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A Global Study of International Teacher Recruitment

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TABLE OF CONTENTS

Page

List of Tables

List of Figure

Abstract

International teacher recruiting is a complex, high stakes process that is crucial to schools' success. Competition for teachers is intensifying as the number of international schools increases globally. The number of international schools has more than doubled in recent years. With candidates and schools scattered throughout the world, schools need a clearer picture of who the candidates are and how they approach recruitment. This study begins to address this need. It documented the responses of 1,543 teacher candidates to 33 school variables as well as variables of "wanderlust" or the desire for cultural exploration and new experiences. 790 candidates responded to the second stage of the study. Candidate responses were analyzed in terms of total teaching experience and overseas teaching experience. The survey was sent to all candidates registered with the Council for International Schools, International School Services, and Search-Associates at the beginning and end of the 2011-2012 recruiting cycle.

The study identified seven underlying factors (connected groups of variables) that explain two-thirds of the variance of candidate responses to school variables. The study found that experienced teachers (greater than five years' experience) exhibited a career focus in their valuing of the variables in contrast to the personal focus of less-experienced teachers (five or fewer years' experience). Experienced teachers rated variables related to school leadership, compensation, and autonomy highest while less-experienced teachers rated variables related to meaning of the work, wanderlust, personal safety, and job conditions highest. Overseas experience was found to be a stronger differentiator of candidate perceptions than total teaching experience. The strength of candidate responses to most variables moderated from the beginning of the process to the time of job decision, except for teachers with more overseas experience.

The factors identified in this study provide a framework for the analysis of candidate responses to recruitment and for schools in analyzing their recruiting efforts and strategies. Further research on how these factors are interpreted by candidates and on other dimensions of the international teacher recruiting process are important to expand the research in this domain.

CHAPTER 1

Introduction and Purpose of Study

In any competitive market situation, recruiting effective workers is a vital process for an organization. The business literature describes recruitment as the process by which organizations seek to attract the strongest possible candidates to work for them. Research confirms that institutions obtain a competitive advantage based on their ability to recruit high-caliber candidates for employment (Lee, 2005; Martin & Franz, 1994; Turban & Cable, 2003). Consequently, organizations of all types devote significant resources to recruiting personnel, seeking ways to establish this competitive edge (Carlson, Connerley, & Mechan, 2002).

In the educational domain, numerous researchers have also confirmed that recruiting is a core competency of school leaders (Allen, 2005; Guarino, Santibanez, & Daley, 2006; Lee, 2005; Marzano, 2007; Thomas & Wise, 1999). Thus, the success of schools, like other organizations, depends on their administrators' ability to hire quality employees, especially teachers. Despite the acknowledged importance of recruiting in schools, very little research provides operational guidance to this process (Aiman-Smith, Bauer, & Cable, 2001; Breaugh & Starke, 2000; Thomas & Wise, 1999). In the international domain, teacher recruitment is an even higher stakes process involving significantly more expense and greater complexity due to the scattered locations and varied circumstances of the schools. Yet, little significant or current research is available in the international school setting. This study addressed that lack of research by examining the variables of recruiting teachers to work in international schools. Specifically, this study examined what variables were important to candidates at the beginning of the process and also what variables were important to the candidates when they decided whether to take a particular job.

This study was based on two basic premises supported in the recruiting literature. First, candidate attraction can be systematically studied and predictor variables for their employment choices can be identified. Second, understanding the strength of those predicator variables is a valuable asset to an organization, allowing school leaders to prioritize their actions based upon the strongest predictors (Axelrod, Handfield-Jones, & Welsh, 2001; Barber, 1998; Rynes & Barber, 1990; Thomas & Wise, 1999). This study was built on the Applicant Attraction Model of recruitment developed by Rynes and Barber (1990) who argued that job and organizational variables are predictors of candidate job decisions. This approach is based on Vroom's (1966) expectancy theory which posited that job choices are a function of the value candidates place on the variables of alternative opportunities. Based on these two approaches, studying candidate attraction to organizational variables of recruiting has become common in the general recruiting literature (Bond, 2001; Hammen, 2005; Jurgensen, 1978; Kelly, 2004; Rynes, 1989; Steinke, 2006; Winter & Melloy, 2005; Young, Rinehart, & Heneman, 1993).

The research on recruitment and retention in both the business and educational literature has consistently identified a variety of variables as significant in candidate decisions. In both domains, however, this research has been fragmented and has often focused only on single variables in a complex process. Ingersoll (2001b) advanced the educational research considerably when he examined comprehensive, nationally representative teacher data on a broad range of variables. Mancuso (2010) adapted the variables of Ingersoll's study to the international setting and investigated teacher turnover in international schools, providing a similarly broad view of the same issue in different context. To date, however, very limited research exists for the related process of teacher recruitment in the international setting, a deficiency noted by researchers in the field (Wood, 2007). Even in the general educational

literature, recruitment has generally been secondary to studies of teacher turnover (Allen, 2005; Guarino et al., 2006). If retaining good teachers is important to schools, then recruiting them in the first place is equally important. Thus the need remained to conduct a broad, internationally representative study of the spectrum of recruiting variables to guide schools in this critical process.

Conceptual Framework

This study examined Ingersoll's (2001b) and Mancuso's (2010) variables in the international recruitment setting. Specifically, their research combined variables identified in the business and educational literature into factors of organizational conditions, school variables, and teacher variables, and found them significantly associated with teacher turnover, which is closely associated with teacher recruitment in the literature (Allen, 2005; Guarino et al., 2006). The variables of this study are adapted from their research. The first factor was *organizational conditions,* which refers to the work conditions that surround the job of teaching such as compensation package, class size, support and supervision, school governance, and career development opportunities. The second factor was *school characteristics,* which refers to the variables of a school's status such as size of enrollment, location, proprietorship, and demographic makeup. *Teacher characteristics* encompassed the personal variables of gender, age, marital status, education, and experience, among others.

This study examined how different groups of teacher candidates valued organizational conditions and school characteristics when searching for and eventually choosing an international school for employment, based on their experience. Candidate responses were analyzed based on two dimensions of experience: total teaching experience and overseas teaching experience. First, this study examined candidate perceptions of the variables that they

valued when searching for international schools at the beginning of the international recruiting cycle based on less or more total teaching and overseas experience. It then similarly examined candidate perceptions of the value of these same variables at the time of job selection or rejection. A comparison of candidate responses at these two stages of the cycle identified how candidates view the variables differently when searching for school than when actually deciding about a job.

Research literature consistently demonstrates that teacher variables, in general, influence employment decisions and that teaching experience is a significant variable in teacher decisions. For instance, Ingersoll (2001b) found candidate age and experience to be correlated with employment decisions. Other studies have confirmed this finding (Borman & Dowling, 2008; Inman & Marlow, 2004). Similarly, in the international domain Mancuso found teacher experience a significant predictor of teacher turnover. In his study, more years of service were correlated with a greater likelihood of moving to a new school (Mancuso, Roberts, & White, 2010). The decision to analyze recruiting in terms of candidate experience was further bolstered by the opinion of experienced recruiters and experts in the field who cited candidate experience as a key variable both in how candidates approach recruiting and how schools evaluate candidates (J. Larsson, personal communication, March 7, 2011; T. Razik, personal communication, February 10, 2011). Pursuant to these conclusions, this study focused on experience as a key differentiating characteristic in candidate perceptions of international schools.

Obtaining a perspective of international teacher recruiting at different phases of the process is also important. International teacher recruiting is a complex process that extends over several months. Candidates encounter a widely varied array of variables and processes as they search for and select schools to pursue. As candidates encounter this fluid and complex environment, the possibility that their perceptions and priorities may change is significant,

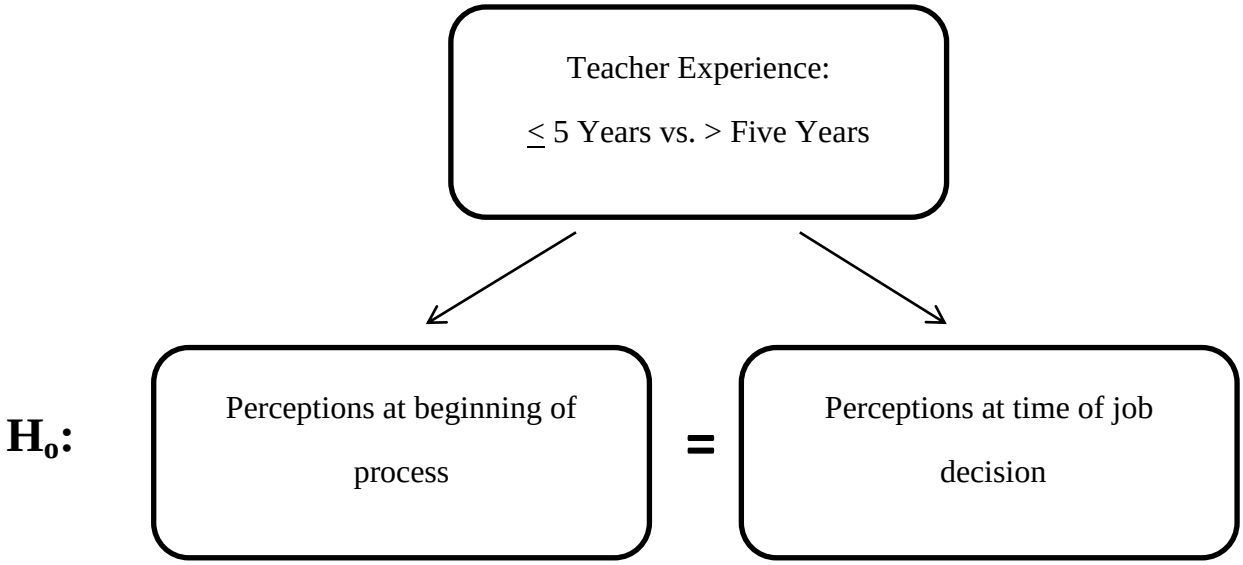
particularly for those new to international education. What variables attract a candidate to a school and what variables actually help "close the deal" may be very different. Understanding what such differences are would be important to school recruiters' efforts to effectively target their resources and hire teachers to their schools.

Examining candidate perceptions at two different points in the recruitment process offers important research advantages. First, researchers have long argued the value of comparing multiple observations as desirable over inferring change from single observations. A single observation and self-report of a change process is subject to the influence of intervening events, the respondents' self-editing to justify eventual outcomes, and their incomplete recollection of information (Campbell & Stanley, 1963). Respondents do so in order to enhance their status or to deny negative information in their responses (Paulhus, 2002). This study sampled candidate perceptions at the beginning and end of the recruiting process, thus providing a comparison of those perceptions and minimizing the potential for distortion of responses.

This study first identified the existence of underlying factors in teacher perceptions, and then tested three null hypotheses. First, it hypothesized that no significant difference existed between the perceptions of more and less experienced teachers toward the factors at the beginning of the recruiting process. Second, it hypothesized that no significant difference existed between the perceptions of more and less experienced teachers toward the factors at the time of job decision. And third, it hypothesized that no significant difference existed between the perceptions of more and less experienced teachers toward the factors when comparing the results from the beginning of the process to the results at the time of job decision.

Figure 1

Conceptual design of this study



H_o:

(Note: H_o means null hypothesis).

In this conceptual design, this study hypothesized that at the beginning of the recruiting process candidates formed a self-evaluation of the importance of a set of organizational and school variables based on their experience. The study tested the null hypothesis that no statistical difference existed between teacher perceptions of the importance of the variables between the search stage and the employment decision stage, based on their teaching and overseas experience.

Review of the Literature

This study was developed within the context of a number of issues that influence international recruiting. These include the U.S. and international recruiting situations, the complexities of international school circumstances, and the business and educational antecedents for the variables of this study. These provide the background for this study and illustrate several limitations in the literature that this study will address.

Recruiting Contexts: The U.S. Environment

Teacher recruitment in the U.S. currently takes place in an environment of long-term teacher shortages. Experts have predicted general labor shortages in the new century since the 1980's (Beall, 1995; Rynes & Barber, 1990). A leading business journal coined the term "war for talent" to describe the competitive situation that these labor shortages have created (Axelrod, Handfield, & Jones, 2001). In education, numerous studies have documented the nature and extent of teacher shortages for both U.S. public and private schools (Flynt & Morton, 2009; Ingersoll, 2001b; Johnson, 2000; Lee, 2005). Research has predicted a need for up to two million new teachers in the U.S. by 2015 making finding good teachers a significant strategic challenge for school leaders (National Educational Association, 2003). This competitive environment for quality teachers creates an imperative for schools to understand the teacher labor market and to make their organizations more attractive to candidates (Axelrod, Handfield, & Jones, 2001; Turban & Greening, 1997). In response, school districts have necessarily developed numerous ways to attract candidates such as signing bonuses, raises, and annual stipends to "steal" teachers from other districts and attract recruits (Goolsby & Unmuth, 2008; Lee, 2005).

Two trends have reduced the pool of available teachers (Winter & Melloy, 2005). First, teacher attrition, particularly of younger teachers, is a major influence in the shortages, more so in private schools. New teachers are not staying for long careers, often leaving during their first five years (Flynt & Morton, 2009; Ingersoll, 2001b; Inman & Marlow, 2004; Malone, 2002). Second, the retirement of Baby Boom teachers increasingly drains experienced teachers from education (Fajen, 2001; Ingersoll, 2001b; Malone, 2002). This depleted pool of teachers puts pressure on the entire profession, and specifically on recruiting (Berry & Hirsch, 2005; Blair, 2003; Borman & Dowling, 2008; Grissmer & Kirby, 1997). This shortage has developed

concurrently with increases in student enrollments (Malone, 2002; Spradlin & Prendergast, 2006). Thus, U.S. schools must address the question of how to successfully recruit in an increasingly competitive environment.

Recruiting Contexts: The International Environment

The demand for international teachers has increased steadily over recent decades driven by the establishment of new schools and the continued growth of already established schools. International educational journals reported that from 2000-2008 the number of English-language international schools more than doubled (Brummit, 2009). Such growth has continued with researchers reporting 5,619 international schools world-wide with 2,585,413 students in 2010 (Woodward, 2010). Asia, for example, is one of the fastest growing markets for international schools, with 2,931 schools reported by 2010. This figure accounts for 52% of the total of international schools (Woodward, 2010). This regional growth of the international school market is in part due to the burgeoning growth of many Asian economies in the new century. The economic boom has fueled both the increase in expatriate residents in the region and the number of host-country citizens with the financial means and desire to send their children to international schools. It has also fueled an increase of for-profit schools owned by host-country nationals for these students (Woodward, 2010).

The candidate pool for teachers in these international schools has not kept pace with this increasing demand, thus creating an increasingly competitive market for recruiting (Broman, 2006). Administrators and recruiting agency representatives believe that most recruiting fairs in recent years have had inadequate pools of qualified candidates (T. Hawkins, personal communication, October 15, 2009; R. Krajczar, personal communication, October 31, 2009; J.

Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009). Though attrition in international schools has not been fully documented, one study suggested higher attrition rates in the Near East South Asia region than in U.S. private schools (Mancuso, 2010). If true, this trend would exacerbate the shortage of teachers. Regardless of which is the case, the increase in new schools will continue to cause increased competition for candidates (T. Hawkins; R. Krajczar; J. Larsson; H. Lyso). Responding to this challenge, the Association for the Advancement of International Education (AAIE) organized a high profile task force to investigate ways to increase international teacher recruitment pools. Other experts have echoed this call to increase applicants for international jobs (Hayden, 2006). Though the economic crisis of 2008-09 appeared to have increased the candidate pool (Broman, 2009; The International Educator, 2009), practitioners expect that increasing numbers of schools in the market ensures increased competition for recruits (Brummit, 2009; T. Hawkins; R. Krajczar; J. Larsson; H. Lyso).

Additional Complexities of International School Recruiting

International schools exist in a dynamic environment that involves complexities not present in U.S. public school systems. An international school is a school that primarily serves foreign students residing as expatriates in a host country. These schools follow a national (non-local) or international curriculum with mostly expatriate administrators and teaching staff. On the surface, international schools share many characteristics with national system public schools. They contain a similar mix of grade levels, have administrators and teachers with like titles, and follow a curriculum that is systematically laid out. Many teachers and administrators hold home country university degrees and teaching and administrative certificates. The differences between the two types of schools, however, are significant. For instance, in international recruiting,

employing a teacher involves not only changing candidates' work environment, but also changing their living environment and conditions because they are no longer in the home country following home country laws and customs. Further, school differences include widely varied host nation locations, cultures, climates, security situations, and lifestyles (Hayden, 2006).

Geographical locations and distance from the teachers' home countries also add to the complexity of recruiting for international schools. International schools are usually situated in a variety of non-English speaking countries. They typically have no access to a local pool of certified teachers, as do U.S. school districts for instance. International schools must fill positions at a distance, usually through recruiting agencies that identify worldwide pools of candidates who are given access to interested school through recruiting fairs. At these fairs, schools and candidates make crucial decisions to make offers of employment and to make decisions about accepting such offers in a few intense days. This highly pressured process is expensive to schools and candidates in time and money (Hayden, 2006). Further, this recruiting environment is in transition as technology changes the accessibility of schools and recruits to each other, independent of the recruiting agencies. Through the use of video phone calls, websites, and email, school recruiters and candidates have significantly enhanced abilities to exchange information (T. Hawkins, personal communication, October 15, 2009; Hayden, 2006; R. Krajczar, personal communication, October 31, 2009; J. Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009).

The stakes of recruiting decisions are especially high in an international setting (Hardman, 2001; Hayden, 2006; Richardson, von Kirchenheim, & Richardson, 2006; Spradlin & Prendergast, 2006)**.** Contracts for international school teachers include not only salary, insurance, and retirement benefits but also travel, housing allotments, and the shipping costs of personal

goods, among other expensive commitments. A bad outcome from these recruiting decisions is costly to schools because contracts for new teachers often require two-year commitments that cannot be easily broken.

Administrators of international schools face these decisions with no body of research to guide them. One reason for this paucity of research may be that international schools have no public or private universities nearby with a research interest in them. Host nations presumably have little interest in studying international schools which generally serve non-citizens. This lack of clear guidance is significant because many decisions including those involving recruitment are made without grounding in good research. Such decisions will likely fall short of solving the problems they were made to address (Allen, 2005). Experienced administrators and recruiters in the international domain have expressed the need for research to guide recruiting efforts (T. Hawkins, personal communication, October 15, 2009; R. Krajczar, personal communication, October 31, 2009; J. Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009).

Context of Variables: The Business Literature

Within the varied contexts that impact recruiting for international schools, this study examined key variables of schools that influence candidate decisions. Educational recruiting literature is a subset of the general recruiting literature, and as such draws upon that research. In the business recruitment literature, the study of various organizational variables and candidate variables has developed in a somewhat piecemeal manner since the 1970s, identifying a wide variety of variables as predictors of candidate decisions. In an early influential study on the design of subsequent research, Jurgensen (1978) studied the rankings of 57,000 applicants to ten job attributes over a 30 year period, examining their importance to job decisions. His ten

variables included various job conditions such as pay, benefits, advancement, hours, and type of work. Analyzing the data for a variety of personal variables such as gender, age, marital status, and education, he found that the relative strength of the ten variables differed significantly between genders. Men considered security, advancement, and type of work most important while women ranked type of work highest, followed by the company, and then security. Men ranked pay fifth in importance; women ranked it seventh.

This approach has become common as later studies continued to examine the correlation of various job and organizational variables with recruitment and retention decisions. For instance, studies have repeatedly confirmed the significance of pay and benefits to candidates (Cable & Judge, 1994; Feldman & Arnold, 1978). Numerous other studies have confirmed various job variables such as type of work, use of skills, responsibility, autonomy, and others to be significant (Feldman & Arnold, 1978; Gatewood, Gowan, & Lautenschlager, 1993; Thomas & Wise, 1999; Turban & Cable, 2003; Turban & Greening, 1997).

Studies have also consistently found candidate responses correlated to personal variables. Turban, Eyring, and Campion (1993) adapted Jurgensen's instrument and used it with petro-chemical employees, finding that interest in a particular job was significantly correlated to differences in age, gender, race, and grade point average. Other studies in the U.S. and internationally have similarly confirmed the importance of personal variables in job decisions (Gatewood, Gowan, & Lautenschlager, 1993; Lievens, Decaesteker, & Coetsier, 2001; Rose, 2006; Rynes, Bretz, & Gerhart,1990; Turban & Cable, 2003; Turban & Greening, 1997).

Thus, though the specific variable definitions and research approaches vary, the business literature consistently confirms the significance of the variables to be included in this study. However, this literature provides only a piecemeal picture of the subject. The variables are

defined in different ways. Sometimes they are grouped; sometimes they are studied individually. Observations of a multi-stage process are generally taken only at a single point in time. Often, the subjects of the studies are college students, not actual job candidates or workers, raising the issue of the applicability of the results to actual job candidates. In contrast, this study comprehensively examined current teaching candidate responses to variables specifically in the international setting at two different stages of the process. This information is important because many of these variables are under the control of the school and can be leveraged to improve applicant attraction through organizational attraction strategies (Guarino et.al, 2006; Rynes, 1991; Rynes & Barber, 1990).

Context for Variables: The Educational Literature

This study drew its variables from the general educational literature, in which numerous variables of teacher recruitment and retention have been examined. As noted, based on Ingersoll's (2001b) and Mancuso's (2010) research, this study examined variables from three factors: organizational conditions, school variables, and teacher variables. Candidate responses to variables from these antecedent studies were examined to see if they grouped into underlying factors that explain candidate responses to schools in the recruiting process and to identify the specific variables most important to candidates.

Organizational Conditions. The educational literature has identified correlations between organizational conditions and teacher recruitment and retention decisions. However, similar to the business literature, these studies present a piecemeal picture of recruitment and retention using a variety of definitions and methods. For instance, studies frequently confirm the importance of pay and benefits in recruiting and retention. Figlio (2002), using a sample of 2,672

new teachers across the U.S., found salary a significant predictor of districts' ability to attract teachers. Numerous others have confirmed similar correlations between pay and benefits and candidate attraction (Bartell, 1987; Beall, 1995; Bond, 2001; Cable & Judge, 1994; Evans, 1987; Figlio, 2002; Firestone & Pennell, 1993; Guarino et al., 2006; Han, 1994; Hounshell &Griffin, 1989; Jacobson, 1989; Kelly, 2004; Reed & Busby, 1985). Other studies have found professional relationships, professional development, autonomy, responsibility, and job satisfaction to be significant (Bartell, 1987; Beall, 1995; Berry & Hirsch, 2005; Borman & Dowling, 2008; Firestone & Pennell, 1993; Han, 1994; Ingersoll, 2001b; Jacobson, 1989; Pounder & Merrill, 2001; Steinke, 2006; Winter & Melloy, 2005). Other research also confirms the importance of the type of school governance and administrator leadership style to teacher decisions (Darling-Hammond, 2003; Marks & Printy, 2003).

Allen's (2005) review of 91 studies—mostly of retention—confirms the relationship of these variables to teacher recruitment and retention. He identified a number of organizational variables that were significantly related to recruiting and retention decisions including compensation, school level, administrative support, teacher autonomy, and general working conditions. In the international setting, Odland and Ruzicka (2009) studied the variables affecting decisions of 281 international teachers to leave their schools at the end of their first contract. They found that the organizational conditions of administrative leadership, compensation, and personal circumstances were significant predictors in teachers' decisions to leave their schools. Hardman (2001) and Lee (2006) found professional advancement, financial incentives, a happy working climate, a strong sense of job challenge, and school leadership as important to international teachers. Both of these studies, however, were limited in scope. Thus,

in the educational domain, as in the business field, a number of organizational conditions appear to be significant to candidates when they seek teaching positions in schools.

School Variables. Though less studied than organizational conditions, researchers of national educational systems have also found school variables to be significant in predicting teacher employment decisions in the United States. Guarino et al. (2006) conducted a review of 46 U.S. teacher recruitment and retention studies completed since 1990. Their analysis confirmed the significance of the school variables of location (urban/rural), resources, student discipline problems, public/private status, and size. Allen's (2005) review of 91 U.S. recruiting and retention studies also found consistent evidence of school size, school status (public/private), student socio-economic levels, and school level as significant influences to teacher decisions. Numerous studies have confirmed significant correlations between these variables and teacher recruitment and retention (Elliott, 2008; Hammer, Hughes, McClure, Reeves, & Salgado, 2005; Han, 1994; Ingersoll, 2001b; Winter & Melloy, 2005). However, as in other areas, the evidence is from the U.S. setting and is presented in a disconnected fashion, focused primarily on teacher turnover, and lacking the clarity and completeness needed to guide an international school's efforts. For example, in Allen's (2005) review of 91 U.S. studies for the Education Commission of the States, 63% were studies of teacher attrition and retention, 21% were of varied topics such as teacher education programs and minority studies, and only 16% were of teacher recruitment. Of that 16%, many studies focused only on compensation, some on attracting minorities, and some on staffing rural or urban schools. None took a comprehensive look at the variables affecting teacher recruitment and none addressed any of the distinctive challenges that international schools face. Thus, though of general value in understanding the recruiting process, this literature does not provide specific guidance to international schools.

Teacher Variables. Candidates' perceptions of organizational conditions and school variables are influenced by their personal characteristics. Candidate preferences toward organizational conditions and school variables have been found to be correlated with personal variables such as a teacher's experience, gender, marital status, and educational credentials (Allen, 2005; Bartell, 1987; Borman & Dowling, 2008; Guarino et. al, 2006; Han, 1994; Ingersoll, 2001b; Inman & Marlow, 2004, Winter, 1995; Winter & Melloy, 2005). Borman and Dowling (2008) in a meta-analysis of 34 teacher attrition and retention studies found personal variables a key predictor of teacher decisions. Guarino et al.'s (2006) analysis identified relationships between teacher retention and the individual variables of age, experience, gender, race, and ability. Ingersoll (2001b) also confirmed the significance of such variables. Consistent with this research, this study will examine teacher perceptions based on the personal variables of total teaching experience and overseas experience.

In addition to the impact of experience on teacher perceptions, this study will examine the additional characteristic of *wanderlust. Wanderlust* is defined as "a great desire to travel or roam about" (Hanks, McLeod, & Urdang, 1986, p. 1708) . The inclusion of variables of wanderlust in this study is based on Mancuso's (2010) finding that variables said to measure this characteristic were significant predictors of teacher turnover. He suggested that international school teachers may be attracted to jobs based on an adventuring interest to "see the world" more than might be the case for teachers remaining in their home countries and cultures. Similarly, Joslin (2002) identified the influence of a teacher's individual culture and desire for inter-cultural learning as important to the decision to seek international teacher employment. Practitioners consulted in the preparation of this study concurred (T. Hawkins, personal communication,

October 15, 2009; R. Krajczar, personal communication, October 31, 2009; J. Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009).

Limitations of the Literature

The studies reviewed above have several important limitations. First, a large number of the studies focus on individual institutional variables, particularly compensation, to the exclusion of others. To educational leaders, they present a fragmented mosaic that can be difficult to synthesize and apply to improving recruiting efforts. Second, although the literature generally treats recruitment and retention synonymously (Allen, 2005; Guarino et al., 2006), most studies focused directly on teacher retention rather than recruiting. This is the case whether the samples were from U.S. or international schools. The validity of using results from retention to infer what may be the case in recruitment is limited because the recruiting context may influence candidates differently than the retention context. Third, and most importantly, while the cited research establishes the significance of the variables to be examined in this study, its conclusions have received very limited attention in the realm of international schools that operate under significantly different circumstances from their national counterparts (T. Hawkins, personal communication, October 15, 2009; R. Krajczar, personal communication, October 31, 2009; J. Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009).

Conceptual Foundations of This Study

This study employs the words *factor* and *variable.* The word *variable* is used to refer to the specific characteristics of candidates, schools, and jobs that are considered in the recruitment literature, such as gender, location, work conditions, and so forth. The word *factor* is used when

referring to a group of variables confirmed by research to be related to each other in the recruiting process.

Ingersoll (2001b) conducted a series of influential studies of teacher turnover in the U.S. that addressed some of the limitations of recruiting and retention research, which provide part of the basis for this study. He examined data from approximately 55,000 teachers collected randomly by the U.S. Census Bureau for the National Center for Education for Educational Statistics through the Schools and Staffing Survey (SASS) and 6,733 participants in the teacher follow-up survey (TFS). These instruments, established in the late 1980's, collected comprehensive and nationally representative data on teacher staffing issues. He studied the data from the 1991-92 TFS linked with data from the 1990-91 SASS. The TFS was administered to participants in the previous SASS who had left their schools that year. Ingersoll used the three factors of organizational conditions, school variables, and teacher variables to organize his analysis of variables in teacher turnover. He found that teacher variables such as experience, age, and specialty field were predictors of turnover. He also found that organizational variables of teacher job dissatisfaction, low salaries, inadequate administrative support, student discipline, and limited faculty input into decisions were also predictive of teacher decisions. Other studies based on these national data reached similar conclusions (Fajen, 2001; Marvel, Lyter, Peltola, Strizek, & Morton, 2007).

Ingersoll's (2001a) study, in addition to providing important research on comprehensive national teacher turnover data, also provided a conceptual framework with which to study teacher employment decisions. He based his work on three premises that are relevant to this study of recruitment. First, he posited that teacher turnover was an important issue because of its connection to the performance of the organization. Second, he argued that understanding the

issue required studying it at the level of the organization. Finally, he argued that turnover was affected by the character and conditions of the organizations in which employees work (Ingersoll, 2001a). These premises underlay this study as well, which extended them to the recruiting domain. This study recognized the acute importance of recruiting to the success of international schools and sought to inform that process. Further, this study comprehensively examined candidate perceptions of the full scope of variables at the organizational level, confirming their influence on the recruiting process.

In addition to adapting Ingersoll's (2001a) structure and premises, this study also drew significantly on a recent study of international school turnover. Mancuso (2010) directly adapted Ingersoll's work to international schools. He examined teacher decisions to remain at or leave American Overseas Schools (AOS) schools in the Near East South Asia (NESA) region. Like Ingersoll, he grouped the variables of teacher employment decisions into the three factors of organizational conditions, school variables, and teacher variables. Using variables developed from the SASS and the TFS, he developed the International Teacher Mobility Survey (ITMS), and surveyed 248 teachers in the NESA region. Where Ingersoll studied catalogued data, Mancuso studied current NESA teachers and their reasons for staying at or leaving their schools. He also extended Ingersoll's research by examining an additional teacher characteristic, *wanderlust*, and its potential impact on teacher decisions.

Mancuso (2010) found the variables of compensation, school leadership, and faculty input in decision making to be significant predictors of teacher turnover. He also found the teacher variables of spousal employment at a school, experience, age, number of years working at a school, and aspects of *wanderlust* significantly correlated with teacher decisions to stay at or leave a school.

Thus, Ingersoll's (2001b) comprehensive national study provided a framework for Mancuso (2010) to study international school teacher turnover. This study extended their work, and investigated the role of variables of organizational conditions, school characteristics, and teacher characteristics in international teacher recruiting, and examined them for a specific set of underlying factors influential in teacher perceptions of schools. These factors were examined at two phases of the process: the beginning of recruitment process during candidates' initial search for schools and the end of the process when they have made their decisions about the schools of their choice. The sample included the entire spectrum of recruiting candidates--currently employed and not, new and experienced, from a global sample. Thus, this study investigated international school recruiting with the most comprehensive sample to date.

Research Questions

This study surveyed candidate perceptions of 33 variables of schools and jobs, derived directly from Mancuso's International Teacher Mobility Survey. Given the large number of variables, the study first asked if patterns existed in candidate responses that would identify underlying factors in the data. Having found the existence of seven factors (described in Chapter Three), the data were then analyzed to identify differences in candidate perceptions of those factors at the beginning of the process and at the time of job decision based on their teaching experience. Finally, candidate perceptions from the beginning of the process to the time of job decision were compared and analyzed for significant differences. The seven research questions were:

1. Do underlying factors exist in candidate perceptions of school and job variables and what are those factors?

Candidate perceptions of underlying factors at beginning of recruiting process

2. Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process, based on total teaching experience?
3. Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process, based on overseas teaching experience?

Candidate perceptions of underlying factors at the time of job decision

4. Does a difference exist between candidate perceptions of underlying factors at the time of the job decision, based on total teaching experience?
5. Does a difference exist between candidate perceptions of underlying factors at the time of the job decision, based on overseas teaching experience?

Before/after comparison of candidate perceptions of underlying factors

6. Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process and at the time of job selection, based on total teaching experience?
7. Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process and at the time of job selection, based on overseas teaching experience?

Definition of Terms

The following definitions explain the key terms used in this study:

Factor. For the purposes of this study the term "factor" refers to a group of variables confirmed by research to be related to each other in the recruiting process.

International School. For the purposes of this study, an international school is a school that primarily serves foreign students residing as expatriates in a host country. These schools follow a national (non-local) or international curriculum with mostly expatriate administrators and teaching staff.

International School Teacher. Teachers, usually expatriate, who teach at international schools. These teachers generally hold teaching credentials from their home countries and work in host countries on pay and benefit packages significantly different from locally hired teachers and staff.

International Teacher Recruiting Cycle. The majority of international school teachers are hired during a recruiting season that extends from November to June of a given school year. Contact between these teachers and international school is often facilitated by international recruiting agencies that sponsor hiring fairs in large cities around the world from January to June of each year.

Organizational Conditions. For the purposes of this study, organizational conditions are the work conditions that surround the job of teaching such as compensation package, class size, support and supervision, school governance, and career development opportunities.

Overseas Teaching Experience. Overseas teaching experience includes all of the years that a candidate has taught in schools outside their national school system.

School Variables. School variables are the characteristics of a school's status such as size, location, ownership, and demographic makeup.

Teacher Variables. Teacher variables include the personal characteristics of gender, age, marital status, education, and experience, among others.

Total Teaching Experience. Total teaching experience includes all of the years that a teacher has taught, whether overseas or in other settings.

Variable. For the purposes of this study, the term "variable" refers to the specific characteristics of candidates, schools, and jobs that are considered in the recruitment literature such as gender, location, work conditions, and so forth.

Wanderlust. This teacher characteristic is the desire to travel and have new experiences. Mancuso (2010) found this characteristic to be associated with teacher turnover in international schools.

CHAPTER 2

Method

Context

This study surveyed teacher candidates who registered with the three largest international recruiting agencies during the 2010-2011 international school recruiting cycle. International recruiting takes place in an annual cycle from November of a given year to the following summer. Each year recruiting agencies facilitate contact between candidates widely scattered throughout the world and the similarly dispersed schools. During a recruiting cycle, candidates and schools may register with one or more recruiting agency. The agencies connect candidates and schools both through direct contact and through recruiting fairs held in large cities throughout the world (Hayden, 2006; Wood, 2007). Such fairs are held from January to June of each year.

Several types of recruiting agencies are available to international school teachers. Some general recruiting agencies register international candidates, but have a very limited presence in the international educational field. In addition, a few regional agencies and universities sponsor recruits at their own localities. They usually sponsor a single fair each year in their home region and have limited interactions with international schools. Most hiring, however, is done through the three large international agencies that facilitate recruiting and administrative support services on an international scale: the Council for International Schools (CIS), International School Services (ISS), and Search Associates (SA). They are distinct from the other two types of agencies because their fairs have a global scope. They register large numbers of both new and experienced international teachers (Hayden, 2006; Larsson, 2010). These agencies serve a large

and global cross-section of international teaching candidates. In addition, CIS and ISS provide extensive and varied administrative support services to international schools around the world. These three agencies provided access to the participants for this study. The specifics of their fair schedules and locations for 2010-2011 are provided in Table 1.

Table 1

CIS, ISS, Search-Associates 2010-2011 Recruiting Fair Information

Agency	Number of Fairs	Fair Locations 2010-2011	Fair Season
Council for International Schools	3	London, UK Hamburg, Germany Philadelphia, USA	November through June
International School Services	4	Virginia, USA Bangkok, Thailand San Francisco, USA East Coast, USA	January through June
Search Associates	11	Sydney, Australia Hong Kong, China Toronto, Canada San Francisco, USA Bangkok, Thailand (2) Bethesda, USA London, UK (2) Cambridge, USA Dubai, UAE	January through June

Population, sample, and response rate

The population of this study was all teachers who registered with one or more of these three major recruitment agencies during the 2010-2011 recruiting cycle. Because some candidates registered with more than one agency, some of the 4,665 emails sent by the three

agencies went to the same recipients. The estimated sample size of the first administration of the survey was calculated to be 3,428 based upon the responses of the participants in the first administration of the survey (See Appendix A). CIS added 68 candidates to its database between the administrations, meaning that a limited number of new candidates were included in the second administration (an upper bound proportion of 8.9% of the second survey participants). A total of 1,543 candidates responded to the first survey (45.0%). All 3,428 recipients received an invitation to participate in the second survey if they had received a job offer, whether accepted or not. Those who did not receive a job offer were asked not to participate in the second survey. A total of 790 candidates responded to the second administration of the International Teacher Recruitment Survey (ITRS). This number represents a low bound estimated return rate of 23.0% of the total sample and a high bound estimate of 51.2% of those who responded to the first survey.

The representativeness of the sample of participants is supported by its consistency with the means of candidate experience of the total registered applicants of each of the three agencies, which will be detailed later. Because of differences between the recruiting agencies on how candidate demographics were gathered and categorized, direct comparisons from their databases on most candidate characteristics was not possible. For example, one agency categorized candidates on "marital status," while another documented "partner status," and the third asked only if a candidate had a "partner seeking teaching employment." However, a direct comparison of the means of total teaching experience and overseas teaching experience of ITRS respondents and data from the three recruiting agencies was possible. This is significant since teacher experience is the focus of the research questions of this study. Table 2 shows that mean years of experience for the ITRS respondents differed by only two or three years from the means

provided by the agencies. In addition, the demographic characteristics of respondents to the first and second administrations of the ITRS were nearly identical, evidence that the representativeness of the respondents was consistent across both administrations. Table 3 provides a comparison of the demographic data from each survey that shows the samples to be similar across the two types of experience. Appendix A provides additional explanation of the response rate and representativeness of the sample.

Table 2

Comparison of means of ITRS and recruiting agencies on years of candidate experience

Years of Experience	Search Associates (*n*=3098)	ISS (*n*=814)	CIS (*n*=753)	ITRS (*n*=1543)
Average overseas experience	4.6	3.9	5.0	7.2
Average total experience	9.6	10.2	11.0	13.1

Instrument

The International Teacher Recruitment Survey (ITRS) is a modified version of Mancuso's International Teacher Mobility Survey (ITMS) (Mancuso, 2010). Appendix B contains copies of the two versions of the ITRS. Appendix C provides an item by item comparison between those from the ITRS and the ITMS. The ITRS adapted the items relevant to recruiting from the ITMS and supplemented these items with two additional ones. These two additional items were school location and perceived personal safety in the local environment.

They were included based upon interviews with international recruiting experts (T. Hawkins, personal communication, October 15, 2009; Hayden, 2006; R. Krajczar, personal communication, October 31, 2009; J. Larsson, personal communication, November 1, 2009; H. Lyso, personal communication, November 1, 2009). The ITRS was used with minor modifications in both surveys of this study. Table 3 provides a comparison of the demographic characteristics of respondents to each administration.

Table 3

Comparison of demographic characteristics of respondents to each administration of the ITRS

Demographic Characteristics	ITRS: Beginning (*n*=1,543)	ITRS: Conclusion (*n*= 790)
Gender: male	41.1%	41.2%
Gender: female	59.9%	58.8%
Nationality: US	49.1%	47.7%
Nationality: UK	13.9%	13.8%
Nationality: Canadian	11.7%	12.5%
Nationality: Australian	5.8%	8.3%
Nationality: New Zealand	4.0%	4.3%
Nationality: Other	15.3%	13.5%
Teaching spouse	35.3%	38.5%
Dependent children	28.6%	29.3%
Mean age	40.6 yrs.	40.1 yrs.
Mean years overseas	7.2 yrs.	7.3 yrs.
Mean years teaching	13.0 yrs.	13.3 yrs.

The candidates were asked to respond to two versions of the ITRS, one near the beginning and one near the end of the recruiting cycle. Each survey included nine questions that solicited demographic information such as gender, marital status, age, whether their spouse was

employed at the school, number of dependents, highest academic degree, teaching experience, overseas teaching experience, and nationality. Second, eight questions with a 5-point Likert-type scale for responses focused on the characteristic of "wanderlust" that asked about the importance of travel opportunities, cultural enrichment, working with international students, dependent education opportunities, sharing Western education, among others (Mancuso, 2010). Third, 33 questions with a 5-point Likert-type scale focused on the importance of school and job variables such as salary, benefits, professional prestige, recognition and support, work conditions, job security, class size, classroom resources, safety, school location, among others. Each version also contained several questions about the recruiting process not directly related to the analysis of this study.

Internal Validity. The content and scope of the ITRS was derived from the International Teacher Mobility Survey (ITMS; Mancuso, 2010) that reported identifiable constructs in teacher turnover. Specifically, 48 of the 50 items of the ITRS came directly from the ITMS with minor wording changes in wording to fit the recruiting context. Mancuso's ITMS was developed from NCES's TFS *Questionnaire for Current Teacher 2004-05 School Year* that gathered data from a pool of 7,429 teacher respondents and 55,000 respondents to the SASS, from all 50 states (Marvel et al., 2007). The validity of the TFS and SASS has been demonstrated (Ingersoll, 2001b; Mancuso, 2010). Mancuso adapted these instruments for use in his study, eliminating certain demographic items not applicable in an international setting while maintaining the integrity of the content (Mancuso, 2010).

Internal Reliability. The reliability of the ITRS was also based on its close relationship to the ITMS in content and format as well as estimated during pilot testing. Mancuso (2010) estimated Cronbach's alpha reliability coefficients between .74 and .87 for individual sections of

the instrument. A pilot test conducted in May 2010 confirmed the reliability of the ITRS. The ITRS was administered to 28 international teachers who had participated in the recruiting process during the previous three years with 26 respondents providing valid results. With one item omitted, a Cronbach's alpha of .86 was found for the entire survey. The variables of organizational conditions yielded an alpha coefficient of .84 (27 items); and school variables, .67 (five items). The omitted item was "student demographics (host country vs. international)," that yielded a lower than acceptable coefficient and was removed from the instrument.

Informed Consent. A cover letter explained the purposes and uses of the study to candidates prior to participation. Appendix D presents a copy of the informed consent letter. Participation was voluntary and anonymous. Candidates were able to discontinue participation at any point or refuse to answer any individual item of the survey. The study followed commonly accepted procedures and expectations for human-subject research, including approval and supervision by the Lehigh University Office of Research and Sponsored Programs. Appendix E provides a detailed description of human subject research procedures for this study.

Data Gathering

The ITRS was administered first to all teachers registered with the selected agencies in one annual recruiting cycle. In this first administration, initiated during the first week of December of 2010, these candidates received from the recruiting agencies a link to the survey that was hosted on web-based software. Near the end of the recruiting season, in March of 2011, the same group of candidates received an invitation to participate in the second administration of the survey if they had received a job offer during that recruiting season. In the second administration, they were asked to respond to the same set of school variables based on their

perception of the variables' importance to them as they considered accepting or rejecting employment at a particular school. Candidates who did not receive a job offer or withdrew from the recruiting process were asked not to participate in the second survey. After each administration two follow-up reminders were sent at one week intervals.

Data Analysis

First administration of the ITRS. Candidate responses to the first administration of the survey were analyzed based on total teaching experience and overseas teaching experience. Previous research on teacher turnover has identified length of teaching experience to be an influential variable in teacher decisions about leaving teaching (Ingersoll, 2001b), moving to different schools (Ingersoll, 2001b; (Mancuso, Roberts, & White, 2010), seeking different types of schools (Wood, 2007), and other employment related decisions (Borman & Dowling, 2008; Inman & Marlow, 2004). This research suggests that more years of teaching experience is related to teacher turnover in general, but previous studies have not investigated how.

This study selected a dividing line for both types of experiences of five or fewer years' experience versus more than five years' experience. This decision was based on an analysis of candidate responses. The data were tested using three, four, five, and six years as the dividing point for experience. Dividing at both four and five years on both experience variables yielded the greatest number of significant differences, thus providing the point of greatest separation between groups of inexperienced and experienced teachers. In addition, experienced recruiters and international school administrators have identified five years as point at which candidates in the international school recruiting process appear to differ in terms of reasons for preferring

particular schools (J. Larsson, personal communication, March 7, 2011; T. Razik, personal communication, February 10, 2011).

Ingersoll (2001b) organized his analysis of teacher turnover around three very general factors that were significant in candidate decisions—organization conditions, school characteristics, and teacher characteristics. Mancuso (2010) applied Ingersoll's factors in his study of international teacher turnover, finding teacher characteristics and organizational conditions to be influential. This study found that in the recruiting setting, candidate responses to the many variables studied by Ingersoll and Mancuso grouped into seven underlying factors (detailed in Chapter Three). Based on observed patterns of significance on variables in the ITRS and a high score on the Kaiser-Mayer Olkin (KMO) measure of sampling adequacy (.91), a principal component analysis was conducted on candidate perceptions of the school variables of the first administration of the ITRS. The analysis found that multiple, conceptually related variables consistently loaded onto seven distinct factors that explained 64% of the variance of the candidate responses. These factors then were analyzed as the dependent variables in order to examine the role of candidate total experience and overseas experience in teacher perceptions.

First administration of the ITRS. Two Multivariate Analysis of Variance (MANOVA) tests with an alpha level set at .05 were conducted to see if mean differences existed between candidate perceptions of the factors based on total teaching experience and overseas teaching experience. When significance was found, further Analysis of Variance (ANOVA) tests were conducted to identify which factors accounted for the significant difference. Cohen's *d* was used to calculate effect size for these results.

Second administration of the ITRS. The analysis for the data on the second administration followed the same procedures described for the first administration of the ITRS using the data collected in the second administration of the survey.

Comparison of candidate perceptions between the two surveys. Two separate independent 2 (five or fewer years' teaching, more than five years' teaching) X 2 (ITRS at beginning of process, ITRS at job decision) MANOVA tests with an alpha level set at .05 were conducted to determine if significant differences existed between candidate perceptions between the first and second administration of the survey based on total and overseas experience. When significance was found, further ANOVA tests were conducted to identify which factors accounted for the significant difference. Cohen's *d* was used to calculate effect size for these results.

CHAPTER 3

Results

Question 1: Factor Structure of the Responses

The first research question of this study asked if underlying factors existed in candidate perceptions of school variables and what such factors were, if identified, using the responses from the first administration of the ITRS. Based on observed patterns of significance on variables in the ITRS and a high score on the Kaiser-Mayer Olkin (KMO) measure of sampling adequacy (.91), a principal component analysis with a Varimax rotation was conducted on candidate perceptions of the school variables of the first administration of the ITRS. The analysis found that multiple, conceptually related variables consistently loaded onto seven distinct factors. These factors, in order of strength of influence, were 1) relationship with school leadership, 2) external work conditions, 3) professional satisfaction, 4) personal well-being, 5) professional growth, 6) compensation and career advancement, and 7) wanderlust. Table 4 provides a listing of these factors with their associated variables.

These seven factors explained 64% of the variance of the candidate responses with few intermediate loadings. A seven factor structure was chosen based on a scree plot analysis, acceptable Eigen Values (> 1.0) for each factor, and the conceptual consistency of variables loading on each factor. Coefficients below .40 are generally considered low, and were suppressed. The percent of variance explained by each factor ranged from a high of 12.46% to a low of 5.67%. Table 4 provides a rotated component matrix of the relevant variables and their loadings on the seven factors. Six of the 33 school variables did not correlate consistently with the other variables of the study and were excluded. These variables included perceived prestige,

job security, class size, the way things are run at the school, job description, and employment for partner.

Table 4

All variable loadings on factors, with Eigenvalues, percent of variance, and cumulative variance

Variable	Factor						
	1	2	3	4	5	6	7
Autonomy or control over your own work	.79						
Autonomy over my classroom	.69						
Recognition/ support from administration	.60						
Influence over policies/practices	.58						
The way the principal/head communicates respect for teachers	.55						
Support from administrators	.50						
Manageability of workload	.50			.55			
Classroom resources		.87					
Facilities		.80					
Availability of resources and materials		.74					
General work conditions		.60					
Teaching assignment (subject/ grade)		.47					
Sense of personal accomplishment			.81				
Intellectual challenge			.75				
Make a difference in lives of others			.72				
Opportunities for learning from colleagues			.46		.66		
Opportunities for professional development			.40		.55		
Personal security in the host country				.69			
Safety of environment				.65			
Ability to balance personal life and work				.64			
Social relationships with colleagues					.75		
Opportunities for professional advancement					.40	.49	
Salary						.78	
Benefits (e.g. health insurance, retirement)						.76	
School location							.75
Opportunities for travel and exploration							.61
Initial Eigenvalues	8.0	2.48	1.81	1.41	1.27	1.19	1.03
Percent of variance	12.46	11.91	10.73	8.48	7.57	6.78	5.67
Cumulative percent of variance	12.46	24.36	35.09	43.57	51.14	57.93	63.60

Note: Factor loadings < .40 were suppressed. Factor 1(Relationship with school leadership), Factor 2 (External work conditions), Factor 3 (Professional satisfaction), Factor 4 (Personal well-being), Factor 5 (Professional growth), Factor 6 (Compensation and career advancement), and Factor 7 (Wanderlust)

Employing accepted procedures in the literature, the factor labels were determined by the criteria of interpretability—identifying a shared conceptual meaning in the variables loading on each factor that makes sense in terms of what is known about the concepts of the study. The first factor identified in this study was relationship with school leadership. The six variables included in this factor, in order of strength were: autonomy over own work, autonomy over classroom, recognition/support from administration, influence over policies/practices, the way principal/head communicates respect for teachers, and support from administrators. Factor loadings ranged from .79 to .50. Conceptually, these variables involved the way teachers and administrators interact in a school over issues of control and support. A seventh variable, manageability of workload, loaded on this factor, but more strongly on the factor personal well-being. It was consequently included with that factor. Further, manageability of workload connects conceptually more strongly with personal well-being than with the interactions of teachers and administrators.

The second factor was external work conditions. The five variables included in this factor, in order of strength were: classroom resources, facilities, availability of resources and materials, general work conditions, and teaching assignment (subject/grade). Factor loadings ranged from .87 to .47. Conceptually, these variables generally involved the physical or external aspects and situations of teachers' employment—the structures and tools of the job, leading to the name

The third factor was professional satisfaction. The three variables included in this factor were sense of personal accomplishment, intellectual challenge, and making a difference for others. Conceptually, these variables involved the intrinsic gratification of teachers' perceptions regarding their work, hence the selection of the name. Factor loadings ranged from.81 to.72. Two other variables, opportunities for learning from colleagues and opportunities for

professional development, also loaded on this factor, but more strongly on the somewhat related factor professional growth, and were consequently included with that factor. Further, these two variables connected conceptually more strongly with professional growth than with this factor.

The fourth factor was personal well-being. The four variables included in this factor, in order of strength, were: personal security in the host country, safety of environment, ability to balance personal life and work, and manageability of workload. Factor loadings ranged from .69 to .55. Although manageability of workload also loaded on factor one, that variable and the other three pertained to the personal experience of teachers, as opposed to their professional experiences, hence the name of the factor.

The fifth factor was professional growth. The three variables included in this factor were social relationship with colleagues, opportunities for learning from colleagues, and opportunities for professional development. Factor loadings ranged from .75 to .55. As noted previously, opportunities for learning from colleagues and opportunities for professional development also loaded on factor three, professional satisfaction. The variable opportunities for professional advancement also loaded on this factor, but loaded more strongly on factor six, compensation and career advancement. These variables pertained generally to teachers' ability to learn from colleagues and to gain new skills from training.

The sixth factor was compensation and career advancement. The three variables included in this factor were salary, benefits, and opportunities for career advancement. Factor loadings ranged from .78 to .49. As noted previously, the variable opportunity for professional advancement also loaded on factor five, professional growth, but was included here because it is conceptually related to career advancement.

The seventh factor was wanderlust. The two variables included in this factor were school location and opportunities for travel and exploration. Factor loadings ranged from .75 to .61. These variables pertained to teachers' interest in variables not related to employment but to new life experiences. The selection of this name is also consistent with Mancuso's (2010) use of the term in his study of international teacher turnover.

Questions 2 to 7: Multivariate Analyses of Variance of Experience and the Seven Factor Scores

Multivariate analysis of variance (MANOVA) tests were conducted on the seven factor scores derived from the first and second administrations of the ITRS to investigate if significant differences existed between candidate responses based on total teaching experience and overseas teaching experience. Candidate responses to each administration of the survey were compared between those having more than five years total teaching experience versus those having five or fewer years of total teaching experience. Responses were similarly compared for overseas teaching experience. MANOVA tests were then conducted to compare the responses to the first and second administrations of the survey to determine if significant differences existed between candidate responses to the factors.

All of the MANOVA tests identified significance at $p < .001$ except one which identified significant differences at $p < .05$. Table 5 provides the Wilks' Lambda value, F statistic, and significance for each test. Because all of the MANOVA tests identified significant differences for the set of seven factor scores, analyses of variance (ANOVA) tests were conducted to identify which factors were significant for each comparison. Differences between the experience groups were greatest for responses to the first administration of the survey. More experienced candidates exhibited a stronger emphasis on career related factors such as school leadership and

compensation and career advancement while less experienced candidates valued factors relating to personal dimensions of the job more such as work conditions and professional satisfaction. Mean responses to the second administration, however, were generally lower from the first indicating a decline in candidates' emphases on the factors when deciding about a specific job. What was important to candidates at the beginning of the process was viewed as less important at the conclusion. For these results the effect size for each factor score was calculated using Cohen's *d* for all comparisons.

Table 5

Wilks' Lambda values, F-test results, and significance for MANOVA tests for Research Questions 2 to 7

Research Questions	Wilks' Lambda	F ($df = 1$)
RQ2: Total teaching experience (≤5 yrs. v. > 5 yrs.) (1st Survey only)	.95	10.12***
RQ3: Overseas experience (≤5 yrs. v. > 5 yrs.) (1st Survey only)	.93	15.64***
RQ4: Total teaching experience (≤5 yrs. v. > 5 yrs.) (2nd Survey only)	.96	4.67***
RQ5: Overseas experience (≤5 yrs. v. > 5 yrs.) (2nd Survey only)	.90	11.17***
RQ6: > 5 years total teaching experience (1st vs. 2nd Survey)	.96	8.24***
RQ6: ≤ 5 years total teaching experience (1st vs. 2nd Survey)	.96	2.75*
RQ7: > 5 years overseas experience (1st vs. 2nd Survey)	.96	5.00***
RQ7: ≤ 5 years overseas experience (1st vs. 2nd Survey)	.97	6.34***

*p< .05, **p< .005, ***p< .001

Questions Two and Three: Analysis of Variance of Factor Scores According to Total Teaching Experience and Overseas Teaching Experience (1st Survey)

The second and third research questions of this study asked if a difference existed between candidate perceptions of underlying factors at the beginning of the recruiting process based on total teaching experience (more than five years versus five years or fewer) and on overseas teaching experience (more than five years versus five years or fewer). Table 6 provides

the ANOVA results for these questions. Results for both total teaching experience and overseas teaching experience are presented in the same table to provide a picture of how each factor was viewed by all candidates at both stages of the process.

Table 6

Underlying factors means, standard deviations, F-test results and effect sizes based on total years of teaching experience and total years overseas teaching experience (≤5 years vs. > 5 years) (1st Survey)

	Factor						
	1	2	3	4	5	6	7
Total Teaching Experience							
≤5Years *M(sd)*	15.88 (*2.53*)	13.33 (*2.19*)	12.56 (*1.91*)	10.26 (*1.61*)	8.56 (*1.62*)	7.27 (*1.32*)	5.48 (*.97*)
>5Years *M(sd)*	16.30 (*2.56*)	13.33 (*2.23*)	12.38 (*2.19*)	10.24 (*1.69*)	8.44 (*1.73*)	7.73 (*1.32*)	5.34 (*.96*)
F (df=1)	7.61*	0.00	2.28	0.06	0.80	35.61***	6.42*
d[a]	**.16**	.00	.08	.01	.07	**.35**	.15
Overseas Teaching Experience							
≤5Years *M(sd)*	16.07 (*2.58*)	13.45 (*2.20*)	12.47 (*2.03*)	10.34 (*1.61*)	8.49 (*1.69*)	7.48 (*1.35*)	5.48 (*.97*)
>5Years *M(sd)*	16.40 (*2.50*)	13.11 (*2.22*)	12.35 (*2.28*)	10.08 (*1.75*)	8.44 (*1.72*)	7.85 (*1.26*)	5.20 (*.93*)
F (df=1)	5.03*	8.70**	1.20	8.79**	0.16	28.41***	33.20***
d[a]	**.13**	.15	.06	.16	.03	**.28**	.29

Note. Boldface means higher means for more experienced teachers. Underline means higher means for less experienced teachers. Factor 1(Relationship with school leadership), Factor 2 (External work conditions), Factor 3 (Professional satisfaction), Factor 4 (Personal well-being), Factor 5 (Professional growth), Factor 6 (Compensation and career advancement), and Factor 7 (Wanderlust) *p< .05, **p< .005, ***p< .001, two tailed.

Based on total teaching experience, three factors showed significant differences. More experienced teachers valued the career factors of compensation and career advancement and relationship with school leadership significantly more than less experienced teachers. Less

experienced teachers, on the other hand, continued to exhibit a more personal focus, valuing the factor of "wanderlust" significantly more than experienced teachers.

Overseas teaching experience was a stronger differentiator of teacher responses than total teaching experience, yielding significant differences on five of the seven factors. As with total teaching experience, teachers with more overseas teaching experience valued the career related factors compensation and career advancement and relationship with school leadership more. Those with less overseas teaching experience valued the personal factors of external work conditions, personal well-being, and wanderlust greater than those with more experience.

The factor of compensation and career advancement was a stronger differentiator for both total teaching experience and overseas teaching experience groups with relatively strong effect sizes of .35 for total teaching experience and .28 for overseas teaching experience. For overseas teaching experience, the difference for wanderlust also showed a similar effect size of .29. Other effect size calculations for significant differences between teacher experience groups were smaller.

Questions Four and Five: Differences in Factor Scores According to Total Teaching Experience and Total Overseas Teaching Experience (2nd Survey)

The fourth and fifth research questions of this study asked if a difference existed between candidate perceptions of underlying factors at the time of the job decision, based on total teaching experience (more than five years versus five years or fewer). Table 7 provides the ANOVA results for this question, with results for both questions again combined.

Table 7

Underlying factors means, standard deviations, F-test results and effect size based on total years of teaching experience and total years overseas teaching experience (≤5 years vs. > 5 years) (2nd Survey)

	Factor						
	1	2	3	4	5	6	7
Total Teaching Experience							
≤5Years	15.42	12.94	12.24	9.72	8.60	7.18	5.43
M(sd)	(*2.57*)	(*2.49*)	(*2.24*)	(*1.81*)	(*1.80*)	(*1.33*)	(*1.01*)
>5Years	15.78	13.04	12.25	9.60	8.30	7.58	5.32
M(sd)	(*2.72*)	(*2.27*)	(*2.16*)	(*1.86*)	(*1.76*)	(*1.38*)	(1.*04*)
F (df=1)	2.24	0.23	0.00	0.48	3.43	10.20***	1.28
d[a]	.13	.04	.00	.06	.17	**.29**	.11
Overseas Teaching Experience							
≤5Years	15.60	13.10	12.28	9.78	8.51	7.37	5.49
M(sd)	(*2.68*)	(*2.32*)	(*2.12*)	(*1.81*)	(*1.69*)	(*1.40*)	(*.97*)
>5Years	15.87	12.88	12.21	9.38	8.13	7.71	5.10
M(sd)	(*2.69*)	(*2.32*)	(*2.26*)	(*1.89*)	(*1.88*)	(*1.32*)	(*1.09*)
F (df=1)	1.67	1.56	0.16	7.74*	7.51*	10.29***	24.51***
d[a]	.10	.09	.03	.22	.22	**.25**	.38

[a]Boldface means valued more by more experienced teachers. Underline means valued more by less experienced teachers. *p< .05, **p< .005, ***p< .001, two tailed. Factor 1(Relationship with school leadership), Factor 2 (External work conditions), Factor 3 (Professional satisfaction), Factor 4 (Personal well-being), Factor 5 (Professional growth), Factor 6 (Compensation and career advancement), and Factor 7 (Wanderlust)

These results showed that at the time of job decision, teachers with more than five years' total teaching experience continued to exhibit a career focus, valuing compensation and career advancement significantly more than less experienced teachers. No other factors demonstrated significant differences. Overseas teaching experience, however, was again a stronger differentiator of teacher responses—the differences between teachers with more and less

experience was greater when compared based on overseas experience than when compared based on total teaching experience. Four of the seven factors showed significant differences and larger effect sizes for this group. Consistent with the first administration of the survey, at the time of job decision (the second administration), candidates with less overseas experience valued personal factors more: personal well-being, professional growth, and wanderlust. Teachers with more overseas experience continued to value compensation and career advancement more.

In terms of effect size, the factor of compensation and career advancement was a stronger differentiator for both experience groups with effect sizes of .29 for total teaching experience and .25 for overseas teaching experience. Wanderlust also showed a moderate effect size of .38 based on overseas teaching experience.

Research Questions Six and Seven: Differences in Factor Scores According to Total Teaching Experience and Overseas Teaching Experience (Comparison of 1st versus 2nd Survey)

Questions six and seven of this study asked if differences existed between the perceptions of candidates at the beginning of the recruiting process and time of job selection based on total teaching experience and on overseas teaching experience. Table 8 provides the ANOVA results for these questions.

Comparison of differences based on total teaching experience. Results for teachers with more than five years' total teaching experience showed that these teachers valued four of the seven factors significantly less at the time of job decision than at the beginning of the recruiting process. Personal well-being showed the greatest decline in effect size, followed by relationship with school leadership, external work conditions, and compensation and career advancement, in

that order. The remaining factors did not show significant change at the time of job decision for more experienced teachers.

Table 8

Comparison of first and second survey underlying factors means, standard deviations, F-test results, and effect size based on total teaching experience

	Factor						
	1	2	3	4	5	6	7
> 5 Years Total Teaching Experience							
First Survey	16.29 (*2.58*)	13.32 (*2.21*)	12.24 (*2.23*)	10.24 (*1.68*)	8.42 (*1.74*)	7.73 (*1.32*)	5.34 (*.96*)
Second Survey	15.78 (*2.72*)	13.04 (*2.27*)	12.25 (*2.16*)	9.60 (*1.86*)	8.30 (*1.76*)	7.58 (*1.38*)	5.32 (1.*04*)
F (df=1)	13.61***	5.84*	.67	48.66***	1.63	4.22*	.18
d[a]	-.19	-.13	.04	-.37	.07	-.11	.02
≤ 5 Years Total Teaching Experience							
First Survey	15.85 (*2.56*)	13.32 (*2.18*)	12.54 (*1.92*)	10.26 (*1.62*)	8.51 (*1.65*)	7.24 (*1.33*)	5.49 (*.97*)
Second Survey	15.42 (*2.57*)	12.94 (*2.50*)	12.25 (*2.24*)	9.72 (*1.81*)	8.60 (*1.80*)	7.18 (*1.33*)	5.43 (*1.01*)
F (df=1)	3.12	3.04	2.34	11.38**	.28	.21	.46
d[a]	.17	.17	.14	-.32	.05	.05	.06

[a]"+" indicates factor increased significantly in value for second survey. "-" indicates factor decreased in value for second survey. *p< .05, **p< .005, ***p< .001, two tailed. Factor 1(Relationship with school leadership), Factor 2 (External work conditions), Factor 3 (Professional satisfaction), Factor 4 (Personal well-being), Factor 5 (Professional growth), Factor 6 (Compensation and career advancement), and Factor 7 (Wanderlust)

Analysis of results for teachers with five or fewer years of total teaching experience showed that the perceptions of less experienced teachers were more consistent across the two surveys. They valued only one of the seven factors significantly less at the time of job decision: personal well-being. The effect size for this difference was moderate. No factors increased in importance significantly at the time of job decision.

Comparison of differences based on overseas experience. The seventh research question of this study asked if a difference existed between the perceptions of candidates at the beginning of the recruiting process and at the time of job selection based on overseas teaching experience. Table 9 provides the ANOVA results for this question, with results for both groups combined.

For teachers with more than five years' overseas experience, these results showed that these candidates valued relationship with school leadership more at the time of job decision. The effect size for this difference was small. They also valued two factors less at the time of job decision: personal well-being and professional growth. The effect size for personal well-being was in the moderate range while that for professional growth was small.

Candidates with five or fewer years of overseas experience valued three factors less at the time of job decision: personal well-being, relationship with school leadership, and external work conditions. The effect size for personal well-being was moderate, while that for the other significant changes was small.

Table 9

Comparison of first and second survey underlying factors means, standard deviations, F-test results, and effect size based on overseas teaching experience

	Factor						
	1	2	3	4	5	6	7
> 5 Years Overseas Experience							
First Survey	15.38 (*2.52*)	13.09 (*2.26*)	12.31 (*2.32*)	10.07 (*1.74*)	8.42 (*1.74*)	7.85 (*1.25*)	5.19 (*.94*)
Second Survey	15.86 (*2.69*)	12.87 (*2.32*)	12.20 (*2.26*)	9.37 (*1.88*)	8.13 (*1.88*)	7.71 (*1.32*)	5.10 (1.10)
F (df=1)	7.02*	1.71	.41	27.02***	4.55*	2.14	1.43
d[a]	.19	.10	.05	-.39	-.16	.11	.09
≤ 5 Years Overseas Experience							
First Survey	16.06 (*2.61*)	13.45 (*2.17*)	12.44 (*2.06*)	10.35 (*1.62*)	8.46 (*1.70*)	7.46 (*1.36*)	5.50 (*.96*)
Second Survey	15.60 (*2.68*)	13.10 (*2.32*)	12.28 (*2.12*)	9.78 (*1.81*)	8.51 (*1.69*)	7.37 (*1.40*)	5.49 (*.97*)
F (df=1)	8.76**	7.34*	1.93	38.85***	.24	1.20	.00
d[a]	-.17	-.16	.08	-.34	.03	.00	.01

*p< .05, **p< .005, ***p< .001, two tailed. Factor 1(Relationship with school leadership), Factor 2 (External work conditions), Factor 3 (Professional satisfaction), Factor 4 (Personal well-being), Factor 5 (Professional growth), Factor 6 (Compensation and career advancement), and Factor 7 (Wanderlust)

Effect Size for All Research Questions

An analysis of effect sizes for candidate experience groups reveals that the factor of compensation and career advancement was the greatest differentiator between more and less-experienced candidate groups showing significant differences and larger effect sizes on all tests.

In all cases, more experienced teachers valued this factor more. Wanderlust was the second greatest differentiator of candidate experience groups, yielding significant differences on three of four tests. In this case, less-experienced candidates viewed this factor as more important. Table 10 provides a summary of all effect sizes for this study.

An analysis of differences between stages of the process for more and less-experienced teachers revealed a significant decline at the time of job decision on five of the seven factors for at least one experience group. The five factors showing a decline were: 1) relationship with school leadership (with one exception), 2) external work conditions, 3) personal well-being, 4) professional growth, and 5) compensation and career advancement. The factors of personal well-being showed the greatest declines between stages of the process. At the time of job decision this factor decreased in value with moderate effect sizes for all experience groupings. The exception to this pattern was teachers with greater overseas experience who rated relationship with leadership significantly higher at the time of job decision. The factors professional satisfaction and wanderlust showed now significant change over the two administrations.

Table 10

Summary of Cohen d *Effect Size for Research Questions 2 to 7*

Factors	RQ2	RQ3	RQ4	RQ5	RQ6(1)	RQ6(2)	R7(1)	R7(2)
	Differences: experience groups				Differences: stages of the process			
Relationship with leadership	**.16***	**.13***	.13	.10	-*.19******	.17	*.19**	-*.17***
External work conditions	.00	.15**	.04	.09	-*.13**	.17	.10	-*.16**
Professional satisfaction	.08	.06	.00	.03	.04	.14	.05	.08
Personal well-being	.01	.16**	.06	.22*	-*.37******	-*.32****	-*.39******	-*.34****
Professional growth	.07	.03	.17	.22*	.07	.05	-*.16**	.03
Compensation/ advancement	**.35*****	**.28*****	**.29*****	**.25*****	-*.11**	.05	.11	.07
Wanderlust	.15*	.29***	.11	.38***	.02	.06	.09	.01

Note. Boldface indicates higher means for more experienced teachers. Underline indicates higher means for less experienced teachers. Italics (-) indicates the means decreased from first to second survey. Italics (+) indicates the means increased from first to second survey. *p< .05, **p< .005, ***p< .001, two tailed.

RQ2: Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process, based on total teaching experience?
RQ3: Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process, based on overseas teaching experience?
RQ4: Does a difference exist between candidate perceptions of underlying factors at the time of the job decision, based on total teaching experience?
RQ5: Does a difference exist between candidate perceptions of underlying factors at the time of the job decision, based on overseas teaching experience?
RQ6(1): Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process and at the time of job selection, based on greater than five years' total teaching experience?
RQ6(2): Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process and at the time of job selection, based on five or fewer years of total teaching experience?
RQ7(1): Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process and at the time of job selection, based on greater than five years' overseas teaching experience?
RQ7(2): Does a difference exist between candidate perceptions of underlying factors at the beginning of the recruiting process and at the time of job selection, based on five or fewer years of overseas experience?

Chapter Four

Discussion

Implications: The Literature

The findings of this study have relevance both to the recruiting literature and to school practices. In the literature, they confirmed and expanded several elements of the Applicant Attraction Model (Rynes & Barber, 1990) and documented their function in international recruitment. In the realm of recruiting practice, the findings inform schools' efforts in two of Barber's (1998) phases of the recruiting process: attracting candidates, and selecting/signing candidates into the organization. Thus, they provide a research-based understanding of the recruiting process and a practical framework to improve recruiting practices.

Relationship of findings to the Applicant-Attraction Model. As explained in Chapter One of this study, the conceptual basis of the study was Rynes and Barber's (1990) Applicant-Attraction Model. This model predicts that when evaluating job opportunities candidates attach a value to each variable of a job. The collective strength of these attractions creates the valence or attractive value of the job to the candidate. Among several advantages of applying this model to research, Rynes and Barber asserted two benefits of specific relevance to this study. First, they asserted that the application of the model to candidate behavior would make the research more relevant to organizations and broaden the discussion of possible recruiting strategies. Second, they asserted that application of the model would help delineate contingency factors influencing decisions. Both of these benefits are evident in the findings of this study.

First, consistent with the predictions of the model, candidates in this study attached specific values to the variables of jobs and schools, and did so in predictable patterns. In studying

these patterns, this study identified underlying factors that provided a structure to understanding the full spectrum of candidate perceptions—a map with which organizations can approach the process. Broader, more systematic recruiting strategies to address these factors can then be devised, as predicted by the model. The implications of this ability to identify recruiting strategies for organizations will be discussed in detail later, but ascertaining these fundamental influences on candidates provides concrete priorities for organizations to expand their recruiting approaches and craft their recruiting messages. Such concrete and comprehensive guidance has rarely been available in the literature to date.

Second, this study identified the possible contribution of contingencies during the process—variables not related to a specific job that nevertheless influence the process. Rynes and Barber (1990) noted the complex interaction of such variables in the recruiting process and suggested that varied contingencies may influence recruits—job market conditions, vacancy characteristics, phases of the process, and others. Shifting external and internal conditions were hypothesized to influence how recruiting plays out with a given candidate at a given time. Other researchers have confirmed that candidate preferences and job choices often shifted during the stages of the process (Anderson, Born, & Cunningham-Snell, 2002; Saks, 1989). Some have identified specific contingencies that interact with candidates during the different phases. For instance, the actions of institutions and recruiters during the recruitment process can be decisive in influencing candidate decisions (Boswell, Roehling, LePine, & Moynihan, 2003). The role of institutional leaders as recruiters (e.g., the head of school or principal) has been found to be a particularly potent one, making their relationships with candidates a key contingency of the selection phase for candidates (Boswell et al., 2003; Rynes, Bretz, & Gerhart, 1990). Other research has confirmed the influence of institutional actions such as the skill of the

recruiter/interviewer, the professionalism of the process, and information gained during the process in changing candidate perceptions during recruiting (Rynes, Bretz and Gerhart, 1990). In a rare study of the process over time, Boswell, Roehling, LePine and Moynihan (2003) conducted a longitudinal study of 185 university graduates and confirmed that candidate perceptions of many job variables such as work conditions and compensation did indeed evolve throughout the process; variables identified as important early receded in importance while others came unexpectedly to the fore as the process matured.

Consistent with the above cited literature, this study identified the influence of likely contingencies evident in candidate responses at separate phases of the process. When moving from "shopping" to "deciding," candidates' perceptions of the factors identified in this study changed. Though the scope of the study did not probe the causes of these changes directly, the presence of contingency variables influencing candidates as predicted in the model appears likely. For example, the decline in importance of many factors for most candidates at the time of job decision indicated that other things became more decisive during that phase of the process. The largest decline for all groups was the importance of personal well-being during the selection phase. Personal concerns receded in importance and were presumably replaced by other more pressing contingencies. Another indication of contingency variables influencing the process was candidate responses regarding their targeting of specific regions and schools for recruitment. The results of the two surveys indicated that 72% of candidates entered the recruiting process with preferred regions and schools for employment. Of those who accepted positions, 67% did so in a region of original preference, but only 48% of those accepting jobs did so at a school of original preference. Clearly, at the time of job decision, other contingencies often influenced candidates to choose differently from their original preferences about schools and locations. These findings

lay the groundwork for a longitudinal study of the processes to identify specifically what contingencies enter the process at different phases to influence candidate decisions.

New findings about international teacher recruitment

This study builds on previous international teacher research and extends it into the recruiting realm. Specifically, Mancuso (2010), Odland and Ruzika (2009), and Wood (2007) all found that international teachers viewed leadership and compensation as significant to their decisions to leave or remain at an international school. Mancuso (2010) and Wood (2007) further identified variables of wanderlust as a significant variable in turnover as well. This study advanced the literature on these influences by identifying underlying factors that organize the variables of the previously studies, the relative strengths of these factors, differences in their influence on experience groups, and the dynamics of wanderlust as an influence on candidates.

Existence of factors. Identifying an underlying structure among the variables involved in recruiting allows a systematic view of the large and somewhat unmanageable array of variables in the literature. As noted previously in this study, both the general and educational literature on recruiting has documented the significance of numerous variables, usually presenting a piecemeal picture of participants' responses at single points in time (Allen, 2005; Guarino et al., 2006). Also, this literature identified significant variables but often failed to provide an understanding of how they related to one another and their strength of influence in candidates' perceptions. Ingersoll's (2001b) study advanced the teacher turnover literature by confirming a structure of three general factors. Mancuso (2010) applied these factors to international teacher turnover and confirmed their significance. This study derived its 33 dependent variables directly from the relevant recruiting elements of Ingersoll's and Mancuso's three factors, and asked how teachers of varying experience levels responded to them in a recruiting context. While the earlier

confirmation of the three factor structure considerably clarified the picture of educational recruiting, the seven factor structure identified in this study gives a much more specific and practical map to researchers and schools--a deeper layer of specificity, that gives insight into how candidates perceive the entire spectrum of variables. For example, Ingersoll and Mancuso found organizational conditions to be significant in teacher turnover. The seven underlying factors of the study break down organizational conditions into related groups of influential variables providing a coherent view of all of its parts that can be applied in practice.

Relative strength of factors. This study identified the relative strength of these factors in candidate perceptions, adding depth to previous findings. For instance, Mancuso (2010), Odland and Ruzika (2009), and Wood (2007) all found that the leadership approaches of the school administrators were significant in teachers' decisions to remain with their schools. This study elaborated on that finding, confirming that the relationship between school leadership and teachers is *the* most important to candidates, more so even than compensation and career advancement. Further, for teachers with more overseas experience, the importance of type of leadership increased at the time of job decision. Similarly, the relative influence of the other significant factors was delineated in the findings of this study.

Patterns of difference in candidate perceptions. This study built on the findings of the previous international studies by identifying patterns among the perceptions of candidates of different experience levels. Whereas previous studies examined the perceptions of experienced teacher candidates in international schools, this study compared the perceptions of more and less experienced teachers based on both total and overseas experience. More experienced teachers had a narrower, career focus while less experienced candidates had a broader, more personal focus. Leadership was of more importance to more experienced candidates than to less

experienced ones. Further, by studying both total and overseas experience, the study found overseas experience as a stronger predictor of candidate perceptions than total teaching experience. This finding provides some guidance to schools—teachers coming overseas for the first time, whether experienced or not, will have distinctly different types of motivation in seeking positions from their counterparts with overseas experience.

Dynamics of wanderlust. This study confirmed and expanded the fledgling research on the influence of wanderlust on international teachers, a factor that is presumably more significant in the international realm than in national educational systems. Confirming and expanding Mancuso's (2010) finding, this study also found wanderlust to be a significantly related to candidates behavior. Additionally, expanding on that finding, wanderlust was found to be greater for less experienced candidates but decreased as international experience increased. Wanderlust was significantly more important to less-experienced candidates at the beginning of the process, and unlike most other factors, its influence did not decline at the time of job decision in candidate perceptions.

Research-based connection between recruitment and retention. As noted in the literature review, research summaries in the literature have generally treated recruitment and retention synonymously even though actual studies rarely connect them. This pattern is evident in summaries of the literature such as Allen (2005) and Guarino et al. (2006). In this study, however, the variables measured and the scale for rating them were derived directly from Mancuso's turnover study, creating a direct research link between recruitment and turnover. Specifically, school leadership, compensation, and candidate experience have thus been confirmed as significant to teachers in both processes. Confirming such a connection is of considerable practical significance to schools because recruitment and retention are both key

elements to their success. Approaching recruitment and retention as a unified process creates the opportunity for schools to employ a coherent, strategic approach to building their teaching staff. Table 11 provides a summary of contributions of this study to the recruiting literature.

Table 11

Summary of contributions of this study to the literature

Concepts from the literature	Confirmations and new findings from this study
Applicant Attraction Model	Application of the model illuminates international teacher recruitment
New findings about international teacher recruitment	Findings of: • Importance of leadership in employment decisions • Differences between more and less experienced teachers' perceptions • Differences in candidate approaches to different phases of process • Role of wanderlust in candidate perceptions
Ingersoll and Mancuso's variables and factors	Identification of underlying factors • Career focus of experienced teachers • Personal focus of less-experienced teachers
Contingency factors in recruiting process	Evidence of specific contingencies influencing job decision phase of recruitment
Conceptual connections between recruiting and retention	Direct research confirmation of connections between recruiting and retention

Recruiting Practice: A Framework for Improvement

Improving recruiting practice. Ingersoll (2001b) posited that research-based understandings of teacher employment decisions were important to schools' success. Rynes and

Barber (1990) emphasized the potential of applying a theory-based model to recruitment to increasing organizational success in attracting candidates. Boswell et al. (2003) specifically identified the improvement of job attributes and recruitment practices as the goal of recruiting research. Research-based guidance for recruitment is particularly important to international schools because non-specialists do most of the recruiting informed often by only individual experience and intuition. The findings of this study begin to provide a research-based framework to guide international schools in four areas: the review and improvement of practice, the development of a comprehensive recruiting message, the differentiating of recruiting strategies for different types of recruits, and closing the deal with recruits.

Systematically reviewing school culture and practice. Implicit in the Applicant Attraction Model is the assumption that because recruits attach value to the characteristics of jobs, improving the attractiveness of job characteristics will increase candidates' interest. Stated another way, you can't sell what you don't have. Researchers have affirmed this conclusion. Hammen and James (2005) concluded that schools need to regularly and systematically review their marketing practices. Boswell et al. (2003) emphasized two potential ways for institutions to advance their recruitment success: a) enhance the attractiveness of the job, and b) improve recruitment practices. Clearly, success in recruiting requires schools to review their practices and establish working conditions that are attractive to candidates.

The set of underlying factors identified in this study provides a coherent framework for this self-evaluation. For example, this study found that relationship with school leadership was the most influential factor at the beginning of the process. This factor included variables such as teacher autonomy, recognition and support from administrators, influence over workplace policies, and administrative respect for teachers. This grouping of variables helps guide leaders

in establishing the right leadership culture—an important condition for enhancing the schools' attractive value during the recruiting process. A school should ask if it empowers its teachers with autonomy and opportunities to give input, and whether it gives them adequate recognition and support. In addition, a related benefit of this finding would be to provide empirical rationale for school improvement to owners or members of school boards, who are sometimes reluctant to commit the needed resources to address these issues. Once established, this positive culture can then be conveyed strategically to recruits using a variety of tools such as testimonials on websites, presentations of the school's strengths in both print and electronic venues, interactions and interviews with administrators, and word-of-mouth in the community of international teachers.

Working conditions was the second most influential factor, including the variables of classroom resources, facilities, availability of resources and materials, general work conditions, and teaching assignment (subject/grade). This list of variables identifies what candidates will likely examine when considering the attractiveness of a job. With this information schools can systematically review their situations in these areas and enhance their performance. If success in improving these conditions is communicated effectively to recruits, such improvements will increase the likelihood of successful recruiting. Similarly, school practices for the other factors and the variables they include can also be systematically reviewed to maximize strengths and communicate them to recruits, thus building and leveraging the school's reputation to improve recruiting, as recommended in the literature (Turban & Cable, 2003).

Developing a Comprehensive Recruiting Message. Also implicit in the Applicant Attraction Model is the corollary that when candidates better understand the positive features of a job, they will be more strongly attracted to it. Hence, institutions need to effectively

communicate their attractive strengths to candidates. Boswell et al. (2003) describes the recruiting message as the second option for improving recruiting success. Other research has elaborated what such improvements might be. Hammen and James (2005) found that schools' marketing approaches played a significant role in attracting candidates and that teacher attraction to jobs was related to the marketing of a wide variety of school and job characteristics, especially professional growth, collaboration, and support. Winter (1996) found that specific marketing strategies such as communicating specific job attributes, taking a personal tone, and inviting direct application for jobs were effective in increasing candidates' attraction to jobs.

The key message of this research is that schools must purposefully review and improve their marketing message in order to successfully attract candidates. This is a significant challenge for international schools. They have limited resources for recruiting—both in terms of funds and expertise. They must communicate with candidates who are scattered across the globe, and the competition for them is intense. The challenge for schools to distinguish themselves from competitors—to "brand" themselves —is formidable. In addition, recruiting is almost always conducted by school leaders who are not specialists.

In addressing these marketing challenges, this study's identification of underlying factors in recruiting provides a framework that gives systematic direction to a school's "branding" efforts. For instance, personal well-being was an area of significant concern during the initial stage of the process, especially for less-experienced teachers. Schools should review and revise their various sources of recruiting information to ensure that accurate and attractive perspectives on safety and living conditions are provided to candidates. Sources of such information include websites that describe their locality and region in terms of physical location, cultural opportunities, lifestyle within the local and expatriate community, and cost of living, among

others. Further, given the importance of school leadership to recruits, the recruiting messages of the school should communicate a personal and strong leadership culture. Whether through individual contacts or printed and electronic information, candidates should experience a personal approach from caring, strong leaders at the school. Following this pattern, a school could review its recruiting message relative to each of the seven factors to ensure a positive and comprehensive message is communicated. Thus, all types of recruits would find information relevant to their individual questions and concerns as they interact with the school. Such a comprehensive approach to marketing would position a school to attract the broadest possible pool of candidates.

Differentiating recruiting strategies. One of the explicit benefits of studying recruiting through the lens of the Applicant Attraction Model is to be able to identify a broader range of recruiting strategies (Rynes & Barber, 1990). Given the complexity of the recruiting process and diversity of candidate circumstances, schools need to enter the process armed with research-based approaches to effectively attract different types of candidates. Underscoring the importance of schools developing such broad and effective marketing strategies, Rynes, Bretz, and Gerhart (1990) found that information gained during the recruiting process was a significant factor in candidates' changing their job preferences. Other research has confirmed that candidate perceptions are not static and that an institution's actions during the process can be decisive (Schwab, Rynes, & Aldag, 1987). Other findings emphasized the importance of flexibility in approaching the immense variety of individual candidates, each of whom took an idiosyncratic approach to the process (Rynes, Bretz, & Gerhart, 1990).

Addressing these needs as identified in the literature, this study's findings of predictable differences in the perceptions of candidate groups can be used to guide the differentiation of a

school's strategies for recruiting. In this study, teachers with less overseas experience demonstrated the greatest diversity of responses. Presumably, when compared with seasoned international teachers, they were less aware of the range of conditions of international schools relating to variables such as living conditions, cultural challenges, and safety concerns. Consequently, they exhibited a more fluid interest in a variety of variables such as personal well-being, job conditions, and lifestyle questions. This difference suggests that schools employ broadly-based recruiting messages informing candidates about the attractive features about their schools. Personal communications with school staff of similar backgrounds could be arranged to reassure candidates about working conditions at their schools. In contrast, more experienced candidates expressed a focus on career and compensation factors. For them, school would need to emphasize their compensation packages, opportunities for career advancement, and its leadership strengths.

Wanderlust presents another opportunity to differential message to candidate groups. This factor included the variables of school location and the desire to experience new cultures. Wanderlust influenced less experienced teachers to a greater degree than more experienced ones. When recruiting less experienced candidates, schools can intentionally identify and communicate the unique attractive characteristics of their locale and region. A school might use teacher testimonials to highlight the excitement and challenge of its metropolitan location while another would market the contrasting advantages of its rural, more tranquil location. Each school could use its own characteristics to attract candidates interested in those features thus creating better matches for that school. In addition, school with undesirable features could compensate by appealing to other dimensions of candidates' wanderlust interests. For example, a school in Beijing, China that sometimes experiences severe air pollution might market the opportunities of

living in an ancient capital filled with historic landmarks to compensate for the air quality liability and attract candidates looking for expanded cultural experience.

This study suggests, however, a caution to the differentiation of a school's recruiting messages. Though candidate groups exhibited distinct patterns of emphasis in their perceptions, they were a matter of different emphases on the same factors rather than entirely different perspectives. Effect sizes for the significant differences were mostly small, with some in the small (some were less than .10) to medium range. Approaching different candidates, then, does not imply drastically different messages but more subtle adjustments of a school's message, customized to each candidate.

Closing the deal. Barber (1998) identified three phases to the recruiting process: creation of the candidate pool, attracting candidates, and candidate selection, noting that each phase exhibited differing characteristics. Other researchers have noted the importance of these phases and the different dynamics they introduce. Rynes and Barber (1990) identified differing phases of the process as a source of contingency factors in the Applicant Attraction Model—new or altered influences not directly related to the attributes of the job entering the process to change candidate perceptions. Boswell et al. (2003), in their longitudinal study of recruitment confirmed this variance at different stages of the process as applicants learned more of specific jobs and of new options. Research findings confirm this conclusion that the communications and actions of recruiters during the process can be decisive in candidates' final decisions (Boswell, Roehling, LePine, & Moynihan, 2003; Schwab, Rynes, & Aldag, 1987).

Consistent with these findings, this study found that, as candidates moved from the attraction phase at the beginning of the process to deciding about a particular job, their perceptions changed. The mean values of candidates' rating on five of the seven factors were

significantly lower at the time of job decision for some or all experience groups—the features of a school that attracted candidates were not necessarily what closed the deal. For instance, candidate ratings of personal well-being (personal safety, workload, and social relationships) declined significantly from the first to second survey for all candidates, with the largest effect sizes in this study. The values for the importance of relationship with school leadership declined for three of the four experience groups, but increased for teachers with less overseas experience, the only instance of a factor increasing in importance in the second survey. In addition, candidate perceptions of the importance of external work conditions, professional growth, and compensation and advancement decreased significantly for at least one candidate grouping, not increasing for any.

While the scope of this study did not allow the confirmation of the mechanisms at work in these changes in candidate perceptions, certain broad conclusions can be proposed that are consistent with the role of contingency factors in the Applicant Attraction Model. Responses regarding world regions targeted for employment between the two surveys support the apparent impact of contingency factors on candidates in this study. As noted earlier, in the second survey, one-third of the candidates who expressed a regional preference in the first survey reported that they eventually signed a contract with a school from a different region. The importance of hypothetical preferences as expressed in the first survey appears to have declined as unique variables of specific job offers became known. Perhaps no job was available in a preferred region or at a preferred school, evidence of a contingency of vacancy characteristic (Rynes and Barber, 1990). Thus, new schools and regions were pursued. Perhaps other contingencies such as a personal connection with a school leader, the pollution in China, or the unrest in Cairo entered

the process and became decisive. Trade-offs in priorities and preferences were likely necessary as the details of a specific job came into focus.

Shifts in what job characteristics and contingencies were important might operate as follows. At the beginning of the recruitment process, candidates may have evaluated possible schools based on their perceptions of generic criteria for desirable jobs and targeted preferred regions and schools—as predicted by the Applicant Attraction Model. Schools that met these criteria were then eligible for further pursuit during which contingency factors became more influential. For example, in the case of less experienced candidates rating personal well-being significantly lower in the second survey, candidates presumably screened schools of interest at the beginning based on their ability to satisfy this concern. Once schools had passed this screening, decisions about actual job offers were made based on the unique conditions related to a given job. If this hypothesized process was indeed the case, the implication for schools is that candidate perceptions at the time of job decision may be much more idiosyncratic, requiring significant personal involvement with candidates and a flexible approach to addressing their concerns.

Understanding whether the above outlined mechanism or some other was operating during the candidate selection or "closing the deal" phase of international recruiting will require a longitudinal research approach that gathers qualitative data from candidates at multiple points in the process. Boswell et al. (2003) conducted such a study of 96 university graduates seeking employment, by gathering data through structured interviews at three points in the recruitment process. His results confirmed the several steps of the Applicant Attraction Model. His participants were initially attracted to jobs based on their valuing of general job attributes. However, as the process continued, contingency factors such as location, company reputation,

and type of industry became important and modified the original perceptions of the recruits. Interactions with recruiters were also influential in the decisions of a large majority of the participants in the study. Though a longitudinal design was beyond the scope of this study, this study's findings provide a structure for such research by providing empirical results that help define the scope for the qualitative questioning, specific content to be explored, and possible mechanisms to investigate.

Importance of leadership. Research in the business literature affirms the importance of institutional leaders in recruitment (Boswell et al., 2003; Rynes & Barber, 1990; Rynes, Bretz, & Gerhart, 1990). In the educational domain, research has confirmed the same (Brown & Wynn, 2009; Wynn, Carboni, & Patall, 2007). International teacher research confirmed its importance as well (Mancuso, 2010; Odland & Ruzika, 2009; Wood, 2007). Consistent with these findings, the importance of leadership in international teacher recruitment emerged in the findings of this study. First, the relationship between school leaders and teachers was the most influential factor for all candidates during the attraction phase. Additionally, at the job selection phase of the process, this factor became more important to more experienced overseas candidates, as noted previously. A likely explanation of this increase for only this group of candidates would be that more experienced overseas teachers have a better understanding of the relative volatility of international school leadership situations. The independent nature of international schools coupled with their varied governance situations makes them vulnerable to leadership instability and rapid change. More experienced international teachers would be more aware of this risk and would give greater focus to the role of school leaders in their job decisions. Clearly, the conclusion of the research is clear: effective leadership is important both to closing the deal with recruits and to keeping it closed with hired staff. Thus, the findings of this study can be applied

across the spectrum of schools' practices to increase their success in recruiting: improving their practices, communicating a comprehensive and positive message, differentiating strategies according to candidate characteristics, and making a connection that will close the deal. Table 12 provides a summary of the implications of this study for practice.

Table 12

Summary of implications for practice

Findings of this study	Current common recruiting practices	Implications for improving practices
1. Underlying factors map candidate perceptions: • Career focus of experienced teachers • Personal focus of less-experienced teachers 2. Decline in importance of factors at job decision 3. Importance of leadership to more experienced overseas teachers 4. Influence of overseas experience in candidate perceptions 5. Decline of importance of personal well-being at job decision 6. Influence of wanderlust for less experienced teachers	• Intuitive approaches to process • Assumptions based on personal experience • Guesswork on areas to address • One dimensional approaches to candidates • One dimensional approaches to the process	• Systematic, comprehensive picture of candidate perceptions • Framework to guide revision of practices • Framework to guide recruiting message • Insight into phases of the process • Research-basis for: • Differentiated approaches for varied groups • Differentiated approaches to stages of the process • Research basis for understanding of international issues: wanderlust, overseas experience, personal well-being

Limitations and Implications for Further Research

While providing a valuable and global view of recruiting, this study only begins to describe international teacher recruiting, and raises many questions for further study. The value of using longitudinal designs with qualitative approaches to study contingency factors and shifting candidate perceptions in the recruiting process has already been noted. In addition, the scope of this study did not allow in-depth investigation of candidate interpretations of the factors. Qualitative candidate interviews should be conducted to fully probe candidates' views of recruiting factors and processes, exploring their interpretations of the identified factors and variables in greater depth, a methodology advocated in the recruiting literature (Rynes, Bretz, & Gerhart, 1990). For example, additional research could explore responses to an ITRS item such as "the way administrators show respect for teachers." A sample of teachers could be asked what administrator actions convey that respect. In terms of wanderlust, researchers could ask what kinds of new experiences candidates are seeking and why they become less important as they gain more experience overseas. A more detailed understanding of the perceptions underlying these and other ITRS items would more fully inform a school's strategies for recruiting and allow greater accuracy in addressing candidate concerns.

While the scope and resources of this study limited the focus to an analysis based on candidate teaching experience, an additional analysis of candidate perceptions based on other demographic variables such as marital status, dependent child status, teaching level, and others would be valuable to schools as well. For instance, the recruiting of couples who both teach, a common situation in the international setting, presents a much more complicated challenge to both school and candidates because the school must provide job matches for both candidates. The hiring decision is further complicated if dependents are involved because schools usually

provide tuition waivers for children and housing options adequate for a family—added expenses that raise the stakes. This study only begins to document how families approach recruiting differently from single hires and does not address how schools develop strategies to address these needs and successfully recruit these candidates.

Following the lead of Ingersoll (2001b) and Mancuso (2010), this study investigated recruiting from an organizational perspective. Additional research should consider a systematic examination of the process from the reverse perspective to complete the recruiting picture. Schools should be asked what variables may impact their recruitment of teachers such as the amount of compensation that they can offer. Schools would also benefit from research-based understandings of recruiter practices--what interviewing approaches are most effective, how to successfully market a school, and so forth. Additionally, schools would benefit from a better understanding of how well the current job fair process is meeting their needs, what alternative approaches to finding recruits are developing, and what kinds of materials and communications are most effective. For example, technology is dramatically expanding contact options between schools and recruits. Schools need to understand how digital tools are transforming the recruiting process, allowing earlier hiring decisions independent of recruiting fairs. For example, a recent survey of 108 international school heads found that 97% reported using online interviewing tools with 73% using them regularly (Hedger, 2011). Additionally, social networking opportunities are increasing new communication options for schools and recruits. Understanding these dynamic and often new dimensions of recruiting will certainly become increasingly important to the success in the process.

This study examined the recruits' self-reported perceptions of schools. Self-reporting has limitations such as respondents shading their responses to fit their self-perceived expectations.

Candidates may not fully understand their own motivation and the role of unarticulated emotions and needs that may influence their decisions because job selection is a complex, dynamic process. Thus, the results of this study, though of considerable use in understanding the process, are only as accurate as candidates' ability and willingness to understand and report their perceptions. A study that samples a small number of recruits and investigates the process from multiple informants may reveal additional variables to consider when engaged in this process as either the recruiting school or as a candidate for a position.

Conclusion

This study began by outlining the increasingly competitive field of international teacher recruitment—a complex, high stakes process for schools and candidates. The variables are myriad, the processes protracted, and formal guidance limited. Two key conclusions from the literature were used to help provide the rationale and design for this study. First, this study proposed that candidates' behavior can be systematically studied and predictor variables identified in terms of how they may related to the choices that candidates make. Using the Applicant Attraction Model as a basis, the results of the study substantiated this proposition—candidate characteristics were indeed predictors of their recruiting perceptions and phases of the process did exhibit expected characteristics. Most importantly, candidate perceptions of the array of recruiting variables were understood through a factor structure of underlying factors—the numerous of variables can be simplified into a coherent structure. In these areas, the results of the study are necessarily preliminary but important. This study begins to define a map of recruitment in which very little research gave guidance before and points a route to both additional research and improved practice. Second, this study found that understanding candidate perceptions and motivation is essential to schools' recruiting work. Schools can better navigate

the passage to successful recruiting with a map of the terrain. Given the results of this study, schools have the opportunity to implement specific, research-based marketing and recruiting strategies, guided more by data and less by intuition and experience than before. Sargent's (2003) study of a New Jersey school district illustrates the value of understanding and acting on research-based findings. The school district revised its recruiting and retention efforts in a manner suggested in this study. It provided targeted support for researched-based variables of teacher concern such as leadership support and working conditions. As a result, its retention rate for new teachers increased to 99% over three years. Such dramatic results may not always be the outcome, but the potency of linking practical improvements to sound research is clear. Table 13 provides a summary of the contributions of this study.

Table 13

Summary of contributions of this study

Recruiting challenge	Contributions of this study
Increasingly competitive international school environment	Research based findings and practices to approach recruitment strategically
Lack of research on recruitment, particularly for international setting	Study with global sample of actual candidates; large number of school and job variables
A multi-phase, complex process	Data gathered from two different phases; illumination of the organizational perspective; groundwork for further study of other aspects
Numerous variables, disjointed in literature	Underlying, organizing factors identified
Lack of formal guidance to schools; implemented by non-specialists	Framework for reviewing practice, developing message, differentiating strategies

Recruiting is an essential action for a school, not just a theoretical concept—finding successful teachers is the foundation of student learning. Ultimately, the importance of studying recruiting extends beyond the realm of research. Its significance, and the value of this study, will be determined in the practical sphere, by schools' ability to find better teachers and improve the experience of their students.

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Appendix A

Additional Data Analysis Explanations

Selection of Five Years' Experience as Dividing Year

Candidate responses to the both administrations of the ITRS were analyzed based on both total years of teaching experience and on total years of overseas teaching experience. In both analyses, the responses were divided into two groups, experienced and inexperienced. To determine the optimal dividing point for these groups, the data were tested using three, four, five, and six years as the dividing point for experience. Dividing at both four and five years yielded the greatest number of significant variables in the analysis, thus providing the point of greatest separation between groups of inexperienced and experienced teachers. In addition, experienced recruiters and international school administrators identified five years as a common differentiator of candidates in the international school recruiting process (J. Larsson, personal communication, March 7, 2011; T. Razik, personal communication, February 10, 2011). Consequently, this level of experience was selected as the dividing point for the two groups.

Calculation of Response Rate and Representativeness of Sample

A total of 4,665 email invitations were sent electronically to candidates. Because candidates sometimes register with more than one agency, some received multiple invitations. Exact data on how many candidates have registered with multiple agencies and which ones were not available. However, a reasonable estimate of that overlap can be calculated based on the responses of the 1,543 participants in the first administration of the survey. Specifically, 67.6%

of the respondents reported signing with only one agency, 25.5% with two, and 6.8% with three or more. Extrapolating from these proportions, 3,428 applicants received the first survey invitation. As stated, 1,543 candidates submitted surveys, creating an estimated return rate of 45%. Not all participants responded to every item so individual item sample size is slightly lower than the total response rate. The average response total for the individual variables was 1,524, creating an average response rate of 44% on the individual items.

The above estimates are based on an assumption that candidates only registered with the three participating agencies. Experienced recruiters and experts from the three agencies confirm that this is true for the great majority of candidates (L. Light, personal communication, January 3, 2011; M. Andrews, personal communication, January 7, 2011). However, since some candidates no doubt registered with an agency other than these three, the actual participation rate is assumed to be close to but less than the percentages reported here. Even if the response rate is below the calculated estimates, the response rate is still well within the generally accepted range. Research on survey measurement confirms the validity of response rates as low as 20-25% in representative samples (Cook, Heath, & Thompson, 2000). This conclusion is confirmed by other researchers as well (Curtin, Pressner, & Singer, 2000; Holbrook, Krosnick, & Pfent, 2007; Keeter, Kennedy, Dimock, Best, & Craighill, 2006; Visser, Krosnick, Marquette, & Curtin, 1996).

The representativeness of this sample is demonstrated by its consistency with the relevant demographics of the registered applicants of the three agencies. On the studied characteristics of total teaching experience and overseas teaching experience, on a scale of zero to forty years' experience, the means of the ITRS and the means of the databases of the three agencies on these two characteristics differ from each other by only two or three years. The ITRS respondents were

slightly more experienced that the mean of the individual agencies' candidates. Because of the overlap in candidates among these agencies and the fact that the agency databases shift to a degree throughout the recruiting season, these comparisons cannot be exact. However, they clearly indicate that the sample participating in the ITRS closely approximates that of the population on these two characteristics.

Appendix B

Beginning and Conclusion of Process Versions of the International Teacher Recruitment Survey

International Teacher Recruitment Survey: Beginning of Recruiting Process

This survey will be distributed by several recruiting agencies near the beginning and again near the end of the recruiting season. Candidates registered with more than one recruiting agency may receive this survey more than once. Each candidate should complete this survey only once near the beginning and only once near the conclusion of the recruiting process. If you have already responded through another recruiting agency, to prevent duplication please close your browser and do not continue.

Indicate the level of importance that EACH of the following plays in your decision to apply to a particular international school.

	1 Not at all important	2 Slightly important	3 Somewhat important	4 Very important	5 Extremely important
Salary					
Benefits (e.g. health insurance, retirement plan)					
Expected opportunities for professional advancement or promotion					
Expected opportunities for professional development					
Potential opportunities for learning from colleagues					
Potential social relationships with colleagues					
Potential recognition and support from administration					
Expected influence over workplace policies and practices					
Expected autonomy or control over your own work					
Perceived professional prestige					
Expected procedures for performance evaluation					
Expected manageability of workload					
Expected ability to balance personal life and work					
Anticipated availability of resources and materials/equipment for doing job					
Expected general work conditions					

Expected job security
Anticipated intellectual challenge
Expected sense of personal accomplishment
Expected opportunity to make a difference in the lives of others
Anticipated opportunities for travel and cultural exploration
Class size
Perception of the way things are run at the school
The way the principal/head communicates respect for the value of teachers
Teaching assignment (subject or grade level)
Expected classroom resources
Facilities
Expected support from administrators
Job description or responsibilities
Anticipated autonomy over my classroom
Expected safety of environment
School location
Expected personal security and safety in the host country
Employment for partner

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

	1 Not at all important	2 Slightly important	3 Somewhat important	4 Very important	5 Extremely important
Travel opportunities for myself and my family					
Cultural enrichment for myself and my family					
Desire to experience as many cultures and countries as possible in my career.					
Desire to work in a school with more worldly students					
Desire to have a better education for my children					
Desire to pursue better opportunities than are available at home					
Desire to share Western education with the people of other countries					

My desire to work and live in different cultures often supersedes other reasons to move from one school to another

What is your gender?

- Male
- Female

What is your age?

What is your nationality?

- US
- Canadian
- British
- Australian
- New Zealand
- UK
- Other

How many total years of full-time teaching experience do you have?

How many total years of full-time *overseas* teaching experience do you have?

Do you have a partner who is also seeking teaching employment at the same school with you?

- Yes
- No

Do you have dependent children who would accompany you to your next job?

- Yes
- No

What is your single most preferred school level to teach?

- Elementary
- Middle School
- High School
- High School IB or AP

Are you targeting a specific region or regions as you look for a position?

If you are targeting specific regions for employment, please indicate your top choices (maximum of two) from the following:

Africa
Asia-Pacific
Europe
Middle East
North America
South America
Other, please specify

If you are targeting specific schools in your job search, please indicate your top two below (please use full names of schools).

How many recruiting agencies have you registered with this recruiting season?

Thank you for your participation in the International Teacher Recruitment Survey! Any questions regarding this survey can be directed to Dale Cox, International School of Beijing at dcox@isb.bj.edu.cn.

International Teacher Recruitment Survey: Conclusion of Recruiting Process

This survey was distributed at the beginning of the recruiting process as a pre-assessment of candidate views. It is now being distributed again for a post-assessment of your views if you have received a job offer. Candidates registered with more than one recruiting agency may receive this survey more than once, but should only complete it one time. If you have received a job offer please complete this survey whether you took the pre-survey previously or not. (If you have already completed this post-survey through another recruiting agency, to prevent duplication please close your browser and do not continue.)

Did you receive and offer to teach at an international school this recruiting season?

If you did not receive a job offer from an international school this recruiting season, you do not need to complete this survey.

If you **received a job offer** from an international school this year, indicate the level of importance of each of the following in your decision about the job(s).

1 Not at all important	2 Slightly important	3 Somewhat important	4 Very important	5 Extremely important
Salary				
Benefits (e.g. health insurance, retirement plan)				
Expected opportunities for professional advancement or promotion				
Expected opportunities for professional development				
Potential opportunities for learning from colleagues				
Potential social relationships with colleagues				
Potential recognition and support from administration				
Expected influence over workplace policies and practices				
Expected autonomy or control over your own work				
Perceived professional prestige				
Expected procedures for performance evaluation				
Expected manageability of workload				
Expected ability to balance personal life and work				
Anticipated availability of resources and materials/equipment for doing job				
Expected general work conditions				
Expected job security				
Anticipated intellectual challenge				
Expected sense of personal accomplishment				
Expected opportunity to make a difference in the lives of others				
Anticipated opportunities for travel and cultural exploration				
Class size				
Perception of the way things are run at the School				
The way the principal/head communicates respect for the value of teachers				
Teaching assignment (subject or grade level)				
Expected classroom resources				
Facilities				
Expected support from administrators				

Job description or responsibilities
Anticipated autonomy over my classroom
Expected safety of environment
School location
Expected personal security and safety in the host country
Employment for spouse

Please state the single most influential factor in your final job decision this year (not limited to those itemized above). Elaboration on your reason is welcome.

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

	1 Not at all important	2 Slightly important	3 Somewhat important	4 Very important	5 Extremely important
Travel opportunities for myself and my family					
Cultural enrichment for myself and my family					
Desire to experience as many cultures and countries as possible in my career.					
Desire to work in a school with more worldly students					
Desire to have a better education for my children					
To pursue better opportunities than were available at home					
To share Western education with the people of other countries					
My desire to work and live in different cultures often supersedes other reasons to move from one school to another					

What is your gender?

Male
Female

What is your marital status?

Married
Divorced
Widowed

Never married
Separated

Does/will your spouse teach at the same school as yourself?
Yes
No

How many dependent children would you take with you to your new position?

What is your age?

What is your highest educational degree obtained?
Bachelors
Masters
Doctorate

How many total years have you worked as a teacher?

How many total years have you worked as a teacher in overseas schools?

What is your nationality?
US
Canadian
UK
Australian
New Zealand
Other

Did you complete **all** of the following this recruiting season: 1) register with a recruiting agency, 2) attend a fair, and 3) pursue employment at an international school? (If *no*, go to question 15, if *yes*, go to question 16.)

If you did not complete the recruiting process as described in the previous question, what were your reasons for not doing so? (You need not complete the remaining items of this survey).
I chose not to work internationally at this time
Appropriate job matches were not available at schools or in

regions I prefer

Other, please specify

If you targeted specific regions at the beginning of your job search, did you accept employment in a region of initial interest to you?

If you targeted specific schools at the beginning of your job search, did you accept employment at one of the schools of initial interest to you?

If you attended a job fair, how many did you attend?

Appendix C

Comparison of Items of the International Teacher Mobility Survey (ITMS - Mancuso) and the International Teacher Recruitment Survey (ITRS - Cox)

Organizational Conditions (OC), School Variables (SC)

ITMS	ITRS	Factor	Comment
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?	Indicate the level of importance EACH of the following plays in your decision to apply to a particular international school.	n/a	Modified wording
Salary	Salary	OC	No Change
Benefits (e.g. health insurance, retirement plan)	Benefits (e.g. health insurance, retirement plan)	OC	No Change
Opportunities for professional advancement or promotion	Expected opportunities for professional advancement or promotion	OC	Minor change
Opportunities for professional development	Expected opportunities for professional development	OC	Minor change
Opportunities for learning from colleagues	Potential opportunities for learning from colleagues	OC	Minor change
Social relationships with colleagues	Potential social relationships with colleagues	OC	Minor change
Recognition and support from administration	Potential recognition and support from administration	OC	Minor change
Influence over workplace policies and practices	Expected influence over workplace policies and practices	OC	Minor change
Autonomy or control over your own work	Expected autonomy or control over your own work	OC	Minor change
Professional prestige	Perceived professional prestige	OC	Minor change
Procedures for performance evaluation	Expected procedures for performance evaluation	OC	Minor change
Manageability of workload	Expected manageability of workload	OC	Minor change
Ability to balance personal life and work	Expected ability to balance personal life and work	OC	Minor change
Availability of resources and materials/equipment for doing job	Anticipated availability of resources and materials/equipment for doing job	OC	Minor change
General work conditions	Expected general work conditions	OC	Minor change
Job security	Expected job security	OC	Minor change
Intellectual challenge	Anticipated intellectual	OC	Minor change

	challenge		
Sense of personal accomplishment	Expected sense of personal accomplishment	OC	Minor change
Opportunity to make a difference in the lives of others	Expected opportunity to make a difference in the lives of others	OC	Minor change
Opportunities for travel and cultural exploration	Anticipated opportunities for travel and cultural exploration	SC	Minor change
I am satisfied with my class size	Class size	OC	Modified wording
I like the way things are run at this school	Perception of the way things are run at the school	OC	Modified wording
[Principal/Head] communicates respect for value of teachers	The way the principal/head communicates respect for the value of teachers	OC	Modified wording
I was dissatisfied with changes in my job description or responsibilities at my last school	Teaching assignment (subject or grade level)	OC	Modified wording
Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff	Expected classroom resources	OC	Modified wording
I was dissatisfied with workplace conditions (e.g., facilities, classroom resources, school safety) at my last school	Facilities	SC	Modified wording
I was dissatisfied with support from administrators at my last school	Expected support from administrators	OC	Modified wording
I had the opportunity for a better teaching assignment (subject or grade level) at my new school	Job descriptions or responsibilities	OC	Modified wording
I did not have enough autonomy over my classroom at my last school	Anticipated autonomy over my classroom	OC	Modified wording
Safety of environment	Expected safety of environment	SC	Minor change
n/a	School location	SC	New in ITRS
n/a	Expected personal security and safety in the host country	SC	New in ITRS
n/a	Employment for spouse	OC	New in ITRS

Teacher Variables (TC)

ITMS	ITRS	Factor	Comment
What is your gender?	What is your gender?	TC	No change
What is your marital status?	What is your marital status?	TC	No change
Is your spouse also a teacher, employed by your current school as a teacher?	Does/will your spouse teach at the same school as yourself?	TC	Minor change
How many dependent children do you have residing with you at your current position and what are their ages?	How many dependent children would you take with you to your new position?	TC	Minor change
What is your age?	What is your age?	TC	No change
What is your highest degree obtained?	What is your highest educational degree obtained?	TC	Minor change
How many years have you worked as a teacher?	How many years have you worked as a teacher?	TC	No change
How many years have you worked as a teacher in overseas schools?	How many years have you worked as a teacher in overseas schools?	TC	No change
What is your nationality?	What is your nationality?	TC	No change

Teacher Characteristic of Wanderlust (TC)

ITMS	ITRS	Factor	Comment
How significant a role do the following factors play in your decision to work and live overseas?	How significant a role do the following factors play in your desire to work and live overseas?		Minor change
Travel opportunities for myself and family	Travel opportunities for myself and family	TC	No change
Cultural enrichment for myself and my family	Cultural enrichment for myself and my family	TC	No change
Desire to experience as many cultures and countries as possible in my career	Desire to experience as many cultures and countries as possible in my career	TC	No change
Desire to work in a school with more worldly students	Desire to work in a school with more worldly students	TC	No change
Desire to have a better education for my children	Desire to have a better education for my children	TC	No change
To pursue better opportunities than were available at home	To pursue better opportunities than were available at home	TC	No change
To share Western education with the people of other	To share Western education with the people of other countries	TC	No change
My desire to work and live in different cultures often supersedes other reasons to move from one school to another	My desire to work and live in different cultures often supersedes other reasons to move from one school to another	TC	No change

Appendix D

Cover Letter of Invitation to Participants

Letter of Invitation

Dear Colleague:

Recruiting is a very important process for teachers and schools. As a doctoral student at Lehigh University working together with international recruiting agencies, I am conducting a longitudinal study to further understand the process of international teacher recruiting. Clicking the link at the end of this email will conveniently and quickly allow you to contribute your views to understanding this process. Your participation will assist schools and recruiting agencies better serve applicants and help teachers and schools make the best possible matches in hiring.

Your participation is entirely voluntary and anonymous, but very important. Of course, you can refrain from answering any question and can withdraw at any time. If you consent to participate, the process will be as follows:

1. Follow the link provided below to the survey on the Zoomerang website. The survey is very brief and can be completed in eight to ten minutes.
2. In April, the recruiting agencies will email the link to you again and ask your views at the end of the process, after you have considered specific teaching positions.
3. Your participation is anonymous. Your responses will be collected by Zoomerang website software. Responses to the two surveys will be linked internally for analysis, but anonymity will be strictly preserved.
4. Sponsored by Lehigh University, this survey instrument is called the *International Teacher Recruitment Survey.* It gathers your views on variables and conditions of schools and how you view them in applying for and accepting jobs. If you have any questions about this study, please contact me at dsc207@lehigh.edu. Dr. Ron Yoshida of Lehigh University is also available to answer questions if desired at rky2@lehigh.edu. If you have any questions or concerns regarding this study and would like to talk to someone other than the researchers, **you are encouraged** to contact to Ruth Tallman at (610) 758-3021 (email: inors@lehigh.edu) of Lehigh University's Office of Research and Sponsored Programs. All reports or correspondence will be kept confidential.

I hope you will take a moment to help us in this effort! Please follow the link below.

I appreciate your support,

Dale Cox
International School of Beijing/Lehigh University

Clicking on the following link will demonstrate your consent to participate in this project.

Survey link: (link to be provided)

Appendix E

Human Subject Research Procedures of this Study

This study will follow these steps to insure the proper implementation of accepted guidelines for human subject research. All aspects of this study will be approved through the appropriate human subject research review process established by Lehigh University.

Participant Selection. All participation will be voluntary. Participants will all be educated adults who are publicly pursuing employment in international education. Participating recruiting agencies have given written permission to conduct the research.

Informed Consent. All participants will receive a detailed, written description of the purposes, content, and uses of this study prior to consenting to participate. Consent will be signified by accessing the survey through a link provided to participants.

Confidentiality. All information provided by participants will be anonymous. Individual responses collected from the two administrations of the ITRS will be linked by connecting the pattern of responses to the individual characteristic questions. This internal linking of response sets will not allow responses to be linked to any individual participant.

Data Security. No personally identifiable information such as names or email addresses will be collected. All data will be maintained under password protection by the researcher and statistical consultant.

Beneficence. All participants in the study are teachers seeking international school employment and stand to benefit from the information collected in this study as members of the profession. The data collected will provide guidance to a better understanding of international

teacher recruiting and more effective recruiting approaches. Participants are at no risk personally or professionally for participating.

Appendix F

Vitae

Dale S. Cox
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Education

Doctor of Education, Educational Leadership Lehigh University, Bethlehem, PA	2012
Master of Education, Educational Administration Arizona State University, Tempe, AZ	1987
Bachelor of Arts, History Brigham Young University, Provo, Utah	1981

Professional Experience

Director, Shekou International School Shenzhen, China	2012—current
Principal, International School of Beijing Beijing, China	2006-2012
Principal, Taylor Junior High School Mesa, AZ	1999-2006
Assistant Principal, Poston and Stapley Junior Highs Mesa, AZ	1992-1999
Teacher of History and English, Poston Junior High Mesa, AZ	1981-1992