Birdseye & Hill	1995
	Odland	2007
	Mercer	2011
Security / Safety	Bowers	1991
	Odland	2007
	Mercer	2011
Social / Political Stability	Hawley	1994
	Mercer	2011
Host Country Culture	Joslin	2002
	Gregersan & Black	1990
	Shaffer & Harrison	1998
	Mercer	2011
Economic Environment	Birdseye & Hill	1995
	Odland	2007
	Mercer	2011
Lifestyle / Leisure	Odland	2007
	Mercer	2011
Accommodations / Housing	Gregersan & Black	1990
	Birdseye & Hill	1995
	Odland	2007
	Mercer	2011
Product Availability	Birdseye & Hill	1995
	Mercer	2011
Cultural Barriers	Birdseye & Hill	1995
	Odland	2007
Transportation / Public Services	Gregersan & Black	1990
	Birdseye & Hill	1995
	Mercer	2011
Interactions with Host Country Nationals (HCN's)	Gregersan & Black	1990
Climate / Natural Environment	Odland	2009
	Mercer	2011
Language	Odland	2007
Travel Opportunities	Mancuso	2010

Perceived quality of life was a dominant theme that emerged throughout the theoretical and empirical evidence presented in the literature on host country characteristics. Consequently, parts of the Quality of Life (QoL) global instrument developed by the World Health Organization (WHO) was used to develop a subjective assessment survey for the questions in the final section about an expatriate's state and circumstances in a given country. The WHOQoL instrument was selected because of its applicability in different cultural settings, reliability, validity, and test-retest sensitivity to change analyses in different international settings (Amir et al., 2003). Skevington, Lofty and Connell (2004) analyzed its psychometric properties using cross-sectional data obtained from a survey of adults carried out in 23 countries (n = 11,830). Analyses of internal consistency, item-total correlations, discriminant validity and construct validity through confirmatory factor analysis, indicate that the WHOQOL-BREF has good to excellent psychometric properties of reliability and performs well in preliminary tests of validity. These results indicate that overall, the WHOQOL-BREF is a sound, cross-culturally valid assessment of QOL, as reflected by its four domains: physical, psychological, social and environment.

All eight questions from the shorter version WHOQOL-Bref were selected that pertain to the fourth domain titled 'environment'. Responses to four items were on a one-to-five Likert-type scale of how much participants have experienced certain things in the last four weeks ranging from "not at all" to "an extreme amount." The remaining four questions were on a one-to-five Likert-type scale of satisfaction from "very dissatisfied" to "very satisfied". Items surveyed include safety, living conditions, economic

environment, health, product availability, leisure, natural environment, transport and public services.

The three questions from the third domain titled ‘Social Relationships’ were modified to more specifically encompass host country nationals. Question number twenty-one on sex life was omitted and replaced with a question on ability to learn and understand the native language. These three questions were on a one-to-five Likert-type scale of satisfaction from “very dissatisfied” to “very satisfied”. Items surveyed include personal relationships, social support, and native language.

Five additional questions were developed from the literature on host country characteristics that were not components of the WHOQOL-Bref. Three questions on cultural enrichment activities, cultural barriers, and exposure to host country nationals (HCNs), employed a one-to-five Likert-type scale of how much participants have experienced certain things in the last four weeks ranging from “not at all” to “an extreme amount.” Additionally, two questions on the host country’s political stability and travel opportunities were included using a one-to-five Likert-type scale of satisfaction from “very dissatisfied” to “very satisfied”.

Table 8 summarizes the source and any modifications made to the fifteen questions on host country characteristics:

Table 8
Summary of Host Country Characteristics Survey Questions

Category	Question	Source	Modification
Health Concerns	A12.b	WHOQOL-BREF Q9	Added 'natural'
	A13.e	WHOQOL-BREF Q24	-
Security / Safety	A12.a	WHOQOL-BREF Q8	-
Social / Political Stability	A13.h	Hawley (1994) Mercer (2011)	Author created
Host Country Culture	A12.c	Joslin (2002)	Author created
		Gregersan & Black (1990)	
		Shaffer & Harrison (1998) Mercer (2011)	
Economic Environment	A13.g	WHOQOL-BREF Q12	Changed 'enough money to meet needs' to 'satisfied with host country's economic environment'
Lifestyle / Leisure	A12.d	WHOQOL-BREF Q14	-
Accommodations / Housing	A13.d	WHOQOL-BREF Q23	-
Product Availability	A12.e	WHOQOL-BREF Q13	Changed 'information' to consumer goods
Cultural Barriers	A12.f	Birdseye & Hill (1995) Odland (2007)	Author created
Transport / Public Services	A13.f	WHOQOL-BREF Q25	Added 'public services'
Interactions with Host Country Nationals (HCN's)	A13.a	WHOQOL-BREF Q20	Added 'with HCN's'
	A13.c	WHOQOL-BREF Q22	Added 'HCN'
Exposure to HCNs near housing	A12.g	Dissertation Committee Recommendation	Author created
Climate / Natural Environment	A12.b	WHOQOL-BREF Q9	Added 'natural'
Language	A13.b	WHOQOL-BREF Q21	Changed 'sex life' to 'learn and understand native language'
Travel Opportunities	A13.i	Mancuso (2010)	Author created

A pilot study involving overseas-hired teachers from Colegio Panamericano in Bucaramanga, Colombia was used to determine the test re-test reliability of the modified version of the WHOQOL-Bref. Colegio Panamericano was selected because of the author's employment with the school and the convenience of finding volunteers. The Cronbach's alpha reliability coefficients was determined for all 16 questions used to collect data on host country characteristics and volunteers were asked to include suggestions for future revisions of the instrument. A Cronbach alpha of .909 was calculated for all 16 items and determined to be an acceptable level of reliability for this survey. Table 9 provides specific results of the analysis.

Table 9

Cronbach's Alpha Reliability Statistics for the ITMS Pilot Study

Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
A12.a / B10.a	58.1	82.3	.364	.909
A12.b / B10.b	58.2	78.4	.609	.903
A12.c / B10.c	58.7	75.1	.511	.908
A12.d / B10.d	58.5	74.7	.622	.902
A12.e / B10.e	58.4	80.0	.478	.907
A12.f / B10.f	58.2	82.0	.329	.910
A12.g / B10.g	57.9	73.0	.786	.896
A13.a / B11.a	58.5	72.7	.744	.898
A13.b / B11.b	58.5	74.1	.759	.898
A13.c / B11.c	58.7	72.4	.821	.895
A13.d / B11.d	58.4	76.9	.515	.906
A13.e / B11.e	58.2	76.4	.772	.899
A13.f / B11.f	58.5	86.1	.085	.914
A13.g / B11.g	58.9	74.5	.685	.900
A13.h / B11.h	58.5	80.5	.408	.909
A13.i / B11.i	58.3	70.2	.792	.896

Data Collection

The collection of data was conducted in two phases, starting with an electronic survey administered through Zoomerang to all 61 heads of AASSA member schools. The survey requested information about overseas-hired teacher turnover rates for the past three years. Permission (see Appendix C) to collect data from member schools was approved by the Association of Schools in South America (AASSA) Executive Director (see Appendix F).

In the second phase, data was collected via a web-based questionnaire (see Appendix D). The questionnaire was a modified version of the International Teacher Mobility Survey (ITMS) employed by Mancuso (2010). In an email (Appendix A) school heads were asked to distribute the survey to all teachers on overseas-hired contracts. Subjects were given information outlining the purpose of the study, reassurance regarding confidentiality and use of data, and that participation was voluntary.

Participants were asked to complete an online electronic survey that collected information regarding teacher characteristics, school characteristics, organizational conditions, and host country characteristics. The survey was used to ensure that teachers were working in the AASSA region and had an overseas-hired contract. Furthermore, the survey asked participants to determine if they were staying or moving from their current school for the next academic year.

A follow-up email was sent to encourage participation and ensure a sufficient response rate for the generalizability of results (Appendix B).

Data Analysis

The analysis of data in this study paralleled Mancuso's (2010) work in order to generate results that could be compared between regions and develop greater understanding of the role host country characteristics play in teacher turnover.

Descriptive statistics were employed to answer the first research question, "What is the teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region?" Results from the heads of school survey were used to generate the mean, median and standard deviation of overseas-hired teachers that have left in each of the past three school years. Teacher turnover trends in American-style overseas schools in the AASSA region were compared to Mancuso's findings for the Near East South Asia (NESA) region and to Ingersoll's (2001) U.S. national results.

The data analysis for the remaining research questions employed the Statistical Program for the Social Sciences (SPSS). Data gathered through the modified ITMS was used to answer questions two through five, "Is there a significant relationship between teacher characteristics / school characteristics / organizational conditions / host country characteristics and teacher turnover?" A logistic regression analysis of the predictors of teacher turnover was utilized adhering as closely as possible to Mancuso's (2010) methodology in order to make later comparisons. The dependent variable – teacher turnover – is a dichotomous variable based on whether each teacher will remain with or will be departing from his or her teaching job in the year of the survey. Similar to Mancuso's (2010) methodology, data gathered from the survey questions were subjected

to an analysis of the correlations of each of the factors as they relate to stayers and movers:

$$\hat{p}(\text{move} = 1) = \frac{1}{1 + e^{-(\beta_0 + \beta_1 * \text{organizational_conditions} + \beta_2 * \text{teacher_characteristics} + \beta_3 * \text{school_characteristics} + \beta_4 * \text{host_country_characteristics})}}$$

where \hat{p} represented the probability of being in one of these states as a function of the predictor, where stay = 0 and move = 1, and the probability of staying or moving lies at a range from 0 to 1; $\beta_0 + \beta_1 + \beta_2 \dots$ were the parameters' predictors, and teacher characteristics, school characteristics, organizational conditions, and host country characteristics were factors or components as noted above. This logistic regression analysis was applied to all of the independent variables related to teacher characteristics, school characteristics, organizational conditions, and host country characteristics to determine the strength of the predictor variables on teacher decisions to stay or move. Table 10 was borrowed directly from Mancuso (2010) and provides a summary of the types of statistical analysis methods that were used and the modifications that this study undertook.

Table 10
Research Question Data Analysis Outline

Research Question	1. What is the teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region?
Variable(s)	Variables include number of sponsored hire teachers and the average rate of turnover for the past three years for this group.
Data Source	AASSA school heads survey input.
Data Collection	Survey of all AASSA member and invitational member heads of school via internet with the endorsement of AASSA.
Analysis	Descriptive statistics to indicate the mean, median, and mode and standard deviation for teacher turnover values for AASSA schools. Turnover rates were computed as follows: [number of movers/number of movers + number of stayers]
Research Question	2. Is there a significant relationship between teacher perceptions of specific organizational conditions and teacher turnover?
Variable(s)	The importance of various factors in the decision to leave one school for another.
Data Source	Survey data from ITMS survey administered online to AASSA schools.
Data Collection	Data collection through an online version of the ITMS randomly distributed by school leaders to teachers on overseas-hired contracts.
Analysis	Descriptive statistics: salary, benefits, administrative support, student discipline problems, and faculty influence over decisions – percent in each category. Chi-square was conducted to test for groups differences, comparing stayers versus movers. Logistic regression was conducted to test for group differences to examine the average of the dichotomous stay/leave for a probabilistic interpretation.
Research Question	3. Is there a significant relationship between specific school characteristics and teacher turnover?
Variable(s)	Independent variables include school population size, and for-profit/non-profit status of school.
Data Source	Survey data from ITMS survey administered online to AASSA schools.
Data Collection	Data collection through an online version of the ITMS randomly distributed by school leaders to teachers on overseas-hired contracts.

Analysis Logistic regression using factors from Verimax rotation method or components from principal component analysis.

Research Question 4. Is there a significant relationship between specific teacher characteristics and teacher turnover?

Variable(s) Independent variables include: marital status, number of dependents, employment of spouse, age, gender, wanderlust, highest degree obtained, years of teaching experience, and years of overseas teaching experience. Dependent variable is *stayer* versus *mover*.

Data Source Survey data from ITMS survey administered online to AASSA schools.

Data Collection Data collection through an online version of the ITMS randomly distributed by school leaders to teachers on overseas-hired contracts.

Analysis Descriptive statistics: Marital Status – percent in each category (married, single, divorced, separated). Chi-square was conducted to test for groups differences, comparing stayers versus movers. Number of dependents – mean and standard deviation (SD). Logistic regression was conducted to test for group differences. Employment of spouse – percent employed. Chi-square was used to test for group differences. School population – mean, SD. Logistic regression was used to test for group differences. Age – mean, SD. Logistic regression was used to test for group differences. Highest degree obtained – percentage of BA, MA, Doctorate, Chi-square was used to test for group differences.

Research Question 5. Is there a significant relationship between teacher perceptions of host country characteristics and teacher turnover?

Variable(s) Independent variables include: health concerns, security/safety, social/political stability, host country culture, economic environment, lifestyle/leisure, accommodations/housing, product availability, cultural barriers, transport/public services, interactions with host country nationals (HCN's), climate/natural environment, language, travel opportunities. Dependent variable is *stayer* versus *mover*.

Data Source Survey data from ITMS survey administered online to AASSA schools.

Data Collection Data collection through an online version of the ITMS randomly distributed by school leaders to teachers on overseas-hired contracts.

Analysis

Descriptive statistics: health concerns, security/safety, social/political stability, host country culture, economic environment, lifestyle/leisure, accommodations/housing, product availability, cultural barriers, transport/public services, interactions with host country nationals (HCNs), climate/natural environment, language, travel opportunities – percent in each category. Chi-square was conducted to test for groups differences, comparing stayers versus movers. Logistic regression was conducted to test for group differences to examine the average of the dichotomous stay/leave for a probabilistic interpretation.

CHAPTER FOUR

Results

Overview

This chapter provides an analysis and summary of data collected exploring teacher turnover and retention in American-style overseas schools. It begins with a brief review of the purpose of the study and the research method employed. The outline will closely follow the research questions articulated earlier in the dissertation. Important findings were highlighted to draw some simple conclusions in anticipation of more developed discussions and interpretation of results in chapter 5.

The study extends Mancuso's (2010, 2011) research that explored relationships between teacher characteristics, school characteristics, and organizational conditions on the decision of a teacher to stay or move. Perceived quality of life indicators were included to empirically explore host country characteristics and their impact on overseas teacher turnover and retention.

A quantitative research method was employed to collect data from all teachers currently working on overseas-hired contracts and employed in member schools of the Association of American Schools in South America (AASSA).

A modified version (Appendix D) of Mancuso's (2010) International Teacher Mobility Survey was shared electronically via a web-based questionnaire and administered through Zoomerang from May 1st to June 14th 2012. During that time, two follow-up emails were sent to encourage participation and ensure a sufficient response rate for the generalizability of results. Participants were asked to respond to specific items related to teacher characteristics, school characteristics, organizational conditions and items related to host country characteristics. Additionally, the survey asked

participants to determine if they are staying or moving from their current school for the next academic year. A second electronic survey was administered to all AASSA school heads requesting information about overseas-hired teacher turnover rates for the past three years.

The following research questions guided this study:

1. What is the teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region?
2. Is there a statistically significant relationship between specific teacher characteristics and teacher turnover in the AASSA region?
3. Is there a statistically significant relationship between teacher perceptions of specific organizational conditions and teacher turnover in the AASSA region?
4. Is there a statistically significant relationship between specific school characteristics and teacher turnover in the AASSA region?
5. Is there a statistically significant relationship between teacher perceptions of host country characteristics and teacher turnover in the AASSA region?

Teacher Responses

Data collected from the International Teacher Mobility Survey and stored in Zoomerang indicate that the online survey was visited 495 times, had 48 partial completions, and 321 full completions.

The first section of the survey used four questions to determine if participants qualified as subjects. Answering ‘No’ on any of the first three questions or ‘leaving my current school’ on question four, resulted in a thank you prompt and the immediate conclusion of the survey. When asked if currently a teacher at an American-style overseas school or international school, 311 (97%) participants answered ‘Yes’ and 10 (3%) responded ‘No’. When asked if you have been teaching at your current school for more than one school year, 239 (77%) responded ‘Yes’ and 72 (23%) ‘No’. When asked do you currently hold an "overseas-hired", "sponsored-hire", or equivalent contract, results indicated 226 (95%) ‘Yes’ and 13 (5%) ‘No’. The final qualifying question asked participants their intentions after this school year, 67 (30%) indicated they would be moving to another school, 144 (64%) noted they would be staying at their current school, and 15 (7%) indicated they would be leaving their current school i.e: retirement, changing career, sabbatical, maternity leave, etc. Final tallies (see Table 11) show 211 (66%) participants qualify as subjects and 110 (34%) that did not meet requirements.

Table 11
Subject Qualification

Qualifier	Yes	No
Teacher at an American-style or international school	311 (97%)	10 (3%)
At current school more than one year	239 (77%)	72 (23%)
Hold an overseas-hired contract	226 (95%)	13 (5%)
Intentions after this school year	Moving: 67 (30%) Staying: 144 (64%)	Leaving: 15 (7%)

The 211 participants that qualify as subjects fulfill the power requirements for this study. A power analysis determined that 207 individual responses are required to

correctly reject the null hypothesis with an accuracy of 80% (i.e., power level β of .80). This sample size was determined with a α set at .05 and a critical effect size of .20.

Survey data resulting from visits or partial completions will not be included in any final analyses. However, for the purpose of internal validity, these numbers and possible explanations will be summarized below. The 126 visits that did not result in a partial nor full completion may be attributed to individuals viewing the survey and choosing not to act immediately. Participants might have opted to check that the survey link was working and returned later to complete the survey. All 48 partial completions had survey takers complete at least the first question of the survey but did not reach the final 'Thank You' page. Worth noting is that 37 of the 48 partial complete survey takers reached question four but only two participants proceeded beyond that point. The 37 were fairly evenly representative of both movers (16) and stayers (21). Question five and beyond were non-mandatory and would allow curious survey takers to view questions without the need to respond. A few possible explanations are that some school heads responsible for distributing the survey were interested in the nature and style of the questions being asked considering the topic of teacher turnover and retention. Another possibility is that some schools follow specific policy related to reviewing all information prior to distribution to staff and hence the school head might have entered the survey but not answered any questions for this motive. This was in fact the case of one head of school who wrote requesting a copy of the survey for that reason.

The electronic ITMS and School Head questionnaires contained no identifying data attributable to any individual or school. However, upon completion, teachers and school heads were redirected to a website that allowed them to register to be one of three

participants selected to receive a \$50.00 gift certificates as a “thank-you” for taking part in the study. The code was not time-sensitive, and thus could not be used to connect participants directly with survey responses. Of the 356 participants who completed one of the two surveys, 154 (43%) elected to register for a gift certificate. The information gathered from the registry indicated representation from at least thirty-six schools and fourteen countries including Colombia (51), Curaçao (3), Venezuela (20), Brazil (34), Costa Rica (3), Ecuador (15), Argentina (7), Honduras (5), Jamaica (2), Panama (1), Guatemala (4), Trinidad & Tobago (1), Paraguay (1), and Peru (6). In all likelihood, even more schools and countries are represented amongst the 202 (56%) survey participants who elected not to fill-out the optional gift-certificate registry.

School Head Responses

A second electronic survey was administered to all 61 AASSA school heads requesting information about overseas-hired teacher turnover rates for the past three years. Six schools elected not to participate for various reasons (see paragraph below). The online-survey was visited 156 times and was fully completed by 35 participants. There were no partial completions as all three questions were mandatory. Thirty-five completions represent 57% of all AASSA schools in the region. If the six schools who opted out or reported no overseas-hired teachers are removed, it represents 64% of schools in the AASSA region.

The questionnaire was sent to 61 school heads yet generated 156 visits. The high number of visits in comparison to completions can likely be attributed to school heads needing to consult with their human resource department for data from previous years. It

is suspected that many viewed the questions and later returned to complete it or designated the task to someone on staff who had access to the information.

It is worth noting that six AASSA schools wrote informing of their decision to not participate. One school wrote, “All our international teachers are now local. We did not want to have to deal with the turnover”. Another explained, “...school is very small and might not be a good source of data”. A third school stated, “...at this time we would rather not participate. We only recently became accredited and are importing teachers who are not connected with the xxxx community”. A fourth school mentioned, “xxxx does not engage in hiring staff on overseas contracts. All staff, even American/foreign, are hired as locals and are permanent residents of xxxx with full xxxx working papers”. A fifth school wrote, “You will probably have to remove xxxx from your study, as we currently have no teachers on overseas-hired contracts”. And a final school shared, “...felt like our school and its information was some what outside the descriptors. I was also leery of asking my staff to tackle a fairly length survey”. Schools reporting no overseas hired staff were removed from the population and final calculations.

Question 1

School heads were asked to complete three questions on an online questionnaire in order to determine what is the teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region. Each question asked school heads to report what is the total number of teachers on overseas-hired contracts and how many of those teachers will be leaving/left the school after that

school year. Data was collected for the 2009-10, 2010-11, and the 2011-12 school years.

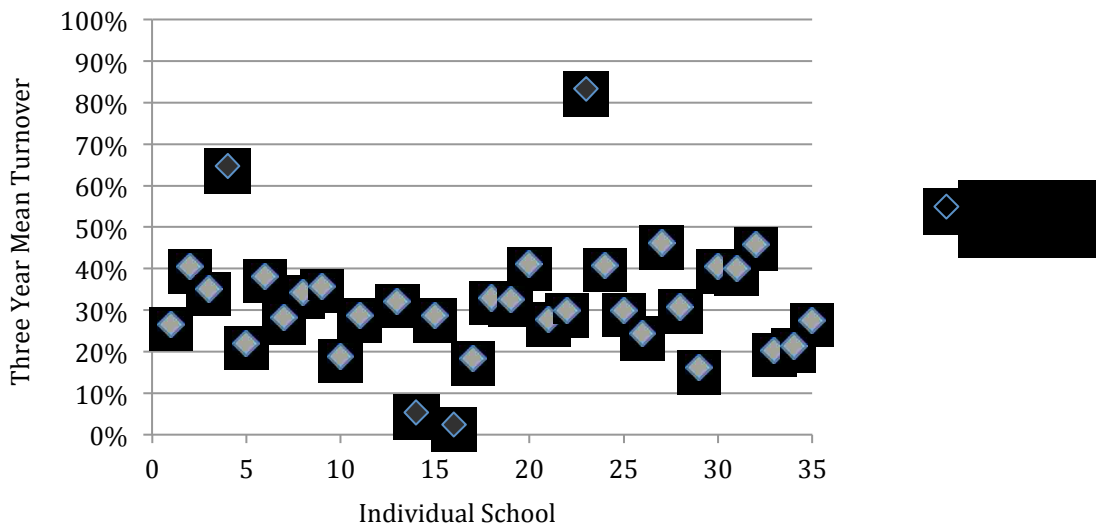
Results from the 35 schools who completed the survey are listed in table 12.

Table 12
Overseas-Hired Teacher Turnover Rates in the AASSA Region

School Response	2009-10 Total Overseas-Hired Teachers	2009-10 Teachers who left after that school year?	2009-10 % Turnover	2010-11 Total Overseas-Hired Teachers	2010-11 Teachers who left after that school year?	2010-11 % Turnover	2011-12 Total Overseas-Hired Teachers	2011-12 Teachers leaving after current year?	2011-12 % Turnover
#1	12	3	25%	9	2	22%	9	3	33%
#2	12	4	33%	12	4	33%	13	7	54%
#3	26	13	50%	26	10	38%	25	4	16%
#4	5	5	100%	3	1	33%	9	5	56%
#5	19	4	21%	20	4	20%	20	5	25%
#6	30	10	33%	34	14	41%	25	10	40%
#7	32	7	22%	32	12	38%	32	8	25%
#8	29	12	41%	32	14	44%	35	7	20%
#9	0	0		0	0		28	10	36%
#10	64	14	22%	64	11	17%	68	12	18%
#11	36	8	22%	40	18	45%	36	6	17%
#12	0	0		0	0		0	0	
#13	49	15	31%	53	15	28%	53	20	38%
#14	30	1	3%	32	2	6%	32	2	6%
#15	12	4	33%	12	4	33%	18	4	22%
#16	13	0	0%	13	1	8%	15	0	0%
#17	108	22	20%	102	16	16%	97	18	19%
#18	24	7	29%	24	6	25%	25	11	44%
#19	25	8	32%	28	12	43%	30	7	23%
#20	47	20	43%	47	21	45%	47	17	36%
#21	15	5	33%	16	4	25%	16	4	25%
#22	19	8	42%	19	0	0%	19	9	47%
#23	2	2	100%	2	1	50%	2	2	100%
#24	8	4	50%	8	3	38%	11	4	36%
#25	13	3	23%	13	5	38%	14	4	29%
#26	28	10	36%	25	5	20%	29	5	17%
#27	5	2	40%	5	2	40%	3	2	67%
#28	60	15	25%	65	20	31%	70	25	36%
#29	19	3	16%	23	5	22%	26	3	12%
#30	13	5	38%	14	6	43%	15	6	40%
#31	13	6	46%	13	5	38%	14	5	36%
#32	12	6	50%	13	7	54%	12	4	33%
#33	22	4	18%	22	5	23%	20	4	20%
#34	13	5	38%	14	1	7%	15	3	20%
#35	22	7	32%	22	6	27%	25	6	24%
<i>Total</i>	837	242		857	242		908	242	
<i>Mean Turnover</i>		28.91%			28.24%			26.65%	
<i>Standard Deviation</i>		20.67			13.47			18.66	

The mean teacher turnover rate for all three years was 27.9% with a standard deviation of 14.83. Individual school data over the three year time period ranged from a teacher turnover rate as low as 2.4% to as high as 83.3%. When the top two and bottom two outliers were removed, we witness (see Figure 4) a more moderate range from a low of 18.2% to a high of 46.2%. The annual turnover rate was highest in 2009-10 at 28.9% and dropped for both the 2010-11 and 2011-12 school year from 28.2% to 26.7%. The diminishing turnover rate might be the result of the bleak U.S. job situation and less teachers willing to leave secure employment. Some overseas teachers might be waiting out the recession before heading home to take their chances on finding secure teaching jobs.

Figure 4
Scatter Plot for Three-Year Mean Teacher Turnover Rate for Individual Schools



Overall data from the ITMS questionnaire for teachers that qualified as subjects indicate that teachers self reported that 144 would be staying at their schools for next year, 67 moving to another school, and 15 leaving. Summing movers and leavers

together we get a teacher turnover rate of 36.2%. However, if we include the seventy-two teachers that were currently in their first year at the school and assume that they will be staying for the second year of their contract, we end up with a teacher turnover rate of 27.5%, which is very close to the 27.9% turnover rate that schools heads reported over a three-year period.

Question 2

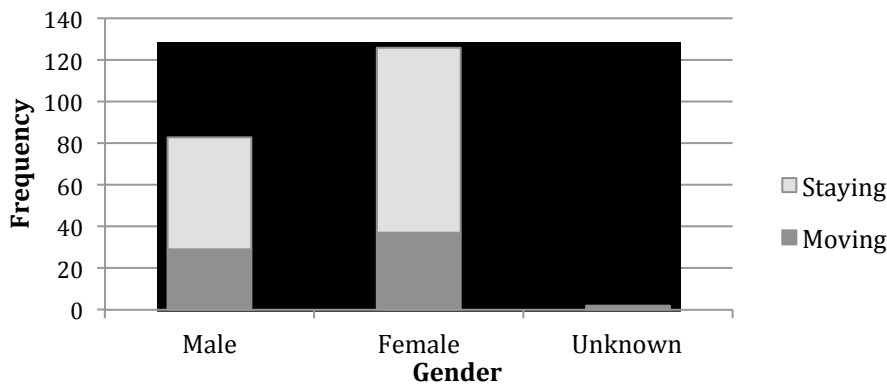
The second guiding question to this study explored whether any statistically significant relationships exist between specific teacher characteristics and teacher turnover in the AASSA region. Teacher characteristics were collected using seventeen questions that solicit demographic information from candidates. Fixed responses were provided for age, gender, marital status, spouse as teacher, highest degree obtained, and nationality. Dependent children, years of experience, and years teaching overseas were measured via open response questions. A five point Likert-type scale ranging from “not at all important” to “extremely important” was used to collect responses for a series of questions related to the concept of ‘wanderlust’.

Gender

There were 211 subjects that met the requirements of being a current teacher at an American overseas or international school, having taught at the current school for more than one school year, holding an overseas-hired or sponsored-hired or equivalent contract, and will be moving to another school or staying at the current school. Eighty-three (39.3%) of the subjects were male and one hundred twenty-six (59.7%) were

female. Two participants did not indicate their gender. Twenty-nine (34.9%) of the males indicated they would be moving to another school after this year and fifty-four (65.1%) indicated they would be staying at their current school. Thirty-seven (29.3%) of the females were moving and eighty-nine (70.6%) were staying. A greater percentage (5.6%) of males indicated they would be moving to another school. A breakdown is presented in Figure 5 below.

Figure 5
Gender and Intentions to Stay or Move



Testing the null hypothesis that there will be no significant difference between the expected and observed results, we find that the relationship between moving and gender was non-significant as determined by the chi-square statistic and outlined in Table 13.

Table 13
Chi-Square Test Showing Link Between Gender and Decision to Move

	Value	df	Sig.
Pearson Chi-Square	.720 ^a	1	.396
N of Valid Cases	209		

^a 0 cells (0.0%) have expected count less than 5. The minimum expected count is 26.21

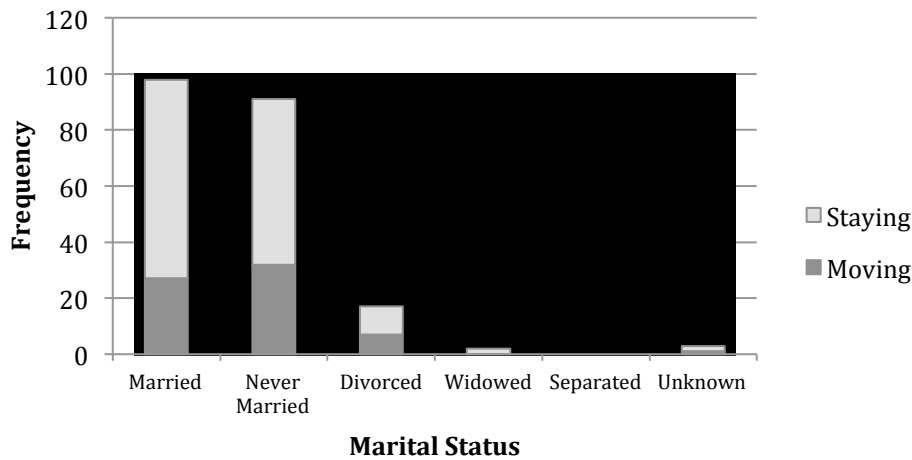
Marital Status

There were 211 participants that met subject requirements. Ninety-eight (46%) of the subjects were married; ninety-one (43%) never married; seventeen (8%) divorced; two (1%) widowed; zero (0%) separated; and three participants did not indicate their marital status. Results indicate that 28% of married teachers were planning on moving at the end of the school year. This was 7% higher for never married teachers who reported a 35% movement rate and 13% higher in divorced teachers who reported that 41% were planning on moving. A breakdown is presented in Table 14 and Figure 6 below.

Table 14
Contingency Table Showing Marital Status and Decision to Stay or Move

Marital Status		Moving	Staying	Total
Unknown	Count	1	2	3
	Expected Count	1.0	2.0	3.0
	% Within Marital Status	33.3%	66.7%	100.0%
Married	Count	27	71	98
	Expected Count	31.1	66.9	98.0
	% Within Marital Status	27.6%	72.4%	100.0%
Divorced	Count	7	10	17
	Expected Count	5.4	11.6	17.0
	% Within Marital Status	41.2%	58.8%	100.0%
Widowed	Count	0	2	2
	Expected Count	.6	1.4	2.0
	% Within Marital Status	0.0%	100.0%	100.0%
Never Married	Count	32	59	91
	Expected Count	28.9	62.1	91.0
	% Within Marital Status	35.2%	64.8%	100.0%
Total	Count	67	144	211
	Expected Count	67.0	144.0	211.0
	% Within Marital Status	31.8%	68.2%	100.0%

Figure 6
Marital Status and Intentions to Stay or Move



A chi-square statistical analysis (see Table 15) was performed removing both categories with less than five counts. Results reveal no significant ($\chi^2 [1] = 1.967$) relationship between moving and marital status.

Table 15
Chi-Square Test Showing Marital Status and Decision to Stay or Move

	Value	df	Sig
Pearson Chi-Square	1.967 ^a	2	.374
Likelihood Ratio	1.958	2	.376
N of Valid Cases	206		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.45

Spouse as Teacher

Of the 211 participants that met subject requirements, 98 indicated that they were married. Fifty-two (53%) had a spouse employed at the current school, forty-five (46%) indicated that their spouse was not employed at the school, and one (1%) participant indicated ‘not applicable’ in relation to the status of their spouse. Results show that 37% of teachers with spouses employed by the school were planning on moving at the end of

the school year. This was 21% higher than teachers with spouses not employed at the school who reported that 16% were planning on moving. A breakdown is presented in Figure 7 and Table 16 below.

Figure 7
Teacher as Spouse and Intention to Stay or Move

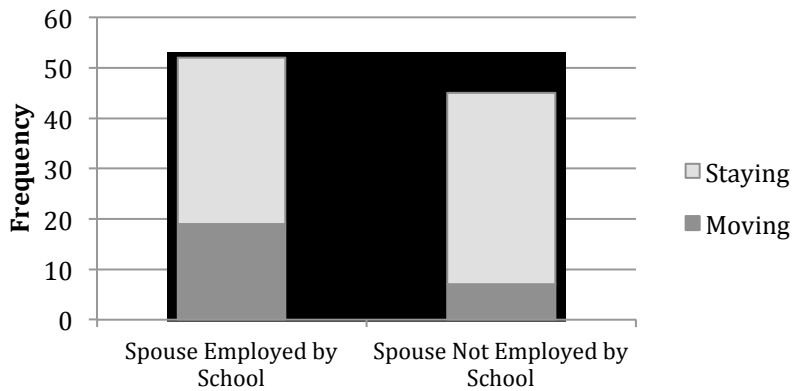


Table 16
Contingency Table Showing Teacher as Spouse and Decision to Stay or Move

Teacher as Spouse		Moving	Staying	Total
Not applicable	Count	1	0	1
	Expected Count	.3	.7	1.0
	Std. Residual	1.4	-.9	
No	Count	7	38	45
	Expected Count	12.4	32.6	45.0
	Std. Residual	-1.5	.9	
Yes	Count	19	33	52
	Expected Count	14.3	37.7	52.0
	Std. Residual	1.2	-.8	
Total	Count	27	71	98
	Expected Count	27.0	71.0	98.0

A chi-square statistical analysis (see Table 17) revealed a significant relationship ($\chi^2 [1] = 5.414$) between moving and having a spouse employed as a teacher at the school. More teachers move if their spouse is also a teacher at the current school, and are less likely to move if their spouse is not a teacher. It is important to note that a post hoc

statistical power analysis indicates that power (1- β) has been reduced to 0.504 due to only ninety-seven valid cases (teachers who reported having a spouse).

Table 17
Chi-Square Test Showing Teacher as Spouse and Decision to Stay or Move

	Value	df	Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	5.414 ^a	1	.020		
Continuity Correction ^b	4.397	1	.036		
Likelihood Ratio	5.601	1	.018		
Fisher's Exact Test				.023	.017
N of Valid Cases	97				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.06

b. Computed only for a 2x2 table

Highest Degree Obtained

Of the 211 participants that met subject requirements (see Figure 8), 71 (34%) reported that their highest degree earned was a bachelors, 137 (65%) indicated a masters degree, one (0.47%) listed a doctorate degree, and two (1%) subjects did not specify. There was little difference between the percentage of movers with bachelor's degrees (30%) and movers with master's degrees (32%). The one doctorate and two unspecified subjects were removed from the contingency table (see Table 18) and the chi square analysis (see Table 19).

Figure 8
Highest Degree Earned and Intention to Stay or Move

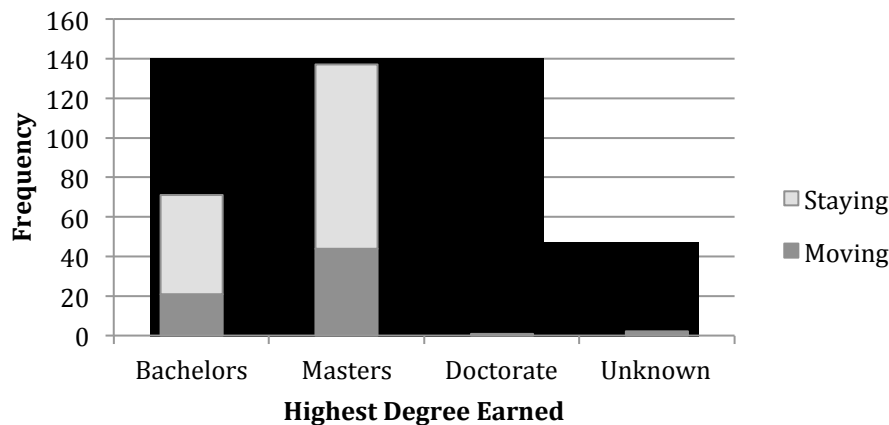


Table 18

Contingency Table Showing Highest Degree Earned and Decision to Stay or Move

Highest Degree		Moving	Staying	Total
Bachelors	Count	21	50	71
	Expected Count	22.2	48.8	71.0
Masters	Count	44	93	137
	Expected Count	42.8	94.2	137.0
Total	Count	65	143	208
	Expected Count	65.0	143.0	208.0

Testing the null hypothesis that there will be no significant difference between the expected and observed results, we find that the relationship between moving and highest degree earned was non-significant ($\chi^2 [1] = 0.140$) as determined by the chi-square statistic and outlined below.

Table 19

Chi-Square Test Showing Highest Degree Earned and Decision to Stay or Move

	Value	df	Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.140 ^a	1	.708		
Continuity Correction ^b	.047	1	.828		
Likelihood Ratio	.141	1	.707		
Fisher's Exact Test				.754	.417
N of Valid Cases	208				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.19.

b. Computed only for a 2x2 table

Nationality

As shown in Figure 9, survey participants were primarily from the United States. 161 (76%) subjects listed their nationality as U.S., 32 (15%) as Canadian, 6 (3%) as British, 3 (1%) as Australian, 1 (0.47%) as New Zealander, 5 (2%) as other, and 3 (1%) participants did not specify. For statistical purposes due to low counts, British, Australian, and New Zealander were combined with the category 'other' (see Table 20).

Results indicate that U.S. subjects are less likely to move (30%), than others (33%), or Canadians (38%).

Figure 9
Nationality and Intention to Stay or Move

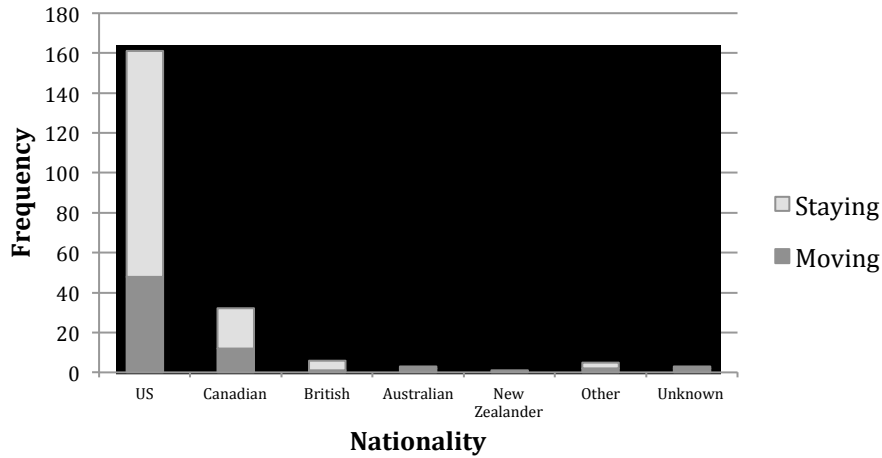


Table 20
Contingency Table Showing Nationality and Decision to Stay or Move

Nationality		Moving	Staying	Total
U.S.	Count	48	113	161
	Expected Count	50.3	110.7	161.0
Canadian	Count	12	20	32
	Expected Count	10.0	22.0	32.0
Other	Count	5	10	15
	Expected Count	4.7	10.3	15.0
Total	Count	65	143	208
	Expected Count	65.0	143.0	208.0

Testing the null hypothesis that there will be no significant difference between the expected and observed results, we find that the relationship between moving and nationality was non-significant ($\chi^2 [2] = 0.767$) as determined by the chi-square statistic and outlined below.

Table 21
Chi-Square Test Showing Nationality and Decision to Stay or Move

	Value	df	Sig. (2-sided)
Pearson Chi-Square	.767 ^a	2	.682
Likelihood Ratio	.749	2	.688
N of Valid Cases	208		

a. 1 cells (16.7%) have expected count less than 5. The minimum expected count is 4.69

Age

Age was treated as a categorical variable. Fifty-nine (30%) teachers reported their age range between 20 and 30 years of age, 80 (38%) between 31 and 40, 40 (19%) between 41 and 50, 19 (9%) between 51 and 60, 10 (5%) over the age of 60, and 3 (1%) did not report their age range. Results (see Figure 10 and Table 22) clearly demonstrate that younger subjects are more likely to move. The 20 to 30 age group reported 39% of teachers were planning on moving. In comparison, the 31 to 40 group had 35% movers, the 41-50 group had 25% movers, the 51-60 group had 21% movers, and the greater than 60 group had no movers.

Figure 10
Age and Intention to Stay or Move

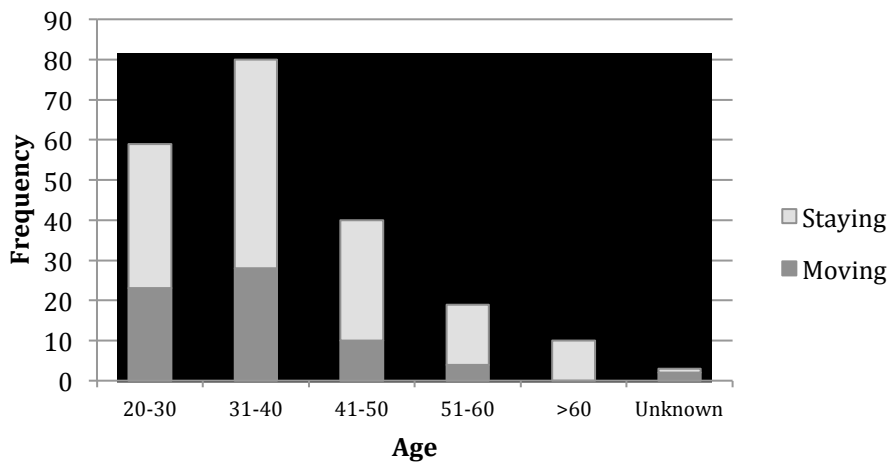


Table 22
Contingency Table Showing Age and Decision to Stay or Move

Age		Moving	Staying	Total
20-30 years old	Count	23	36	59
	Expected Count	18.4	40.6	59.0
31-40 years old	Count	28	52	80
	Expected Count	25.0	55.0	80.0
41-50 years old	Count	10	30	40
	Expected Count	12.5	27.5	40.0
51-60 years old	Count	4	15	19
	Expected Count	5.9	13.1	19.0
> 60 years old	Count	0	10	10
	Expected Count	3.1	6.9	10.0
Total	Count	65	143	208
	Expected Count	65.0	143.0	208.0

As indicated in Table 23, a chi-square statistical analysis ($\chi^2 [4] = 8.358$) demonstrates a non-significant relationship.

Table 23
Chi-Square Test Showing Age and Decision to Stay or Move

	Value	df	Sig. (2-sided)
Pearson Chi-Square	8.358 ^a	4	.079
Likelihood Ratio	11.334	4	.023
N of Valid Cases	208		

a. 1 cells (10.0%) have expected count less than 5. The minimum expected count is 3.13

Dependent Children

Figure 11 indicates that 162 subjects reported that they had no dependent children and that 36% of them were planning on moving at the end of the school year. Twenty-five teachers reported having one dependent child and 20% were intending to move. Twenty-one participants had two dependent children and 14% of them identified themselves as movers. Only one teacher had three dependent children and none had four or five. Two subjects did not specify. Categories for four, five, and unspecified were

removed for statistical analysis purposes due to low counts, and the category for three dependent children was added to the two dependent group. Results indicate (see Table 24) that the more dependent children a subject has, the more likely they are to stay at their current school.

Figure 11
Dependent Children and Intention to Stay or Move

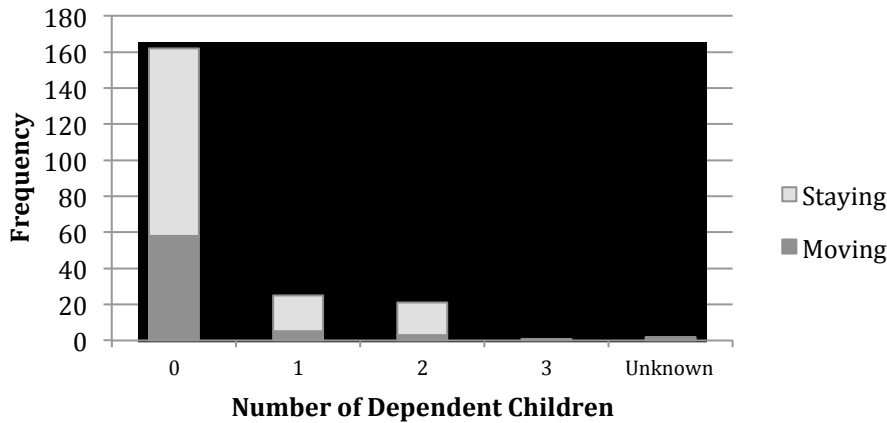


Table 24
Contingency Table Showing Dependent Children and Decision to Stay or Move

Dependent Children		Moving	Staying	Total
0	Count	58	104	162
	Expected Count	51.2	110.8	162.0
1	Count	5	20	25
	Expected Count	7.9	17.1	25.0
2	Count	3	19	22
	Expected Count	6.9	15.1	22.0
Total	Count	66	143	209
	Expected Count	66.0	143.0	209.0

A chi-square statistical analysis (see Table 25) revealed a significant relationship ($\chi^2 [2] = 6.167$) between moving and number of dependent children. The more dependent children a subject has, the more likely they are to stay at their current school.

Table 25

Chi-Square Test Showing Dependent Children and Decision to Stay or Move

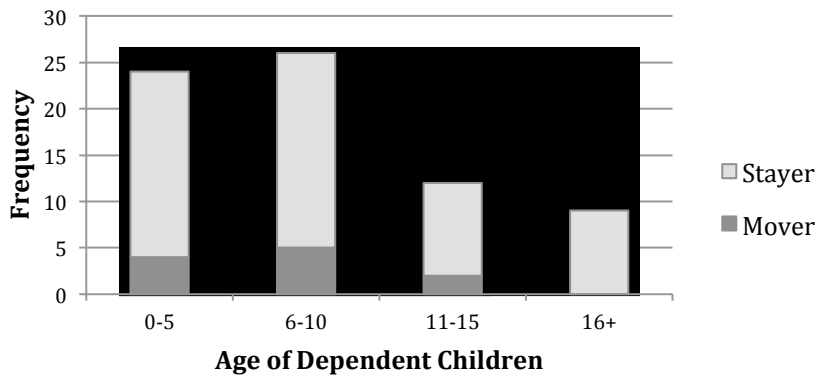
	Value	df	Sig. (2-sided)
Pearson Chi-Square	6.167 ^a	2	.046
Likelihood Ratio	6.806	2	.033
N of Valid Cases	209		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.95.

Examining ages for dependent children, see Figure 12, we can calculate the average age of dependent children for movers to be 6.9 years old and the average age for stayers to be 8.1. Very similar mover percentages (17-19%) apply to all three of the younger age categories. However, data shows that zero teachers with dependent children sixteen years old or older are planning on moving from their current school for the following year. This is most likely a conscious decision that families are taking as their children approach graduation age.

Figure 12

Ages of Dependent Children and Intention to Stay or Move

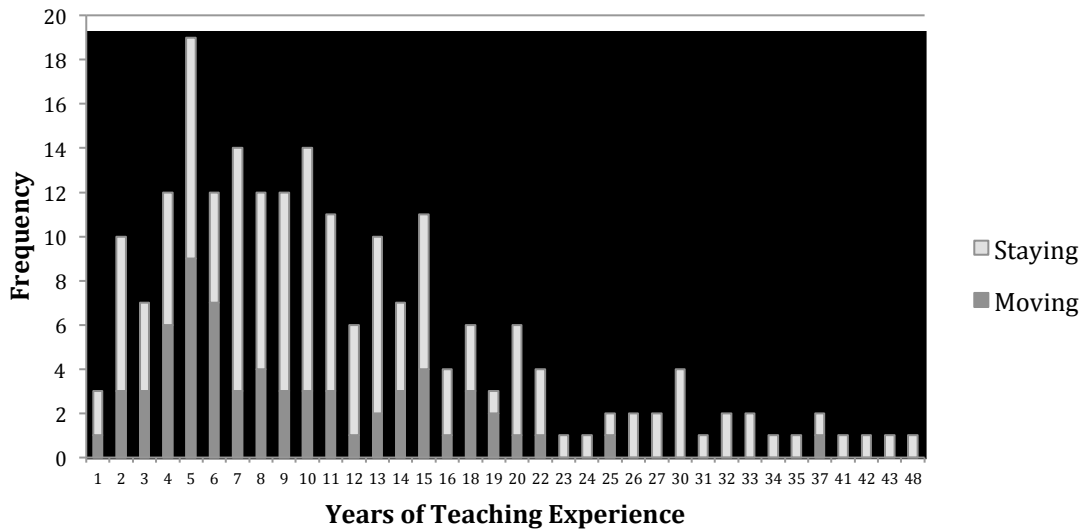


Years of Teaching Experience, Years Overseas, Years at Current School

The mean years of teaching experience for the 208 survey participants was 12.14 years with a minimum of one year (less than one were not eligible) and a maximum of 48 years. Overall, 31% of teachers surveyed indicated that they are planning on moving at

the end of the school year. Figure 13 shows that more experienced (seven or more years) teachers are less likely to move (24.8%) and that teachers with three to six years of experience are more likely to move (50%).

Figure 13
Years of Teaching Experience and Intention to Stay or Move



When a correlation analysis is run for the three independent variables of years teaching, years teaching overseas, and years teaching at current school, we find that Pearson’s correlation between all three variables is high: years teaching and years teaching overseas is .788, years teaching and years at current school is .539, and years teaching overseas and years at current school is .663. Consequently, with all three independent variables substantially overlapped with each other, a binary logistic regression model was run independently for each variable avoiding individual predictors suppressing each other (as reflected in the *p* values) if run collectively. Results (see Table 26) demonstrate a significant relationship for all three variables: decision to stay and years of teaching experience ($B = 0.055$, $p = 0.008$, odds ratio (OR) = 1.057), years

teaching overseas ($B = 0.102, p = 0.002, OR = 1.108$), and years at current school ($B = 0.153, p = 0.016, OR = 1.165$).

The logistic regression coefficients give the change in the log odds of the outcome for a one-unit increase in the predictor variable. However, the odds ratio is usually used to evaluate the effects of individual predictors on the dependent variable. For example, for every one-unit change in years teaching, the odds of staying (versus moving) increases by a factor of 1.057 or by 5.7% [i.e., $(1.057 - 1) * 100\% = 5.7\%$]. For a one-unit increase in years teaching overseas, the odds of staying increases by a factor of 1.108 or by 10.8%. For a one-unit increase in years teaching at current school, the odds of staying increases by a factor of 1.165 or by 16.5%.

Table 26
Logistic Regression Test Showing Years of Experience Teaching

	B	S.E.	Wald	df	Sig.	Exp(B)
Years of Teaching Experience	.055	.021	7.077	1	.008	1.057
Constant	.168	.263	.405	1	.525	1.182
Years Teaching Overseas	.102	.033	9.413	1	.002	1.108
Constant	.108	.245	.196	1	.658	1.115
Years Teaching Current School	.153	.064	5.754	1	.016	1.165
Constant	.211	.260	.660	1	.417	1.235

Wanderlust

The concept of wanderlust was explored using seven survey questions utilizing a five point Likert-type scale ranging from “not at all important” to “extremely important”. Results are presented in Table 27.

Table 27

Descriptive Statistics for Wanderlust Responses by Question

	N	Mean	SD	Min.	Max.
I'm overseas for travel opportunities ^a	208	3.87	1.138	1	5
I'm overseas for cultural enrichment ^a	208	4.04	1.002	1	5
I'm overseas for cultural experience ^a	208	3.36	1.255	1	5
I'm overseas for worldly students ^b	208	3.38	1.206	1	5
I'm overseas for my children's education ^b	204	2.64	1.651	1	5
I'm overseas for better opportunities ^b	206	3.52	1.392	1	5
I'm overseas to share western education ^b	208	2.19	1.204	1	5

^a Statements loading on Cultural Travel. ^b Statements loading on Worldly Education

Factor analysis using Varimax rotation was performed on the seven questions related to wanderlust. Table 28 indicates the factor that each variable loaded most strongly on. The first three subtests loaded strongly on wanderlust Factor 1, which we'll call Cultural Travel. It includes travel opportunities, cultural enrichment, and cultural experiences. Worldly students, children's education, better opportunities and sharing western education all loaded strongly on wanderlust Factor 2, which we'll call Worldly Education.

Table 28

Factor Analysis Rotated Component Matrix for Wanderlust

	Factor 1	Factor 2
Travel Opportunities	.900	.043
Cultural Enrichment	.875	.074
Cultural Experience	.835	.086
Worldly Students	.497	.582
Children's Education	-.097	.752
Better Opportunities	.168	.723
Western Education	.059	.696

A binary logistic regression model was used to analyze both Cultural Travel and Worldly Education data and test the null hypothesis. Both wanderlust factors were statistically significant as predictors of moving (see Table 29). The .474 odds ratio for

Cultural Travel indicates that the odds of staying are more than cut in half for each one-point increase in respondent's Cultural Travel score. Inverting this odds ratio for easier interpretation, for each one-point increase on the Cultural Travel scale there was a doubling of the odds that the respondent would choose to move. Worldly Education's effect is smaller, and in the opposite direction, with a one point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.524.

Table 29
Logistic Regression Test Showing Wanderlust Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Cultural Travel	-.747	.180	17.295	1	.000	.474
Worldly Education	.421	.170	6.150	1	.013	1.524
Constant	2.413	.736	10.753	1	.001	11.163

Question 3

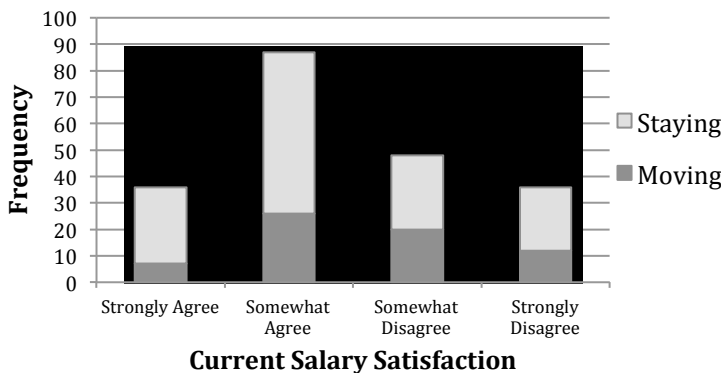
The third research question in this study explored whether any statistically significant relationships exist between specific organizational conditions and teacher turnover in the AASSA region. Organizational conditions were collected using 34 questions for participants identified as 'stayers' and 56 questions for those identified as 'movers'. Responses to the first 18 items are on a one-to-four Likert-type scale of agreement from "strongly agree" to "strongly disagree." Responses to the next 25 items are on a one-to-five Likert-type scale of importance from "not at all important" to "extremely important" and a one-to-five Likert-type scale of effectiveness from "not at all effectively" to "extremely effectively". The remaining 21 questions for 'movers' utilize a one-to-three scale from "better in current school" to "better in new school".

Items surveyed include salary, benefits, perceived effectiveness of principal, perceived effectiveness of school head, student discipline, perceived extent to which faculty believed their principal included them in decision-making, and perceived extent to which faculty believed their school head included them in decision-making.

Salary

Salary was measured using three different survey questions. The first question asked participants their level of satisfaction with salary at their current school. A Likert-type scale was from 1 (strongly agree with statement “I am satisfied with my teacher salary”) to 4 (strongly disagree) was employed. Results (see Figure 14) indicate that 11% of movers strongly agree that they are satisfied with salary, 40% selected ‘somewhat agree’, 31% ‘somewhat disagree’, and 18% ‘strongly disagree’. Stayers indicated that 20% ‘strongly agree’, 43% ‘somewhat agree’, 20% ‘somewhat disagree’, and 17% ‘strongly disagree’.

Figure 14
Salary Satisfaction and Decision to Stay or Move



Testing the null hypothesis that there will be no significant difference between the expected and observed results, we find that the relationship between moving and salary satisfaction was non-significant ($\chi^2 [3] = 4.893$) as determined by the chi-square statistic and outlined below.

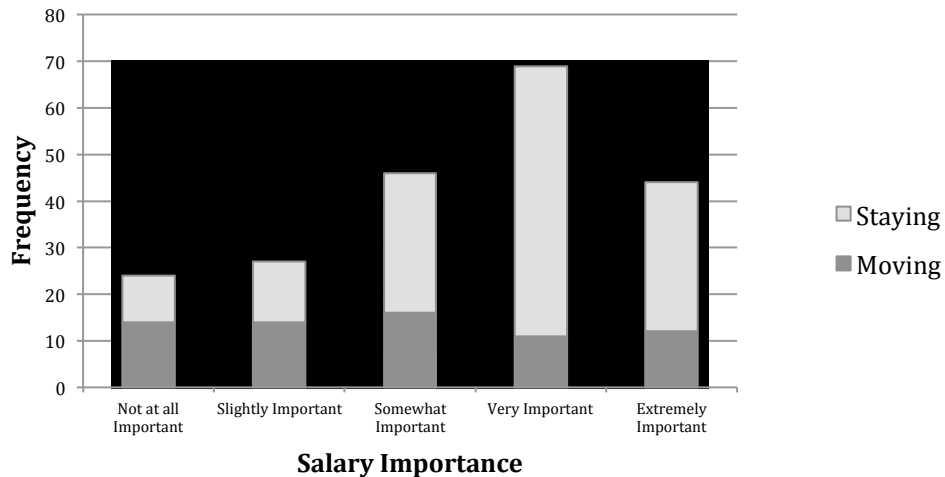
Table 30
Chi-Square Test Showing Salary Satisfaction and Decision to Stay or Move

	Value	df	Sig. (2-sided)
Pearson Chi-Square	4.893 ^a	3	.180
Likelihood Ratio	5.001	3	.172
N of Valid Cases	207		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.30

The second question on salary used a one-to-five Likert-type scale of importance from “not at all important” to “extremely important” in the role salary played in a teacher’s decision to stay or move. Figure 15 demonstrates that salary was important in the decision process for stayers, with 63% of stayers ranking it as ‘very important’ (41%) or ‘extremely important’ (22%). Salary did not make much of a difference the decision for movers with 42% ranking it ‘not at all important’ (21%) or ‘slightly important (21%) versus 34% ranking it ‘very important’ (16%) or ‘extremely important’ (18%).

Figure 15
Salary Importance in Decision to Stay or Move



A chi-square statistical analysis (see Table 31) revealed a significant relationship ($\chi^2 [4] = 21.363$) between moving and importance of salary. The more importance a subject places on salary, the more likely they are to stay at their current school.

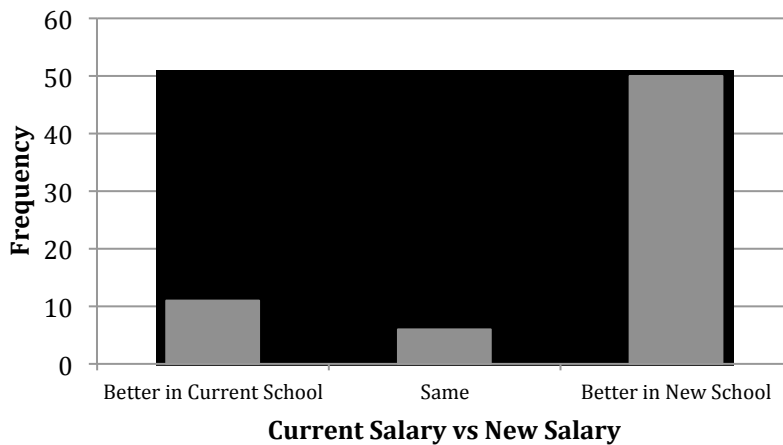
Table 31
Chi-Square Test Showing Salary Importance in Decision to Stay or Move

	Value	df	Sig. (2-sided)
Pearson Chi-Square	21.363 ^a	4	.000
Likelihood Ratio	21.443	4	.000
N of Valid Cases	210		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.66

Survey participants who indicated they would be moving were also asked to rate their current salary relative to the anticipated salary of the school they would be moving to. A one-to-three scale from “better in current school” to “better in new school” was used. Results (see Figure 16) indicate that 75% of movers anticipate a better salary in the school they are moving to. Sixteen (16%) indicate that salary is better in their current school and 9% indicate salary will be the same.

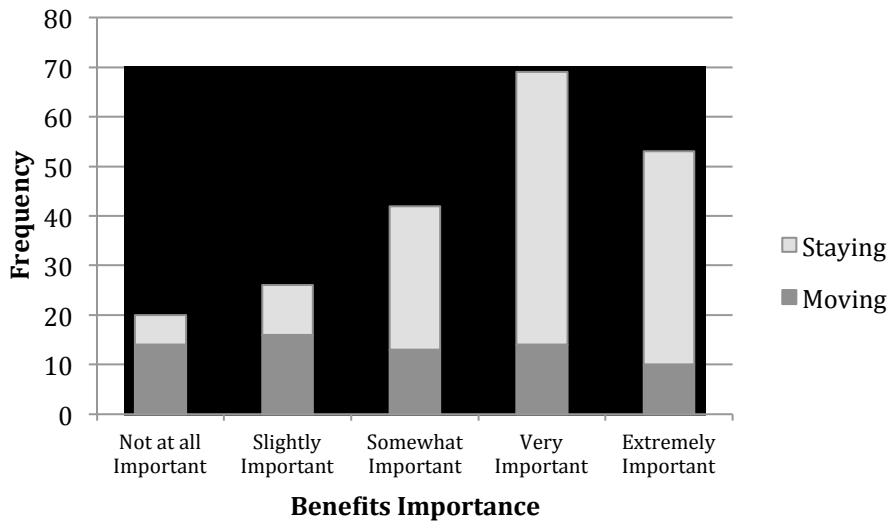
Figure 16
Current Salary Relative to Anticipated New Salary for Movers



Benefits

Benefits were measured on a one-to-five Likert-type scale of importance from “not at all important” to “extremely important” in a teacher’s decision to stay or move. Figure 17 demonstrates that benefits were important in the decision process for stayers, with 68% of stayers ranking it as ‘very important’ (38%) or ‘extremely important’ (30%). The opposite was true for movers, with 46% ranking it ‘not at all important’ (21%) or ‘slightly important’ (24%) versus 36% ranking it ‘very important’ (21%) or ‘extremely important’ (15%).

Figure 17
Benefits Importance in Decision to Stay or Move



A chi-square statistical analysis (see Table 32) revealed a significant relationship ($\chi^2 [4] = 32.317$) between moving and importance of benefits. The more importance a subject places on benefits, the more likely they are to stay at their current school.

Table 32

Chi-Square Test Showing Benefits Importance and Decision to Stay or Move

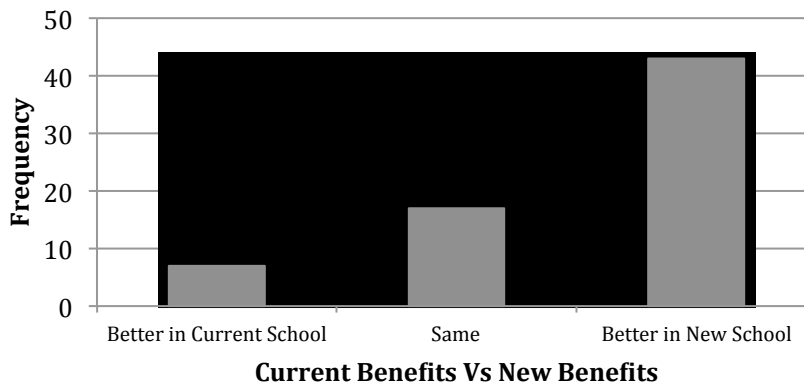
	Value	df	Sig. (2-sided)
Pearson Chi-Square	32.317 ^a	4	.000
Likelihood Ratio	30.987	4	.000
N of Valid Cases	210		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.38

Survey participants who indicated they would be moving were also asked to rate their current benefits relative to the anticipated benefits of the school they would be moving to. A one-to-three scale from “better in current school” to “better in new school” was used. Results (see Figure 18) were similar to salary findings. 64.2% of movers anticipate better benefits in the school they are moving to. Ten percent (10.4%) indicate that benefits are better in their current school and 25.4% indicate benefits will be the same.

Figure 18

Current Benefits Relative to Anticipated New Benefits for Movers



Effective Leadership

The concept of effective leadership was explored using eight survey questions utilizing a five point Likert-type scale ranging from 1 “extremely ineffective” to 5 “extremely effective”. Results are presented in Table 33.

Table 33

Descriptive Statistics for Effective Leadership Responses by Question

	N	Mean	SD	Min	Max.	Mean Stayers	Mean Movers	Mean Difference
Principal communicates respect for value of teachers ^a	209	3.09	1.27	1	5	3.25	2.76	0.49
Principal encourages teachers to change teaching methods if students were not doing well ^a	209	2.91	1.19	1	5	3.04	2.64	0.39
Principal encourages professional collaboration among teachers ^a	208	3.01	1.22	1	5	3.15	2.72	0.43
Principal encourages teaching staff to use student assessment results in planning curriculum and instruction ^a	207	3.20	1.23	1	5	3.34	2.91	0.43
Head communicates respect for value of teachers ^b	209	3.01	1.16	1	5	3.01	2.61	0.60
Head encourages teachers to change teaching methods if students were not doing well ^b	207	2.51	1.22	1	5	2.75	1.98	0.77
Head encourages professional collaboration among teachers ^b	207	2.88	1.22	1	5	3.11	2.38	0.73
Head encourages teaching staff to use student assessment results in planning curriculum and instruction ^b	208	2.90	1.28	1	5	3.11	2.44	0.67

^a Statements loading on Principal Leadership. ^b Statements loading on School Head Leadership

Factor analysis using Varimax rotation was performed on the eight questions related to effective leadership. Table 34 indicates the factor that each variable loaded most strongly on. The first four subtests loaded strongly on Factor 2, which we'll call Leadership. It includes how effectively school principals communicate respect for value of teachers, work with staff to meet curriculum, encourage collaboration, and encourages staff to use assessment results in planning curriculum and instruction. The remaining four subtests loaded strongly on Factor 1, which we'll call School Head Leadership. These four all refer to the Head of School's effectiveness in relation to the same four areas.

Table 34

Factor Analysis Rotated Component Matrix for Effective Leadership

	Factor 1	Factor 2
Principal Respect	.158	.836
Principal Methods	.142	.881
Principal Collaboration	.231	.851
Principal Assessment	.198	.844
School Head Respect	.836	.132
School Head Methods	.845	.214
School Head Collaboration	.896	.175
School Head Assessment	.853	.212

A binary logistic regression model was used to analyze both Principal Leadership and School Head Leadership data and test the null hypothesis. Principal Leadership was not statistically significant (see Table 35). School Head Leadership was statistically significant ($B = .153, p < .000$, odds ratio (OR) = 1.165) with a one-point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.165. Consequently, survey participants who believed their Head of School demonstrated effective leadership were less likely to move from their current school.

Table 35

Logistic Regression Test Showing Effective Leadership Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Principal Leadership	.048	.041	1.405	1	.236	1.049
School Head Leadership	.153	.042	13.197	1	.000	1.165
Constant	-1.434	.562	6.519	1	.011	.238

Influence in Decision-Making

The concept of school leadership and the inclusion of teachers in decision-making was explored using eight survey questions utilizing a five point Likert-type scale ranging

from 1 “extremely ineffective” to 5 “extremely effective”. Results are presented in Table 36 below.

Table 36
Descriptive Statistics for Perceived Faculty Influence in Decision-Making Responses by Question

	N	Mean	SD	Min	Max.	Mean Stayers	Mean Movers	Mean Difference
Principal works with staff to meet curriculum standards ^a	210	2.88	1.25	1	5	3.08	2.45	0.63
Principal works with teaching staff to solve school or department problems ^a	208	2.99	1.34	1	5	3.20	2.54	0.66
Principal works to develop broad agreement among teaching staff about the school’s mission ^a	208	2.96	1.25	1	5	3.13	2.60	0.54
Principal facilitates and encourages professional development activities of teachers ^a	209	2.93	1.30	1	5	3.15	2.48	0.67
School Head works with staff to meet curriculum standards ^b	208	2.60	1.28	1	5	2.83	2.09	0.74
School Head works with teaching staff to solve school or department problems ^b	209	2.69	1.28	1	5	2.94	2.14	0.81
School Head works to develop broad agreement among teaching staff about the school’s mission ^b	206	3.13	1.30	1	5	3.33	2.69	0.64
School Head facilitates and encourages professional development activities of teachers ^b	208	3.06	1.25	1	5	3.30	2.54	0.76

^a Statements loading on Principal Decision-Making. ^b Statements loading on School Head Decision-Making

Factor analysis using Varimax rotation was performed on the eight questions related to perceived influence in decision-making. Table 37 indicates the factor that each variable loaded most strongly on. The first four subtests loaded strongly on Factor 1, which we’ll call Principal Decision-Making. It includes how effectively school principals work with staff to meet curriculum standards, solve department problems, develop broad agreement about school mission, and encourage professional development. The remaining four subtests loaded strongly on Factor 2, which we’ll call School Head Decision-Making. These four all refer to the Head of School’s effectiveness in relation to the above-mentioned areas.

Table 37

Factor Analysis Rotated Component Matrix for Perceived Influence in Decision-Making

	Factor 1	Factor 2
Principal Curriculum	.831	.249
Principal Problem Solving	.907	.163
Principal Mission	.881	.209
Principal Professional Development	.845	.259
School Head Curriculum	.157	.878
School Head Problem Solving	.189	.868
School Head Mission	.247	.830
School Head Professional Development	.286	.842

A binary logistic regression model (see Table 38) was used to analyze both Principal Decision-Making and School Head Decision-Making data and test the null hypothesis. School Head Decision-Making was statistically significant ($B = .135, p < .002$, odds ratio (OR) = 1.145) with a one-point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.145. Consequently, survey participants who believed their Head of School effectively involved them in decision-making were less likely to move from their current school. Principal Decision-Making was not statistically significant.

Table 38

Logistic Regression Test Showing Perceived Influence in Decision-Making Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Principal Decision-Making	.074	.039	3.613	1	.057	1.077
School Head Decision-Making	.135	.041	11.099	1	.001	1.145
Constant	-1.533	.507	9.140	1	.003	.216

Student Discipline

Student Discipline was measured using four different survey questions asking participants their level of agreement using a Likert-type scale from 1 (strongly agree) to 4 (strongly disagree). Questions explored student misbehavior (such as noise, horse-play,

fighting), principal or school head enforcement of school rules, teacher enforcement of school rules, and student tardiness. Results (see Table 39) show similar means for misbehavior, teachers enforce school rules, and tardiness. However, the mean for principal or school head enforces school rules was much lower (2.16).

Table 39
Descriptive Statistics for Student Discipline Responses by Question

	N	Mean	SD	Min.	Max.
Misbehavior	209	2.84	1.066	1	4
Principal or Head Enforce School Rules	209	2.16	1.023	1	4
Teachers Enforce School Rules	209	2.83	.849	1	4
Tardiness	208	2.71	.986	1	4

Factor analysis using Varimax rotation was performed on the four questions related to student discipline. Only one component was extracted and the solution could not be rotated due to a low Kaiser-Mayer-Olkin (KMO) level.

A binary logistic regression model (see Table 40) was used to analyze all four questions on student discipline and test the null hypothesis. Variables related to misbehavior, teachers enforce school rules, and tardiness were all non-significant. However, the variable related to principal or school head enforcing school rules was statistically significant ($B = -.593$, $p < .003$, odds ratio (OR) = .553) with a one-point increase on the four-point scale being associated with the odds of moving increasing by a multiplicative factor of .553. Consequently, survey participants who believed their principal or school head enforce school rules for student conduct and back teachers up when needed were less likely to move from their current school.

Table 40
Logistic Regression Test Showing Student Discipline Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Misbehavior	.084	.164	.264	1	.608	1.088
Head / Principal Enforces School Rules	-.593	.194	9.308	1	.002	.553
Teachers Enforce School Rules	.072	.234	.095	1	.758	1.075
Tardiness	-.127	.182	.485	1	.486	.881
Constant	2.014	1.022	3.882	1	.049	7.497

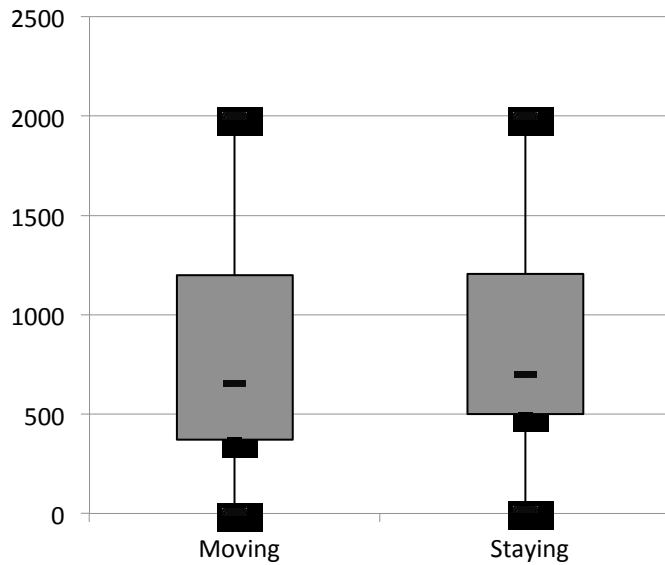
Question 4

The fourth research question in this study explored whether any statistically significant relationships exist between specific school characteristics and teacher turnover in the AASSA region. Participants were surveyed using an open response question regarding school population size, and a fixed response question for profit/non-profit status. Additionally, type of school calendar and percentage of host country students were explored using fixed response questions.

School Population Size

Participants were asked what is the total number of students at their current school. Figure 20 demonstrates that the average school size for teachers who will be moving is 656 students with a minimum size of 9 and a maximum size of 2,000. The average school size for teachers who will be staying is 700 students with a minimum size of 20 and a maximum size of 2,000. The box in Figure 19 represents the interquartile range. The Q1 is the lower box line and the Q3 is the upper box line. The interquartile range basically informs us where 50% of the population was distributed.

Figure 19
Student Population Size as Movers' and Stayers' Schools



A binary logistic regression model (see Table 41) was used to analyze school population size and test the null hypothesis. Current school population was not statistically significant.

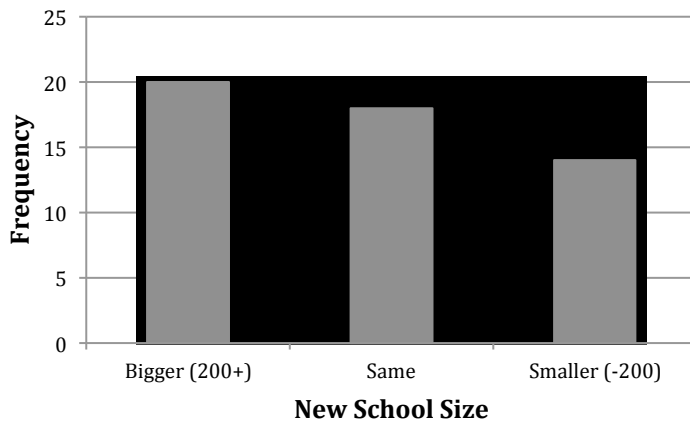
Table 41
Logistic Regression Test Showing School Population Size

	B	S.E.	Wald	df	Sig.	Exp(B)
Current School Population	.000	.000	.927	1	.336	1.000
Constant	.532	.286	3.459	1	.063	1.703

Participants who indicated that they would be moving at the end of the school year were also asked to indicate the total number students at their next school. Figure 20 demonstrates that 38% of the 52 respondents will be moving to schools that have at least 200 more students than their current school. A similar percentage (35%) indicated that they were moving to a school of approximately the same size (difference of less than

200). The remaining 27% indicated that they were moving to a smaller school with at least 200 less students.

Figure 20
New School Student Population Size for Movers



School For-Profit / Non-Profit Status

Of the 205 participants, 67 indicated that they were currently working in a for-profit school (see Figure 21). From that group, 39% indicated that they would be moving at the end of the school year. Only 30% of the 138 teachers in non-profit schools indicated that they would be moving.

A chi-square statistical analysis (see Table 42) revealed no significant relationship ($\chi^2 [1] = 1.696$) between moving and the profit status of the school. However, when we examine (see Figure 22) the profit status for the next school that movers are going to, we witness that 79% of movers have elected to move to a non-profit school and only 21% have chosen to move to a for-profit school. A chi-square statistical test indicates a significant relationship ($\chi^2 [2] = 204.4$) between moving and the profit status of the next school that a teacher selects.

Figure 21
School Profit Status for Stayers and Movers

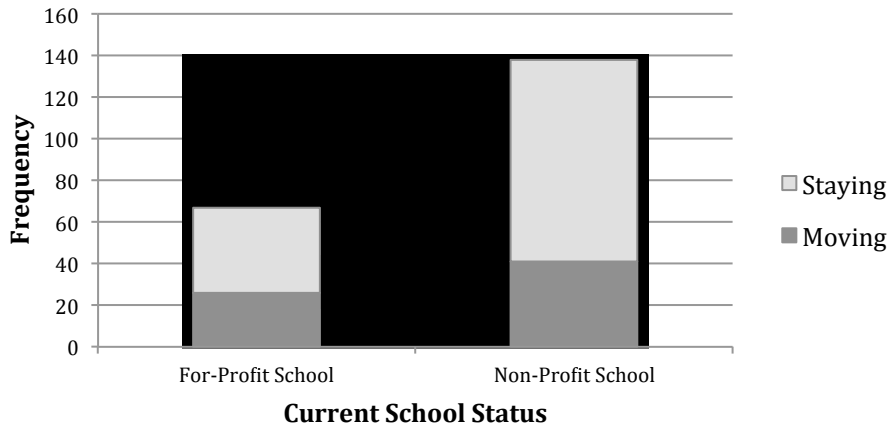
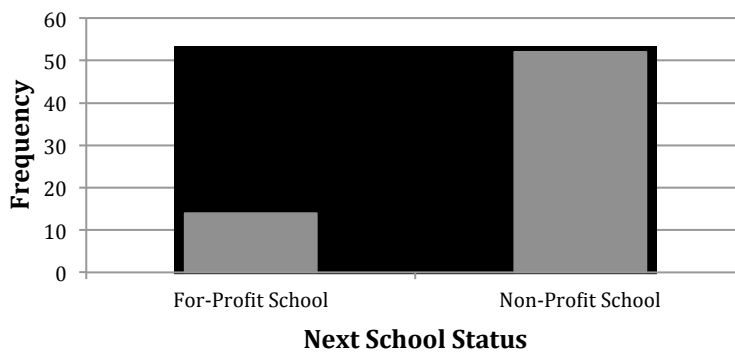


Table 42
Chi-Square Test Showing School Profit Status and Decision to Stay or Move

	Value	df	Sig. (2-sided)
Pearson Chi-Square	1.696 ^a	1	.193
Likelihood Ratio	1.673	1	.196
N of Valid Cases	205		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.90.

Figure 22
Next School Profit Status for Movers

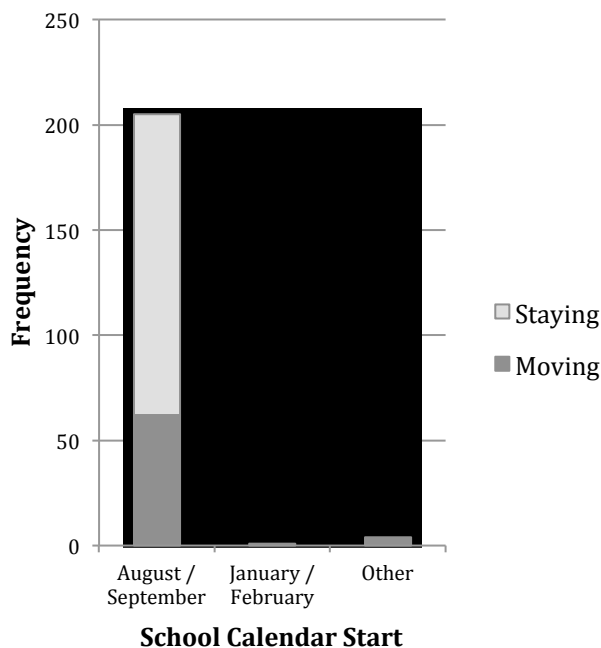


Calendar

School calendar was tested as a school characteristic variable because it was thought that some schools in the AASSA region work on an alternative school year with classes commencing in January or February due to their location in the southern

hemisphere. We were concerned that it might be necessary to disaggregate January / February starting schools from the data because the final decision to stay or leave is most likely made later in the school year and these schools would still be in their first semester. However, survey results (see Figure 23) indicate that 98% (205) of participants are currently employed in schools that commence in August or September. Only one participant indicated that their school commenced in January / February. Three teachers selected 'other' for their school's calendar. Based on these findings, we can conclude that school calendar has little to no impact as a variable with our data set.

Figure 23
School Calendar and decision to Stay or Move

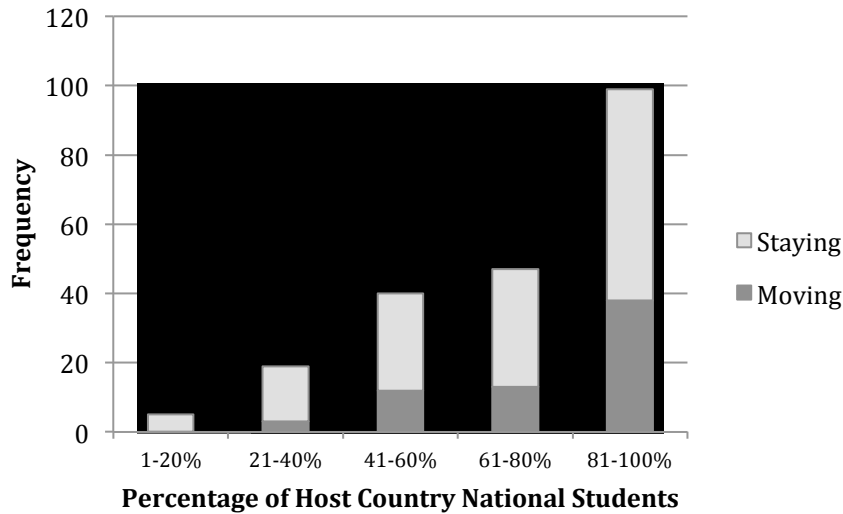


Percentage of Host Country Students

Schools in South America tend to have a large percentage of host country students compared to schools in other regions of the world. Consequently, I explored this variable using a fixed response question asking participants to select the percentage of students at

their current school that are from the host country. Figure 24 reveals that the higher the percentage of host country national (HCN's) students the higher the percentage of teachers that will be moving at the end of the school year. The 81 – 100% HCN group reported 38% moving, the 61 – 80% group reported 28% moving, the 41 – 60% group reported 30% moving, the 21 – 40% group reported 16% moving, the 1 – 20% group reported 0% moving with all five teachers indicating that they would be staying.

Figure 24
Percentage of Host Country National Students and decision to Stay or Move



A binary logistic regression model was used to analyze data on percentage of host country national students and decision to stay or move. Results (see Table 43) demonstrate a significant relationship between decision to move and percentage of HCN's ($B = -0.355, p = 0.017, \text{odds ratio (OR)} = 0.701$). The logistic regression coefficients give the change in the log odds of the outcome for a one-unit increase in the predictor variable. For example, for every one-unit (20% HCN's) change, the odds of staying (versus moving) increase by a multiplicative factor of .701. Consequently,

survey participants were less likely to stay at their current school if there were a high percentage of host country students.

Table 43
Logistic Regression Test Showing Percentage of Host Country Students and Decision to Stay or Move

	B	S.E.	Wald	df	Sig.	Exp(B)
Percentage of HCN Students	-.355	.149	5.679	1	.017	.701
Constant	2.240	.644	12.105	1	.001	9.397

Question 5

The fifth and final research question in this study explored whether any statistically significant relationships exist between teacher perceptions of host country characteristics and teacher turnover in the AASSA region. Unlike the first four research questions, this section did not utilize the ITMS instrument. Parts of the Quality of Life (QoL) global instrument developed by the World Health Organization (WHO) was used to develop survey questions about an expatriate’s state and circumstances in a given country. Five additional questions were developed from the literature on host country characteristics that were not components of the WHOQOL-Bref. Responses to seven items were on a one-to-five Likert-type scale of how much participants have experienced certain things in the last four weeks ranging from “not at all” to “an extreme amount.” The remaining nine questions were on a one-to-five Likert-type scale of satisfaction from “very dissatisfied” to “very satisfied”. Items surveyed include safety, living conditions, economic environment, health, product availability, leisure, natural environment, transport and public services, personal relationships, social support, native language, cultural enrichment activities, cultural barriers, exposure to host country nationals

(HCNs), the host country’s political stability, and travel opportunities. Survey results are presented in Table 44.

Exploratory factor analysis using Varimax rotation was performed on all sixteen questions in order to reduce the set of variables related to host country characteristics. Table 44 indicates the four factors that each variable loaded most strongly on. The first seven subtests loaded strongly on Factor 1, which included Travel Opportunities, Political Stability, Economic Environment, Culture, Consumer Goods, Transport / Public Services, and Leisure. We will refer to this set of variables as Travel & Culture. Interactions with host country nationals (HCN’s), personal relationships with HCN’s, ability to speak the host language, and perceived support from HCN’s all grouped together and we will refer to this set of variables as Host Country Nationals.

Table 44
Descriptive Statistics for Host Country Characteristics Responses by Question

	N	Mean	SD	Min.	Max.
Safety	208	3.37	.907	1	5
Environment	207	3.28	1.041	1	5
Culture	209	3.26	1.071	1	5
Leisure	209	3.41	.967	1	5
Consumer Goods	209	3.64	1.057	1	5
Barriers	208	3.71	1.083	1	5
HCN Interactions	209	3.89	1.082	1	5
HCN Relationships	208	3.80	.919	1	5
Language	209	3.39	1.319	1	5
HCN Support	208	3.73	.972	1	5
Living Conditions	207	4.05	.974	1	5
Health Services	208	3.89	1.008	1	5
Transport & Public Services	209	3.18	1.191	1	5
Economic Environment	208	2.80	1.199	1	5
Political Stability	208	3.08	1.158	1	5
Travel Opportunities	208	3.87	1.014	1	5

The next three subtests loaded strongly on Factor 3, which we will call Healthy Living. This included both living conditions of the subject's place, access to health services, and freedom from cultural barriers. The final factor included safety and the natural and physical environment. We will call this Security.

Table 45

Factor Analysis Rotated Component Matrix for Host Country Characteristics

	Factor 1	Factor 2	Factor 3	Factor 4
Travel Opportunities	.718	-.012	.151	-.059
Political Stability	.688	-.036	-.086	.373
Economic Environment	.659	.258	-.124	.225
Culture	.627	.352	.339	-.101
Consumer Goods	.588	.058	.431	.031
Transport & Public Services	.445	.118	.294	.381
Leisure	.400	.221	.312	.265
HCN Relationships	.005	.768	.166	-.016
HCN Support	.123	.750	.294	-.065
HCN Interactions	.176	.652	.180	.051
Language	.102	.637	-.080	.299
Living Conditions	.152	.089	.808	.115
Health Services	.205	.203	.744	.062
Cultural Barriers	-.059	.228	.357	.155
Environment	-.034	.089	.266	.799
Safety	.266	.025	.026	.765

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.

A binary logistic regression model (see Table 46) was used to analyze the four newly grouped variables of Travel and Culture, Host Country Nationals, Healthy Living, and Security.

Table 46
Logistic Regression Test Showing Perceived Host Country Factors

	B	S.E.	Wald	df	Sig.	Exp(B)
Host Country Nationals	.163	.223	.534	1	.465	1.177
Travel & Culture	.169	.247	.468	1	.494	1.184
Healthy Living	.536	.239	5.047	1	.025	1.709
Security	.173	.199	.758	1	.384	1.189
Constant	-3.016	1.039	8.433	1	.004	.049

Travel and Culture

Travel and Culture was explored using a series of questions related to how much teachers had experienced opportunities for cultural enrichment activities, opportunity for leisure activities, and the availability of consumer goods needed in their day-to-day life. Questions also asked participants their level of satisfaction with transportation and public services, travel opportunities within the host country, the host country's economic environment (i.e.: taxes, inflation, cost of living), and the political stability of the country. Travel and Culture was not statistically significant ($p = .494$). However, when each of the seven subset variables were recoded by collapsing responses into two categories (one for moderate or less, versus two for very much or extreme; and, one for neither dissatisfied or less and two for satisfied or very satisfied) thus permitting each variable to be analyzed individually via Fisher's Exact Test (see table 47), we discovered that Transport and Public Services displayed significant differences ($p = .039$) between stayers and movers. The other six variables did not reach significant levels for non-directional two-tailed tests.

Table 47
Fisher's Exact Test on Travel & Culture Variables

Variable	Sig (2-sided)	Sig (1-sided)
Travel Opportunities	.321	.175
Political Stability	.880	.483
Economic Environment	1.000	.548
Cultural Enrichment	.073	.036
Consumer Goods	.133	.084
Transport & Public Services	.039	.026
Leisure	.182	.092

a. 0 cells (0.0%) have expected count less than 5.

b. Computed only for a 2x2 table

Host Country Nationals

Host Country Nationals (HCN's) was explored using a series of questions related to how exposed teachers are to interactions with HCN's near their housing, how satisfied participants were with their personal relationships with HCN's, satisfaction with ability to speak the native language, and satisfaction with support received from HCN's. Host Country Nationals was not statistically significant ($p = .465$). However, when each of the four subset variables were recoded by collapsing responses into two categories (one for moderate or less, versus two for very much or extreme; and, one for neither dissatisfied or less and two for satisfied or very satisfied) thus permitting each variable to be analyzed individually via Fisher's Exact Test (see table 48), we discovered that HCN Personal Relationships ($p = .036$), HCN Support ($p = .029$), and HCN Interactions ($p = .003$) all displayed significant differences between stayers and movers. Only Language ($p = .658$) did not reach significant levels for non-directional two-tailed tests.

Table 48

Fisher's Exact Test on Host Country Nationals Variables

Variable	Sig (2-sided)	Sig (1-sided)
HCN Relationships	.036	.023
HCN Support	.029	.015
HCN Interactions	.003	.002
Language	.658	.377

a. 0 cells (0.0%) have expected count less than 5.

b. Computed only for a 2x2 table

Teacher satisfaction levels were significantly different for stayers than movers in regards to personal relationships with HCN's. Data on stayers show that 74.5% were satisfied or highly satisfied compared to only 59.7% of movers. Closely related is the concept of satisfaction with the perceived level of support teachers felt from HCN's. Once again, stayers described higher rates of satisfaction; with 70.2% recording they were satisfied or highly satisfied compared with only 53.7% for movers.

Healthy Living

Healthy Living was explored using three questions related to what extent teachers were free from cultural barriers (i.e.: restrictions on personal appearance, sexuality, alcohol, religion, etc.), how satisfied teachers were with conditions of their living place, and satisfaction level in regards to access to health services. Healthy Living was statistically significant ($B = .536$, $p = .025$, odds ratio (OR) = 1.709) with a one-point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.709. Consequently, survey participants who felt satisfied with the conditions of their living accommodations, satisfied with their access to health services, and free from cultural barriers were less likely to move from their current

school.

When each of the three subset variables were recoded by collapsing responses into two categories (one for moderate or less, versus two for very much or extreme; and, one for neither dissatisfied or less and two for satisfied or very satisfied) thus permitting each variable to be analyzed individually via Fisher's Exact Test (see table 49), we discovered that Living Conditions ($p = .043$) and Health Services ($p = .000$) displayed significant differences between stayers and movers. Cultural Barriers did not reach significant levels ($p = .436$) for non-directional two-tailed tests.

Table 49
Fisher's Exact Test on Healthy Living Variables

Variable	Sig (2-sided)	Sig (1-sided)
Living Conditions	.043	.031
Health Services	.000	.000
Cultural Barriers	.436	.235

a. 0 cells (0.0%) have expected count less than 5.

b. Computed only for a 2x2 table

Security

Security was explored using two questions related to how safe teachers felt in their daily life, and how healthy they perceived natural and physical environment. Security was not statistically significant ($p = .384$). When both of the subset variables were recoded by collapsing responses into two categories (one for moderate or less, versus two for very much or extreme) thus permitting each variable to be analyzed individually via Fisher's Exact Test (see table 50), we once again found that both variables did not display significant differences between stayers and movers for non-directional two-tailed tests.

Table 50
Fisher's Exact Test on Healthy Living Variables

Variable	Sig (2-sided)	Sig (1-sided)
Environment	.051	.028
Safety	.654	.346

- a. 0 cells (0.0%) have expected count less than 5.
- b. Computed only for a 2x2 table

Summary of Findings

The first research question addressed the teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region. The mean teacher turnover rate as reported by the 35 participating School Heads for the 2009-10, 2010-11, and the 2011-12 school years was 27.9% with a standard deviation of 14.83. The mean teacher turnover rate (assuming first year teachers continue) as reported by the 298 participating teachers was 27.5%, almost identical to the three-year rate reported by school heads.

Table 51 presents a summary of findings indicating variables explored for each of the remaining four research questions and their significance or non-significance.

Table 51
Summary of Findings

Question #2 Variables	Sig	Analysis
Gender	.396	Non-Significant
Marital Status	.374	Non-Significant
Spouse as Teacher	.020*	Significant
Highest Degree Obtained	.708	Non-Significant
Nationality	.682	Non-Significant
Age	.079	Non-Significant
Dependent children	.046	Significant
Years of Teaching Experience	.008	Significant
Years Overseas Teaching Experience	.002	Significant
Years at Current School	.016	Significant
Wanderlust – Cultural Travel	.000	Significant
Wanderlust – Worldly Education	.013	Significant
Question #3 Variables	Sig	Analysis
Salary Satisfaction	.180	Non-Significant
Salary Importance	.000	Significant
Benefits Importance	.000	Significant
Principal Leadership	.236	Non-Significant
School Head Leadership	.000	Significant
Principal Decision-Making	.057	Non-Significant
School Head Decision-Making	.001	Significant
Discipline - Misbehavior	.608	Non-Significant
Discipline – Head/Principal Enforce Rules	.002	Significant
Discipline – Teachers Enforce Rules	.758	Non-Significant
Question #4 Variables	Sig	Analysis
School Population Size	.336	Non-Significant
Profit vs. Non-Profit	.193	Non-Significant
Profit vs. Non-Profit (Next School)	.000	Significant
School Calendar	-	Non-Significant
% Host Country Students	.017	Significant

Table 51 (Continued)

Question #5 Variables	Sig	Analysis
Travel & Culture	.494	Non-Significant
Travel Opportunities	.321	Non-Significant
Political Stability	.880	Non-Significant
Economic Environment	1.000	Non-Significant
Cultural Enrichment	.073	Non-Significant
Consumer Goods	.133	Non-Significant
Transport & Public Services	.039	Significant
Leisure	.182	Non-Significant
Host Country Nationals	.465	Non-Significant
HCN Relationships	.036	Significant
HCN Support	.029	Significant
HCN Interactions	.003	Significant
Language	.658	Non-Significant
Healthy Living	.025	Significant
Living Conditions	.043	Significant
Health Services	.000	Significant
Cultural Barriers	.436	Non-Significant
Security	.384	Non-Significant
Environment	.051	Non-Significant
Safety	.654	Non-Significant

* power (1- β) has been reduced to 0.504 due to only ninety-seven valid cases

The second research question explored statistically significant relationships between specific teacher characteristics and teacher turnover in the AASSA region. Findings show that spouse as teacher, dependent children, years of teaching experience, years overseas teaching experience, years at current school, wanderlust – cultural travel, and wanderlust – worldly education, were all teacher characteristics that demonstrated a statistically significant relationship with teacher turnover.

The third research question explored statistically significant relationships between teacher perceptions of specific organizational conditions and teacher turnover in the AASSA region. Five variables emerged from the data as statistically significant: salary importance, benefits importance, school head leadership, school head decision-making,

and discipline – head/principal enforce rules.

The fourth research question explored statistically significant relationships between specific school characteristics and teacher turnover in the AASSA region. Only two variables demonstrated a statistically significant relation with teacher turnover: profit vs. non-profit status of the next school, and the percentage of host country students.

The final research question explored statistically significant relationships between teacher perceptions of host country characteristics and teacher turnover in the AASSA region. After exploratory factor analysis was performed, Healthy Living was the only variable that demonstrated a significant relationship. However, when each subset variable were recoded by collapsing responses into two categories and analyzed individually via Fisher's Exact Test, six variables displayed significant differences between stayers and movers: Transport & Public Services, HCN Relationships, HCN Support, HCN Interactions, Living Conditions, and Health Services.

CHAPTER FIVE

Discussion and Implications

Introduction

Turnover of effective teachers has far-reaching negative consequences. Teacher retention on the other hand, generates stability, continuity, and benefits student learning as teacher effectiveness increases over time and more so after the first few years of teaching (Rivkin, Hanushek, & Kain, 2005). Retention also permits schools to conserve valuable time and resources that are normally exhausted on recruitment and hiring.

In order to retain qualified teachers, we first need to develop a better understanding of why teachers choose to stay or leave. This study explored a series of variables related to teacher characteristics, organizational conditions, school characteristics, and host-country characteristics. Findings extend recent research conducted by Mancuso (2010, 2011) on teacher turnover in American Overseas Schools. Unique to this study is the inclusion of host country characteristics and the recognition that overseas assignments pose unique challenges for teachers because of differences in such things as language, cultural values, and interactions with Host Country Nationals (HCNs).

This chapter presents a discussion of noteworthy findings, recommendations for practice, and suggestions for future inquiry.

Discussion of Findings

The teacher turnover rate in American-style overseas schools in the Association of American Schools in South America (AASSA) region demonstrated great variability ranging from as low as 2.4% to as high as 83.3%. The mean range for the three-year

period from 2010 to 2012 was 28% as reported by both teachers and heads of school. This finding appears to be in an unhealthy range when compared to studies in the U.S. that have shown teacher turnover data ranges from 13% to 20% of all teachers choosing to leave their schools on an annual basis (Ingersoll, 2001a; Hanushek, 2004; Luekens, Lyter, & Fox, 2004), and a 21% rate for U.S. private schools (McGrath & Princiotta, 2005).

Findings also appear high compared to results found in international settings. Henley (2006) reported 14.4% turnover for 270 European Council of International Schools (ECIS) and Mancuso (2010) found an average teacher turnover rate of 17.3% for American Overseas Schools in the Near East South Asia (NESAs) region.

Comparisons to previous U.S. studies should be made with caution. The 28% turnover range found in the AASSA region does not include non-expatriate staff. In my experience, the local population of teachers generally tends to be more stable and stay for much longer periods compared to their expatriate colleagues. Consequently, had they been included in the study, I suspect that the overall turnover rate for AASSA schools would have been lower and more similar to turnover rates reported in the U.S. Furthermore, previous international turnover data should also be viewed with caution because Henley's (2006) data included all teachers, which include both expatriate and the genuinely more stable local teachers. Consequently this percentage would most likely be higher for just the expatriate population than the 14.4% reported. Also worth noting, is that Mancuso's data jumps to a 23% turnover rate when rates are based on teacher responses as opposed to what school heads reported.

The remaining part of this chapter seeks to understand why 28% of expatriate teachers in the AASSA region selected to leave their schools. Equally important are the factors motivating the other 72% to stay. Noteworthy findings and discussion are presented on Host Country, Leadership, Teacher Profile, Salary and Benefits, Schools, and Non-Significant Findings, based in light of the full set of results, the applicable literature, the conceptual framework used, and the limitations of the study.

Host Country

Unique to this study was the exploration of statistically significant relationships between teacher perceptions of host country characteristics and teacher turnover. Perceived quality of life indicators were used to extend Mancuso's (2010) work by embedding host country characteristics into the conceptual framework model.

Exploratory factor analysis reduced the set of variables related to host country characteristics to four factors: Travel and Culture, Host Country Nationals, Healthy Living, and Security. Healthy Living was the only variable that demonstrated a significant relationship. However, when each subset variable were recoded by collapsing responses into two categories and analyzed individually via Fisher's Exact Test, six variables displayed significant differences between stayers and movers: HCN Relationships, HCN Support, HCN Interactions, Living Conditions, Health Services, and Transport and Public Services.

Host Country Nationals

Teacher satisfaction levels were significantly different for stayers than movers in regards to personal relationships with HCN's. Data on stayers show that 74.5% were

satisfied or highly satisfied compared to only 59.7% of movers. Closely related is the concept of satisfaction with the perceived level of support teachers felt from HCN's. Once again, stayers described higher rates of satisfaction; with 70.2% recording they were satisfied or highly satisfied compared with only 53.7% for movers.

The extent of exposure to interactions with HCN's near teacher housing was also explored and displayed significant differences between stayers and movers. Survey results revealed that 72.5% of teachers who planned on remaining at their current school reported experiencing very much or an extreme amount of exposure during the four week period prior to the survey, whereas, only 50.7% of movers reported similar amounts of exposure. Consequently, it appears important that expatriate housing is located in areas where they have more opportunity for socializing and interacting with HCN's. This finding was identified by Birdseye and Hill (1995) in their research on expatriate turnover in international settings. Their suggestion for future research listed expatriate 'colonies' or support communities as a new variable that should be explored to better understand environmental factors that impact expatriate turnover.

I believe that in order for expatriate teachers to be successful when moving overseas, they will need to establish a support network of friends and colleagues while in the host country. Most international schools are typically staffed by a mix of employees from the host country and expatriates from other countries. Overseas assignments pose unique challenges for teachers because of differences in such things as cultural values, social norms, and expectations. Success can often hinge on an expatriates ability to adjust their behavior to the host culture and their ability to interact and form relationships with HCN's. Inadequate adjustment to the host country's cultural norms and values can

lead to low work performance and the risk of non-retention. Expatriate teachers require greater use of specific skill-sets than their domestic counterparts (Shin, Morgeson, & Campion, 2007). Successful overseas work requires heightened social skills to foster relationships with HCNs, perceptual skills to correctly interpret HCN's behaviors and beliefs, and reasoning abilities to deal with stress and anxiety.

Expatriate retention has also been studied in global business environments. Gregersen and Black (1990) explored attitudinal adjustment stemming from the uncertainty produced by cross-cultural settings, which lead to feelings of anxiety, frustration, and 'culture shock'. In their study of 321 American expatriates assigned to work in counties in the Pacific Rim and Europe, Gregersen and Black found that adjustments to interaction with host-country nationals and the general culture are positively related to intent to stay.

Living Conditions

Teacher satisfaction with living place conditions displayed significant differences between stayers and movers, with 83.7% of stayers reporting that they were satisfied or very satisfied, but only 71.2% of movers reporting similar satisfaction levels. Adjustment to host country factors outside the workplace like housing and living conditions appears to be a strong predictor of expatriate commitment and turnover. This is evidenced in the open-ended section of Odland's (2007) study exploring expatriate teacher turnover. Participants provided explanatory comments regarding their decision to move. All responses were categorized, of which, 20% were related to living conditions and 15% to accommodation. Examples of teacher statements include, "The housing situation left a lot to be desired; Accommodations were miniscule and below standards I am used to

living in; Housing was deplorable; Housing inadequate; Poor lodging; Apartments were in need of facelift also the furnishings; Living conditions such as the cost of child care, opportunities for young children, and cost of private help”. Clearly these comments shed light on the important role that housing can play in a teacher’s satisfaction level when living overseas and school administration should take steps to ensure teachers are set-up in adequate living accommodations. Additionally, it is important to heed Bowers’ (1991) recommendation to provide candidates during the recruitment process with a ‘realistic picture’ by using current staff perceptions of living conditions in the host country and accurate housing descriptions that minimize false expectations. He warns that inflated expectations created by incomplete or distorted information can lead to turnover. Whereas, realistic expectations provide candidates with the opportunity to assess an overseas school’s potential to meet their needs while also ‘vaccinating’ candidates against negative aspects of the living environment. This approach leads to lower initial expectations, an increase in candidate self-selection, and an increase in satisfaction due to expectations being fulfilled.

Health Services

Teacher satisfaction levels were significantly different for stayers than movers in regards to access to health services. Data on stayers show that 82.3% were satisfied or highly satisfied compared to only 55.2% of movers. Bowers (1991) examined teacher turnover in international schools and highlighted non-work factors like health as an important issue related to overseas attrition in comparison to teachers back in the relative security of the United States. Other researchers like Hawley (1995) and Gregersen and

Black (1990) have noted that adjusting to non-job factors like health care is an important issue in retaining employees on international assignments.

The annual Mercer Quality of Living Survey (Mercer Human Resource Consulting, 2011) use medical and health considerations as a category to rank the quality of life different cities offer expatriate executives and their families across the world. Within this category, they look at hospital services, medical supplies, infectious diseases, water portability, sewage, waste removal, air pollution, and troublesome and destructive animals and insects. The fact that Mercer professionals take into account medical and health considerations to quantify local living conditions further demonstrates that it is an important issue for expatriates not only in terms of hardship allowances but in relation to living conditions in the host location. Consequently, providing teachers access to quality health care services appears to be an important variable in retaining staff.

Transport and Public Services

Transport and Public Services was significant with only 37.3% of movers indicating that they were satisfied or very satisfied with transportation and public services in their host country compared to 52.8% of stayers. This demonstrates that teachers who are unsatisfied with transport and public services are more likely to move from their current school. This should not be surprising considering that literature on expatriates from the business sector has previously identified transportation and public services as an important factor in turnover decisions. Gregersen and Black (1990) found adjustment to a wide range of non-job factors such as transportation to be an important issue in retaining employees on international assignments. Additionally, Birdseye and Hill

(1995) recommended future research based on their inclination that environmental factors like transportation may impact expatriate turnover. Finally, the annual Mercer Quality of Living Survey (Mercer Human Resource Consulting, 2011) use transportation and public services as a category to rank the quality of life different cities offer expatriate executives and their families across the world. Within this category, they look at water availability, electricity, telephone, mail, public transportation, traffic congestion, and airports.

Adjustment to factors outside the workplace like Transportation and Public Services appears to be a strong predictor of expatriate teacher commitment and turnover. Expatriate teachers are likely accustomed to high quality public services before going abroad and lack of quality in these services may generate adjustment issues leading to turnover. Furthermore, poor quality public transportation, inadequate airports, and traffic congestion look to all be factors diminishing the quality of life of expatriate teachers and contributing to teacher turnover.

Leadership

Effective Leadership was explored using questions related to how effectively school leaders communicate respect for value of teachers, work with staff to meet curriculum, encourage collaboration, and encourage staff to use assessment results in planning curriculum and instruction. Principal Leadership was not statistically significant ($p = .236$), but School Head Leadership was ($p = .000$) with a one-point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.165. Teachers who believed their head of school demonstrated effective leadership were less likely to move.

The role of administrators, and more specifically the school head, should not be underestimated in the influence they play on teacher retention and turnover. Both stayers (21%) and movers (19%) listed support from administrators as the most frequently reported important organizational condition in their decision to stay or move.

Inclusion of teachers in decision-making was explored by looking at how effectively school leaders work with staff to meet curriculum standards, solve department problems, develop broad agreement about school mission, and encourage professional development. School Head Decision-Making was statistically significant ($p = .001$) with a one-point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.145. Teachers who believed their head of school effectively involved them in decision-making were less likely to move from their current school. Principal Decision-Making on the other hand was not statistically significant ($p = .057$).

Results for both effective leadership and decision-making were consistent with Mancuso's (2010) findings in the NESR region for principals and school heads. This was also evidenced in the open-ended component of Odland's (2007) study where he found conflict with school leadership to be a causal factor leading to teacher turnover.

U.S. research does not distinguish between school head (superintendent) and principal but the general concept of administrative support has been well explored (Ingersoll, 2001a; Johnson & Birkeland, 2003; Weiss, 1999; Ware & Kitsantas, 2007), including the concept of regular supportive communication with administrators (Shen, 1997). The synthesis from teacher turnover research (Borman & Dowling, 2008;

Guarino et al., 2006) found higher teacher attrition in schools with limited administrative support.

The distinction between the school head's significant influence and the principal's non-significant influence in both leadership and decision-making seems somewhat surprising considering the greater day-to-day contact and close involvement that principals tend to have in overseas schools in comparison with school heads. Mancuso (2010) speculates that principals had little impact on teacher decisions to stay or move because of the middle management role that principals have in AOSs in comparison with their lead role in U.S. schools. Another possibility is that teachers are very aware that hiring and firing decisions are most-often a school head responsibility and not the principal's, consequently teachers who do not feel supported by the school head may be proactively deciding to move-on before they are asked to leave. Differences might also be attributed to the school head's key role in important leadership factors that emerged from Mancuso et al.'s (2011) qualitative data in a follow-up study. Teachers reported important leadership factors to include: protecting the timetable for teachers by not burdening them with busy work; valuing and respecting teachers; promoting a professional learning environment; establishing good relationships with stakeholders; assigning fair teaching loads, and recognizing that good teaching requires sufficient preparation time. Furthermore, teachers in the follow-up study underscored the importance of being included in school decision-making, the importance of shared leadership, and the value of being engaged in conversations about student learning and professional practice.

In general, both this study and Mancuso's (2010, 2011) research demonstrate that the role of principal and head in a teacher's decision to stay or leave is still unclear. Although we can speculate on different circles of influence each play in a teacher's ultimate decision, one thing is certain, "School leaders who build a unifying sense of values and purpose, who can inspire and work collaboratively with teachers, and who bring a learner-centered energy to their work bring about a positive school culture - a culture leading to more stable, unified, and effective teaching staff" (Mancuso et al., 2011, p. 23).

The important role of leadership was further reinforced after a binary logistic regression model was used to analyze four questions on student discipline. Variables related to misbehavior ($p = .608$), teachers enforcing school rules ($p = .758$), and tardiness ($p = .486$), were all non-significant. However, a variable related to principal or school head enforcing school rules was statistically significant ($p = .002$) with a one-point increase on the four-point scale being associated with the odds of moving increasing by a multiplicative factor of .553. Teachers who believe their principal or school head enforce school rules for student conduct and back teachers-up when needed were less likely to move from their current school. Mancuso's (2010) overall results found discipline to not be a factor in expatriate teachers' decisions to stay or move schools. Additionally, U.S. research (Carter & Carter, 2000; Ingersoll, 2001a; Hounshell & Griffin, 1989; Ingersoll, 2001a) on school discipline was not conclusive in Borman and Dowling's (2008) synthesis of factors leading to school attrition. Findings from the present study appear to have less relationship with discipline than they do with school leadership. The significance of leadership enforcing school rules corroborates with our

earlier conclusion that school leadership plays an important role in teacher turnover and retention decisions by establishing a respectful environment conducive to teaching and learning.

Teacher Profile

Four specific teacher characteristics emerged from this study that can be used by school administrators to construct a profile of teachers likely to stay longer. Identifying these traits in teacher candidates during the recruitment process can lead to higher school retention rates in the future and diminish the risk of teachers leaving at the end of contract.

Years of Teaching Experience, Years Overseas, Years at Current School

Results from this study demonstrate a significant relationship for all three variables related to experience and decision to stay. Years of teaching experience ($p = .008$) and years at current school ($p = .016$) were both consistent with Mancuso's (2010) findings. Odland (2007) also found years at current school to be significant, but unlike this study, his results for overall years of teacher experience proved to have no significant difference.

Numerous U.S. studies (Boe et al., 1997; Hanushek et al., 2004; Ingersoll & Smith 2004) have looked at teacher experience as a predictor of retention and attrition. Guarino et al.'s (2006) narrative review of U.S. empirical literature found higher attrition for individuals in their first years of teaching or as they approach retirement. This study also found years of experience teaching overseas to have a significant relationship ($p = .002$) with decision to stay. In fact, every one year of international

teaching experience resulted in the odds of staying increasing by a factor of 1.108 or by 10.8%. It is surprising that both Mancuso (2010) and Odland (2007) found years teaching overseas to be non-significant in their research on international teachers, especially because the Pearson correlation between all three variables is high. It leads us to ponder why teachers with overseas experience choose to stay longer in Latin America than in CIS schools or schools in the NESAs region. Perhaps it is because South American culture makes it easier for North American expatriates to adjust and ‘put down roots’ in comparison with some regions of the world. A possible explanation may reside in the fact that Spanish and Portuguese languages share the same alphabet with English and are generally considered easy to learn. Another appealing possibility for experienced teachers to stay is that Latin culture is highly group-oriented with a strong emphasis placed on family. Furthermore, power distance in Latin culture results in teachers and expatriates being treated with a great deal of respect because people tend to expect status differences between members of a society which is very different from the U.S. A final consideration might be the warm weather and lack of cold harsh winters that might be found in some regions of the world.

Despite Mancuso (2010) and Odland’s (2007) results, there is plenty of evidence in international school literature suggesting the importance of previous overseas experience and its role in teacher retention. Bowers’ (1991) work on recruitment strategies used by international school administrators led him to conclude that overseas schools should recruit teachers who have had previous overseas teaching experience. He described a significant negative relationship with intent to leave and overseas teaching experience in his research. “Teachers with more previous overseas experience are less

likely to develop the intention to leave a teaching position after fulfilling their initial two-year teaching contract than those teachers with fewer or no years of overseas teaching experience” (p. 87). This same conclusion was also shared by Hawley’s (1994) research that looked at the longevity of chief administrators in U.S. accredited international schools worldwide. Hawley identified previous international experience as a key factor that significantly affected job duration. Joslin’s (2002) work on international transitions also offers insight as to why overseas experience matters. She described two general patterns that tend to emerge, “In the long term the teacher is likely either to remain on the ‘international teaching circuit’ and build a repertoire of ‘international’ experience, or to return to the home country” (p. 34).

When contemplating why teachers with more international experience tend to be less mobile, it is worth reviewing the data to see if any trends emerge. Findings from the current study demonstrates that very few teachers with more than seven years of overseas teaching experience planned on moving schools. More experienced teachers are generally older teachers in age, and once again we can speculate that they might be more stable because of because of circumstances involving family, home ownership, health insurance, and pension.

Spouse as Teacher

This study revealed a significant relationship ($p = .020$) between moving and having a spouse as a teacher. The difference was fairly substantial with 37% of teachers with spouses employed by the school planning on moving at the end of the school year compared to only 16% for teachers with spouses not employed at the school. A degree of

caution is warranted when considering significance due to power being reduced to 0.504 as a result of only ninety-seven cases in our study of teachers with spouses.

The significant relationship parallels Mancuso's (2010) findings and aligns with both Hawley's (1995) and Hardman's (2001) suspicions that a dissatisfied spouse may influence the decision to move. Shaffer and Harrison (1998) also found that spouse variables are significant predictors of interaction and cultural adjustment influencing an expatriate employee's turnover decision.

This finding is a bit surprising considering that a large number of international directors specifically target married teaching couples at recruitment fairs because of the belief that they will act as a built-in support network for each other, be able to share accommodations, and generate more savings by sharing some expenses. At the same time, many directors avoid teachers with non-teaching spouses because of the belief that their partner will be unhappy, bored, and unable to find employment in the host country thus increasing the risk that they will want to return early.

Mancuso (2010) speculates that teaching couples are more marketable and hence more mobile. While this is certainly true, an additional possibility might be the fact that interacting all day with your spouse at work and at home, combined with a smaller social network of friends and family while living abroad might lead to unhappiness and the desire for teaching couples to move. The opposite may be true for teachers who have non-teaching spouses. Perhaps they have an expanded social network due to two separate work environments and less interaction with each other during the day as a result of not sharing a common employer. Another possibility might be that the teacher has married a non-teacher from the host country, hence providing them with greater stability and less

desire to move. One final possibility for teachers with non-teaching spouses being more stable is because they are less marketable with fewer opportunities due a trailing spouse and limited job opportunities in other countries for different professions.

Dependent Children

Unlike Mancuso's (2010) findings for the NESAs region and Odland's (2007) findings for CIS schools, this study found dependent children ($p = .046$) to have a significant relationship with teacher retention. The more dependent children a subject has, the more likely they are to stay at their current school. Results demonstrate higher movement rates (36%) for subjects with no dependent children compared with teachers with one dependent child (20%), or two dependent children (14%). Also worth noting is that zero teachers with dependent children sixteen years old or older were planning on moving from their current school. This is most likely a conscious decision that families are taking as children approach graduation age. Other age categories (0-5, 6-10, and 11-15) showed very little difference between them.

Results were consistent with findings from Finnish teachers who reported (Webb et al., 2004) children as a crucial factor positively influencing teacher retention. However, it contradicts U.S. research (Borman & Dowling, 2008) that suggests attrition is higher for teachers who have a child.

I put forward the proposition that teachers with children in the AASSA region are more stable because of extended social networks represented by friends of children, less willingness to uproot family and transition to a new environment, and fewer opportunities to change schools because their dependents make them less marketable.

Wanderlust

The concept of wanderlust was explored using seven survey questions. Factor analysis loaded these subtests into two main components, which we called Cultural Travel (includes travel opportunities, cultural enrichment, and cultural experiences) and Worldly Education (includes worldly students, children's education, better opportunities, and sharing western education). Both wanderlust factors were statistically significant as predictors of moving. For every one-point increase on the one-to-five Cultural Travel scale there was a doubling of the odds that the respondent would choose to move. Worldly Education's effect was smaller, and in the opposite direction, with a one point increase on the five-point scale being associated with the odds of not moving increasing by a multiplicative factor of 1.524.

The only other empirical study known that explored the concept of wanderlust on teacher retention was Mancuso (2010). The seven questions used in this study came directly from his survey questionnaire. His work in the NESR region also found Cultural Travel (travel opportunities, cultural enrichment, and cultural experiences) to be a significant predictor of teacher turnover. Mancuso's factor analysis subdivided the remaining questions slightly different, with better opportunities and sharing western education falling into their own category that he referred to as 'professional opportunities' which was also a significant predictor of teacher turnover. The main difference with Mancuso's results was the non-significance of his final category that included worldly students and children's education and which we refer to as 'worldly education'.

It is a fairly substantial finding to discover through replication that the wanderlust

variables Mancuso employed in his research continue to prove to be significantly associated with teacher decisions to stay or move. International teacher candidates can be considered ‘risk takers’ or ‘adventure seekers’ in comparison to those U.S. teachers who choose not to go abroad. Being able to identify those teachers that are more susceptible to moving-on after completing an initial contract due to ‘wanderlust’ would be extremely valuable to school heads in the recruitment process.

Salary & Benefits

This study exposed interesting results in regards to salary. First, there was no significant relationship ($p = .180$) between moving and a teacher’s level of satisfaction with salary at their current school. Movers from schools in the AASSA region were only slightly more satisfied with salary than stayers. This was not consistent with Mancuso’s findings for the NESA region where salary satisfaction was significant ($p = .030$).

Second, results demonstrate a significant relationship ($p = .000$) between moving and importance of salary in a teacher’s decision to stay or move. The more importance a subject places on salary, the less likely they are to move from their current school. Salary’s important role was also reflected in a question asking participants to list the most important reason in their decision to stay or leave their current school from a list of organizational conditions. Salary was tied for the most frequently selected important organizational condition for movers, and was the third most frequent reason for stayers behind other important factors like support from administrators and classroom autonomy.

It seems puzzling that stayers report less satisfaction and more importance on salary than movers, yet decide to remain at their current school. The only explanation I

can fathom is that perhaps many stayers are limited (i.e.: marketability, family, home ownership, etc.) in their ability to move and seek out better salaries, or that, they choose to stay because other factors are more important to them such as workplace conditions, current role (job description), and classroom autonomy.

In the third and final question on salary, survey participants who indicated they would be moving were also asked to rate their current salary relative to the anticipated salary of the school they would be moving to. Results indicate that 75% of movers anticipate a better salary in their next school. This seems a bit at odds with salary importance, which demonstrated that movers placed less importance on salary than stayers. However, this suggests that teachers clearly seek out schools with better salary earning potential when they decide to move regardless of how important it is in their decision making process. It might also just be a reflection of teachers accumulating more experience and professional development, which naturally leads to better opportunities for salary potential as they progress along their career path.

Identifying salary as an important variable in teacher turnover in international school settings is hardly new. Research (King 1968, Schober 1977, Marshall 1984, Shepherd 1980) dating back over 40 years has consistently identified salary as an important variable in teacher turnover in overseas schools. More recently, Odland (2007) asked subject participants to elaborate on their turnover decisions. His findings show that at least 19% of expatriate teachers referred to negative influence of taxes, inflation, finances, and salary.

Salary and implications on teacher turnover has also been thoroughly explored in U.S. literature (Ingersoll, 2001a; Beaudin, 1995; Boe et al., 1997; Brewer, 1996;

Grissmer & Kirby, 1992; Gritz & Theobald, 1996; Kirby et al., 1999; Lankford et al., 2002; Mont & Rees, 1996; Weiss, 1999). Borman and Dowling's (2008) synthesis of research found higher attrition levels associated with lower teacher salaries. Similar findings were reported by Guarino et al.'s (2006) review of literature that describes lower teacher attrition and migration in schools with high compensation.

Similar to salary, the more importance a subject places on benefits, the less likely they are to move from their current school. This parallels Mancuso et al.'s (2011) follow-up study that suggests that benefits are one of the most important reasons expatriate teachers decide to stay or move.

Movers were also asked to rate current benefits relative to anticipated benefits of the school they would be moving to. Results were similar to salary findings, with 64.2% of movers indicating they anticipate better benefits in their next school. Hence, once a teacher decides to move, better benefits become a factor they seek from their next school.

There is limited international research examining the role of benefits in teacher's decision to stay or move. Bowers (1991) is the only other author to examine teacher turnover in international schools when he looked at recruitment strategies used by school administrators. His turnover analysis identified satisfaction with benefits as an organizational characteristic that was significantly related with a teacher's turnover decision.

Benefits play an important role in teacher retention. Free or discounted education for children, housing, health coverage, retirement contributions, travel allowance, etc. are all valued by expatriate teachers and motivators that encourage them to stay.

Furthermore, when teachers do decide to leave, they look for schools that offer better benefit packages.

Schools

The option to modify defining school characteristics is not generally available to school administrators looking to improve teacher retention. However, school administrators should be fully aware of issues that may be concerning to teachers and they should be willing to share what Bowers (1991) describes as a ‘realistic picture’ by using current staff perceptions and accurate descriptions that minimize false expectations.

School For-Profit / Non-Profit Status

Statistical analysis revealed no significant relationship between moving and the profit status of a school. This parallels Mancuso’s 2010 study of expatriate teachers working in schools in the NESR region. However, an important finding from this study was the significant relationship that emerged for movers when asked the profit / non-profit status of the school they are moving to. Results confirm that an overwhelming 79% of movers elected to move to a non-profit school, whereas only 21% chose to move to a for-profit school. Based on my experience, it should be noted that for-profit international schools generally goes hand-in-hand with a private ownership structure.

Having worked in both for-profit and non-profit international schools in Latin America and witnessing contrasting turnover patterns between these two types of schools, I find it surprising that statistical analysis revealed no significant relationship between moving and the profit status of a school. Personal bias based on a small sample (employment at two for-profit and two non-profit schools) of personal experiences might

be obscuring my perspective. However, I believe that a possible explanation may reside in the possibility that international teachers generally do not consider the profit /non-profit status of a school in their initial employment decision when going overseas. Furthermore, a high percentage of teachers currently working at for-profit schools might not be aware of some of the subtle differences in philosophy that can be found in non-profit schools and as a result have not looked into opportunities elsewhere. The fact that an overwhelming 79% of movers chose to move to non-profit schools highlights that there might be greater awareness among movers of fundamental differences between how these two different types of schools operate. More insight can be gathered from the open-ended component of Odland's (2007) study, which led to the emergence of issues stemming from private ownership being defined as a causal factor in teacher turnover. Twenty-eight percent of all teacher comments from ECIS schools listed private ownership as a concern. Odland describes how comments on ownership structure used more emotively laden language. "Terms like 'profiteering', 'profit incentive', 'poor resources vs. huge profits', 'dictatorial owner' and 'lies and manipulation... from owner' were typical of the comments indicating perceptions of the private ownership of respondents' schools." (Odland & Ruzicka, 2009, p. 20). In summary, I believe that more experienced international teachers avoid for-profit schools and the non-significant relationship between moving and the profit status of a school can be explained by a lack of awareness new teachers have in the subtle differences in philosophy distinguishing these two types of schools.

Percentage of Host Country Students

This is the first known study to explore the percentage of host country students (HCS) and relationship with teacher turnover. This variable was explored using a fixed response question asking participants to select the percentage of students at their current school that are from the host country. Results found a significant relationship ($p = .017$) between decision to move and percentage of HCS's. For every one-unit (20% HCS's) change, the odds of staying (versus moving) increase by a multiplicative factor of .701. Teachers were less likely to stay at their current school if there were a high percentage of host country students.

Schools in South America tend to have a large percentage of host country students compared to schools in other regions of the world. There is definite demand from many socio-economically advantaged host country families seeking a different type of education from that delivered by national systems. However, when these schools are founded in cities lacking embassies or multinational companies they sometimes end-up lacking cultural diversity in the student body, employing smaller percentages of expatriate staff, and no real cultural distance distinguishing the school from the local host culture. Less cultural diversity may also represent less direct experience for support staff, school leadership, teacher colleagues, and the school community in working with expatriate teachers coming from different backgrounds and unique experiences. Hence, expatriate teachers may struggle to find adequate support in these types of schools and decide to move. Another possibility, is that schools who cater primarily to host country students may be more limited in the tuition they can charge, resulting in smaller budgets

and smaller salary and benefit packages for their teachers leading to less competitiveness in retaining high quality staff.

Non-Significant Findings

Many variables in this study emerged as non-significant, however based on the literature and personal experience, it was surprising to discover that age ($p = .079$), safety ($p = .654$), gender ($p = .396$), and marital status ($p = .374$) were characteristics with non-statistically significant relationships to teacher turnover.

Age

Although this study did not reach levels of significance for age, results demonstrate that younger subjects are more likely to move and that the likelihood of moving decreases with age. This pattern aligns with Borman and Dowling's (2008) synthesis of U.S. research, which found that personal characteristics like age were important predictors of teacher turnover and that young teachers demonstrate higher rates of attrition. Mancuso (2010) suggested the possibility that the lack of teacher tenure in AOSs could explain the difference in mobility patterns witnessed in regards to age. It is also worth considering that younger teachers might be more mobile because of their desire for adventure, travel, and to pursue better job opportunities. The opposite may be true with older teachers who are more stable once overseas because of circumstances involving family, home ownership, health insurance, and pension. A final possibility is that older teachers might be considered less marketable because of a perceived image of being less tech-savvy, less flexible, and less likely to successfully adapt to new settings, thus leading them to stay at their current schools longer.

Safety

Safety did not display significant differences ($p = .654$) between stayers and movers. This was surprising, as safety tends to be a major emotional and psychological concern for people everywhere. I speculate that there are two possible explanations for the non-significant finding. First, teachers research countries and safety conditions prior to accepting a job offer; if safety concerns arise as a result of an investigation, candidates are likely not going to commit two or more years of their life to a potentially dangerous situation. The second possibility is that if serious safety concerns surface once in the country, teachers might simply leave long before the end of contract and were no longer with their school in the spring when this study was administered.

Gender & Marital Status

Results for gender ($p = .396$) and marital status ($p = .374$) paralleled both Mancuso (2010) and Odland's (2007) findings as teacher characteristics with non-statistically significant relationships to teacher turnover. However, results were contrary to U.S. findings in regards to gender (Borman and Dowling, 2008; Guarino et al., 2006) and marital status (Borman and Dowling, 2008) as both have been shown to be important predictors of teacher turnover for married females.

My interpretation of differences between international findings and U.S. findings is related to childbearing. It is quite possible that U.S. based married female teachers leave the profession temporarily to have children due to better maternity leave, legal protection, and flexible working hours than those available for women in Latin American countries. Additionally, teachers who go abroad may be making a conscience decision to

delay having children until they return to the States.

I have long suspected that males have higher retention rates in Latin America due to the prevalence of traditional gender roles, and the ease of dating and forming significant relationships with host country nationals (HCN's) in the region. However, this hypothesis was proven incorrect, as gender was not only non-significant but demonstrated the opposite trend with 35% of the males indicating they would be moving to another school compared to only 29% of females.

Summary of Findings

One of the most noteworthy findings from this study was the high teacher turnover rate in the AASSA region compared to rates in the U.S. or in other international settings.

Multiple teacher characteristics demonstrated significant relationships with teacher turnover consistent with the study being replicated (Mancuso, 2010) these included: spouse as teacher, years of teaching experience, years at current school, and wanderlust (cultural travel). However, three variables emerged that demonstrated a significant relationship with turnover that were not consistent with the replication study: dependent children, years overseas teaching experience, and wanderlust (worldly education).

Results for organizational conditions revealed that school head leadership and school head decision-making were consistent with the replication study as significant factors. However, salary satisfaction was non-significant and inconsistent with the replication study. Finally, three new variables were identified as significant. These

included salary importance, benefits important, and leadership's involvement in enforcing school discipline.

Two new findings emerged as significant for school characteristics. Both profit vs. non-profit status of the next school, and the percentage of host country students demonstrated a statistically significant relation with teacher turnover.

Healthy living was the only host country characteristics that emerged as statistically significant with teacher turnover in the AASSA region. However, when subset variables were recoded by collapsing responses, six new variables emerged as significant predictors of teacher turnover; these include: Transport and Public Services, HCN Relationships, HCN Support, HCN Interactions, Living Conditions, and Health Services.

Recommendations for Practice

School Leaders in the AASSA region should be addressing teacher turnover with a sense of urgency. The mean turnover rate of 28% is in an unhealthy range compared to schools in the U.S. or in international settings. International school leaders need to develop a better understanding of predictors of teacher turnover in order to generate intervention strategies that enhance the quality of teachers' professional lives, foster increased job commitment and reduce teacher turnover. To mitigate the far-reaching negative consequences of teacher turnover, a series of recommendations have been provided to support school administrators to retain effective teachers and conserve valuable time and resources that might otherwise be exhausted on recruitment and hiring. Recommendations #1-6 are specific to the AASSA region and recommendations #7-8 are

generalizable to other regions based on my research and similar findings from Mancuso (2010) and Odland (2007):

1. Teacher characteristics variables can be used to construct an ideal profile or demographic of an international teacher more likely to stay longer in Latin America. School administrators should take five considerations into account when identify teachers during the recruitment process. First, unlike the U.S., age, gender, and marital status are not important predictors of teacher turnover. Second, teachers who have a spouse as a teacher are more likely to leave. Third, the more dependent children a subject has the more likely they are to stay at their current school. Fourth, teachers with more years of teaching experience, years overseas, and years at the current school are less likely to leave a teaching position. Finally, the concept of wanderlust is important to take into consideration. Teachers who work overseas because of travel opportunities, cultural enrichment, and cultural experiences are more likely to leave, whereas, teachers who work overseas because of worldly students, their own children's education, for better opportunities, or to share western education are more likely to stay.

2. Provide additional support to expatriate teachers to help them adjust to factors outside the workplace like transportation and public services. Orientation to the host country, teacher mentors, and bilingual human resources staff are all measures that can facilitate adjustment. Expatriate teachers new to a country will appreciate details such as help with paying bills, setting up bank accounts, and having internet, cable, and phone services installed pre-arrival. Guidance on where to grocery shop, how to use the public

transportation system, and help with booking flights with also ease the transition of expatriate staff.

3. Help expatriate teachers to form personal relationships with host country nationals (HCN's). A teacher's support network of friends and colleagues are generally left behind when transitioning to a new country. Schools can help by providing language lessons and cultural orientation to help adjust behavior to the host culture and to correctly interpret HCN's behaviors and beliefs. Local teachers and host families can play key roles and should be included in orientation and social events to heighten expatriate teacher social skills and foster relationships with HCNs.

4. Provide high quality living place conditions or a generous housing allowance. Factors outside the workplace like housing and living conditions appears to be a strong predictor of expatriate commitment and turnover. Support teachers to find housing upon arrival to minimize stress and anxiety. The school should also act as an advocate for teachers with landlords / building administration, and provide support for arranging regular repair and maintenance. Furthermore, locate teacher housing in areas that provide exposure to interactions with HCN's. Adjustment to a new country can be better facilitated when teachers have ample opportunity for socializing and interacting with HCN's.

5. Provide access to high quality health services. Adjusting to non-job factors like health care is an important issue in retaining employees on international assignments. Arranging quality health care insurance and providing instruction on how to use it are important steps that schools can take. Orientation regarding host country infectious diseases, troublesome and destructive animals and insects, and how to purchase or order

medical supplies can also be valuable support. Furthermore, arranging for optional bilingual school staff to accompany teachers on medical appointments can help with translations and understanding.

6. Provide candidates during the recruitment process with a ‘realistic picture’ by using current staff perceptions of living conditions in the host country and accurate housing descriptions that minimize false expectations (Bowers, 1991). Inflated expectations created by incomplete or distorted information can lead to turnover. Realistic expectations provide candidates with the opportunity to assess an overseas school’s potential to meet their needs while also ‘vaccinating’ candidates against negative aspects of the living environment. This approach leads to lower initial expectations, an increase in candidate self-selection, and an increase in satisfaction due to expectations being fulfilled. Furthermore, it is recommended that school heads are up-front with candidates about the profit status of the school and the percentage of host country students.

7. School Heads should work closely with their Board of Trustees to provide competitive salary and benefit packages. Movers listed salary as the most important organizational condition in their decision to leave and it was one of the top three reasons for teachers that decided to stay. School Heads should also work closely with their regional associations to gather data on salaries and benefits to help benchmark their current packages against other schools in the area. It is worth noting that 75% of movers anticipate a better salary and 64% anticipate better benefits in their next school.

8. The role of the school head should not be underestimated in the influence they play on teacher retention and turnover. Teachers who believed their head of school

demonstrated effective leadership were less likely to move. Teachers value leadership that protects the timetable and does not burden them with busy work. They appreciate school heads that promote a professional learning environment, communicate respect for value of teachers, establish good relationships with stakeholders, assign fair teaching loads, and recognize that good teaching requires sufficient preparation time. School heads need to include teachers in school decision-making and engage staff in conversations about student learning and professional practice. They also need to enforce school rules for student conduct and support teachers when necessary.

Recommendations for Future Research

This study provided important insights into better understanding teacher turnover and retention in international schools. The inclusion of host country characteristics and the recognition that overseas assignments pose unique challenges for teachers extends recent research conducted by Mancuso (2010, 2011) on teacher turnover in American Overseas Schools. The following opportunities for future research have been recommended to help develop deeper understanding of predictors of teacher turnover:

1. It would be valuable to replicate the exploration of host country variables with a different population of expatriate teachers in another regional education association.

2. This study lacked diversity in teacher nationalities. It would be valuable to replicate this study with a more diverse population of teachers by including international schools other than AOS's.

3. This study focused on expatriate teachers, however, greater understanding of factors contributing to retention and turnover of school heads would also be valuable for international schools and hiring committees. It would be worthwhile to incorporate significant findings from this study into a re-examination and update of Hawley's (1994) study of chief administrators.

4. There is a need to develop deeper understanding for the difference between school heads and principals and their perceived impact on teacher turnover.

5. Job description and teacher autonomy demonstrated large differences between stayers and movers and warrants closer examination.

6. Professional development was an important organizational condition mentioned by teachers in their decision to stay or move and warrants further exploration.

7. Understanding why teachers with non-teaching spouses stay longer is worth further exploration. This contradicts the general practice witnessed at recruitment fairs where teachers with teaching spouses are often more highly sought-after. Additional research should explore the gender, nationality, and employment status of the non-teaching spouse.

8. More research would be valuable in understanding differences between non-profit and for-profits schools and their influence on a teacher's decision to stay or move. One hypothesis is that teachers new to international education are more likely to accept positions in for-profit schools and that veteran international teachers are more likely to select non-profits schools. This study in combination with my personal observations gives merit to the idea of more research that can test this hypothesis.

9. Results for gender were contradictory to observations in practice. The prevalence of traditional gender roles in Latin America combined with the ease for males of dating and forming significant relationships with HCN's led us to hypothesize that men stay longer than women. The non-significant finding for gender should be re-examined.

10. Differences between salary importance and salary satisfaction emerged in this study. A closer examination of compensation packages and the importance that specific benefits play in a teacher's decision to stay or move would be valuable.

Final Reflection

This study has important implications for school leaders who wish to retain qualified teachers. Overseas assignments pose unique challenges to expatriate teachers and their adjustment to the host country. School leaders must ensure that their schools provide quality support and orientation to expatriate staff in regards to Living Conditions, Health Services, Transportation & Public Services, HCN Relationships, HCN Support, and HCN Interactions. School leaders must also ensure that their schools offer competitive salary and benefit packages and that they target specific teacher profiles during the recruitment process. Finally, the role of the school head should not be underestimated in the influence they play on teacher retention. Teachers value leadership that promotes a professional learning environment, establishes good relationships with stakeholders, includes teachers in school decision-making, and engages staff in conversations about student learning and professional practice.

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Appendix A
Cover Letters

Consent Form for Head of Schools
Teacher Turnover Rates in AASSA Schools Survey
International Teacher Mobility Survey (for teachers)

Dear ASSAA Head of School,

I am writing to ask your help in advancing research on international schools, specifically in a study of factors associated with turnover and retention of overseas-hired teachers. Paul Poore, the Executive Director of the Association of American Schools in South America (AASSA) has endorsed this study. Your school was selected as a possible participant because of its membership or invitational membership in AASSA.

Your school's participation is a critical component towards my doctoral degree dissertation in Educational Leadership from Lehigh University. As a fellow school leader I am well aware of how busy you are no matter what time of year it is, and I truly appreciate you taking time to assist in this study. Your role in this study is two-fold:

1. Please complete a very brief survey of overseas-hired teacher turnover in your school (insert link here).
2. Please forward the attached "*International Teacher Mobility Survey Invitation*" to all of your teachers on overseas-hired contracts. The invitation provides teachers with a brief description of the study and a link that will take them to a web-based questionnaire with a complete set of instructions embedded. The survey takes an average of 15-18 minutes to complete. I would also appreciate if you could cc me the forwarded emails to your overseas-hired teachers so I can follow-up with reminders without having to continually impinge upon your hospitality as the data collection progresses. Encourage each participating teacher to take the time to complete the survey and submit it within the next five school days. Please remind them that it is in the interest of better understanding the migration patterns of overseas-hired teachers.

Passive Consent:

By clicking on the above link, through completion of this electronic survey, and through distribution to your teachers, you give your consent for the data to be used as part of the study.

I assure you and the other participants that the strictest confidentiality will be maintained throughout this study. My handling of the data will be consistent with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991), and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). There are no distinguishing data on either survey that would identify the participant or his/her school, and participation is totally voluntary. Furthermore, data will be reported in aggregate form only, with no identification of individuals or schools.

Teacher turnover in American overseas schools is becoming more of an issue as the number of high quality teaching candidates seems to be dwindling and the number of American overseas schools seems to be growing. Possible benefits of this study include a

better understanding of the migration patterns of overseas-hired teachers, a deeper knowledge of the triggers for teacher turnover, and possible strategies to reduce teacher turnover in American overseas schools such as yours. No risks are anticipated in this study beyond those encountered in daily professional life.

Questions or Concerns:

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact Susan E. Disidore at 610-758-3020 (email: sus5@lehigh.edu) or Troy Boni at 610-758-2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. You may also contact my dissertation advisor, Dr. George White (gpw1@lehigh.edu) at Lehigh University. All reports or correspondence will be kept confidential.

After completing the survey, participants will be redirected to a website that will allow them to register to be one of three participants selected to receive \$50.00 gift certificates from Amazon.com as a "thank-you" for taking part in the study.

I hope to have your survey and your teacher's completed surveys prior to May 15th, 2012. Thank you for your time and your valuable assistance.

Steven Desroches
Head of School, Colegio Panamericano
Bucaramanga, Colombia
Ed.D Candidate, Lehigh University

Invitation Form for Teachers International Teacher Mobility Survey

Dear ASSAA Teacher,

My name is Steve Desroches, and I am the Head of School at the Colegio Panamericano, one of the American International schools in our region. As a candidate for a doctorate in Educational Leadership at Lehigh University, I am conducting a research study that will investigate the factors associated with turnover and retention of overseas-hired teachers in the Association of American Schools in South America (AASSA) member schools. You have been selected for inclusion in this study, which has been endorsed by Paul Poore, the Executive Director of the Association of American Schools in South America (AASSA).

In order to pursue my research, I need your help. It is my hope that I may be able to identify some characteristics that will lead to greater understanding of the migration patterns of overseas-hired teachers, a deeper knowledge of the triggers for teacher turnover, and possible strategies to reduce teacher turnover in American overseas schools. To this end, I have developed a survey to collect teacher, school, organization, and country data from teachers in our region. Your school leader has agreed to participate and is asking you to participate as well. It is imperative to this study that you complete the survey on your own without discussion with other teachers.

The [survey](#) (←click on link) should take approximately 15-18 minutes to complete.

Passive Consent:

By clicking on the above link, and through completion of this electronic survey, you give your consent for the data to be used as part of the study.

I assure you that the strictest confidentiality will be maintained throughout this study. My handling of the data will be consistent with the *Federal Policy for the Protection of Human Subjects* (Federal Register, 1991), and the *Ethical Principles in the Conduct of Research with Human Participants* (APA, 1982). There are no distinguishing data on either survey that would identify you or your school, and participation is totally voluntary. Furthermore, data will be reported in aggregate form only, with no identification of individuals or schools. Please print this page for your information regarding informed consent and reference.

After completing the survey, participants will be redirected to a website that will allow them to register to be one of three participants selected to receive \$50.00 gift certificates from Amazon.com as a “thank-you” for taking part in the study.

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher(s), you are encouraged to contact Susan E. Disidore at 610-758-3020 (email: sus5@lehigh.edu) or Troy Boni at 610-758-2985

(email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. You may also contact my dissertation advisor, Dr. George White (gpw1@lehigh.edu) at Lehigh University. All reports or correspondence will be kept confidential.

Please complete the survey by May 15th, 2012 to qualify for the prize drawing to take place on June 1st. Thank you in advance for your support. I look forward to the survey information and to sharing the results at the end of the study.

Sincerely,

Steven Desroches
Head of School, Colegio Panamericano
Bucaramanga, Colombia
Ed.D Candidate, Lehigh University

Appendix B
E-Mail Correspondence

Follow-Up Email to AASSA Heads of School

Good afternoon everyone.

First I would like to thank all of the schools that have already sent the survey out to teachers on overseas-hired contracts. I have received numerous responses and the survey is going along quite smoothly so far with over XX responses from various countries. Teachers who have written to me have found it to be an interesting set of questions which I find encouraging. Most of you have copied the email to your staff to me as well and I will follow up with a reminder to the lists that I have early next week.

In order to perform an in depth analysis, I do need as comprehensive a data set as is possible. I would like to encourage those of you who have not sent the survey invitation out to your expatriate teachers to please help me by doing so as soon as possible. If I am able to get enough data in quickly, it is my goal to begin the analysis so that I can share some preliminary findings in Atlanta in December. If you have sent the survey invitation out to your staff and not contacted me, please let me know as I am trying to track which regions have responded so that I can continue to target specific groups as the data collection progresses.

I have attached the invitation again in case the previous one did not reach you.

Again, thank you for your support with my research. The collegiality among our schools is part of what makes the Association of American Schools of South America (AASSA) such a pleasure to work in.

Sincerely,

Steven Desroches
Head of School, Colegio Panamericano
Bucaramanga, Colombia
Ed.D Candidate, Lehigh University

Final Follow-Up Email to AASSA Heads of School

Good afternoon everyone,

First, I would like to take this opportunity to thank the Heads of School for sending my dissertation survey out to everyone and especially thank all of the teachers in the region who have already completed the survey. I have already received over xxx responses and a wealth of positive feedback from people.

I will be closing the survey after this Friday, May xxth. If you have not already completed it, I would appreciate it if you could find the time to offer me your responses before the survey is closed.

The survey can be found at (insert survey link) and I have attached the original invitation in case you wanted the details.

Again, thank you for your time and support.

Sincerely,

Steven Desroches
Head of School, Colegio Panamericano
Bucaramanga, Colombia
Ed.D Candidate, Lehigh University

Follow-Up Email to AASSA Teachers

Good afternoon everyone.

First I would like to take this opportunity thank all of the teachers that have already completed the International Teacher Mobility Survey. I have received numerous responses and the survey is going along quite smoothly so far with over XX responses from various countries. Teachers who have written to me have found it to be an interesting set of questions, which I find encouraging.

In order to perform an in depth analysis, I do need as comprehensive a data set as is possible. I would like to encourage those of you who have not completed the survey to please help me by doing so as soon as possible. I will be closing the survey after this Friday, May xxth.

The survey can be found at (insert survey link) and I have attached the original invitation in case you wanted the details.

Again, thank you for your time and support.

Sincerely,

Steven Desroches
Head of School, Colegio Panamericano
Bucaramanga, Colombia
Ed.D Candidate, Lehigh University

Appendix C

Teacher Turnover Rates Survey (For Heads of School)

INTERNATIONAL TEACHER MOBILITY SURVEY

Teacher Turnover Rates in AASSA Schools

If you have received this survey it means that you have consented to participate. Please complete the following information to the best of your knowledge, estimating where necessary.

This survey is endorsed by AASSA, and the results will be shared with AASSA member and invitational member schools. There are no distinguishing data on the survey that would identify you or your school, and participation is totally voluntary. Furthermore, data will be reported in aggregate form only, with no identification of individuals or schools.

1. For the school year 2011-12:

What is the total number of teachers on overseas-hired contracts? _____

How many of those teachers will be leaving your school after the current school year?

2. For the school year 2010-11:

What was the total number of teachers on overseas-hired contracts? _____

How many of those teachers left your school after that school year? _____

3. For the school year 2009-10:

What was the total number of teachers on overseas-hired contracts? _____

How many of those teachers left your school after that school year? _____

THANK YOU FOR PARTICIPATING IN THIS SURVEY

Appendix D

International Teacher Mobility Survey - For Teachers (Modified from Mancuso, 2010)

INTERNATIONAL TEACHER MOBILITY SURVEY

The following survey is endorsed by AASSA and adapted from the Schools and Staffing Survey, the Teacher Follow-Up Survey of the U.S. Department of Education National Center for Educational Statistics, and the World Health Organization Quality of Life Survey.

I - QUALIFYING INFORMATION

1. Are you currently a teacher at an American overseas school or international school?

- Yes** (Please continue to question #2)
- No** (Thank you for taking part in the survey. Unfortunately you do not qualify as a subject)

2. Have you been teaching at your current school for more than one school year?

- Yes** (Please continue to question #3)
- No** (Thank you for taking part in the survey. Unfortunately you do not qualify as a subject)

3. Do you currently hold an “overseas-hired”, “sponsored-hire”, or equivalent contract:

- Yes** (Please continue to question #4)
- No** (Thank you for taking part in the survey. Unfortunately you do not qualify as a subject)

4. After this school year, I will be:

- Moving to another school** (proceed to Form A)
- Staying at my current school** (proceed to Form B)
- Leaving my current school i.e.: Retirement, Changing Career, Sabbatical, Maternity Leave, etc.** (Thank you for taking part in the survey. Unfortunately you do not qualify as a subject)

INTERNATIONAL TEACHER MOBILITY SURVEY FORM "A"

A1) To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

	Strongly Agree 1	Somewhat Agree 2	Somewhat Disagree 3	Strongly Disagree 4
a. The principal or school head lets staff members know what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The school administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am satisfied with my teaching salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The level of student misbehavior in this school (such as noise, horseplay, or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I receive a great deal of support from parents for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Routine duties and paperwork interfere with my job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My principal or school head enforces school rules for student conduct and backs me up when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The principal or school head knows what kind of school he/she wants and has communicated it to staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. There is great deal of cooperative effort among staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. In this school, staff members are recognized for a job well done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I am satisfied with my class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree 1	Somewhat Agree 2	Somewhat Disagree 3	Strongly Disagree 4
o. I make a conscious effort to coordinate the content of my courses with that of other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The amount of student tardiness and class cutting in this school interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I sometimes feel it is a waste of time to try to do my best as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I am generally satisfied with being a teacher at my current school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A2) To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. The stress and disappointments involved in teaching at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teachers at this school like being here; I would describe them as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about moving to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A3) Indicate the level of importance EACH of the following played in your decision to **LEAVE** your current school.

	Not at all Important 1	Slightly Important 2	Somewhat Important 3	Very Important 4	Extremely Important 5
a. For better salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. For better benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I had the opportunity for a better teaching assignment (subject or grade level) at my new school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

d. I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I was dissatisfied with support from administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I was dissatisfied with changes in my job description or responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I did not have enough autonomy over my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I was dissatisfied with opportunities for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Although generally satisfied with the school, I wanted to explore other cultural and travel opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A4) From the items above, which do you consider the most important reason in your decision to **leave your *current* school?**

Most Important (Enter the letter from item A3 above)

A5) Indicate how effectively your **PRINCIPAL** performed each of the following at your **CURRENT** school.

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
a. Communicates respect for value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourages teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encourages professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Works with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
f. Encourages the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Works to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Facilitates and encourages professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A6) Indicate how effectively your **HEAD OF SCHOOL** performed each of the following at your **CURRENT** school.

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
a. Communicates respect for value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourages teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encourages professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Works with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encourages the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Works to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Facilitates and encourages professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A7) Is your current school a:

For-profit school

Non-profit school

A8) Is your next school a:

For-profit school

Non-profit school

A9) How would you rate your **CURRENT** teaching position relative to the **ANTICIPATED** aspects of your teaching position in **YOUR NEW SCHOOL** in terms of each of the following?

	Better in Current School 1	Same 2	Better in New School 3
a. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Benefits (e.g. health insurance, retirement plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Opportunities for professional advancement or promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities for learning from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Social relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Recognition and support from administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Safety of environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Influence over workplace policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Autonomy or control over your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Procedures for performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Manageability of workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Ability to balance personal life and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Availability of resources and materials/equipment for doing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. General work conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Intellectual challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Sense of personal accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Opportunity to make a difference in the lives of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Better in Current School 1	Same 2	Better in New School 3
u. Opportunities for travel and cultural exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A10) Thinking about all of the factors that influence your job satisfaction, overall, how satisfied are you with your CURRENT school?

- Very satisfied
- Satisfied
- Dissatisfied
- Very dissatisfied

A11) How significant a role do the following factors play in your decision to work and live overseas?

	Not at all Important 1	Slightly Important 2	Somewhat Important 3	Very Important 4	Extremely Important 5
a. Travel opportunities for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cultural enrichment for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Desire to experience as many cultures and countries as possible in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Desire to work in a school with more worldly students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Desire to have a better education for my children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To pursue better opportunities than were available at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To share western education with the people of other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My desire to work and live in different cultures often supersedes other reasons to move from one school to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A12) The following questions ask **how much** you have experienced certain quality of life factors in your host country during the last four weeks.

	Not at all 1	A little 2	A moderate amount 3	Very much 4	An extreme amount 5
a. How safe do you feel in your daily life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How healthy is your natural & physical environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To what extent do you have the opportunity for cultural enrichment activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To what extent do you have the opportunity for leisure activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How available are consumer goods you need in your day-to-day life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To what extent are you free from cultural barriers? (i.e.: restrictions on personal appearance, sexuality, alcohol, religion, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To what extent are you exposed to interactions with host country nationals near your housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A13) The following questions ask **how satisfied** you are with certain quality of life factors in your host country.

	Very dissatisfied 1	Dissatisfied 2	Neither satisfied nor dissatisfied 3	Satisfied 4	Very satisfied 5
a. How satisfied are you with your personal relationships with host country nationals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How satisfied are you with your ability to speak the native language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How satisfied are you with the support you get from host country nationals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How satisfied are you with the conditions of your living place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How satisfied are you with your access to health services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How satisfied are you with transportation and public services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How satisfied are you with the host country's economic environment (i.e.: taxes, inflation, cost of living)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How satisfied are you with the host country's political stability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. How satisfied are you with travel opportunities within the host country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERNATIONAL TEACHER MOBILITY SURVEY FORM "B"

B1) To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

	Strongly Agree 1	Somewhat Agree 2	Somewhat Disagree 3	Strongly Disagree 4
a. The principal or school head lets staff members know what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The school administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I am satisfied with my teaching salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The level of student misbehavior in this school (such as noise, horseplay, or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I receive a great deal of support from parents for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Routine duties and paperwork interfere with my job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. My principal or school head enforces school rules for student conduct and backs me up when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The principal or school head knows what kind of school he/she wants and has communicated it to staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. There is great deal of cooperative effort among staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree 1	Somewhat Agree 2	Somewhat Disagree 3	Strongly Disagree 4
m. In this school, staff members are recognized for a job well done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I am satisfied with my class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I make a conscious effort to coordinate the content of my courses with that of other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. The amount of student tardiness and class cutting in this school interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I sometimes feel it is a waste of time to try to do my best as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I am generally satisfied with being a teacher at my current school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B2) To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
a. The stress and disappointments involved in teaching at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The teachers at this school like being here; I would describe them as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I think about moving to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B3) Indicate how effectively your **PRINCIPAL** performs each of the following at your **CURRENT** school.

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
a. Communicates respect for value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
b. Encourages teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encourages professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Works with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encourages the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Works to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Facilitates and encourages professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B4) Indicate how effectively your **HEAD OF SCHOOL** performs each of the following at your **CURRENT** school.

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
a. Communicates respect for value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Encourages teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Works with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Encourages professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Works with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encourages the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all Effectively	Slightly Effectively	Somewhat Effectively	Very Effectively	Extremely Effectively
g. Works to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Facilitates and encourages professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B5) Is your current school a:

- For-profit school
- Non-profit school

B6) Indicate the level of importance EACH of the following plays in your decision to **STAY** at your current school

	Not at all Important 1	Slightly Important 2	Somewhat Important 3	Very Important 4	Extremely Important 5
a. Salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teaching assignment (subject or grade level).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Workplace conditions (e.g., facilities, classroom resources, school safety).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Support from administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My job description or responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Autonomy over my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Opportunities for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B7) From the items above, which do you consider the most important reason in your decision to **stay** at your current school?

- Most Important: Enter the appropriate letter from item B6 above.

B8) Thinking about all of the factors that influence your job satisfaction, overall, how satisfied are you with your **CURRENT** school?

- Very satisfied

- Satisfied
- Dissatisfied
- Very dissatisfied

B9) How significant a role do the following factors play in your decision to work and live overseas?

	Not at all important 1	Slightly important 2	Somewhat important 3	Very important 4	Extremely important 5
a. Travel opportunities for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Cultural enrichment for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Desire to experience as many cultures and countries as possible in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Desire to work in a school with more worldly students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Desire to have a better education for my children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To pursue better opportunities than were available at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To share western education with the people of other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B10) The following questions ask **how much** you have experienced certain quality of life factors in your host country during the last four weeks.

	Not at all 1	A little 2	A moderate amount 3	Very much 4	An extreme amount 5
a. How safe do you feel in your daily life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How healthy is your natural & physical environment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. To what extent do you have the opportunity for cultural enrichment activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. To what extent do you have the opportunity for leisure activities?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e. How available are consumer goods you need in your day-to-day life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. To what extent are you free from cultural barriers? (i.e.: restrictions on personal appearance, sexuality, alcohol, religion, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. To what extent are you exposed to interactions with host country nationals near your housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B11) The following questions ask **how satisfied** you are with certain quality of life factors in your host country.

	Very dissatisfied 1	Dissatisfied 2	Neither satisfied nor dissatisfied 3	Satisfied 4	Very satisfied 5
a. How satisfied are you with your personal relationships with host country nationals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. How satisfied are you with your ability to speak the native language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How satisfied are you with the support you get from host country nationals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How satisfied are you with the conditions of your living place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. How satisfied are you with your access to health services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. How satisfied are you with transportation and public services?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. How satisfied are you with the host country's economic environment (i.e.: taxes, inflation, cost of living)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. How satisfied are you with the host country's political stability?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

i. How satisfied are you with travel opportunities within the host country?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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INTERNATIONAL TEACHER MOBILITY SURVEY BACKGROUND INFORMATION

C1) How long do you plan to remain in your current school:

- As long as I am able
- Until a specific life event occurs (e.g. parenthood, marriage)
- Until a more desirable job opportunity comes along
- Definitely plan to leave at the end of my current contract
- Undecided at this time

C2) What is your gender:

- Male
- Female

C3) What is your current marital status?

- Married
- Widowed
- Separated
- Divorced
- Never Married

C4) How many dependent children do you have residing with you at your current position?

- 0
- 1
- 2
- 3
- 4
- 5 or more

C5) Ages of dependent children residing with you at your current position? (if applicable)

, , , , , , Put ages here.

C6) Is your spouse also a teacher employed by your current school as a teacher?

yes

no

not applicable

C7) What is the total number of students at your CURRENT School: _____

C8) What percentage of students at your CURRENT school are from the host country:

81 – 100%

61 – 80%

41 – 60%

21 – 40%

1 – 20%

0%

C9) What is the total number of students at your NEXT School (if applicable):

C10) What is your age:

20 – 30 years old

31 – 40 years old

41 – 50 years old

51 – 60 years old

> 60 years old

C11) What is your highest degree obtained:

Bachelors

Masters

Doctorate

C12) How many years have you worked as:

A teacher: _____

In overseas schools: _____

In your current school: _____

C13) What is your nationality?

- U.S.
- Canadian
- British
- Australian
- New Zealander
- Other: _____

C14) When does the school year commence at your CURRENT School:

- August / September
- January / February
- Other

THANK YOU FOR PARTICIPATING IN THIS SURVEY

Appendix E

International Teacher Mobility Survey (Original Version from Mancuso, 2010)

INTERNATIONAL TEACHER MOBILITY SURVEY

The following survey is endorsed by NESA and adapted from the Schools and Staffing Survey and the Teacher Follow-Up Survey of the US Department of Education National Center for Educational Statistics.

I - QUALIFYING INFORMATION

1. Are you currently a teacher at an American overseas school or international school?

Yes

If you answered “yes,” please go to question 2.

No

If you answered “No”, thank you for taking part in the survey. Unfortunately you do not qualify as a subject. Please return this questionnaire without answering any more questions.

2. Have you been teaching at your current American overseas school for more than one school year?

Yes

If you answered “yes,” please go to question 3.

No

If you answered “No”, thank you for taking part in the survey. Unfortunately you do not qualify as a subject. Please return this questionnaire without answering any more questions.

3. Do you currently hold an “overseas-hired”, “sponsored-hire”, or equivalent contract:

Yes

If you answered “yes,” please go to question 4.

No

If you answered “No”, thank you for taking part in the survey. Unfortunately you do not qualify as a subject. Please return this questionnaire without answering any more questions.

3. After this school year, I will be:

Moving to another school

If you checked this answer, please proceed to FORM A (Page 3)

Staying at my current school

If you checked this answer, please proceed to FORM B (Page 10)

INTERNATIONAL TEACHER MOBILITY SURVEY FORM "A"

A.1. To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

 Mark (X) one box on each line

	Strongly agree 1	Somewhat agree 2	Somewhat disagree 3	Strongly disagree 4
s. The principal or school head lets staff members know what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. The school administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I am satisfied with my teaching salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. The level of student misbehavior in this school (such as noise, horseplay, or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. I receive a great deal of support from parents for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Routine duties and paperwork interfere with my job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. My principal or school head enforces school rules for student conduct and backs me up when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. The principal or school head knows what kind of school he/she wants and has communicated it to staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. There is great deal of cooperative effort among staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. In this school, staff members are recognized for a job well done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree 1	Somewhat agree 2	Somewhat disagree 3	Strongly disagree 4
ff. I am satisfied with my class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. I make a conscious effort to coordinate the content of my courses with that of other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh. The amount of student tardiness and class cutting in this school interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. I sometimes feel it is a waste of time to try to do my best as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jj. I am generally satisfied with being a teacher at my current school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A.2. To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

☞ *Mark (X) one box on each line*

	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
g. The stress and disappointments involved in teaching at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The teachers at this school like being here; I would describe them as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. If I could get a higher paying job I'd leave teaching as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think about moving to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A.3. Indicate the level of importance EACH of the following played in your decision to **LEAVE** the your current school.

☞ *Mark (X) one box on each line*

	Not at all important 1	Slightly important 2	Somewhat important 3	Very important 4	Extremely important 5
j. For better salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

k. For better benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I had the opportunity for a better teaching assignment (subject or grade level) at my new school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at my last school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I was dissatisfied with support from administrators at my last school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I was dissatisfied with changes in my job description or responsibilities at my last school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I did not have enough autonomy over my classroom at my last school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I was dissatisfied with opportunities for professional development at my last school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Although generally satisfied with the school, I wanted to explore other cultural and travel opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other reason(s) not included above. (Please note them here).					

A.4. From the items above, which do you consider the most important reason in your decision to **leave your previous school**?

Most Important (Enter the letter from item 3.2 above.)

A.5. Indicate how effectively your principal and/or school head performed each of the following at your **CURRENT** school.

 Mark (X) one box on each line

Principal					School Head				
Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively	Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively

Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively		Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Communicates respect for value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Encourages teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Works with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Encourages professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Works with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Encourages the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Works to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Facilitates and encourages professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A.6. Is your current school a:

- For-profit school
- Non-profit school

A.7. Is your next school a:

- For-profit school
- Non-profit school

A.8. How would you rate your **CURRENT** teaching position relative to the **ANTICIPATED** aspects of your teaching position in **YOUR NEW SCHOOL** in terms of each of the following?

☞ *Mark (X) one box on each line*

	Better in current school 1	Same 2	Better in new school 3
v. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Benefits (e.g. health insurance, retirement plan)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Opportunities for professional advancement or promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Opportunities for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Opportunities for learning from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Social relationships with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Recognition and support from administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. Safety of environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. Influence over workplace policies and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ee. Autonomy or control over your own work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. Professional prestige	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. Procedures for performance evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh. Manageability of workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. Ability to balance personal life and work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jj. Availability of resources and materials/equipment for doing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
kk. General work conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ll. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
mm. Intellectual challenge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
nn. Sense of personal accomplishment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
oo. Opportunity to make a difference in the lives of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
pp. Opportunities for travel and cultural exploration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

A.9. Thinking about all of the factors that influence your job satisfaction, overall, how satisfied are you with your CURRENT school? (Mark [X] only one box)

- Very satisfied
- Satisfied
- Dissatisfied

Very dissatisfied

A.10. How significant a role do the following factors play in your decision to work and live overseas?

	Not at all important 1	Slightly important 2	Somewhat important 3	Very important 4	Extremely important 5
i. Travel opportunities for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Cultural enrichment for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Desire to experience as many cultures and countries as possible in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Desire to work in a school with more worldly students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Desire to have a better education for my children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. To pursue better opportunities than were available at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. To share western education with the people of other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. My desire to work and live in different cultures often supersedes other reasons to move from one school to another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other reason(s) not included above. (Please note them here).					

Please skip forward to page 15 and complete the section on “Background Information”.

INTERNATIONAL TEACHER MOBILITY SURVEY FORM "B"


B.1. To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

 *Mark (X) one box on each line*

	Strongly agree 1	Somewhat agree 2	Somewhat disagree 3	Strongly disagree 4
s. The principal or school head lets staff members know what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. The school administration's behavior toward the staff is supportive and encouraging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I am satisfied with my teaching salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. The level of student misbehavior in this school (such as noise, horseplay, or fighting in the halls, cafeteria or student lounge) interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. I receive a great deal of support from parents for the work I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. Routine duties and paperwork interfere with my job of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. My principal or school head enforces school rules for student conduct and backs me up when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
aa. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
bb. Most of my colleagues share my beliefs and values about what the central mission of the school should be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cc. The principal or school head knows what kind of school he/she wants and has communicated it to staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
dd. There is great deal of cooperative effort among staff members.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree 1	Somewhat agree 2	Somewhat disagree 3	Strongly disagree 4
ee. In this school, staff members are recognized for a job well done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ff. I am satisfied with my class size.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gg. I make a conscious effort to coordinate the content of my courses with that of other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
hh. The amount of student tardiness and class cutting in this school interferes with my teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii. I sometimes feel it is a waste of time to try to do my best as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jj. I am generally satisfied with being a teacher at my current school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.2. To what extent do you agree or disagree with each of the following statements about your **CURRENT** school?

 *Mark (X) one box on each line*

	Strongly agree 1	Agree 2	Disagree 3	Strongly disagree 4
g. The stress and disappointments involved in teaching at this school aren't really worth it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The teachers at this school like being here; I would describe them as a satisfied group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I like the way things are run at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. If I could get a higher paying job I'd leave teaching as soon as possible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I think about moving to another school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I don't seem to have as much enthusiasm now as I did when I began teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I think about staying home from school because I'm just too tired to go.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.3. Indicate how effectively your principal and/or school head performs each of the following at your **CURRENT** school

 *Mark (X) one box on each line*

Principal


School Head

Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively		Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Communicates respect for value of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Encourages teachers to change teaching methods if students were not doing well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Works with staff to meet curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Encourages professional collaboration among teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Works with teaching staff to solve school or department problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Encourages the teaching staff to use student assessment results in planning curriculum and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Works to develop broad agreement among the teaching staff about the school's mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Facilitates and encourages professional development activities of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B.4. How would you categorize your current school:

- For-profit school
- Non-profit school

B.5. Indicate the level of importance EACH of the following plays in your decision to **STAY** at your current school

 *Mark (X) one box on each line*

	Not at all important 1	Slightly important 2	Somewhat important 3	Very important 4	Extremely important 5
i. Salary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Benefits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all important 1	Slightly important 2	Somewhat important 3	Very important 4	Extremely important 5
k. Teaching assignment (subject or grade level).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Workplace conditions (e.g., facilities, classroom resources, school safety).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Support from administrators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. My job description or responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Autonomy over my classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Opportunities for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Other reason(s) not included above. (Please note them here).					

B.6. From the items above, which do you consider the most important reason in your decision to **stay** at your current school?

Most Important: Enter the appropriate letter from item 2.5 above.

B.7. Thinking about all of the factors that influence your job satisfaction, overall, how satisfied are you with your CURRENT school? (Mark [X] only one box)

Very satisfied

Satisfied

Very dissatisfied

B.8. How significant a role do the following factors play in your decision to work and live overseas?

	Not at all important 1	Slightly important 2	Somewhat important 3	Very important 4	Extremely important 5
h. Travel opportunities for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Cultural enrichment for myself and my family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Desire to experience as many cultures and countries as possible in my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

k. Desire to work in a school with more worldly students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Desire to have a better education for my children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. To pursue better opportunities than were available at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. To share western education with the people of other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other reason(s) not included above. (Please note them here).					

INTERNATIONAL TEACHER MOBILITY SURVEY BACKGROUND INFORMATION

C.1. How long do you plan to remain in your current school:

- As long as I am able
- Until a specific life event occurs (e.g. parenthood, marriage)
- Until a more desirable job opportunity comes along
- Definitely plan to leave at the end of my current contract
- Undecided at this time

C.2. What is your gender:

- Male
- Female

C.3. What is your current marital status?

- Married
- Widowed
- Separated
- Divorced
- Never Married

C.4. How many dependent children do you have residing with you at your current position, and what are their ages?

Put number here. , , , Put ages here.

C.5. Is your spouse also a teacher, employed by your current school as a teacher?

- yes
- no
- not applicable

C.6. What is the total number of student students at your:

Current School: _____

Next School (if applicable): _____

C.7. What is your age:

- 20 – 30 years old
- 31 – 40 years old
- 41 – 50 years old
- 51 – 60 years old
- > 60 years old

C.8. What is your highest degree obtained:

- Bachelors
- Masters
- Doctorate

C.9 How many years have you:

- a. worked as a teacher: _____
- b. worked as a teacher in overseas schools: _____

C.10. What is your nationality?

- US
- Canadian
- British
- Australian
- New Zealand
- Other: _____

THANK YOU FOR PARTICIPATING IN THIS SURVEY

Appendix F

Consent Letter (AASSA Executive Director)



March 11th, 2012

Steven Desroches
Head of School, Colegio Panamericano
Bucaramanga, Colombia
Ed.D Candidate, Lehigh University

Dear Steve,

I am writing to inform you that the Association of American Schools in South America have agreed to endorse your doctorate dissertation in Educational Leadership from Lehigh University. We are pleased to see that you are concerned with advancing research on international schools by researching factors associated with turnover and retention of overseas-hired teachers.

Please feel free to contact member and invitational member schools and invite them to participate in an on-line "*International Teacher Mobility Survey*". I understand that there will be no distinguishing data on either survey that would identify participants or his/her school, and participation will be totally voluntary. Furthermore, data will be reported in aggregate form only, with no identification of individuals or schools.

I also understand that if I have any questions or concerns regarding this study and would like to talk to someone other than you, that I can contact Susan E. Disidore at 610-758-3020 (email: sus5@lehigh.edu) or Troy Boni at 610-758-2985 (email: tdb308@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs and that all reports or correspondence will be kept confidential.

Thank you for choosing to work with AASSA. We wish you luck with your research and look forward to seeing your results about completion.

Sincerely,

Paul Poore
AASSA Executive Director

Appendix G

**Host Country Characteristics Identified by Odland (2007)
as Causal Factors Prompting Teachers to Leave a School**

Host Country Characteristics Identified by Odland (2007) as Causal Factors Prompting Teachers to Leave a School

Explanatory Comment	Category
Crime rate in the country was rising dramatically. Dangerous country. The pay was getting worse and worse with inflation.	Safety \$ - Inflation
X is dirty and polluted; I grew sick of the grayness of it	Pollution
I didn't like the culture in x, it was very class orientated. Climate of host country.	Climate Culture
The x currency crashed twice in 10 months. I experienced two big quakes in just 10 months time and they were extremely frightening. I loved living in x but hated teaching those spoilt children who knew they could do whatever they wanted to do and get away with it. I didn't feel safe in x	\$ - Inflation Safety
Living in x country can be trying after a number of years. Country's religion	Lifestyle
The compound where I lived was bombed. Terrorist attacks increased and ultimately hindered my feelings of personal safety. Terrorism. Lack of personal freedom in city. My personal freedom as a western woman in a strict x society was hampered and I felt vulnerable with increased terrorists attacks. The tension in the country caused me to leave	Safety Lifestyle
Requirement to leave the country or start paying tax and pay back taxes for the previous two years was a major constraint. Tax and social security payments	Taxes
Changing currency made it more expensive for some people to stay	Inflation
The city we lived in and the neighborhood where the school and our home was located was very polluted from nearby industry. After two years I was concerned about my health. Pollution	Health/Pollution
The culture of x is beautiful yet is not conducive to what I was looking for as an expatriate	Culture
Cost of living was far too high to ensure a quality of life for a family of four	Living Conditions
The housing situation left a lot to be desired. Housing. Cultural constraints	Accommodations Culture
Location of school was changing to an insecure environment	Safety
X had just experienced three major earthquakes in the previous six months	Safety
X very polluted so health a concern. Pollution	Health/Pollution
Salary did not rise with hyper-inflation in x	Inflation
Concern for the safety of my ethically x girlfriend on the streets of x was a factor in our decision to leave. We had come across a number of incidents surrounding racial abuse and violence, which started to cause us concern. The x government has become increasingly hostile to granting any foreigners work permits and the corruption and bribery became tiresome, especially as the school struggled to deal with it.	Safety Political
Taxation related issues. Taxation	Taxes
The surrounding conditions in x were the reason for leaving, especially as a single teacher. Not satisfied with the country	Lifestyle
Political climate in the country	Political
The cost of living in x was not reflected in the salary and benefits package offered by the school	Living Conditions
Felt like a prisoner as had to live behind bars at home. School has armed guards. Living conditions. High level of crime. Felt trapped in the school and the country. Very unsafe to travel in country or even to and from store!! Did not like living behind bars. People generally unfriendly in the country.	Safety Living Conditions
Quality of life in x. In addition, I found x to be far too 'concrete', lacking in green spaces. There were many wonderful opportunities for travel in the region, but these did not compensate for life in a large, noisy, crowded city	Lifestyle
Accommodations were miniscule and below standards I am used to living in	Accommodations

Explanatory Comment	Category
The language barrier, and weather difficult	Language Climate
Tax situation. Tax situations/laws is very confusing situation to be in and had I known the details it probably would have prevented me from leaving the school when I did	Taxes
Taxes in general. Tax on children's tuition	Taxes
Personal – related to host city	Personal
Salary after two years is taxed in both host and home countries. Cost of living in host city	Taxes Living Conditions
The culture in x	Culture
No opportunities for cultural enrichment. Weather	Culture Climate
Host country living conditions. Feelings of safety. It was time to move out of the country. If the school had been in another country I may have decided to stay longer.	Living Conditions Safety
Pollution levels affect health	Health/Pollution
Standard of living in the host country. Living accommodation	Living Conditions Accommodations
Quality of life in country. Country was hard to get to	Lifestyle Location
Poor air quality in x. Levels of pollution and the lack of cultural events. Primary reason for leaving was the air pollution	Pollution Culture
Host country living conditions. Conditions in the country and the attitude, behavior and culture of the natives.	Living Conditions Culture
Home robbery	Safety
Living conditions	Living Conditions
Limited possibilities in the country	Lifestyle
Accommodation	Accommodations
Living expenses	Living Conditions
Change in accommodation	Accommodations
Housing was deplorable	Accommodations
Housing inadequate	Accommodations
Instability of the school because of problems with local government	Political
Housing	Accommodations
Language barriers	Language
Poor accommodation. Pollution	Accommodations Pollution
Living environment	Living Conditions
Cultural differences too different to consider long term placement	Culture
The city of x. The city of x was a little claustrophobic	Lifestyle
Cost of living and quality of living not as advertised	Living Conditions Lifestyle
High cost of living	Living Conditions
High taxes	Taxes
Expense of living. Quality of life was poor in x	Living Conditions Lifestyle
Poor lodging	Accommodations
Living conditions	Living Conditions
Cost of living was increasing and the relative value of the package was decreasing	Inflation
High taxes in x	Taxes
Lifestyle in the country	Lifestyle
Dangerous host country. The place was dangerous.	Safety
Geographic isolation	Location

Explanatory Comment	Category
Cultural	Culture
X life, very boring and a social environment that was anti-Western.	Lifestyle
X is not a city I like	Lifestyle
Living conditions	Accommodations
Exhausting, hot climate in a congested city	Climate
Rising tension in x	Safety
Apartments were in need of facelift also the furnishings	Accommodations
Living conditions in host country	Living Conditions
Taxation laws in x changed affecting school salary and benefits package substantially	Salary
Pollution	Pollution
Life in the country	Lifestyle
Country too far from our own	Location
Living conditions (cost of child care, opportunities for young children, and cost of private help ie. Cooking and cleaning)	Living Conditions
Die was cast after the Asian economic crash	Finances
Local clients expectations different from expat. Decline in dollar linked to x means quality staff harder to attract	Finances
X is a lovely country and the people there were very open minded and gracious. However, they allow administrators to be “little kings” because that is the way the culture is set up. It doesn’t work well when people from the western world come to work and expect freedom of speech and a part in the decision-making process.	Administration
X is hot	Climate
I was there when Sept. 11 occurred, so there was perceived future instability in the region, so personal safety was also a factor	Safety

(Source: Odland, 2007)

Appendix H

Vita

Steven Marc Desroches
Curriculum Vitae

Steven Desroches was born in Penetanguishene, Ontario, Canada in 1971. He commenced teaching internationally in 1997. He is currently the Head of School of Colegio Panamericano in Bucaramanga, Colombia and has been appointed the Head of School of Colegio Jorge Washington in Cartagena, Colombia commencing July, 2013.

Education and Certifications

Doctorate in Educational Leadership, Lehigh University, Expected Graduation May 2013
Advanced Bachelor of Educational Leadership, Nipissing University, 2007
Teacher Leadership Certificate, Lehigh University, 2007
Ontario Principal Certification, 2006
Master of Arts in Elementary Education, University of Alabama, 2005
Ontario Teacher Certification, 1997
Bachelor of Education, University of Toronto (OISE), 1997
Bachelor of Environmental Studies, University of Waterloo, 1995

Professional Experience

Head of School, Colegio Jorge Washington, Cartagena, Colombia (commencing July 2013)
Head of School, Colegio Panamericano, Bucaramanga, Colombia (2008-2013)
Math Coordinator / Math Specialist, Colegio Nueva Granada, Bogotá, Colombia (2002-2008)
Principal / Elementary Teacher, Colegio Británico de Cartagena, Colombia (1999-2002)
Primary Teacher, Gimnasio Los Caobos, Bogotá, Colombia (1997-1999)