2017

Job Embeddedness: the Pulls of Staying for Teachers in the International School Setting

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Job Embeddedness: The Pulls of Staying for Teachers in the International School Setting

by

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A dissertation submitted to the faculty of Bethel University
in partial fulfillment of the requirements for the degree of
Doctor of Education

Saint Paul, MN

2017

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Abstract

The purpose of this study was to explore the factors that influence retention of teachers in the international school setting using the construct of job embeddedness. As the largest global study of its kind to date, 975 respondents hired for the 2015-2016 and 2016-2017 school years were surveyed through the four main recruitment agencies: Search Associates, International School Services, Council of International Schools, and the Association of America Schools in South America. Applying a quantitative research method, the study first assessed the influence of any demographic factors significant in teacher retention regarding region, age, tenure status, number of overseas contracts, and partnership/family status. The demographic variables of significance were then used as control predictors in analyzing the influence of job embeddedness on actual or intended contract renewal using hierarchical linear regression analysis. Noteworthy findings include a lower retention rate for the sample population than previously demonstrated in research at 50-60% overall retention. Three factors of job embeddedness demonstrated significant influence more than doubling or tripling the likelihood of renewal. The organizational sacrifices a teacher expected in giving up a position tripled the likelihood of staying when examining actual contract renewal data, and influenced intended renewal by three-and-a-half times. These sacrifices consist of salary, benefits, promotional opportunities, and autonomy. Second, how well the host country community fit the teacher doubled the influence of both actual and intended contract renewal, including weather, environment, activities, and community relationships. Third, the organizational fit of school culture, professional development, authority, and responsibility doubled the influence of actual renewal and approached significance in influencing intended renewal by nearly one-and-a-half times. This study elucidates that international teachers are savvy and mobile

professionals interested in adequate compensation, quality of life, career advancement, and a workplace environment rich with growth opportunities.

Dedication and Acknowledgements

To my mother and father, Karen Ann O'Mara Jurewicz and John Joseph Jurewicz, Sr., for knowing how to internalize "grit" in their children well before it was named, and as the only way of being. They have profoundly made the difference in the successes of my life and they are the reason I am here today.

To my advisor and friend, Dr. Denny Morrow, who lifted me like the phoenix from the flames through the powers of faith and grace, teaching me to fly after the fire.

To Gunar, who always has been and will always be, *Meiner Süsser*.

To all those who listened to me, provided me encouragement, participated in my preliminary research efforts, and shared my challenges and joys on this journey, especially my personal cheerleader, Ms. Gini.

love of learning is the most necessary passion ... in it lies our happiness. It's a sure remedy for what ails us, an unending source of pleasure.
-Emilie du Châtelet

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Chapter I: Introduction

Introduction to the Problem

Employee retention has long been valued by organizations for the increased quality of services provided over time and the economic benefits of reduced training costs (Cascio, 2000; Hom & Griffeth, 1995; Robinson & Dechant, 1997). Research shows organizational turnover in general can have highly negative effects (Watrous, Huffman, & Pritchard, 2006) and voluntary turnover, or employees choosing to leave of their own accord, can be the most detrimental turnover of all (Kazi & Zadeh, 2011; Milbourn, 2012; Mobley, 1982; Wilson, 2012). Abassi and Hollman (2000) argued the best employees have the most mobility opportunities and their departure has significant negative effects on organizational performance.

Ramsay-Smith (2004) compared the costs of voluntary turnover to an iceberg. While the obvious costs of losing a competent and efficient worker are readily apparent, like the tip of the iceberg, the deeper and more significant costs to the organization are hidden, like the bulk of the iceberg beneath the surface. These hidden costs include elements such as the decline in productivity of the employee as he or she prepares to depart, and the subsequent stress of co-workers who must manage the extra workload of the departing employee. Additionally, co-workers remaining in the organization also expend time and energy training the new hire in organizational systems, programs, and culture (Hillmer, Hillmer, & McRoberts, 2004).

In the field of education, voluntary teacher turnover not only carries the costs of spending precious and limited funds for new teacher training, but has the potential of impeding the prime directive of schools: educating children. Teacher turnover has a significantly negative impact on student achievement (Darling-Hammond, 2003; Guin, 2004) and erodes the quality

of educational programming delivered by a consistency of teachers in classrooms. Research shows multiple teachers leaving in a single year can be educationally debilitating (Ingersoll, 2001b), while students thrive in environments where teacher turnover is low (Connors-Krikorian, 2005). Thus, studies on teacher retention have featured prominently in educational research in the United States and other countries, but a growing sector of education has only recently received attention: the international school setting (Cox, 2012; Desroches, 2013; Fong, 2015; Mancuso, Roberts, & White, 2010; Sims, 2011; Weston, 2014).

As the global economy continues to expand, the resulting worldwide mobility of expatriates has increased the demand for the accompanying societal structures to accommodate such mobility, resulting in a rising number of international schools (Mott, 2012). Additionally, upwardly-aspiring employees in Asia's emerging markets seek international English-medium schools for their children due to the educational opportunities they provide (Woodward, 2010).

According to the International Schools Consultancy Research, there are over 8,000 English-medium international schools to date with an anticipated 11,000+ schools by 2020 (as cited in Keeling, 2010). Predominantly, these international schools draw teachers from native English language countries and are free from the educational traditions of union contracts or tenure. They function as independent private entities, either for-profit or not-for-profit.

Encompassing the philosophy and practices of western academic institutions, international schools are either owned by larger organizations such as the International School Services (ISS), or exist as independent entities. In both cases, their hiring and employment practices resemble large- and small-scale independent businesses set in the international arena, but with contracts that are relatively short (generally two years with annual renewal

thereafter), alternative international employment opportunities that are relatively high, and teaching employees open to global mobility (Hayden & Thompson, 1998; Shen & Hall, 2009).

International schools compete for teachers at a time when many English-language western developed countries are facing pending teacher shortages, making the demand for quality teachers a priority internationally as well as nationally (Hong, 2010). Teacher shortage has been a demonstrated problem in international schools (Roberts, Mancuso, & Yoshida, 2010; Woodward, 2010). New technologies afford international teacher opportunities to interview for positions with little to no travel costs and no time away from current employment, maximizing ease of movement.

Furthermore, individuals engaged in international assignments experience an identity transformation resulting in global-mindedness and a boundaryless mindset. The latter makes them more open to other opportunities in a global range of opportunities (Shen & Hall, 2009). Studies on annual turnover rates in international education have an average range of 17-23%, with some schools exceeding 80%, creating high institutional costs (Desroches, 2013; Mancuso et al., 2010). Addressing this problem requires an understanding of retention factors prior to and beyond the recruitment and hiring process.

Background to the Study

Although employment research states job satisfaction and organizational commitment are the most significant factors associated with retention (Bretz, Boudreau, & Judge, 1994; Meyer & Allen, 1991; Somers, 2009; Steel, 2002; Tse & Lamb, 2008; Vandenberghe & Bentein, 2009), these factors have not been widely tested in the international school setting. Furthermore, they have correlated only modestly in predicting likelihood of employee

retention (Crossley, Bennett, Jex, & Burnfield, 2007; Linder, 2016), with Griffeth, Hom, and Gaertner's (2000) meta-analysis study concluding only a four to five percent correlation prediction. These data evidence a need for an expansion of the research examining the predictive factors of employee retention beyond job satisfaction and organizational commitment in the hopes of better understanding and targeting retention.

Other recent researchers have explored a variety of characteristics, such as workplace conditions and conditions outside of work, to understand the motives behind voluntary turnover for the purposes of predicting and increasing retention (Ingersoll, 2001b; Mitchell, Holtom, Lee, Sablynski, & Erez, 2001). This research is far more limited on the international educator than research on the expatriate in the private business sector (Ghosh & Gurunathan, 2015; Linder, 2016) or on educators within nations (Burke, Aubusson, Schuck, Buchanan, & Prescott, 2015; Burke et al., 2013; Ingersoll, 2001b). Global studies have been conducted by the Organisation for Economic Co-Operation and Development (OECD, 2005) to compare educational trends country-to-country, but this neglects the international schools consisting of multinational educators.

One global study and a series of recent regional studies have been conducted on international teacher turnover in Asia and South America (Desroches, 2013; Hulpia, Devos, & Rosseel, 2009; Mancuso et al., 2010; Odland & Ruzicka, 2009; Roberts et al., 2010; Sims, 2011; Weston, 2014). The majority of these studies were based on Ingersoll's 2001 investigation applying the National Center for Education Statistics' (NCES) Schools and Staffing Survey (SASS) and Teacher Follow up Survey (TFS). Using catalogued data from the U.S. Census Bureau, Ingersoll assessed factors of teacher turnover across public and private schools in the U.S., including rural and high poverty environments, a setting

considerably different from the international school system.

Ingersoll (2001b) established variables around three general areas: teacher characteristics, school characteristics, and organizational characteristics. In all cases, one of the three areas - school characteristics - bore no significance in the international setting (Desroches, 2013; Mancuso et. al, 2010; Odland & Ruzicka, 2009; Roberts et al., 2010), demonstrating the substantive difference between U.S. and international settings. Odland and Ruzika (2009) used qualitative data to determine that teachers who chose to move indicated they did not like working in proprietary international schools, but this has only correlated as a factor in one of the subsequent studies (Desroches, 2013; Mancuso et. al, 2010; Roberts et. al, 2010; Weston, 2014).

To address the uniqueness of international educators, Mancuso (2010) modified Ingersoll's measurement tool and created the International Teacher Mobility Survey or ITMS. In the area of teacher characteristics, Mancuso's survey added assessments of a teaching spouse, dependent children, and years of overseas teaching. He demonstrated the reliability of the ITMS and it has been used in subsequent studies on overseas teacher recruitment and retention (Cox, 2012; Desroches, 2013; Roberts et al., 2010; Weston, 2014). However, regarding validity, many of the ITMS teacher characteristic factors have inconsistently demonstrated significance in the studies to date.

Thus, in two of the three original areas of Ingersoll's U.S.-based study (2001b), international researchers found no significance or significantly modified the assessment tool. Ingersoll concluded 42% of all turnover was attributed to the third area, organizational characteristics, consisting of:

> physical working conditions, salary and benefits, class size, support and supervision,

> recognition of teachers' efforts, intrusions or interference with teaching time, student discipline problems, faculty influence over decision-making...sense of self-efficacy, relationships with colleagues, professional competence of colleagues, prestige or esteem of the profession, student motivation, level of autonomy or responsibility afforded teachers, opportunities for professional or personal growth, and job satisfaction. (Mancuso et al., 2010, p. 309)

The breadth of variables composing close to half of a correlative significance in turnover and all categorized under "organizational characteristics" calls for a better organized understanding of voluntary turnover in education.

In the limited regional studies in the international setting using the ITMS, the teacher and organizational factors for retention bearing significance were age, salary, and leadership, but these studies have indicated some inconsistency and even been contradictory. Regarding age, Mancuso (2010) found that in Near East South Asia (NESA) international schools mid-career teachers were more likely to move than early career teachers, a finding opposite to the U.S.-based study by Ingersoll (2001b). Desroches (2013) found no significance of age on teacher turnover in American-style overseas schools in South America.

Money has not always proven to be a deciding factor for turnover (Desroches, 2013; Fong, 2015; Sims, 2011). Desroches (2013) found salary satisfaction did not correlate with turnover, however salary importance was correlated with those departing. The factor of significance regarding leadership pointed to head of school in one study (Mancuso et al., 2010) and principal leadership in others (Odland & Ruzicka, 2009; Roberts et al., 2010).

Weston (2014) found school leadership mattered for only the top ten percent of performing teachers in international schools as identified by principals, but did not have

significance for the remaining 90%. Felps and colleagues (2009) concluded that there exists too much unexplained variance to attribute transformational leadership as a cause of retention. Swider, Boswell, and Zimmerman (2011) called for further study on the complex interplay of the psychological, personal, and professional reasons for voluntary turnover.

Studies using broader approaches to investigate factors for voluntary turnover are relatively new to this century and researchers in the field continue citing a need for more testing (Desroches, 2013; Ghosh & Gurunathan, 2015; Lee, Mitchell, Sablynski, Burton, & Holtom, 2004; Linder, 2016; Mitchell et al., 2001; Slugoski, 2008). Also, discovering the causes that mitigate the voluntary turnover of the most talented and sought after employees has proven elusive and complex due to the interplay of factors (Cunningham, Fink, & Sagas, 2005; Welty Peachey, Burton, & Wells, 2014; Weston, 2014).

Statement of the Problem

Voluntary teacher turnover and retention in the international school system.

Studies on the predictive factors of teacher retention, including the complexities and nuances involved in the decision to leave or stay in a position, are still emerging in the international teaching system. Cox (2012) conducted a global study of the factors correlated with international teacher recruitment, but only one global study of the factors correlated to teacher retention in the international setting has been conducted in recent years (Odland & Ruzicka, 2009).

Fong (2015) recently used Spector's Job Satisfaction Survey to quantitatively assess job satisfaction of *Gen-Y* and *non-Gen Y* international teachers in Asia as a prediction of contract renewal. Fong made clear in his introduction that satisfaction's opposite is not dissatisfaction, and vice versa. In other words, one can be "not satisfied" with a condition, but not

dissatisfied with it either, being instead neutral. If one is "not dissatisfied", it does not necessarily mean satisfied. While *Gen-Y* teachers valued communication as a correlating factor in contract renewal, *non-Gen Y* teachers valued supervision and the work itself. Salary concerns did not correlate for either group.

Fong's (2015) conclusions differed from Roberts, Mancuso, and Yoshida (2010) who determined salary and principal leadership correlated with retention for teachers in East Asia, while Mancuso (2010) in a study of Near East Asia schools determined age, mid-career status, and head of school leadership had statistical significance in correlation with turnover, but principal leadership did not.

Off- and on-the-job factors in teacher turnover.

In 2001, Mitchell, Holtom, Lee, Sablynski, and Erez introduced a new construct called "embeddedness", seeking factors influencing retention by assessing both organizational and community factors. They argued an employee's "fit", "links", and "sacrifices in leaving" both at work and in the community function as "pulls" to stay in the job (see Table 1). Mitchell and colleagues made the case that previous retention factor analyses, such as job satisfaction and organizational commitment, are attitudinal constructs that do not assess the cognitive factors more predictive of voluntary turnover.

Table 1

Summary of Mitchell et al.'s Job Embeddedness Construct

Job Embeddedness *Mitchell et al., 2001*	ORGANIZATIONAL	COMMUNITY
FIT	• Job matches well • Co-worker relationships • Org culture match/PD	• Weather/climate • Non-work activities • Sense of "home"
LINKS	• Years in org/field • Work teams/committees • # Co-worker interactions	• Spouse/family • Close friends • Own home
SACRIFICES	• Autonomy • Pay/benefits • Promotion	• Community attachment • Safety • Respect in community

The recent studies in international education to date are also attitudinal (Desroches, 2013; Fong, 2015; Mancuso et al., 2010; Odland & Ruzicka, 2009; Roberts et al., 2010; Sims, 2011; Weston, 2014). Furthermore, the focus of assessment centered on job-related factors with minimal attention given to off-the-job factors. Upon conclusion of their study, Mitchell and colleagues called for further research using the embeddedness construct.

Although Mitchell et al.'s (2001) construct has been applied to 37 peer-reviewed studies since 2001 with conflicting results and recommendations for modification (Ghosh & Gurunathan, 2015), only 14 of these studies applied to the international expatriate work force and only one to expatriate teachers (Linder, 2016). This singular study by Ren and colleagues (2014) separately examined two very different groups of expatriate teachers, one consisting of multinationals coming into the United States and one all-American group going to Hong Kong. Furthermore, it only utilized the organizational links aspect of Mitchell et al.'s (2001)

work. In fact, Linder (2016) noted none of the expatriate studies included research on all the components of Mitchell et al.'s (2001) holistic assessment making this a need for further study.

In 2011, Sims examined the correlation of cultural intelligence with job satisfaction and the intent to renew contract for teachers in American international schools in South America. Sims further examined the mediating effects of aspects of Mitchell et al.'s (2001) embeddedness construct on the correlation of cultural intelligence with job satisfaction and intent to renew: Person - Job Fit, Person - Organization Fit, and Person - Host Country Fit.

All aspects of embeddedness held statistical significance with intent to renew and proved more directly connected with intent to renew than cultural intelligence. Sims' (2011) study gives evidence to the value of the embeddedness construct, although he did not fully assess all aspects of job embeddedness as it correlated with intent to renew.

Purpose of the Study

The purpose of this study was to explore the factors that influence retention of teachers in the international school setting using the construct of job embeddedness. The predictor variables were the factors of job embeddedness and the outcome variable was teacher retention. The study assessed the influence of any demographic significance in turnover regarding region, age, tenure status, number of overseas contracts, and partnership/family status. The demographic variables of significance were then used as control predictors when analyzing the influence of job embeddedness on actual or predicted contract renewal.

Because research in the international school setting is still developing, this quantitative study afforded wide-scale data collection to contribute to the research. This research also allowed for the exploration of relationships between variables (Creswell, 2014). Given the

globally dispersed population of international teachers, an online electronic survey research design systematically and efficiently collected data for statistical analysis rendering valuable results.

As far as this researcher is aware, only two published global studies have been conducted on teacher retention in the international school setting, the most recent in 2009 (Hardman, 2001; Odland & Ruzicka, 2009), encompassing teachers from schools in the Council of International Schools (CIS) system. Additional studies on retention in the international setting informing this research have all been conducted in designated regions (Desroches, 2013; Fong, 2015; Mancuso, 2010; Sims, 2011; Weston, 2014).

By conducting a global study on teachers in their first and second years of contract, data reflect both predicted and actual retention as the teachers in a contract renewal year had already decided to stay or move. A general comparison of regions was possible for teachers in their first two to years of contract from the data set.

Rationale

Embeddedness, particularly off-the-job embeddedness, has shown a significant positive correlation with retention in a number of studies of both employees in high turnover industries and expatriates in the private sector (Ghosh & Gurunathan, 2015; Lee et al., 2004; Welty Peachey et al., 2014). This model has not been fully tested among international teachers to determine if embeddedness is predictive of contract renewal, but aspects of the construct have shown significant correlative value with intent to renew among teachers in a regional study of American international school teachers in South America (Sims, 2011).

Much of the recent research on international teacher retention has utilized the ITMS developed by Mancuso (2010). The ITMS is based on Ingersoll's (2001b) instrument from

the National Center for Education Statistics' Schools and Staffing Survey (SASS) and Teacher Follow up Survey (TFS). Thus, a national survey model using catalogued data was used for regional settings in the international school system.

Alternatively, the job embeddedness construct developed by Mitchell, Lee, and colleagues (2001) and modified by Lee, Mitchell, and colleagues (2004) has been tested in a number of high turnover employment fields. Interestingly, Welty Peachey and colleagues (2014) determined job embeddedness moderated organizational conditions and that, "the moderating effect of job embeddedness could be even more salient in contexts where changing is necessary to obtain a similar job in another location" (p.752). International educators have an extremely high rate of changing location for new employment, often to another country.

Another problematic aspect to consider regarding the ITMS is the result that leadership correlated regarding teacher retention, although the data is conflicting whether it be school head or principal leadership (Desroches, 2013; Mancuso et al., 2010; Roberts et al., 2010). Leadership relates to how a leader takes care of her or his employees, but this requires defining. Does it mean ensuring job satisfaction? Involvement in organizational decision-making? Access to resources? The ITMS contains perceptive, attitudinal items on all of these employment aspects calling the category organizational characteristics.

A study defining and specifically assessing transformational leadership's influence on retention in the international school setting was conducted by Weston in 2014. Transformational leadership only correlated with retention for the top 10% of performing teachers as identified by principals in Near East overseas American schools after sensitivity analysis eliminated outliers in a group of only 59 teachers. There was no significant

correlation of leadership and retention for the remaining 90% of teachers, a group of 141 teachers (Weston, 2014).

The embeddedness construct approaches both on-the-job and off-the-job aspects of employment through a cognitive approach rather than an attitudinal approach, and delineates three specific groupings for each aspect: fit, links, and sacrifice. Thus, the items asking for the number of an employee's work teams and direct reports are objective rather than subjective. The more subjective items regarding the employee's opinion on skill match to the job, or cultural fit with the organization/community purposefully avoid attitudinal assessments of satisfaction or dissatisfaction.

Therefore, the research conducted in this study offers an alternative cognitive approach to the recent attitudinal studies on teacher retention in the international school system and adds to the literature in doing so. Job embeddedness was originally designed as a holistic construct. Evaluating the demographic characteristics of international teachers regarding retention and then using those of significance as control predictors when analyzing the influence of job embeddedness with actual or predicted intent to renew contract was done to ensure embeddedness was not mistaken for the factors shown to have significance in previous literature. It also fulfills the research pursuit of the exploration of relationships between variables (Creswell, 2014) demonstrated to have merit in the turnover research.

Research Question

This study sought to answer the question, "What influences teacher retention in the international school system?" Therefore, the research question is:

Q1: What influence, if any, does job embeddedness have on the actual or intended contract renewal of teachers working in international schools?

Hypothesis

H_1: Job embeddedness is a significant predictor of the actual or intended contract renewal of teachers working in international schools.

Null Hypothesis:

H_{n1}: Job embeddedness is not a significant predictor of the actual or intended contract renewal of teachers working in international schools.

Significance of the Study

There are limited studies examining voluntary turnover in the international school setting, none of which uses the embeddedness construct in full. By using the cognitively-based embeddedness construct, this research expands the knowledge of international teacher retention. This study also adds to the research by using a cognitive assessment rather than the attitudinal ITMS assessment of regional studies on international teacher retention to date and it assesses teachers globally. Additional analysis of significant demographic characteristics correlated with retention as control predictors is also included.

Regarding the limited body of research on international teacher retention, studies conducted globally and in the regional areas of Near East Asia, Asia, and South America conflict or have varying results (Desroches, 2013; Fong, 2015; Mancuso, 2010; Odland & Ruzicka, 2009; Roberts et al., 2010; Weston, 2014). Only two studies applied the construct of embeddedness to international education, but only used parts of the construct (Ren, Shaffer, Harrison, Fu & Fodchuk, 2014; Sims, 2011).

Sims's (2011) research showed Person - Job Fit, Person - Organizational Fit, and Person - Host Country Fit all held statistical significance in correlating with international teacher intent to renew in a South American regional study. Sim's study did not test the full embeddedness

construct and was examining these aspects as mediating factors of cultural intelligence and intent to renew. Thus, a full study on embeddedness in the international school system is warranted.

Research significance.

This study applied an established, but still relatively new and debated cognitive construct to expatriate teachers in the international school setting. By doing so, this study illuminated embeddedness and adds to the literature on teacher retention in the international school system. This is the first global study of international teacher retention using the construct of job embeddedness.

Because the sample population focused specifically on teachers offered international teaching positions for the 2015-2016 and 2016-2017 school years, teachers in a contract renewal year had already chosen to either leave or stay in their positions at the time of data collection. Teachers not up for renewal and teachers who chose to renew were asked about their stay intentions for the following year. Therefore, this study offers both actual stay behaviors and predicted stay intentions within the sample population. The results add to the research as previous studies on retention have not gathered both actual and predicted contract renewal data.

Practical significance.

The study offers international administrators information and insight on the influence of the aspects of Mitchell et al.'s (2001) job embeddedness construct regarding international teacher employment behavior. The cross-sectional study addressed a specific population of teachers globally, namely those who have been hired on an international teacher contract for the 2015-2016 and 2016-2017 school years from four major recruitment agencies.

International teacher recruitment, retention, training, and orientation are expensive budgetary items for international schools (Cox, 2012). By understanding what may encourage international teachers employed for two-year contracts to stay for four to five years or more, administration could substantially reduce their recruitment and orientation budgets. Furthermore, lower teacher turnover has been shown to have a positive effect on student learning programs (Connors-Krikorian, 2005), so understanding factors that lead to retention allows administrators to target these factors for sustaining or improving student learning results.

It is generally accepted in the international teaching circuit that teachers move from country to country both for cultural and travel experiences as well as employment opportunities and advancement. Studies have shown that when a large number of coworkers turn over, it influences employees to consider leaving as well (Felps, Mitchell, Herman, Lee, Holton & Harmen, 2014). Retaining teachers for longer periods of time increases the "stay culture" at an organization.

Examining the demographic variables most associated with retention as control predictors for embeddedness is also informative to school leadership when making hiring decisions. School leaders may choose to seek candidates with characteristics associated with factors of staying. Lee and colleagues (2004) have shown organizational job embeddedness correlates with employee productivity while community embeddedness correlates with actual retention. Examining such research information allows school heads information to assess the needs of their schools and employ hiring and integration strategies accordingly.

Definition of Terms

Voluntary turnover - When an individual chooses to leave an organization (Welty Peachey et

al., 2013).

Retention - The efforts made by an organization to extend the contracts of effective staff members beyond the initial agreement (Sims, 2011).

Job embeddedness (JE) - The forces that keep a person from leaving a professional position because of ties binding one to the workplace work issues, local community, and/or people (Mitchell et al., 2001).

Organizational Fit - An employee's perceived compatibility and comfort with workplace expectations and environment, including workplace culture, values and career expectations (Mitchell et al., 2001).

Organizational Links - The formal and informal connections to the workplace and people related to the workplace environment (Mitchell et al., 2001).

Organizational Sacrifice - The perceived material and psychological costs or forfeits an employee makes by leaving a current workplace position (Mitchell et al., 2001).

Community Fit - The employee's perceived compatibility and comfort with local and regional surroundings, including neighborhood and regional climate and culture (Mitchell et al., 2001).

Community Links - The formal and informal connections to the surrounding community and people in it, including people associated with activities and organizations one engages in in personal time out of work (Mitchell et al., 2001).

Community Sacrifice - The perceived material and psychological costs or forfeits one makes when relocating to a new place of employment (Mitchell et al., 2001).

Job satisfaction - An employee's overall satisfaction with their work and work environment (Slugoski, 2008).

Organizational Commitment - the employee's attachment to, identification with, and

involvement in the organization (Meyer & Allen, 1991, p. 67).

Home country - For the purposes of the study it is one's country of birth, and/or citizenship.

Host country - For the purposes of the study it is one's country of residence as an expatriate.

International School - An international school is a school that generally follows a national or international curriculum different from that of the host country. Additionally, an emphasis is placed on international education and global citizenship (Nagrath, 2011).

Assumptions and Limitations

This study assumed the construct of embeddedness has valid criteria for use in an international school setting given its validity in the national setting. A second assumption based on recruitment preferences of international heads and from other preliminary studies in the international setting is that age and partner/family status correlate with international teacher turnover decisions, so these are included in the demographic control predictors considered.

A third assumption regarding the participants is that they were honest in their responses and were free from any pressure or concern regarding future employment. It is assumed they had adequate time to respond and did so of their own free will without ulterior motives to influence the outcome of this research.

This study utilized a convenience sample drawn from teachers placed in international teaching contracts for the 2015-2016 and 2016-2017 school years by four of the major placement agencies: Search Associates, International Schools Services (ISS), Council of International Schools (CIS), and the Association of American Schools in South America (AASSA). This was not a sampling of all international teachers placed in overseas positions for the 2015-2016 and 2016-2017 school years as some teachers may have gained

employment directly with schools or been placed by another recruitment agency. The participants were identified and invited by accessing the databases of the four agencies and it was assumed these contained accurate records.

Three of the four agencies sent a reminder email for completing the survey. A number of heads of schools were also asked to send reminder emails to solicit participation. It is possible a small number of teachers not employed through the recruitment agencies were able to participate through this method, however a true sample of all international teacher hires in the past two years was not possible. Thus, the results of participants from these agencies and head solicitations are not fully generalizable to all teachers in the international school setting for the past two years of employment.

Because this study assessed teachers who had taken contracts for the 2015-2016 and 2016-2017 school years, it does not capture data on many of the international teachers who stay in positions for multiple years. Thus, it may reflect data on the more mobile teachers, rather than the teachers who have remained in positions for long periods of time, although some of these teachers were included in the data set if they chose to seek new employment in the past two years.

This study goes beyond previous studies by capturing a global group of teachers in a contract renewal year who have actually decided to remain in their current positions or not. However, the study was limited by asking remaining participants who either renewed or who were not up for renewal what their stay intentions were. These data reflect predicted rather than actual stay intentions. Furthermore, the study was conducted at a singular point in time and does not capture future renewals or resignations that may deviate from expressed stay intentions in this study.

By using a Likert-scale in constructing questions associated with cognitive and attitudinal perceptions for job embeddedness and stay intentions respectively, participants were offered a continuum of choices for assessing their positions. Such closed-questioned options have limits in forcing respondents into predefined descriptors that may not capture the actuality of their positions on the assessment.

The study relied heavily on the pilot test derived from the pre-existing reliability and validity of the survey items from Lee et al.'s (2004) research regarding job embeddedness and stay intentions. The reliability and validity of some of these instruments were determined in national settings as opposed to the international school setting, which may consist of employees of a qualitatively different nature. The study was also limited by those who chose to participate within the selected demographic.

Nature of the Study

This cross-sectional quantitative survey-based study explored the influence of job embeddedness on the predicted and actual retention of teachers in the international setting. It was non-experimental as it did not test a treatment, manipulate a variable, or create random assignment for testing. The demographic control predictors tested were region of school, age, tenure status in home country, and number of contracts overseas. Through statistical analysis, comparison of group differences based on demographic control predictors was done.

Organization of the Remainder of the Study

Chapter two begins with contextualizing the international teacher and the international school setting. It then reviews the literature addressing theories of employee retention. The chapter continues with a literature review of the more recent studies using Mitchell and colleagues' (2001) construct of job embeddedness in national and international employment

sectors with high employee turnover and among expatriates. The chapter ends with a literature review of studies exploring teacher turnover in the international school setting, including Mancuso's (2010) creation of the ITMS based on work from Ingersoll (2001b). The study then covers the methodology and tools used to collect the data forming the bases of the results.

Chapter three describes the theoretical framework and the research design, procedures, and methodology. Chapter four covers the findings. Chapter five addresses the implications of the results for administrative leaders and academics, as well as suggests areas for further research.

Chapter II: Literature Review

The literature review begins by establishing context and significance with a general discussion of the profile of an international teacher and the nature of the international teaching setting. It includes evidence of the rapid growth of schools and rising teacher shortages globally. The review then turns to the existing theories on employee retention and the conceptual framework upon which this study is based. It concludes with a summary of the literature on teacher retention, including the emerging research on international teacher retention.

Context: International Teachers and Schools

The notion of working overseas naturally attracts teachers interested in living abroad. Their reasons are often to experience other cultures and be part of a global society. There is an understanding among heads of schools in the international teaching system that teachers will periodically move from school to school to fulfill this interest in exploring the world (J. Moore, personal communication, December 12, 2016; D. Cox, personal communication, November 7, 2016; Weston, 2014). However, numerous studies have indicated stability in a teaching staff is beneficial to any school both financially and programmatically (Connors-Krikorian, 2005; Ingersoll, 2001b).

In light of this, international heads of school delicately balance a leadership style that entices teachers to stay for some longevity to build school strength, but supports teachers who value mobility and desired placement changes. Compounding this challenge are the increasing numbers of English-medium international schools and the shrinking pool of teachers in English-language home countries.

In 2010, Woodward cited the number of international schools doubling the past ten years to more than 5,000 schools serving over 2.5 million students. This has subsequently doubled the demand for international teaching staff. The majority of schools are newly established English-medium schools in Asia serving a growing number of host country national students. They seek native English-language teachers from western developed countries for the linguistic advantages providing future university entrance and economic employment opportunities (Woodward, 2010).

As the demand for native English-language teachers increases in the international circuit, teacher shortages are increasing in the English-language western countries from which these teachers are recruited. This shortage is a result of early career teachers leaving the profession within the first five years coupled with Baby Boom generation teachers retiring from the profession (Burke et al., 2015; Burke et al., 2013; Hong, 2010; Ingersoll, 2001b). The value of quality teachers in the international school system is thus at a premium, and provides international teachers multiple employment alternatives abroad.

Recently, discussion of the "teacher tourist" (Fehse, 2016) has arisen in the international school circuit. It describes teachers who see the world by taking new contracts every couple of years. In the face of increasing numbers of international schools and growing teacher shortages in western English-language countries, increased attention has focused on the factors leading to teacher retention in international schools (Desroches, 2013; Mancuso et al., 2010; Odland & Ruszika, 2009; Weston, 2014). Simply by turning two- or three-year contracts into four- or five-year contracts, heads of school cut their voluntary turnover and training costs significantly, and capture resources for building stronger international

reputations to attract students, families, and staff. Exactly how to do this with significant predictability remains a subject of debate.

Conceptual Framework

This research study is based on the conceptual framework of March and Simon (1958), forming the foundation of employee retention in the employment literature (Mitchell et al., 2001b; Mobley, 1982, Mobley, 1977; Slugoski, 2011). Their construct defines voluntary turnover as a consideration process by the employee assessing job satisfaction and job alternatives.

Other researchers built on March and Simon's (1958) work, drawing from Maslow's (1943) *Hierarchy of Needs* framework to look at the factors influencing job satisfaction and the direct and indirect factors leading to job turnover (Porter, 1977; Porter & Steers, 1973; Price & Mueller, 1981). Maslow (1943) presented a five-tiered hierarchical construct in which lower order needs are sought before higher order needs. Level one addresses physical needs, such as food and water, followed in order by safety, social belonging, esteem, and finally self-actualization. When looking at factors causing an employee to stay with an organization, Maslow's theoretical construct of levels of needs applies.

Additionally, employment retention research is grounded in Vroom's (1964) *Expectancy Theory* positing that an individual's motivation is made up of the value placed on the outcome, the expectation a certain action will achieve the outcome, and the belief the outcome will reach other outcomes. The premise is that people make choices they believe will optimally reach the outcomes they desire whether or not they actually transpire (Vroom, 1964/1995).

The work on organizational commitment by Meyer and Allen (1991) and the job

embeddedness construct of Mitchell and colleagues (2001) are grounded in Lewin's *Field Theory* (1951), addressing how individuals perceive themselves vis-à-vis their work, home, and community environments (Lewin, 1997). Organizational commitment, as well as job satisfaction, are attitudinal construct assessments of an employee's perception of work life, whereas job embeddedness cognitively assesses work and community life.

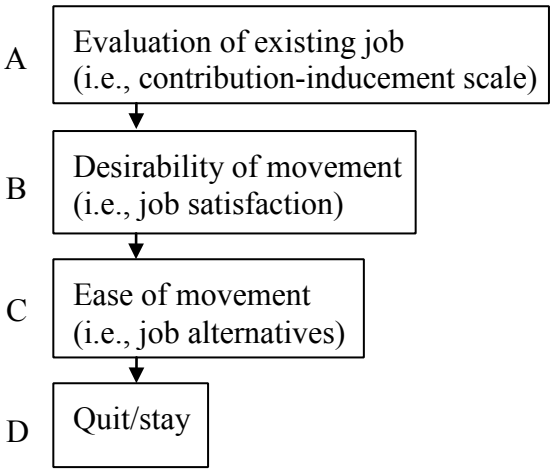
Mitchell et al.'s (2001) job embeddedness is also based on Beach and Mitchell's *Image Theory* (as cited in Silver & Mitchell, 1990) affecting one's interest in either maintaining the status quo, or making a change. Image theory posits people draw on three sets of visual images, or perceptions, in any decision problem: *principle images* of values and ethics, *goal images* of future aspirations, and *strategic images* of how to achieve future goals (Silver & Mitchell, 1990). Mitchell et al. (2001) stated that the status quo, or staying, results when all images are met. Job embeddedness is based on cognitive perceptions that keep and employee in a position.

Voluntary Turnover and Employee Retention

The seminal work capturing the process of employee turnover by March and Simon (1958) presented an employee's decision-making process to leave as a cost-benefit analysis weighing perceived available job alternatives against job dissatisfaction. The assumption was the process begins with employee disgruntlement made up of conditions pushing the worker to wanting out.

Figure 1

Simplified Model of March and Simon's (1958) Theory of Employee Turnover



Notably now in the twenty-first century, the increase of technology for communication has magnified the ease of movement internationally. Previously, international teachers and administrators almost exclusively traveled to designated locations for recruitment fairs, demanding significant financial investment and taking valuable time away from current employment commitments. With the advent of global online communication tools, investments to pursue job alternatives have dramatically fallen, opening many more employment and recruitment opportunities.

A subsequent series of research models on employee turnover utilized the cost-benefit premise of March and Simon (1958), focusing on the factors pushing an individual to leave employment. As the studies multiplied, but were dispersed in a variety of publications, Mobley in 1982 conducted a thorough review covering both the social and psychological studies focused on job satisfaction, and the economic hygiene studies emphasizing pay, supervision and the work itself, among other conditions. Mobley outlined turnover in terms of definition, consequences, measures, ability to control, causes, and future study.

Mobley (1982) broadened the examination of turnover costs beyond strictly organizational considerations to include individual and societal costs. Additionally, he took into consideration some of the possible benefits to turnover, advising managers to distinguish between high performing employees and top executives, and lesser status or lower performing employees whose departure may be welcomed for achieving maximum organizational benefit vis-à-vis organizational development and priorities.

In 1986, Cotton and Tuttle conducted a meta-analysis of the literature on turnover and divided correlates into three areas: 1) external aspects of the job market, 2) job-related correlates, and 3) personal factors. Their conclusions showed strong relationships between perceived job alternatives and turnover, and negative relationships between high job satisfaction, high organizational commitment, and turnover. In subsequent studies, job satisfaction and organizational commitment became the two driving foci leading to employee retention (Griffeth et al., 2000; Hom & Griffeth, 1995; Maertz & Campion, 1998).

Job Satisfaction

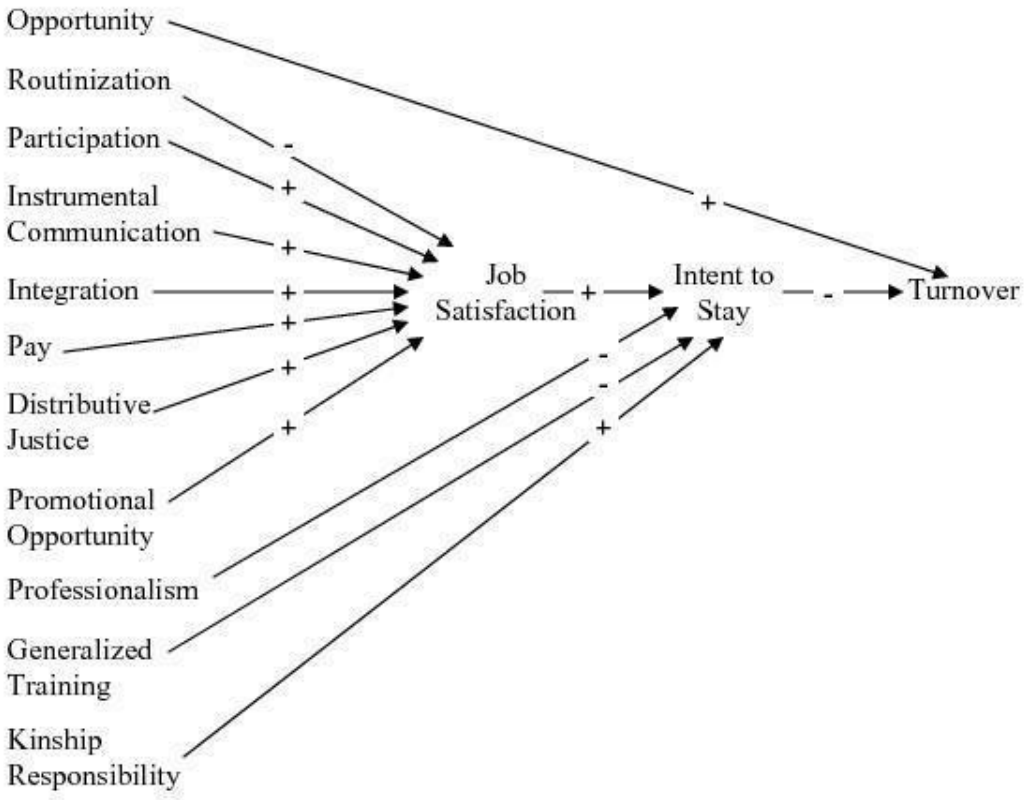
Based on Maslow's (1943) Hierarchy of Needs theory, Herzberg, Mausner, and Snyderman (1959) constructed a model of employee job satisfaction based on two sets of factors: one addressing motivation (intrinsic) and the other addressing hygiene (extrinsic). Motivating factors included recognition, achievement, and the like, whereas hygiene factors addressed pay, promotion, supervision, and more.

In 1973, Porters and Steers continued the work connecting job satisfaction and employee retention concluding, "the more an employee's expectations are met on the job, the greater his satisfaction" (p. 169). However, a development from the research on job satisfaction in the late 1970s was that satisfaction did not have a direct link to retention, and that intervening

factors played a role in an employee's satisfaction. Porters (1977) found that the level of value an employee placed on the categories of pay, integration, communication, and centralization led to greater job satisfaction while Mobley (1977) determined *intent to stay* was directly linked to voluntary turnover.

Figure 2

Reproduction of the Causal Model of Turnover (Price & Mueller, 1981, p. 547).



Building on Porter's (1977) and Mobley's (1977) work, Price and Mueller (1981) assessed the factors affecting job satisfaction and intent to stay in the high turnover field of nursing. They found "low routinization, high instrumental communication, high promotional opportunity, and high participation in decision making all contributed to job satisfaction" (p. 555), while job satisfaction, education, family responsibilities, pay levels, and long tenure affected intent to stay (see Figure 2). Intent to stay accounted for 10% variance in voluntary

turnover, whereas job satisfaction ranked highest as a direct influence on intent to stay (Price & Mueller, 1981). As an indirect influence on turnover, job satisfaction ranked third in explaining variance behind opportunity and general training.

Subsequent studies on job satisfaction have consistently demonstrated a positive, but weak correlation with employee turnover varying from 4-10% predictability in such high turnover fields as athletics (Griffeth et al., 2000). This has prompted deeper examination of the variables within job satisfaction, or studies focused on specific employee groups for more useful data. Researchers have also suggested going beyond job satisfaction, seeking factors more strongly indicative of employee retention.

Organizational Commitment

Whereas historical research on job satisfaction captured the attitudes of an employee's daily experiences with their work environment, organizational commitment became an area of study focused on an employee's attitudinal perception of the long-term stability of an organization as a force of retention (Slugoski, 2011). Prior to the 1990s, studies on organizational commitment revealed stronger correlation with turnover than job satisfaction, but these results were inconsistent (Lee & Mowday, 1987; Michaels & Spector, 1982; Steers, 1977).

Meyer and Allen (1991) focused on organizational commitment as a predictor of employee behavior and turnover, defining it as a psychological state made up of three overlapping components: a desire to belong (affective commitment), a need to be employed (continuance commitment), and an obligation or loyalty to a workplace (normative commitment) causing the individual to remain in employment. This model was extensively

tested through the turn of the century with resulting correlation focused on the affective and normative commitment areas (Lazaar, 2005; Samaad, 2006b).

Meyer and Herscovitch's (2001) built on the original work of Meyer and Allen (1990) to create a generalized model of commitment. Subsequent studies of this model showed much stronger relationships of affective and normative commitment (Herscovitch & Meyer, 2002; Snape & Redman, 2003) with employee turnover behavior.

Affective and normative commitments retain a central place in turnover literature. Like job satisfaction, organizational commitment has consistent correlation to employee retention, but the statistical significance remains weak enough to call for better answers (Griffeth et al., 2000).

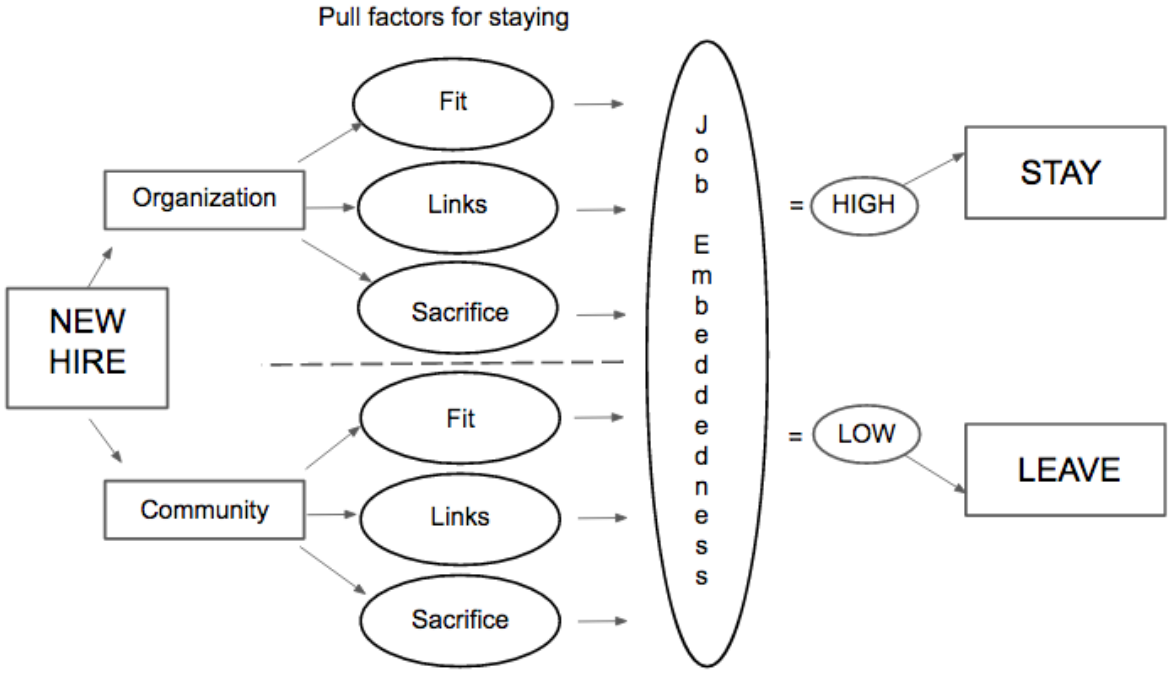
Job Embeddedness

By the turn of the twenty-first century, a statistically strong predictive construct connected to employee turnover remained elusive (Griffeth et al., 2000). Thus, researchers pursued alternative models exploring voluntary turnover, adding pull factors to the push factors analysis and capturing off-the-job aspects of an employee's life influencing retention. Pull factors consist of the elements or qualities that either keep an employee in a position, or cause a person to leave a position even when satisfied, such as a spouse's employment change.

Identifying pull factors, Mitchell and colleagues (2001) constructed a framework assessing cognitive rather than attitudinal experiences that create a "stuckness" or a desire to remain within an organization. Their goal was to create a new, broader model that improved the prediction of turnover above and beyond job satisfaction and organizational commitment capturing off- and well as on-the job factors.

Figure 3

Model of Job Embeddedness



Thus, the construct addressed the mediating influences of both organizational and community connectedness based on three aspects:

1. *Fit*, "the extent to which [employees'] jobs and communities are similar to or fit with the other aspects in their life spaces" (p. 1104).
2. *Links*, "the extent to which people have links to other people or activities" (p. 1104).
3. *Sacrifice*, "the ease with which links can be broken" (p. 1104).

Using exploratory factor analysis Mitchell and colleagues (2001) showed job embeddedness had a significant and reliable impact on stay intentions in the two high turnover fields of nursing and grocery chain workers.

A substantial number of researchers applied Mitchell et al.'s (2001) construct in subsequent years. Lee, Mitchell, Sablynski, Burton, and Holtom (2004) determined that off-the-job embeddedness, also known as community factors, negatively correlated most strongly with voluntary turnover, while on-the-job embeddedness, or organizational factors, correlated positively with quality job performance, measured by such behaviors as low absenteeism and high productivity.

Cunningham, Fink, and Sagas (2005) developed a global-item measure they argued was stronger and more reliable than the original Mitchell scale for softball coaches and athletic department employees, both high turnover fields. They demonstrated the efficacy of job embeddedness in explaining retention, but only organizational sacrifice correlated with this population using the new global scale.

Shen and Hall (2009) applied Mitchell et al.'s (2001) construct in the expatriate environment and found embeddedness is "multidimensional and covers many aspects of an international move" (p. 794). They argued international placements generate new learning cycles for employees, cultivating adaptability and flexibility, and that mentoring and local ties mattered in expatriate adjustment to a new placement. Social networking and not the traditional labor market model informed understanding of career advancement and turnover. Moreover, international career employees develop a boundaryless quality that creates greater openness to new opportunities, triggering turnover. Age, the stage of an employee's career, and career orientation all moderated job embeddedness.

Sims (2011) examined the mediating effects of Person - Job Fit, Person - Organization Fit, and Person - Host Country Fit on the correlation of cultural intelligence with job satisfaction and intent to renew for teachers of American International schools in South

America. Although the focus of the study was on cultural intelligence, the aspects of job embeddedness held profound direct statistical significance with both job satisfaction at 33% and intent to renew at 27% (p. 135). This lends credence to the value of the job embeddedness construct and its potential in understanding teacher retention in the international school setting.

In 2013, Slugoski used quantitative analysis to compare factors assessing why people stayed with their organizations in Saskatchewan's Crown corporations as employee numbers dwindled. Organizational commitment and job satisfaction showed greatest correlation with retention, although embeddedness had a smaller but significant influence on stay intentions (p. 453). This setting is quite different than the international school system due to the fact that employees in a national setting do not have global mobility options. Furthermore, Crown employees have tenure and pension benefits, which nearly all international teachers do not. Thus, enticements for staying for participants in Slugoski's study are not present in international teacher employment, heightening the speculation that embeddedness may play a more significant role in retention.

Welty Peachey, Burton, and Wells (2014) established that job embeddedness moderated organizational commitment and job search behaviors among athletic directors, prompting them to argue organizational leadership should strive to increase job embeddedness in employees.

By 2015, enough research on embeddedness existed for Ghosh and Gurunthan (2015) to examine 37 peer-reviewed articles. In the review they argued,

> the construct is one that is relatively new and still somewhat "hazy" in its definition. A clearer understanding of how this construct is different from job satisfaction or

> organizational commitment is needed to show the potential overlap but still justify the distinction and the need for the job embeddedness construct. (p. 857)

Ghosh and Gurunthan (2015) saw a wide application of job embeddedness examining the antecedents, the moderating and mediating influences of job embeddedness, and the outcomes correlated to job embeddedness. Studies within their review included modifications of the construct addressing national culture, leadership, and more. Their conclusions advocate continued research on job embeddedness, including the relationship of job embeddedness and other constructs.

In 2016, Linder conducted a literature review of articles on job embeddedness scouring the research to find applications for expatriate employees only. Fourteen peer-reviewed articles were considered, of which nine articles were quantitative. Using the qualitative method of determining stylized facts through deductive analysis of the existing research, Linder drew the following five conclusions, with the first strongly supported by the literature and the remaining four moderately supported: 1) job embeddedness increases retention and moderates shocks leading to turnover; 2) home pulls decrease retention; 3) trust increases job embeddedness, particularly in an employee's relationships with the boss, co-workers or host country friends; 4) job embeddedness increases career expectations; 5) job embeddedness increases international self-concept, making an employee culturally aware. Linder's work demonstrated the value of the job embeddedness construct and the research gap that exists regarding the application of it in the international school setting.

Teacher Retention and International Teacher Turnover

Development of international schools.

Throughout the twentieth century as the world continued to globalize and economies

became transnational, international mobility increased demanding the infrastructures to support this development, including schools serving families overseas. Originally these schools were limited in number with an estimated 50 in 1964 (Hayden & Thompson, 1995) and served expatriates from predominantly English-speaking western nations (Woodward, 2010).

Over the next 45 years the number of international schools grew to 1,000 by 1995 (Hayden & Thompson), increased to 2,500 by the turn of the twenty-first century, and doubled again to over 5,000 schools by 2010. The greatest percentage of this recent growth occurred in Asia as newly socio-economically advantaged host nation families continue seeking English-medium international schools for the upward mobility opportunities they offer (Woodward, 2010).

Naturally as the number of international schools increased at such a great rate, the interest in studying and understanding them also grew. In 1995, while reviewing the relationship between international schools and international education, Hayden and Thompson mentioned the teachers and administrators who had built careers on "the somewhat transient existence based on two or three year contracts in different locations" (The International School section, para. 8). Another characteristic they noted in a study from Matthews (1998) was that uniquely 90% of the students at these schools go on to higher education.

Pursuing an interest in what international education means, Hayden and Thompson (1998) conducted a large-scale survey of students and teachers in the effort to further define international education. They concluded that study was needed of this rapidly developing field to understand the student experience, but no mention was made of voluntary teacher turnover as a part of that experience.

Teacher retention in national schools.

In contrast, by the late 1990s, national country interest in research on teacher turnover was driven by growing concerns over national teacher shortages. In 2001, Ingersoll set out to challenge the assumption that teacher shortages were due to teacher retirements in combination with student enrollment increases. Using catalogued data from the U.S. Census Bureau, Ingersoll assessed the teacher, organizational, and school characteristics creating teacher staffing problems, determining job dissatisfaction and desire to pursue other careers contributed more to the shortage problem than retirement (Ingersoll, 2001b).

In addition to teacher characteristics and organizational characteristics, Ingersoll specifically identified school characteristics, such as class size, poverty rates, and urban/suburban/rural location. Tracking overall teacher attrition rates between 13-15% in the late 1980s and 1990s, Ingersoll's (2001b) data included layoffs as well as voluntary moves to other schools and quits from teaching entirely.

Subsequent national research studies examined the distinction between teachers who left the field entirely versus those who moved to another teaching position. In particular, teaching showed a much higher attrition rate than other professions with 30-50% of teachers leaving the field in the first five years. This statistic was consistent for, and concerning to the U.S., the U.K., Australia, and Canada (Burke et al., 2015; Burke et al., 2013; Ingersoll, 2001b; OECD, 2005). It brought attention to the possible disconnect between the perception of teaching versus the reality and raised questions regarding the lack of professional support and development for teachers.

Teacher retention in international schools.

In the same year Ingersoll broadly examined teacher attrition in the U.S., Hardman (2001)

conducted a study on teachers in the international setting exploring their reasons for taking overseas positions and what factors caused them to stay beyond their first two-year contracts. Data from questionnaires completed by 30 teachers in Argentina, Egypt, Indonesia and Tanzania combined with personal interviews of teachers from five schools in Buenos Aires were used to conclude professional advancement, a happy working climate, financial incentive, and a strong sense of job challenge were the reasons for initially taking and remaining in a position. Although the teachers agreed two-year contracts were detrimental to quality learning programs for students, only 48% of them renewed (Hardman, 2001).

No other studies at this time addressed the factors of international teacher turnover directly, however a few touched on the characteristics of international teachers. Gillies (2001) looked specifically at a series of studies on teachers in American international schools noting the high turnover rate, concluding teachers with greater competence, flexibility, and adaptability had greater success. Cambridge (2002) categorized international teachers in three groups: childless career professionals, career professionals with families, and mavericks. Cambridge theorized on the reasons these three groups of teachers remained in or left positions, but did not conduct any research for analysis.

By 2009, as teacher retention problems persisted in western English-language countries and the desire for native English-speaking teachers abroad rapidly increased with the growing numbers of schools, Odland and Ruzicka (2009) conducted a global mixed methods study of 281 teachers from a dataset of approximately 3,000 assessing the reasons for teacher turnover in international schools. Quantitative closed-ended questions were collected along with open-ended opportunities for teachers to comment on the factors impacting their turnover decisions.

Only teachers leaving a position participated in the study, capturing an understanding of

turnover, but not retention. Top reasons for leaving included administrative leadership, compensation, and personal reasons. Additionally, teachers expressed higher dissatisfaction with proprietary for-profit schools, although this has only been statistically significant in one subsequent study (Desroches, 2013; Mancuso et al., 2010; Roberts et al., 2010).

A year later, Mancuso (2010) expanded the research on international teacher turnover and retention by surveying 248 teachers who were staying as well as leaving in Near East South Asia international schools. He created the International Teacher Mobility Survey (ITMS) based on Ingersoll's (2001b) national assessment of organizational, school, and teacher characteristics. Additionally, Mancuso (2010) tested a new construct called *wanderlust*, or a desire to have new travel and cultural experiences.

The results showed age and mid-career factors had a strong positive correlation with turnover, a result that was the inverse of Ingersoll's (2001b) results where mid- and later-career teachers showed the strongest retention. Additionally, teachers with teaching spouses had very high turnover rates with over 30% of them planning to move (Mancuso et al., 2010), a factor not tested by Ingersoll. These two statistically significant factors demonstrate teachers in the international setting differ significantly from teachers in the U.S. setting and call into question a survey tool based on Ingersoll's U.S. tool.

Further demonstration challenging the use of Ingersoll's (2001b) model for the international setting is that the school characteristics important in Ingersoll's (2001b) work held no significance in studies on teachers in the international setting (Desroches, 2013; Mancuso, 2010; Roberts et al., 2010). Although the voluntary turnover rates were the same in both studies at 17%, the reasons for this turnover showed major differences. Furthermore, within administrative leadership, Mancuso (2010) found the head of school mattered in

retention, but principal leadership did not. This contradicts the body of national education literature cited by him, again showing a qualitative difference of teachers in the two settings. Mancuso speculated this may be due to the smaller nature of international schools and subsequently a more immediate access to the head of school as the ultimate authority, begging the question again of whether Ingersoll's (2001b) survey model is appropriate.

While Mancuso's (2010) study verified Odland and Ruzicka's (2009) importance of administrative leadership in turnover, the distinction of head of school from principal leadership in the Mancuso (2010) study must be noted. Like Odland and Ruzicka (2009), Mancuso (2010) verified that financial compensation was a factor in turnover, but unlike Odland and Ruzicka (2009), the for-profit status of the school held no significance.

Additionally, using data from Mancuso's 2010 study gathered using the ITMS, Roberts, Mancuso and Yoshida (2010) examined teachers in East Asia Regional Council of Schools. Salary remained important as a factor in turnover and like Mancuso's study, teacher inclusion in decision-making was important. Leadership mattered, but in this case, it was principal leadership. Also different was that younger teachers were more likely to move. The studies did not test for off-job conditions with the justification that organizational conditions are within the means of administration to alter. However, this leaves a potential gap in understanding the true factors of turnover in the international school setting.

Building on Mancuso's (2010) retention work, Cox (2012) used the ITMS to assess factors in the teacher recruitment process, globally surveying teachers at two points, one at the point of being offered a new position and again after deciding to take the position or not. In the survey assessment, Cox also used Mancuso's *wanderlust* construct as a factor in a teacher's decision-making process and distinguished teachers with more than five years'

teaching experience from those with less than five years' experience.

Experienced teachers indicated school leadership, compensation and autonomy held significance in the consideration of schools, whereas less experienced teachers indicated the meaning of the work, *wanderlust*, personal safety, and job conditions mattered (Cox, 2012). The more overseas experience teachers had, the less the *wanderlust* factors held sway.

The burgeoning research on *wanderlust* continued with work by Desroches (2013) studying teacher retention in American schools in South America, who found this area of the world had one of the highest international school turnover rates. Desroches found *wanderlust* significant in turnover decisions for this set of teachers, but not their age. Desroches also added questions on host country characteristics to the ITMS, broadening the data collection to factors outside the organizational institution.

Desroches (2013) verified the previous international research emphasizing the importance of school headship, but yet again, one of the biggest factors for moving was a teacher having a teaching spouse working at the school, with 37% stating they planned to move. Desroches speculated that teaching partners or spouses have the greatest flexibility in both securing employment by marketing themselves to international schools as a team.

Surprisingly, a difference in Desroches's (2013) study from the studies done by Mancuso (2010) and Odland and Ruzicka (2009) was that Desroches (2013) found salary was not a significant factor in turnover. However, he did find the importance a teacher placed on salary correlated with turnover. Also in departure from previous research, Desroches (2013) found the number of years of overseas teaching experience mattered for retention as did teachers having child dependents. Childless teachers had a 36% rate of turnover compared to 14% for teachers with two child dependents (Desroches, 2013). Desroches' study was the first to

verify the school characteristics of for-profit status and percent of host country students correlated with turnover.

In 2014, Weston conducted a study narrowing in on the leadership influence on retention and examined teachers considered the top ten percent of performers as distinguished from the remaining 90%. These top ten percent performers were identified by their principals. Like Mancuso (2010), Weston (2014) found head leadership mattered for those in the top ten percent, but principal leadership did not. Only satisfaction with the teaching assignment correlated with retention for the remaining 90% (Weston, 2014).

Nearly all of the recent studies on international teacher retention and turnover used variations of Mancuso's (2010) attitudinal ITMS based on Ingersoll's study of data from the National Center for Education Statistics Schools and Staff Survey (SASS) and Teacher Follow-Up Survey (TFS). Although items within the ITMS assess aspects of the attitudinal constructs of job satisfaction and organizational commitment, there is no comparative analysis to determine if the ITMS is, in fact, a better tool for understanding teacher retention. The studies using the ITMS to date have contradictions and relatively wide variations in results.

In 2015, Fong assessed teachers in international schools in Asia using Spector's job satisfaction survey, delineating between *Gen Y* teachers born after 1980, and non-*Gen Y* teachers born previously. Fong found a difference in the two groups of teachers, with *Gen Y* teachers valuing communication and non-*Gen Y* teachers valuing supervision and the work itself. Supervision could be seen to pair with the category of school leadership in previously cited literature, but it is interesting to note that neither group of teachers valued financial compensation as a correlate with contract renewal (Fong, 2015).

Echoing Fong's (2015) research, Halicioglu (2015) in the same year reviewed the

literature on challenges facing first time teachers overseas, most of whom would be part of the *Gen Y* generation. Halicioglu commented that from examining overseas recruitment websites, there is a perception held by first time teachers that overseas teaching is less stressful than in home countries, however, the impacts of culture shock must be considered. In going abroad, Halicioglu stated teachers function as sojourners, or temporary between-society cultural travelers (2015), a concept aligning with *wanderlust* in that expatriate teachers choose the position for the travel and cultural experiences it provides.

The factors Halicioglu (2015) cited from the literature for teachers to make successful transitions to overseas settings included satisfaction with the school more than the host country environment, and the ability to cope with the day-to-day stressors of shopping, finding doctors, and the otherwise normal activities in one's home country that abroad can make life challenging.

Halicioglu (2015) also mentioned that differences in leadership style can put teachers off in foreign environments, and that making friends, finding living arrangements, and accepting local political and religious aspects of life can be more difficult. Additionally, the lack of work opportunities for trailing spouses can be detrimental to a successful experience. Little research has been conducted on the impact of what she calls "trailing spouses", and Halicioglu stated a need for more research in this area among other adjustment areas.

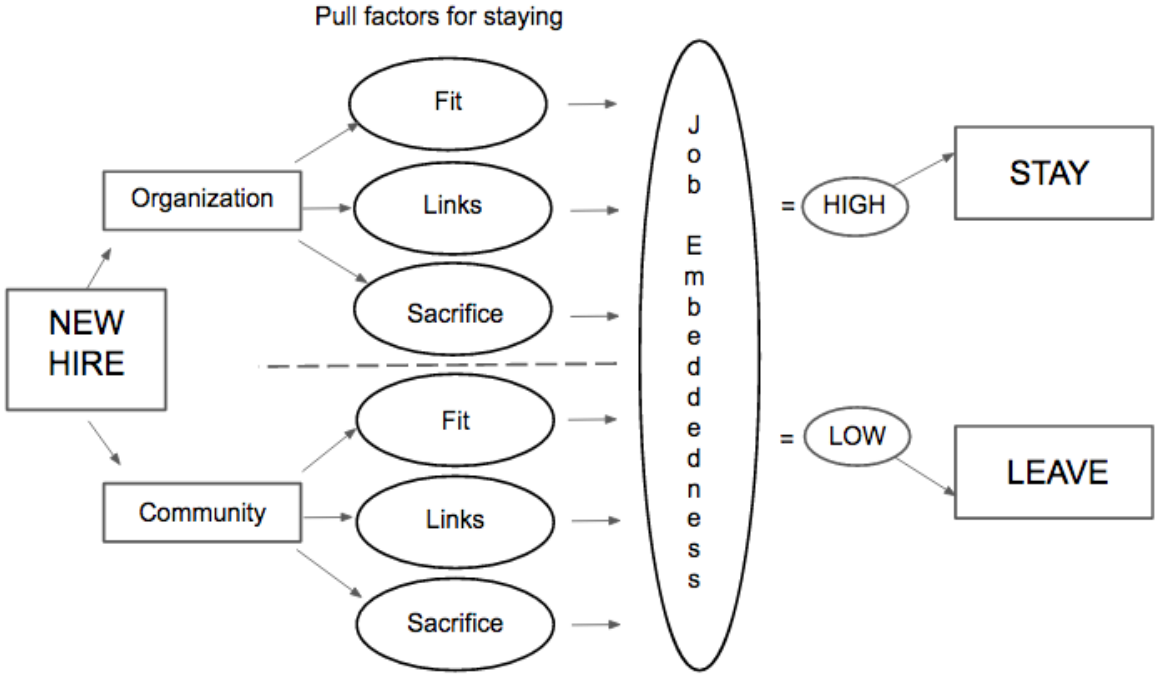
Concept Map

Based on the employment research exploring the factors for voluntary turnover, and given the nature of teachers who seek overseas teaching positions derived from the literature, this study explored international teacher retention using Mitchell et al.'s (2001) job embeddedness construct. This construct afforded an examination of the influences on retention

encompassing off- as well as on-the-job factors.

Figure 4

Model of Job Embeddedness



Clearly high embeddedness would influence a teacher to stay while low embeddedness would provide no deterrent and likely indicate a higher departure rate. Analyzing on- versus off-the-job factors of embeddedness and their association with predicted and actual contract renewal sheds light on the various work and community aspects associated with staying.

Chapter 3: Methodology

Philosophy and Justification

Despite the importance organizations place on employee retention both in general and in the field of education, significant research on teacher retention in the international school setting is still emerging. Existing studies have predominantly used an altered U.S. attitudinal assessment based on Ingersoll's (2001b) educational work despite insignificant correlations in school and teacher characteristics and retention. Additionally, full application of a cognitive assessment for retention in the international teaching setting, such as job embeddedness, is non-existent.

This cross-sectional correlative quantitative study took a systematic and global approach to exploring the cognitive factors of the more recent construct of job embeddedness influencing teacher retention in the international school setting. A quantitative design method using an online survey tool was chosen because it facilitated large-scale data collection from teachers hired by over 8,000 schools internationally in the last two years. As a result, it is the largest global study on international teacher retention to date with 975 participants from all major teaching regions of the world. Two open-ended questions asking for the influences that normally make one want to stay or leave at the end of a contract were asked to add depth.

Demographic factors were explored for association with retention based on indications of importance from previous literature and the importance stated by international school administration. The factors of significance were then used as control predictors in a hierarchical linear regression analysis to assess the influence of job embeddedness above and beyond the control predictors. Descriptive analysis of demographic comparisons was also made.

By exploring the cognitive factors influencing actual or predicted intent to stay, this study adds to the literature of international teacher retention. The results provide recruiters and school heads with decision-making data for potentially strengthening retention at their institutions or making appropriate staffing decisions based on organizational priorities.

The remainder of this chapter is broken into thirteen sections: the research question, theoretical framework, hypotheses, definition of variables, research design strategy, data collection procedures, population, sample measures, field test, pilot test, data analysis, limitations of methodology, and ethical considerations.

Research Question

The purpose of this study was to examine the influences leading to teacher retention in the international school setting. Therefore the research question is as follows:

Q1: What influence, if any, does job embeddedness have on the actual or intended contract renewal of teachers working in international schools?

Theoretical Framework

This research is grounded in March and Simon's (1958) theory on employee retention and Vroom's (1964) *Expectancy Theory* positing that individuals take actions they believe will achieve desired outcomes. The employment retention constructs are also grounded in Maslow's (1943) *Hierarchy of Needs* theory. The construct of job embeddedness is grounded in Lewin's (1951) *Field Theory* and Beach and Mitchell's (1990) *Image Theory* addressing an individual's assessment vis-à-vis work, home, and community.

Hypotheses

Hypothesis

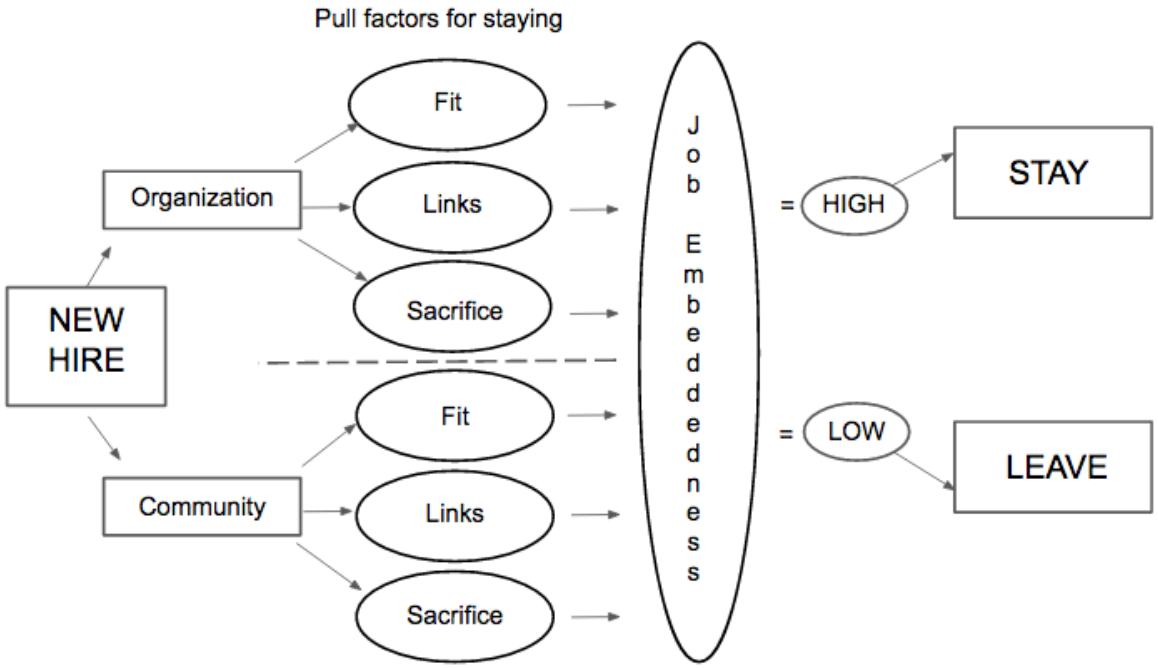
H_1: Job embeddedness is a significant predictor of the actual or intended contract renewal of teachers working in international schools.

Null Hypothesis:

H_{n1}: Job embeddedness is not a significant predictor of the actual or intended contract renewal of teachers working in international schools.

Figure 5

Model of Job Embeddedness



Definition of Variables

Outcome Variable:

OV1: Actual or predicted contract renewal

Predictor Variables:

PV1: Job embeddedness (p. 44)

PV 1.1: Organization - Fit

PV 1.2: Organization - Links

PV 1.3: Organization - Sacrifice

PV 1.4: Community - Fit

PV 1.5: Community - Links

PV 1.6: Community - Sacrifice

Control Predictors of Demographic Characteristics: (pp. 51 – 55)

DEM1: Region of school

DEM2: Age

DEM3: Tenure in home country

DEM4: Total number of overseas contracts held

DEM5: Marital/partner status

DEM6: Spouse/partner working

DEM7: Spouse/partner working at school

DEM8: Dependent children attending school

Research Design Strategy

A quantitative survey research design was used for this study. It afforded economic and efficient data collection using an online survey tool sent to a large employment population scattered across the globe. Furthermore, a quantitative survey research design allowed for an efficient, cost-effective, and systematic analysis of the correlation of the job embeddedness with actual and predicted teacher contract renewal. It also allowed data analysis of differing teacher populations based on the demographic control predictors.

The study's research problem, question, hypotheses, and variables were grounded in the literature. A quantitative research method aligns with the needs emerging from the problem,

which was to explore the factors influencing teacher retention in the international school setting. The intent was not to determine why teachers make such decisions, but to identify factors influencing their leaving or staying.

Data Collection Procedures

The top four international recruitment agencies of ISS, CIS, Search Associates, and AASSA distributed the survey designed in SurveyMonkey to candidates placed by them in the last two recruitment seasons of 2015-2016 and 2016-2017 using their databases. Although this does not capture all of the international teachers hired in these two years, a large portion had access to the survey given the prominence of these four agencies in making placements.

Because recruitment agencies receive a commission for each candidate placed by them, there was no overlap of the original solicitation of candidates who registered with more than one agency since only placed candidates were sent the survey. The permissions of these agencies for distribution of the survey was secured prior to distribution and can be found in the Appendices I-L of this paper.

No information in the survey that could identify participants, such as school or country of teaching, was requested. At the end of the survey, participants were invited to enter a drawing for three $100 gift certificates. The online form to gather email addresses for the drawing was in no way connected the respondents' survey answers to preserve anonymity and adhere to required ethical practices.

Two weeks after the initial survey request, ISS and CIS sent reminder emails to participants. CIS also promoted the survey in their member-only communications. AASSA asked its heads of schools to encourage teachers hired for the 2015-2016 and 2016-2017 school years to respond to the survey. Due to organizational standards, Search Associates did

not send a reminder follow up or ask its network of heads of schools to invite participation. The follow up emails can be found in Appendices E and F of this paper. This researcher's current head of school did solicit his heads of schools and principals network to ask them to encourage teacher participation.

By providing the survey link in multiple ways, it is likely a minimal number of teachers received the survey link from more than one source. However, because SurveyMonkey does not allow more than one survey response from the same device, the number of candidates responding more than once would require the use of two different devices and therefore would be minimal. Also, some teachers directly hired by schools may have received the link from heads of school solicitation, slightly increasing the estimated number of participants sent the survey.

The survey timeline was as follows:

Late February 2017	Pilot Study
April 2017	Survey distributed through agencies
Two weeks later	Email reminder to complete the survey
Mid-May 2017	Survey window closed

Population

This study had a target population of teachers employed by the four placement agencies for the 2015-2016 and 2016-2017 school years. The largest of these agencies, Search Associates placing 6,000 candidates, did not distinguish between teachers and administrators. They estimated they placed approximately 5,500 teachers and 500 administrators. ISS placed approximately 1,750 teachers, CIS placed approximately 600 teachers, and AASSA placed 212 teachers. Thus, an estimated 8,062 qualifying participants were sent the survey.

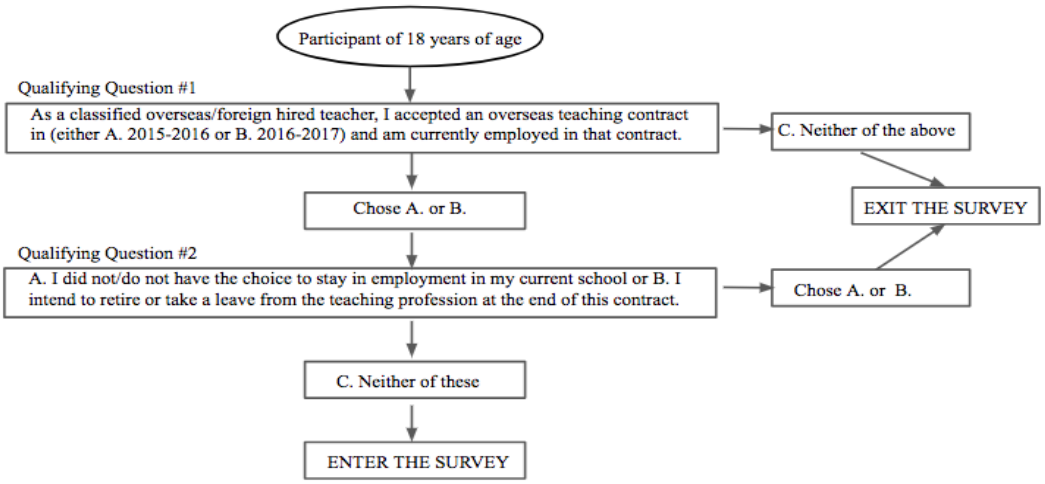
Sample

This was a sample of convenience as not every teacher hired on an overseas contract for the 2015-2016 and 2016-2017 school years was guaranteed to receive the survey. However, because the four largest and most prevalent recruitment agencies placing international teachers were used in a multi-stage procedure, a large majority of the target population received access to the survey, making conclusions drawn for this population viable. A minimal number of additional candidates directly hired by schools may have received the survey by the follow up invitation from a number of heads of schools.

After each participant confirmed being of 18 years of age, the first qualifying question ensured only teachers on overseas contracts hired for the 2015-2016 and 2016-2017 school years and still employed in those positions entered the survey. The second qualifying question ensured that only teachers who had the choice to remain in current employment and did not intend to retire or leave the teaching profession at the end of their contracts entered the survey (Figure 6).

Figure 6

Participant Qualification Flow Chart



According to statistical researchers Kraemer and Thiemann (1987), 192 respondents is the absolute threshold number in large-scale studies from which a positive correlation of 80% validity is achieved with a standard alpha level of .05. A higher response rate increased the power of any correlations found. The intent of this researcher was to reach the minimum of 192 or have 15% attempt to enter the survey based on the 8,062 estimate of those sent the survey by the four major recruitment agencies.

Of the estimated participants sent the survey, 1,444 attempted to enter the survey and 1,076 qualified. Although 1,014 participants answered the contract renewal question, 39 were removed in the data cleaning process as they did not fully answer a majority of the job embeddedness or stay intention questions. This resulted in a total of 975 participants, or 91% of those entering and qualifying for the survey who completed the needed majority of the applicable contract renewal, stay intentions, and embeddedness questions needed for this study.

Thus, approximately 18% of the 8,062 teachers sent the survey attempted to take it and approximately 12% qualified and completed the necessary questions for analysis of the research question. Even when estimating the possible number of additional participants who may have entered the survey from head of school invitation rather than the four recruitment agencies based on daily survey respondents, the 15% attempt to participate was met. The minimum number of 192 was easily met, and power increased given the total of 975 respondents.

Measures

The survey instrument was designed to measure the outcome variable of actual or predicted contract renewal and the predictor variable of job embeddedness. The survey also

measured demographic variables in association with retention, of which those with significance were then used as control predictors for the hierarchical linear regression analysis of embeddedness. These demographic variables were region, age, tenure status in home country, and number of overseas contracts. The demographic variables of marital/partner status, spouse/partner working, spouse/partner working in school, and dependent children in school are part of the job embeddedness construct and as such, were not used as control predictors.

A slightly modified version of Lee et al.'s (2004) job embeddedness questionnaire (JEQ) was used to explore the correlation of job embeddedness with actual or predicted contract renewal for teachers in the international school setting. The overall structure of the questionnaire did not vary and as such carries the validity of the original (Cox, Parmer, Tourkin, Warner, & Lyter, 2007; Marvel, Lyter, Peltola, Strizek, & Morton, 2007).

A 4-point Likert agreement scale was used from strongly disagree to strongly agree with an option of "I prefer not to answer". The items modified or added to the original Lee et al. 2004 JEQ addressed circumstances unique to the international schools that had shown statistical significance in other studies exploring international teacher retention. These included circumstances such as the quality of environmental conditions in the host country, a teaching spouse/partner employed at the same school, and dependent children attending the school.

In all other respects the questionnaire used in this study was the same as the Lee et al. 2004 JEQ. Lee and colleagues' JEQ corresponded directly to Mitchell and colleagues' (2001) original measure with a few minor edits made to fit the sample's setting (Lee et al., 2004).

The invitation to participate and the survey questions can be found in Appendices A and B of this paper.

Like the Mitchell (2001) and Lee (2004) studies, four of the six factors for job embeddedness were Likert-scales. The remaining two factors solicited categorical (yes/no) and numeric inputs that were directly entered into the regression analysis. The permission to use Lee et al.'s (2004) JEQ is contained in Appendix G of this paper.

Mitchell and colleagues (2001) verified convergent validity of the job embeddedness construct in association with the complementary work-related constructs of job satisfaction and organizational commitment using intercorrelations (p. 27). As well, the intercorrelations of the non-affective dimensions of job embeddedness were weakly related to traditional measures of employee attachment, providing discriminant validity of the measure. Organizational links were not highly correlated with job satisfaction or organizational commitment and the community-based factors had weaker correlations than the organizational-based factors (p. 27) demonstrating construct validity of the original measure.

The stay intentions items utilized a 4-point Likert agreement scale and came from Cunningham et al.'s (2005) work testing job embeddedness. It was drawn from Meyer, Allen, and Smith's 1993 organizational turnover measure. The mean, standard deviation, and bivariate correlation was derived for this scale in the original study demonstrating validity (Cunningham et al., 2005). The permissions to use this measurement tool can be found in Appendix H of this paper.

Field Test

The instrument was field tested in November and December 2016 by international administrators and higher education professionals none of whom were potential participants

for the proposed study. The purpose of field testing was to identify any errors in language or content of the survey, determine the approximate length of assessment, and gather any feedback appropriate to the problem and purpose of the study prior to the pilot test.

From the field test, Likert-scales were adjusted to 4-point scales to match current academic research practices. Questions were changed from required to optional after the qualifying questions. A qualifying question determining participant age of at least 18 years was added. Questions in the Community - Fit section were adjusted to clarify host country specific answers. The question asking the age of participants was changed from category ranges to a raw number entry. A question asking the number of contracts a participant has held overseas was added. Three open-ended optional questions were added to allow participants to comment on contract renewal and in general. No other changes were recommended or made.

Pilot Test

After IRB approval in late February 2017, the instrument was pilot tested to demonstrate internal reliability. As all items were taken from previously tested instruments, the validity of items was based on intercorrelations and bivariate correlations as discussed in the Measures section of this chapter (Cunningham et al., 2005; Lee et al., 2004).

The pilot test group consisted of 40 teachers hired on overseas contracts in the 2015-2016 and 2016-2017 recruitment years. The number 40 was chosen as there were 40 items in the modified JEQ (2004) questionnaire. This researcher's current school setting provided a number of the participants and teachers in three other international schools were solicited through their school heads to ensure sufficient numbers of participants to justify conclusions of reliability. The three other schools were located in China, Colombia, and Venezuela where

Cox (2012), Desroches (2013), and Mancuso (2010) were heads of school at the time of the pilot study. Internal reliability of the pilot survey demonstrated an overall Cronbach $\alpha = .91$, consistent with the two test groups used by Mitchell and colleagues at alpha reliabilities of .85 and .87.

Data Analysis

After surveying using the SurveyMonkey system, the data were imported into the Statistical Program for the Social Sciences (SPSS) system for analysis. Overall reliability was consistent with the Pilot Study at Cronbach $\alpha = .92$.

Descriptive statistical analysis was used to examine the demographic variables for any group differences in actual and predicted retention. A hierarchical linear regression analysis was used for answering the research question exploring the correlation of the factors of job embeddedness with actual and predicted teacher retention using the demographic variables of significance as control predictors.

Actual teacher retention is a dichotomous outcome variable with teachers either remaining in their current employment (stayers) or choosing to take an alternative position (movers). For teachers not in a contract renewal year, predicted retention was measured as a continuous outcome variable with teachers intending to stay in their current employment (predicted stayers) or intending to take an alternative position (predicted movers) based on three stay intention items on a four-point Likert scale where one equaled strongly disagree and four equaled strongly agree.

For teachers up for renewal and who chose to renew, predicted retention beyond the next year was measured as a continuous outcome variable with teachers intending to continue beyond their current contract (predicted stayers) or intending to take an alternative position

(predicted movers) based on three stay intention items on a four-point Likert scale from one as strongly disagree to four as strongly agree. For the analysis, predicted stayers were measured as those with a combined score of strongly or somewhat agree, and predicted movers were measured as those with a combined score of strongly or somewhat disagree.

Descriptive statistics included cross tabulations to examine frequencies and percentages of teachers who renewed or intended to renew from teachers who did not renew or did not intend to renew. Chi-square analysis determined significance, if any, of the factors of region, tenure in home country, marital/partner status, working spouse/partner, working spouse/partner in school, and dependent children in school and group differences in the likelihood of renewing/intending to renew versus not renewing/or intending not to renew.

Age was categorized into five-year incremental age groupings for all respondents except the oldest and youngest respondents. These seven groupings based on years of age were 23-29, 30-34, 35-39, 40-44, 45-49, 50-54, and 55 and older. Chi-square analysis was then used to test for significance of age and group differences in the likelihood of renewal/intention to renew versus non-renewal/intention not to renew. Mean and standard deviation were used to establish five categories of number of overseas contracts. Including the current contract, these grouping consist of one, two, three, four to five, and six or more contracts. Chi-square analysis was used to test for group differences in the likelihood of renewal/intention to renew versus non-renewal/intention not to renew.

Examining the chi-square statistical significance of these demographic factors prior to running the hierarchical linear regression analysis allowed for the comparison of results with the previous literature on teacher retention in the international setting. The hierarchical linear regression analysis was conducted using the demographic variables of significance as control

predictors to test the null hypothesis in a logistic regression of whether job embeddedness was a significant predictor of retention.

Logistic regression allows for multiple independent variables to be considered at the same time for degree of influence on a dependent variable. The data gathered in this study examined the degree of influence of the six factors of job embeddedness on contract renewal/intention to renew. All six factors of job embeddedness--Organization - Fit, Organization - Links, Organization - Sacrifice, Community - Fit, Community - Links, and Community - Sacrifice were considered at the same time to see the predictor strength of each factor on the likelihood of contract renewal.

A hierarchical linear regression analysis allows for the consideration of control predictors when analyzing the degree of influence of the independent variables on the dependent variable. This allows for the consideration of confounding and/or extraneous factors that may affect the outcome significance of the independent variables. In this study, four of the eight demographic variables—region, age, tenure in home country, and number of overseas contracts—were entered as control predictors in step one of the hierarchical linear regression, and the factors of job embeddedness were entered in step two as the independent variables to test the null hypothesis of whether job embeddedness was a significant predictor of retention. The remaining four demographic variables—marital status, working spouse/partner, working spouse/partner at school, and dependent children at school—were not used as control predictors because they make up the Community - Links factor of the job embeddedness construct.

Table 2 summarizes the research considerations and research question along with the type of analysis used to complete the study.

Table 2

Demographic Control Predictors and Research Question Data Analysis Outline

Demographic Considerations:	What influence, if any, do identified demographic characteristics have on the actual or intended contract renewal of teachers working in international schools?
Variables:	Demographic variables include region, age, number of overseas contracts, tenure status, and marital/partner status, spouse/partner working, spouse/partner working in school, and dependent children attending school. Outcome variable is actual or predicted contract renewal.
Data Source:	Data from online survey administered to teachers hired internationally for the 2015-2016 and 2016-2017 school years using databases from the four major recruitment agencies.
Data Collection:	Data collection through email invitation of the four recruitment agencies and follow up requests by heads of schools.
Analysis:	Descriptive statistics for percentages with chi-square analysis to test differences among groups of actual or predicted contract renewal regarding region, age, tenure status, number of overseas contract, marital/partner status, spouse/partner working, spouse/partner working in school, and dependent children working in school. Incremental categories established for age, and mean and standard deviation used to establish number of overseas contracts for use in chi-square analysis to test for group differences in actual or predicted contract renewal.
Research Question:	What influence, if any, does job embeddedness have on the actual or intended contract renewal of teachers working in international schools?
Variables:	Predictor variables consist of the six factors of job embeddedness. Outcome variable is actual or predicted contract renewal. Control predictors are those of significance regarding region, age, tenure status, and number of overseas contracts.
Data Source:	Data from online survey administered to teachers hired

	internationally for the 2015-2016 and 2016-2017 school years using databases from the four major recruitment agencies.
Data Collection:	Data collection through email invitation of the four recruitment agencies and follow up requests by heads of schools.
Analysis:	Hierarchical linear regression analysis to test the correlation, if any, of job embeddedness with actual or predicted contract renewal above and beyond the demographic control predictors of significance.

Limitations of Methodology

Testing job embeddedness captured only some of the many psychological, personal, and professional factors influencing an employee's decision to stay or leave a profession. Studies using measures such as Mancuso et al.'s (2010) ITMS captured items influencing retention that are not considered in this study.

International teaching uniquely offers individuals within the education profession to seek employment globally. Few other employment sector offers such liberty. Thus, constructs created for nearly all other professions traditionally rooted in national employment settings may fall short of capturing qualitative differences of international education.

The analysis being conducted is correlative and not causal. This limits the results to predictive influence rather than direct cause in understanding the factors of teacher retention in the international school setting. Additionally, only teachers placed for the 2015-2016 and 2016-2017 school years were able to enter the survey. Teachers satisfied with their current international employment and not job searching did not have access to this survey, a limitation when considering retention.

While this study attempted to control for variances in demographic characteristics, other factors influencing international teacher retention remain. Job embeddedness remains "hazy" in definition (Ghosh & Gurunthan, 2015). Although this study adds to the literature in testing this construct, inherent errors that have yet to emerge may limit the conclusions this study offers.

Ethical Considerations

In accordance with Belmont Report, this study intended to adhere to the ethical principles and guidelines for the protection of human subjects of research. This included respecting the participants, pursuing beneficence, and aspiring to justice (U.S. Department of Health & Human Services [HHS], 1979). Because the research design of this study involved an online survey, the possibilities of oversight when it came to ensuring informed consent may have been compromised as there was no personal interaction to verify true consent.

These data were collected through the SurveyMonkey tool by the Statistical Consulting and Research Center of Saint Cloud State University (SCSU). The data were visible to the department head and the graduate researcher working on this project. Data were stored by SCSU securely and later removed from the SurveyMonkey program.

This researcher intended to diligently evaluate any concerns of ethical considerations in the creation and distribution of the survey instrument and the practices involving data collection. A systematic assessment was conducted with the intent to maximize benefit and avoid any harm as outlined in part C of the Belmont Report (HHS, 1979).

Regarding voluntary and fair practices in participant selection, by using the four largest recruitment agencies for solicitation, an attempt was made to provide open wide-scale access

to the survey. Furthermore, agencies connected to heads of schools had access to the survey link and were able to provide any teachers directly hired by schools access to participation.

This researcher made efforts to alter original assessment scales to expand language meeting the beneficence criteria of not being biased based on gender, racial or ethnic group, sexual orientation or age (HHS, 1979).

Chapter IV: Results

Introduction

The purpose of this quantitative study was to explore the influence of job embeddedness on the actual or predicted contract renewal of teachers in the international school setting. The remainder of this chapter provides information about the sample population and proceeds to the analysis and summary of data collected. Important results are noted in anticipation of a more thorough discussion of conclusions and implications in Chapter Five.

Research Question and Hypotheses

The purpose of this study was explore the influences of job embeddedness associated with teacher retention in the international school setting. Therefore the research question, hypothesis and null hypothesis are as follows:

Q1: What influence, if any, does job embeddedness have on the actual or intended contract renewal of teachers working in international schools?

Hypothesis

H_1: Job embeddedness is a significant predictor of the actual or intended contract renewal of teachers working in international schools.

Null Hypothesis:

H_{n1}: Job embeddedness is not a significant predictor of the actual or intended contract renewal of teachers working in international schools.

A series of demographic variables of teachers in the international setting that had shown significance in correlation with retention in previous studies were first tested for significance using the Pearson correlation coefficient, or chi-square. The demographic variables of significance were used as control predictors in a hierarchical linear regression analysis

exploring the relationship of the factors of job embeddedness and actual or predicted contract renewal.

Discussion of the Sample

As noted in Table 3, of the 1,444 educators who attempted to enter the survey, 368 were exited based on two qualifying questions. These qualifying questions asked if they were offered international contracts in the two identified years and whether they intended to stay in the profession and had opportunity to renew contract. An additional 101 respondents did not complete the majority of necessary questions needed for the research analysis. In sum, 45.4% (443) of the 975 qualifying respondents were hired for the 2015-2016 school year, and 54.6% (532) were hired for the 2016-2017 school year.

Table 3

Overall Survey Respondent Subsample Sizes

Respondents	Number (percent)
Estimated population	8,062
Accessed the survey	1,444 (18%)
Did not qualify or did not complete the survey	469 (6%)
Completed the majority of needed questions of the survey	975 (12%)
Qualifying respondents hired for the 2015-2016 year	443 (45.4%)
Qualifying respondents hired for the 2016-2017 year	532 (54.6%)
Power Level (with alpha of .05 in two-tailed test)	80%

Because this study explored the influence of job embeddedness on the actual or predicted contract renewal of teachers in the international school setting, respondents were included if they answered a majority of the six aspects of job embeddedness. Qualifying respondents also

had to answer the contract renewal question to qualify. For respondents not up for renewal, or for those who did renew, a majority of the stay intention questions had to be answered for inclusion in the predicted contract renewal analysis.

The youngest qualifying respondent in this study was 23 years of age and the oldest was 67 years of age. The average age of the qualifying respondents was 40.3. Within the sample 635 (65.1%) were female, 334 (34.9%) were male, and six respondents chose not to answer. Because there is no current data source on gender ratios in the international school setting, it is not possible to determine gender bias in this study. The gender ratios in this study are similar to gender ratios in other recent studies on teachers in the international setting (Desroches; Sims, 2011; Weston, 2014).

Data Analysis of Retention Rates

Because there were 975 respondents in this study with 491 teachers up for renewal and 484 teachers responding to the stay intention items, power analysis determined that a positive correlation with a standard alpha level of .05 was easily established, and well exceeded, a validity of 80% validity for test of the null hypothesis. All inferential statistical tests were based on a significance value of .05 level of confidence with a power level of .80 unless otherwise noted. This makes results with a very strong conclusion validity given the numbers of respondents above the 192 required.

Because the typical length of a contract in the international school setting is two years, by soliciting candidates hired for the 2015-2016 and 2016-2017 school years the data captured robust actual and predicted contract renewals. As indicated in Figure 7 and Table 4, actual renewal figures consisted of 375 (84.6%) respondents hired for the 2015-2016 school year, and 116 (21.8%) respondents hired for the 2016-2017 school year. Thus, 76.4% or about

three quarters of actual retention analysis consisted of respondents hired for 2015-2016 and 23.6% hired for 2016-2017.

Figure 7

Teachers Up for Renewal by Year Hired

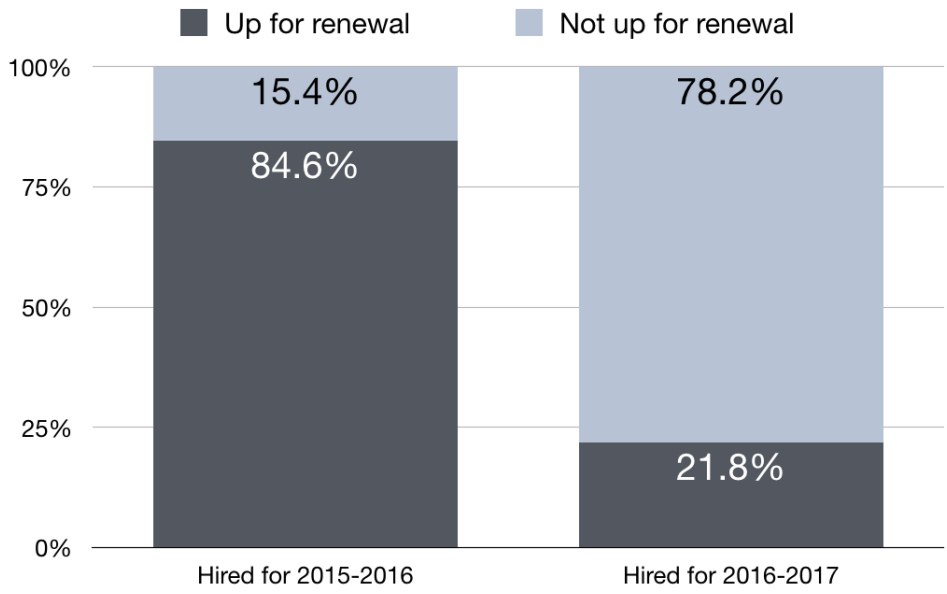


Table 4

Qualifying Respondent Subsample Sizes by Year Hired

975 Respondents	Up for renewal (percent)	Not up for renewal (percent)
Hired in 2015-2016	375 (84.6%)	68 (15.4%)
Hired in 2016-2017	116 (21.8%)	416 (78.2%)
Total	491 (50.4%)	484 (49.6%)

Of the 491 respondents who were up for contract renewal 302 (61.5%) actually renewed and 189 (38.5%) did not renew. Respondents hired in 2015-2016 had a somewhat higher

renewal rate at 236 (62.9%) than respondents hired in 2016-2017 at 66 (56.9%) as seen in Figure 8 and Table 5.

Figure 8

Actual Renewal by Year Hired

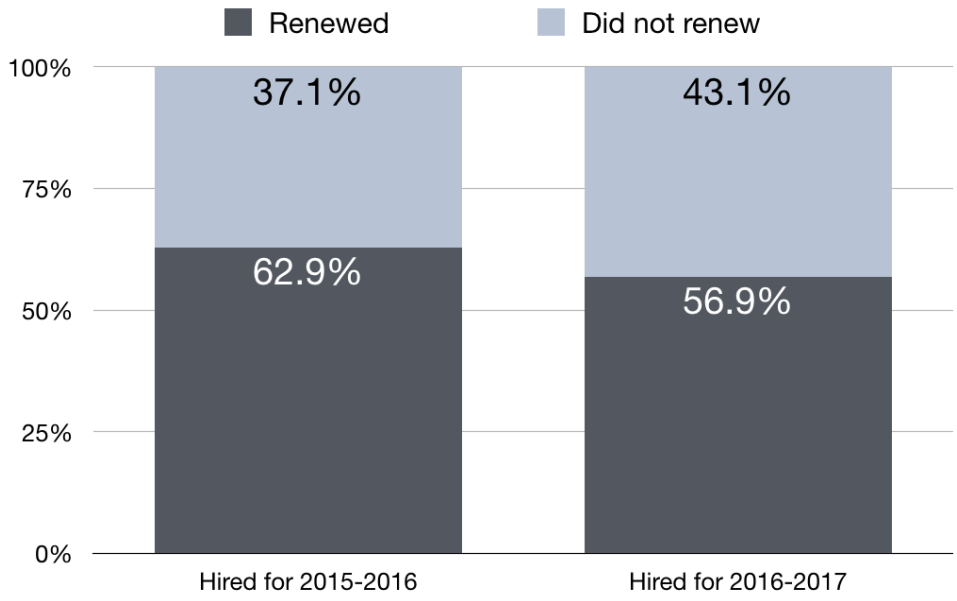


Table 5

Qualifying Respondent Subsample by Actual Renewal

491 Respondents	Renewed (percent)	Did not renew (percent)
Up for renewal hired 2015-2016	236 (62.9%)	139 (37.1%)
Up for renewal hired 2016-2017	66 (56.9%)	50 (43.1%)
Total respondents	302 (61.5%)	189 (38.5%)

These rates of actual retention are significantly lower than indicated in previous research, which found retention between 73% and 83% in the NESA region (Fong, 2015; Mancuso, 2010; Weston, 2014), 68% in the East Asia Regional Council of Schools, or EARCOS (Mancuso, Roberts & White, 2010), and 72.5% in AASSA schools (Desroches, 2013).

However, it is important to note that in this study, teachers in international schools who stay multiple years were less likely to be represented in the target sample as only teachers seeking employment and awarded contracts in these two hiring years were invited to participate. In other words, the target population of teachers placed by recruitment agencies for the 2015-2016 and 2016-2017 school years may have a higher representation of teachers open to moving.

These data indicate the target population for this study is relatively mobile, supporting the argument in recent literature of the "teacher tourist" (Fehse, 2016). Furthermore, data on this group may provide valuable insight on those teachers most impacting international school retention rates.

To determine predicted retention rates, stay intention questions were asked of the 484 teachers not up for renewal in the target sample, and of the 302 teachers who did renew contract as to their stay intentions for the subsequent year. Regarding predicted renewal data, 304 (38.7%) of the respondents were hired in 2015-2016, whereas 482 (61.3%) were hired in 2016-2017. Figure 9 and Table 6 provide the predicted retention data.

Figure 9

Predicted Retention by Year Hired

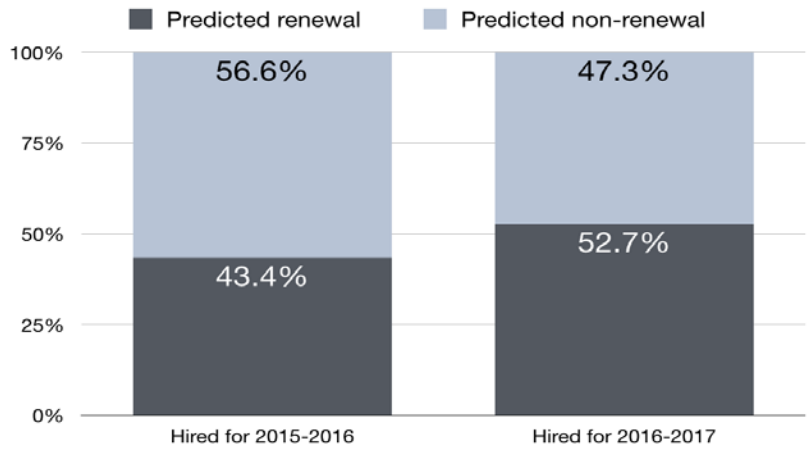


Table 6

Qualifying Respondent Subsample by Predicted Renewal

786 Respondents	Intend to renew (percent)	Do not intend renew (percent)
Predicted renewal hired 2015-2016	132 (43.4%)	172 (56.6%)
Predicted renewal hired 2016-2017	254 (52.7%)	228 (47.3%)
Total respondents	386 (49.1%)	400 (50.1%)

Of the 786 respondents who were asked their stay intentions 386 (49.1%) indicated they intended to renew and 400 (50.1%) indicated they did not intend to renew. Respondents hired in 2015-2016 had a somewhat lower renewal rate at 132 (43.4%) than respondents hired in 2016-2017 at 254 (52.7%). This indicates a rather dramatic increase in intended voluntary turnover for teachers at the completion of their third school year as their predicted renewal dropped 19.5 points from their actual renewal after two years of service.

Because it is predicted data, it could be that teachers intend to find new teaching opportunities after two- or three-years of teaching, however, these opportunities may not materialize, leaving them to actually renew contract. Given that over one third of the respondents for predicted renewal are teachers having renewed at least once with their present school (38.7%), combined with an overall lower predicted retention (49.1%) when compared with actual retention (61.5%), the data are significant in supporting the literature on the "teacher tourist" (Fehse, 2016) who changes job after only two or three years at a school.

Data Analysis of Demographic Variables

The following demographic variables have been shown to have influence on international teacher retention in recent studies: region, age, marital status, years of overseas teaching,

spouse/partner as teacher, and dependent children (Cox, 2012; Desroches, 2013; Mancuso, 2010; Weston, 2014). This study measured years of overseas teaching by number of overseas contracts and added the demographic variables of working spouse/partner and tenure status in home country. A chi-square analysis of these variables was done to compare the data with the existing literature. The variables of significance were used as control predictors in a logistic regression analysis to test the null hypothesis for the main research question exploring the influence of job embeddedness on actual or intended contract renewal of teachers in the international setting.

Actual retention by region.

Teachers from regions around the world were broadly represented in this study except for the areas of Pacific Islands/Oceania and Australia/New Zealand, which were eliminated as they had only one and two respondents respectively. As seen in Table 7, actual renewal varied from 75% in the Caribbean to 36.4% in India and surrounding area, however, in removing any categories with less than five respondents for statistical validity, these two regions were eliminated from actual renewal analysis. This placed the range of actual renewal by region from 73.1% in Central Asia to 55.8% in the Middle East (Figure 10).

Figure 10

Actual Renewal by Region

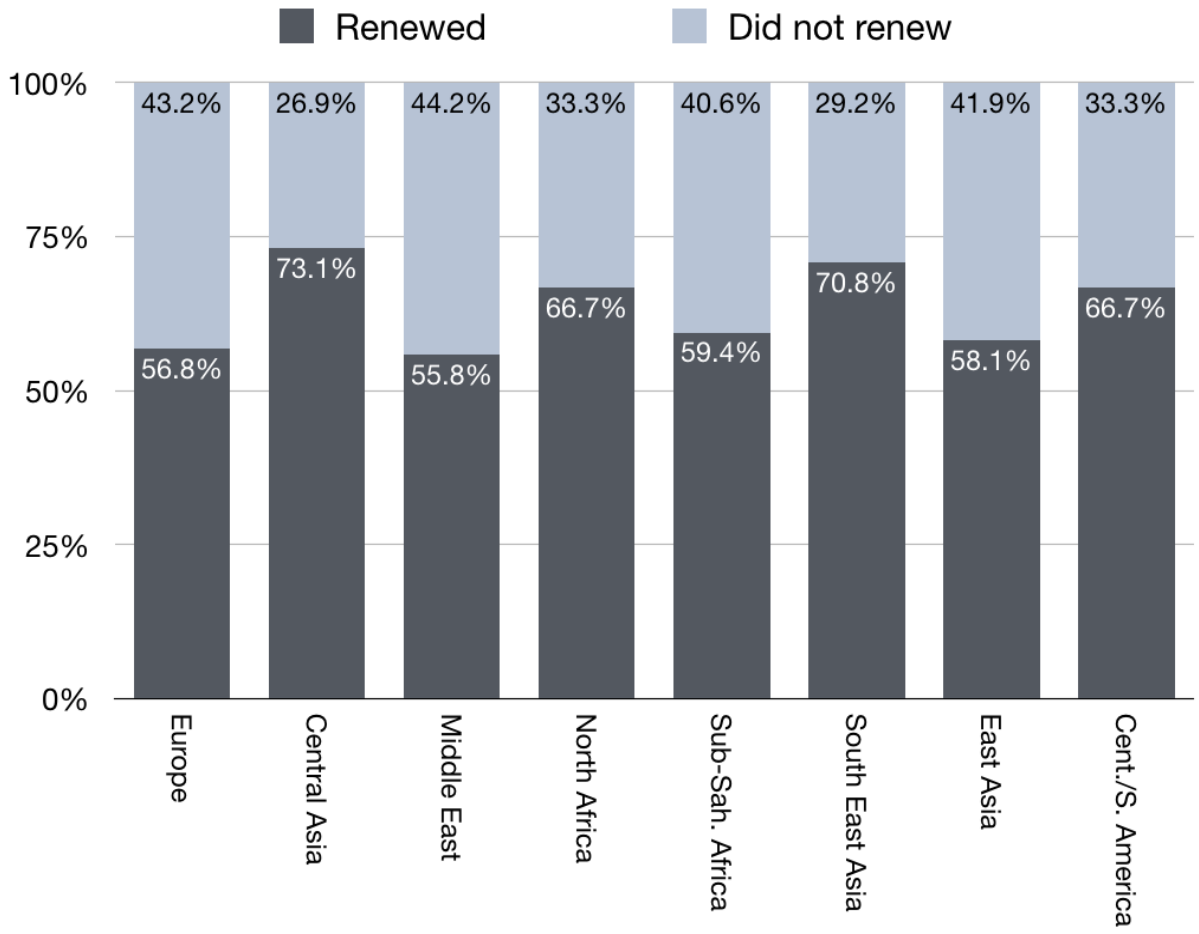


Table 7

Qualifying Respondent Subsample of Actual Renewal by Region

Region	Number of respondents	Renewed (percent)	Did not renew (percent)	Percent of total
Europe	74	42 (56.8%)	32 (43.2%)	15.1%
Central Asia	26	19 (73.1%)	7 (26.9%)	5.3%
Middle East	86	48 (55.8%)	38 (44.2%)	17.6%
North Africa	15	10 (66.7%)	5 (33.3%)	3.1%
Sub-Saharan Africa	32	19 (59.4%)	13 (40.6%)	6.5%
South Asia (India and surrounding)	11	4 (36.4%)**	7 (63.6%)	2.2%
South East Asia	72	51 (70.8%)	21 (29.2%)	14.7%
East Asia	86	50 (58.1%)	36 (41.9%)	17.6%
Central/South America	78	52 (66.7%)	26 (33.3%)	15.9%
Caribbean	8	6 (75%)	2 (25%)**	1.6%
Total	488*	301 (61.7%)	187 (38.3%)	100%

*The regions of Pacific Islands/Oceania and Australia/New Zealand were excluded as each had only one respondent. One respondent did not indicate region.
**Category too small for statistical validity.

When examining the demographic variable of region and its relationship to actual retention in this study, the relationship was non-significant ($\chi 2$ [1] = 13.306) as determined by the chi-squared statistic indicated in Table 8.

Table 8

Chi-Square Test Showing Link Between Region and Actual Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.306[a]	11	0.274
Likelihood Ratio	14.046	11	0.230
Linear-by-Linear Association	1.591	1	0.207
N of Valid Cases	490		

a. 7 cells (29.2%) have expected count less than 5. The minimum expected count is .38.

Predicted retention by region.

When reviewing the predicted regional renewal data as seen in Figure 11 and Table 9, predicted renewal was lower than actual renewal, ranging from a high of 65.2% in India and surrounding, to a low of 41.2% in the Caribbean. These two regions had categories of at least five respondents in predicted renewal and were thus, included in the analysis. With the exception of Europe, which held steady, percentages of predicted renewal compared to actual renewal dropped for all regions with significant drops in Central Asia (14.6 points), North Africa (23.8 points), Sub-Saharan Africa (16.2 points), Southeast Asia (19.7 points), East Asia (11.5 points) and Central/South America (14 points).

Figure 11

Predicted Retention by Region

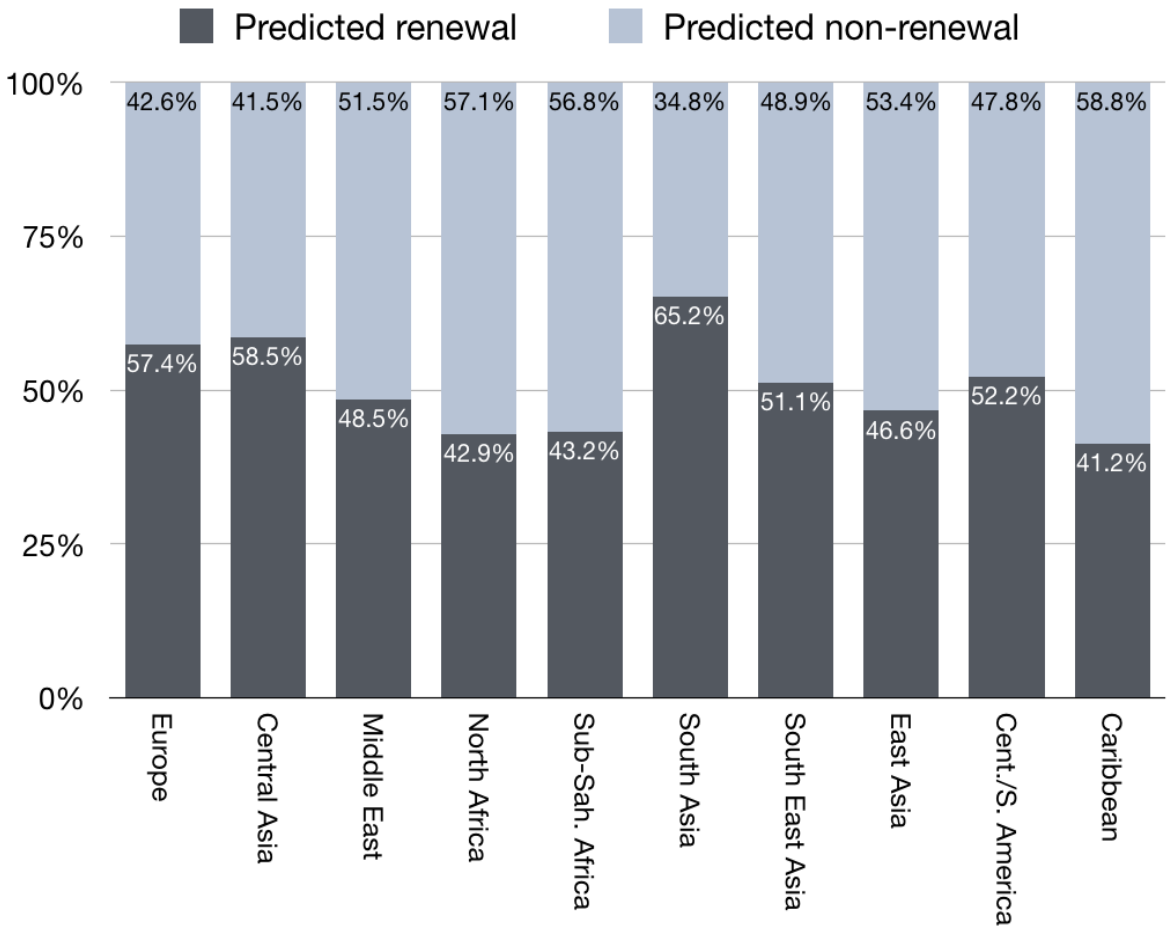


Table 9

Qualifying Respondent Subsample of Predicted Renewal by Region

Region	Number of respondents	Predicted renewal (percent)	Predicted non-renewal (percent)	Percent of total
Europe	115	66 (57.4%)	49 (42.6%)	14.6%
Central Asia	41	24 (58.5%)	17 (41.5%)	5.2%
Middle East	134	65 (48.5%)	69 (51.5%)	17.0%
North Africa	28	12 (42.9%)	16 (57.1%)	3.6%
Sub-Saharan Africa	37	16 (43.2%)	21 (56.8%)	4.7%
South Asia (India and surrounding)	23	15 (65.2%)	8 (34.8%)	2.9%
South East Asia	137	70 (51.1%)	67 (48.9%)	14.7%
East Asia	133	62 (46.6%)	71 (53.4%)	16.9%
Central/South America	120	62 (52.7%)	58 (48.3%)	15.9%
Caribbean	17	7 (41.2%)	10 (58.8%)	2.2%
Total	785*	399 (50.8%)	386 (49.2%)	100%

*The regions of Pacific Islands/Oceania and Australia/New Zealand were excluded as the regions has zero and one respondents respectively.

When examining the demographic variable of region and its relationship to predicted retention in this study, region was non-significant ($\chi 2$ [1] = 9.296) as determined by the chi-squared statistic indicated in Table 10.

Table 10

Chi-Square Test Showing Link Between Region and Predicted Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	9.296[a]	10	0.504
N of Valid Cases	786		

a. 2 cells (9.1%) have expected count less than 5. The minimum expected count is .49.

Actual retention by age.

Teachers from of a variety of ages were broadly represented in this study from 23 years-old to 67 years-old as seen in Tables 11 and 12. The average age of qualifying respondents was 40.3. For actual contract renewal, the average age was 40.0 and for predicted contract renewal the average age was 40.2

Table 11

Qualifying Respondent Subsample Sizes by Age

Respondents	Mean	SD	Valid	Missing
Actual contract renewal	40.0	9.2	489	2
Predicted contract renewal	40.2	9.2	783	3
Total	40.6	9.1	971	4

The lowest turnover in actual renewal for international teachers occurred among the youngest teachers (ages 23 - 29). This supports the previous literature (Desroches, 2013; Mancuso, 2010; Weston, 2014). However, unlike previous research, low actual turnover among the oldest teachers (ages 55 up) did not bear out in this study (Figure 12 and Table 12).

Teachers over 60 did have a very low turnover rate (25%), but because they numbered less than five respondents in each category, their results in actual renewal are statistically inconclusive. It is important to note that many international schools do not employ educators over the age of 60 making a statistically significant sample difficult to obtain. The age limit would also motivate teachers over the age of 60 to renew given restricted international employment opportunities.

Figure 12

Actual Retention by Age

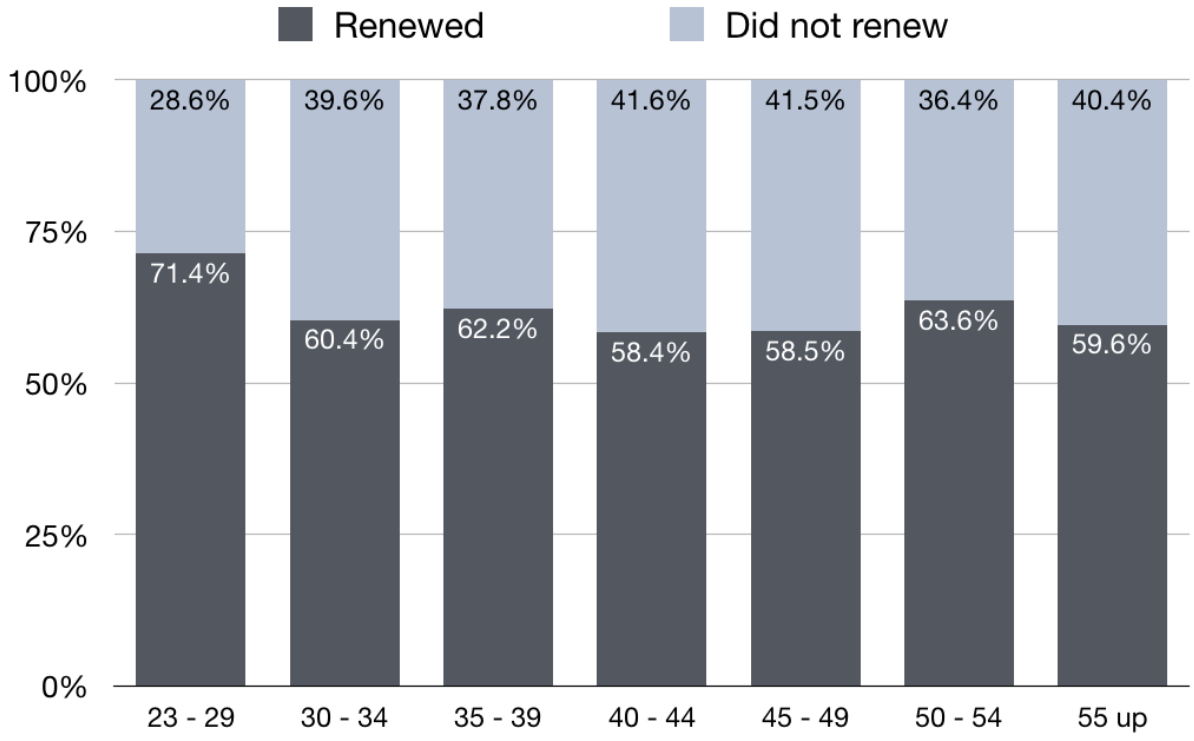


Table 12

Qualifying Respondent Subsample of Actual Renewal by Age

Age	Number of respondents	Renewed (percent)	Did not renew (percent)	Percent of total
23 - 29	56	40 (71.4%)	16 (28.6%)	11.5%
30 - 34	101	61 (60.4%)	40 (39.6%)	20.7%
35 - 39	98	61 (62.2%)	37 (37.8%)	20.0%
40 - 44	87	52 (58.4%)	37 (41.6%)	18.2%
45 - 49	65	38 (58.5%)	27 (41.5%)	11.9%
50 - 54	33	21 (63.6%)	12 (36.4%)	6.7%
55 up	47	28 (59.6%)	19 (40.4%)	9.6%
Total	489*	301 (61.6%)	188 (38.4%)	100%

*Two qualifying respondents did not indicate age.

When examining the demographic variable of age and its relationship to actual retention in this study, age was non-significant ($\chi 2$ [1] = 3.153) as determined by the chi-squared statistic indicated in Table 13.

Table 13

Chi-Square Test Showing Link Between Age and Actual Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.153[a]	6	0.789
Likelihood Ratio	3.243	6	0.778
Linear-by-Linear Association	0.918	1	0.338
N of Valid Cases	489		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.69.

Predicted retention by age.

As seen in Figure 13 and Table 14, the predicted renewal among teachers in the international setting hired for the 2015-2016 and 2016-2017 school years was highest for teachers from ages 30 - 44, contradicting the previous research on international teacher retention (Desroches, 2013; Mancuso, 2010; Weston, 2014). Teachers 23-29 and teachers 50-54 had the lowest predicted renewal rates. This data is similar to the results of research conducted by Ingersoll (2001b) on U.S. teachers.

Figure 13

Predicted Renewal by Age

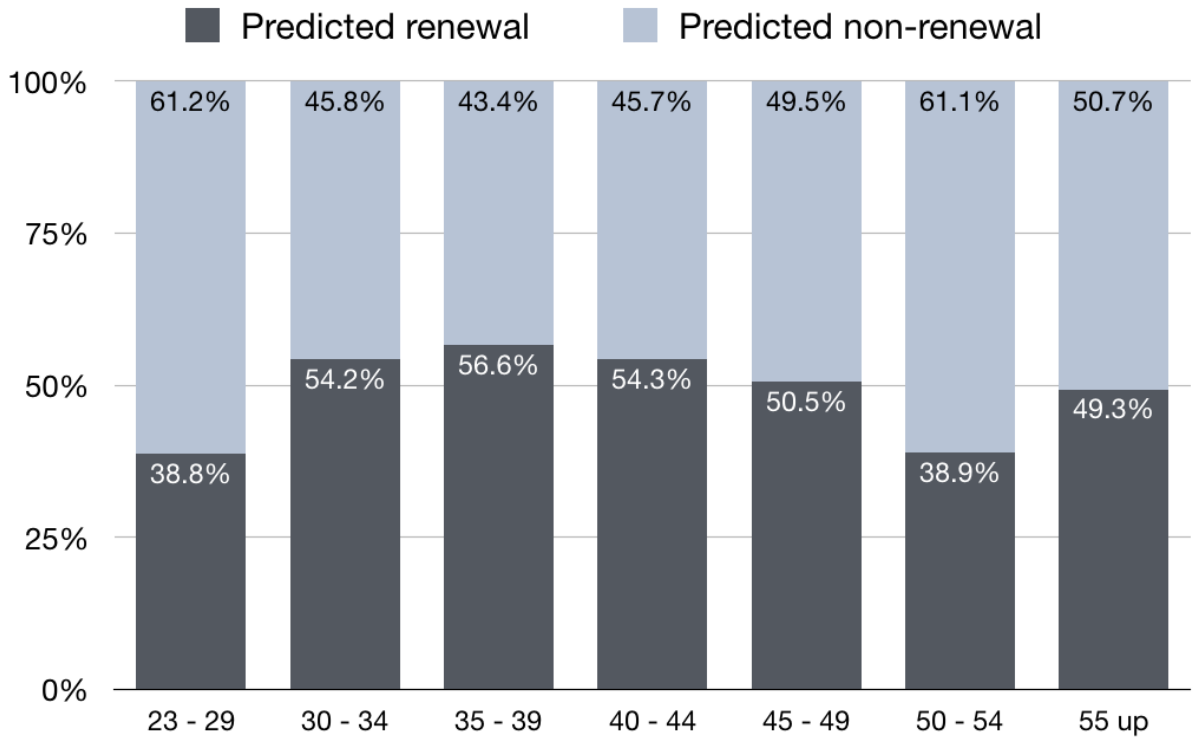


Table 14

Qualifying Respondent Subsample of Predicted Renewal by Age

Age	Number of respondents	Predicted renewal (percent)	Predicted non-renewal (percent)	Percent of total
23 - 29	80	31 (38.8%)	49 (61.3%)	10.2%
30 - 34	166	90 (54.2%)	76 (45.8%)	21.2%
35 - 39	166	94 (56.6%)	72 (43.4%)	21.2%
40 - 44	127	69 (54.3%)	58 (45.7%)	16.2%
45 - 49	99	50 (50.5%)	49 (49.5%)	12.6%
50 - 54	72	28 (38.9%)	44 (61.1%)	9.2%
55 up	73	36 (49.3%)	37 (50.7%)	9.3%
Total*	783	398 (50.8%)	385 (49.2%)	100%

*Two qualifying respondents did not indicate age and one was removed for indicating 5 years old.

Teachers 55 and up did have a predicted renewal increase when compared to teachers 50-54. Within the category of teachers 55 and up, teachers over 60 had a 68.8% predicted renewal rate and met the required number of respondents needed for statistical significance (11 renewed, 5 did not). This supports the previous research on international teachers (Desroches, 2013; Mancuso, 2010; Weston, 2014) and indicates that given government restrictions for many countries on hiring teachers over the age of 60, these teachers renew where they are able to remain employed.

When examining the demographic variable of age and its relationship to predicted retention in this study, age was approaching significance ($\chi 2$ [1] = 12.466) as determined by the chi-squared statistic as indicated in Table 15.

Table 15

Chi-Square Test Showing Link Between Age and Predicted Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.466[a]	6	0.052
Likelihood Ratio	12.539	6	0.051
Linear-by-Linear Association	0.259	1	0.611
N of Valid Cases	783		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 35.40.

Actual retention by tenure in home country.

28 of the 491 qualifying respondents up for contract renewal were tenured in their home countries, making up only 5.7% of the actual renewal respondents. As seen in Figure 14 and Table 16 below, 9 (32.1%) of tenured respondents renewed compared to 293 (63.3%) of non-tenured respondents.

Figure 14

Actual Renewal and Tenure Status

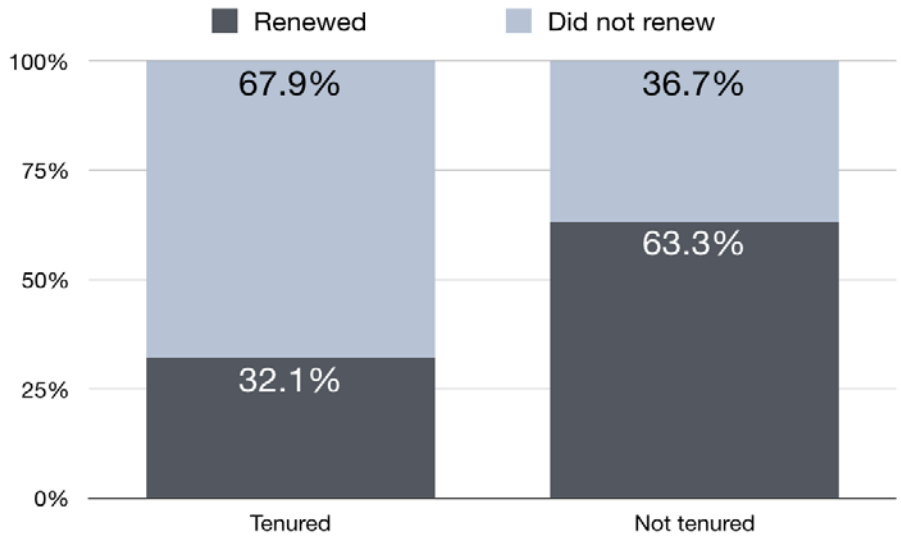


Table 16

Qualifying Respondent Subsample of Actual Renewal and Tenure Status

Respondents	Renewed (percent)	Did not renew (percent)
Tenured	9 (32.1%)	19 (67.9%)
Not tenured	293 (63.3%)	170 (36.7%)
Total respondents	302 (61.5%)	189 (38.5%)

When examining the demographic variable of tenure status and its relationship to actual retention in this study, tenure was significant ($\chi 2$ [1] = 10.814) as determined by the chi-squared statistic as indicated in Table 17.

Table 17

Chi-Square Test Showing Link Between Tenure Status and Actual Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.814[a]	1	0.001
N of Valid Cases	491		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.78.

b. Computed only for a 2x2 table

Predicted retention by tenure in home country.

Of the 786 respondents asked their stay intentions after the subsequent school year, 30 were tenured in their home country, or 3.8%. The predicted retention rates of tenured teachers were more in line with non-tenured teachers. As seen in Figure 15 and Table 18, the number

of teachers tenured in their home countries who intended to renew their international contracts was 13 (43.3%), whereas 387 (51.2%) of non-tenured teachers intended to renew.

Figure 15

Predicted Renewal and Tenure Status

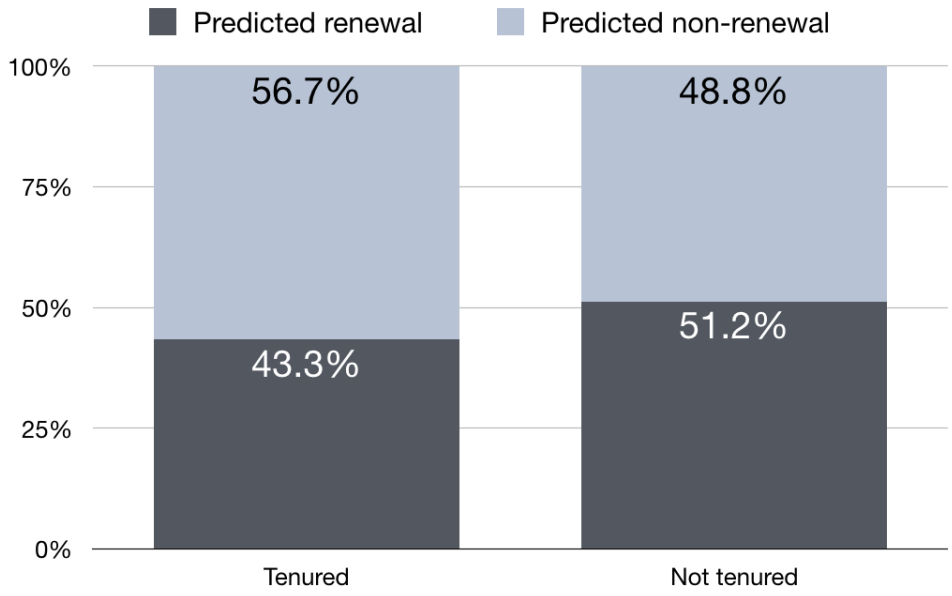


Table 18

Qualifying Respondent Subsample of Predicted Renewal and Tenure Status

Respondents	Predicted renewal (percent)	Predicted non-renewal (percent)
Tenured	13 (43.3%)	17 (56.7%)
Not tenured	387 (51.2%)	369 (48.8%)
Total respondents	400 (61.5%)	386 (38.5%)

When examining the demographic variable of tenure status and its relationship to predicted retention in this study, tenure was non-significant ($\chi 2$ [1] = .713) as determined by the chi-squared statistic as indicated in Table 19. This is different from the relationship of

tenure status and actual renewal. It may be that teachers anticipating the coming year intend to renew, but either the home country school district will not grant an extended leave of absence, or the realities of giving up a secured, pensioned position draw teachers home at the point of actual decision-making. The sample size for actual and predicted renewal based on tenure status is also quite small compared to the overall size of the sample for this research.

Table 19

Chi-Square Test Showing Link Between Tenure Status and Predicted Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.713[a]	1	0.399
N of Valid Cases	786		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.73.

b. Computed only for a 2x2 table

Actual retention by number of overseas contracts.

Of the 491 qualifying respondents up for contract renewal, 452 (92.1%) indicated the number of overseas contracts held. As seen in Figure 16 and Table 20, teachers having six or more overseas contracts has the highest renewal (76.3%) followed by teachers having four to five contracts (65.5%) and then teachers having one contract (63.2%). Teachers having three overseas contracts had the lowest renewal (46.7%). This coincides with studies on international teachers showing mid-career international teachers having the highest mobility (Desroches, 2013), also showing less movement after multiple overseas placements.

Figure 16

Actual Renewal by Number of Contracts Overseas

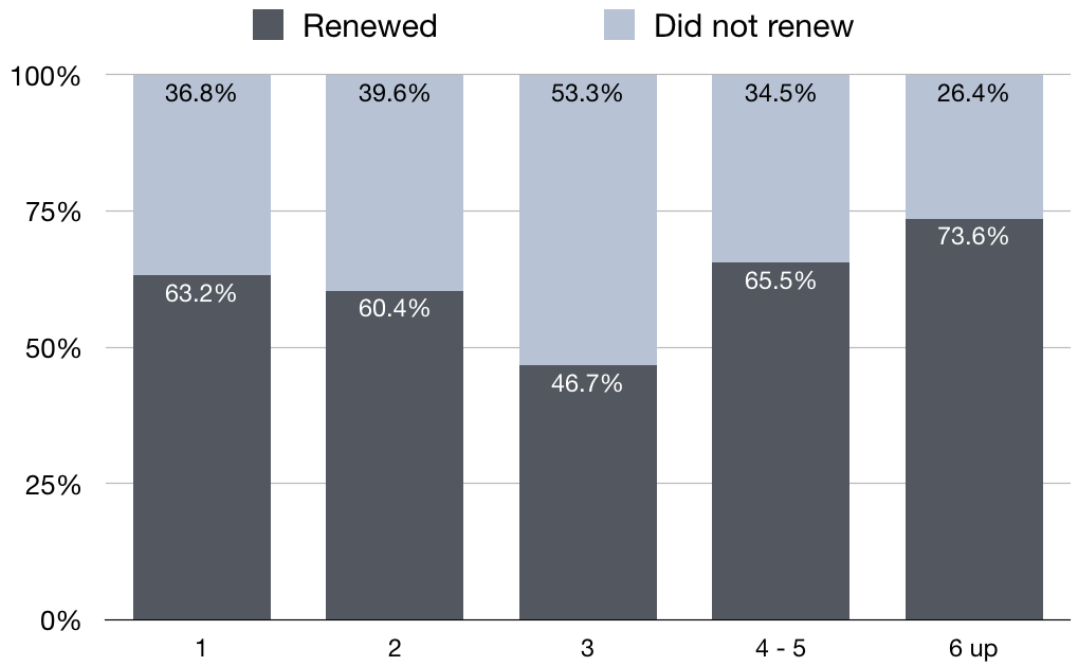


Table 20

Qualifying Respondent Subsample of Actual Renewal by Number of Overseas Contracts

# of Overseas Contracts	Number of respondents	Renewed (percent)	Did not renew (percent)	Percent of total
1	110	70 (62.6%)	40 (36.4%)	24.3%
2	144	87 (60.4%)	57 (39.6%)	31.9%
3	90	42 (46.7%)	48 (53.3%)	19.9%
4 - 5	55	36 (65.5%)	19 (34.5%)	12.2%
6 or more	53	39 (73.6%)	14 (26.4%)	11.7%
Total	452*	274 (60.6%)	178 (39.4%)	100%

*39 qualifying respondents did not indicate number of contracts overseas.

When examining the demographic variable of the number of overseas contracts and its relationship to actual retention in this study, the number of overseas contracts was significant ($\chi 2$ [1] = 12.032) as determined by the chi-squared statistic as indicated in Table 21.

Table 21

Chi-Square Test Showing Link Between Overseas Contracts and Actual Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	12.032[a]	4	0.017
Likelihood Ratio	12.053	4	0.017
Linear-by-Linear Association	0.556	1	0.456
N of Valid Cases	452		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.87.

Predicted retention by number of overseas contracts.

Of the 786 respondents who indicated their stay intentions after the subsequent school year, 705 responded to the question asking their number of overseas contracts. As seen in Figure 17 and Table 22, teachers with six or more contracts had slightly higher predicted renewal (55.7%) followed by teachers with four to five contracts (54.6%), then three contracts (53.8%), then two contracts (52.9%). Teachers with one contract had the lowest predicted renewal (45.2%).

Figure 17

Predicted Renewal by Number of Overseas Contracts

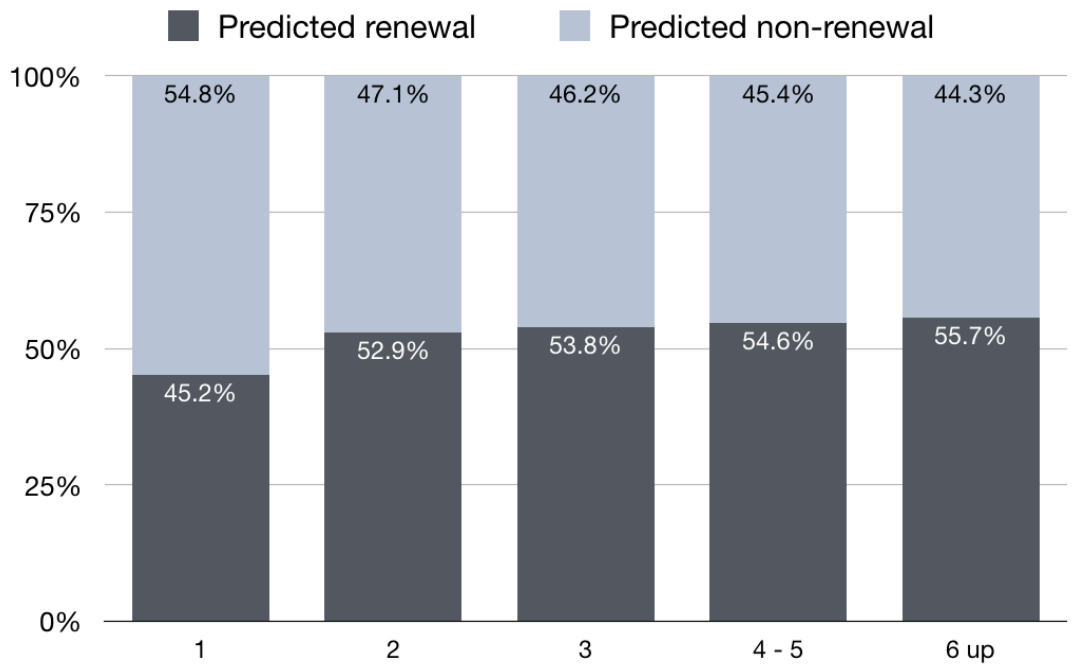


Table 22

Qualifying Respondent Subsample of Predicted Renewal by Number of Overseas Contracts

# of Overseas Contracts	Number of respondents	Predicted renewal (percent)	Predicted non-renewal (percent)	Percent of total
1	166	75 (45.2%)	91 (54.8%)	23.5%
2	189	100 (52.9%)	89 (47.1%)	26.8%
3	145	78 (53.8%)	67 (46.2%)	20.6%
4 - 5	108	59 (54.6%)	49 (45.4%)	15.3%
6 or more	97	54 (55.7%)	43 (44.3%)	13.8%
Total	705*	366 (51.9%)	339 (48.1%)	100%

*81 qualifying respondents did not indicate number of contracts overseas.

When examining the demographic variable of number of overseas contracts and its relationship to predicted retention in this study, the number of overseas contracts was non-significant ($\chi 2$ [1] = 4.162) as determined by the chi-squared statistic as indicated in Table 23.

Table 23

Chi-Square Test Showing Link Between Number of Overseas Contracts and Predicted Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.162[a]	4	0.384
Likelihood Ratio	4.163	4	0.384
Linear-by-Linear Association	2.942	1	0.086
N of Valid Cases	705		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.64.

Actual retention by marital/partner status.

Of the 491 qualifying respondents up for renewal, 298 (60.8%) identified as married or in a partnership, 184 (37.6%) identified as not in a partnership, and 9 (1.6%) preferred not to answer or skipped the question. Figure 18 and Table 24 provide the actual renewal of teachers based on marital status. Of the married/partnered teachers, 196 (65.8%) renewed while 101 (54.9%) of those not married/partnered renewed.

Figure 18

Actual Renewal and Marital/Partner Status

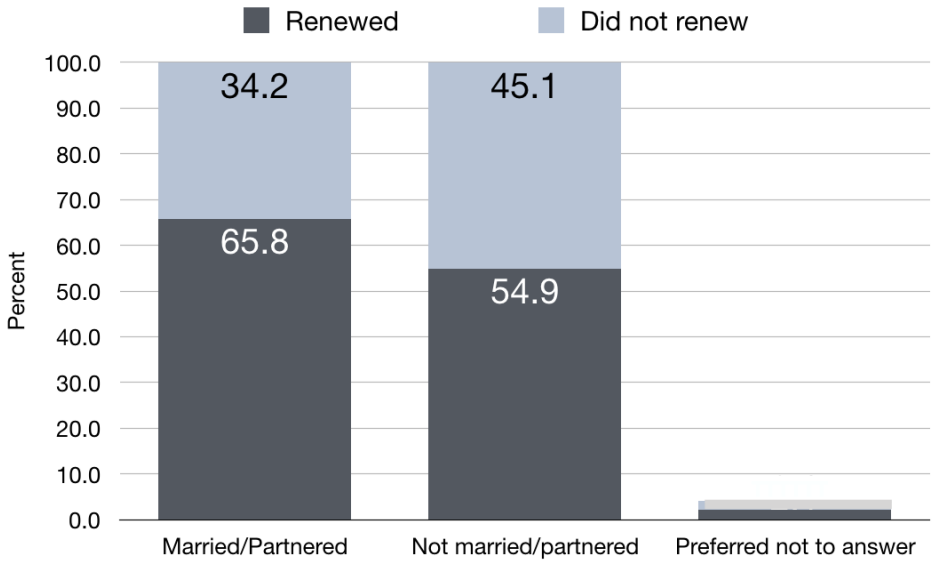


Table 24

Qualifying Respondent Subsample of Actual Renewal and Marital/Partner Status

Respondents	Renewed (percent)	Did not renew (percent)
Married/Partnered	196 (65.8%)	102 (34.2%)
Not married/partnered	101 (54.9%)	83 (45.1%)
Preferred not to answer	4 (2.1%)	4 (2.1%)
Total respondents	301 (61.4%)	189 (38.6%)

When examining the demographic variable of marital status and its relationship to actual retention in this study, marital was significant ($\chi 2$ [1] = 6.132) as determined by the chi-squared statistic as indicated in Table 25.

Table 25

Chi-Square Test Showing Link Between Marital Status and Actual Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6.132[a]	2	0.047
Likelihood Ratio	6.099	2	0.047
Linear-by-Linear Association	6.019	1	0.014
N of Valid Cases	490		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.09.

Predicted retention by marital/partner status.

Of the 786 qualifying respondents up for renewal, 497 (63.3%) identified as married or in a partnership, 277 (35.2%) identified as not in a partnership, and 12 (1.5%) preferred not to answer, or skipped the question. Figure 19 and Table 26 provide the predicted renewal of teachers based on marital status. Of the married/partnered teachers, 273 (54.9%) renewed while 123 (44.4%) of those not married/partnered renewed.

Figure 19

Predicted Renewal and Marital/Partner Status

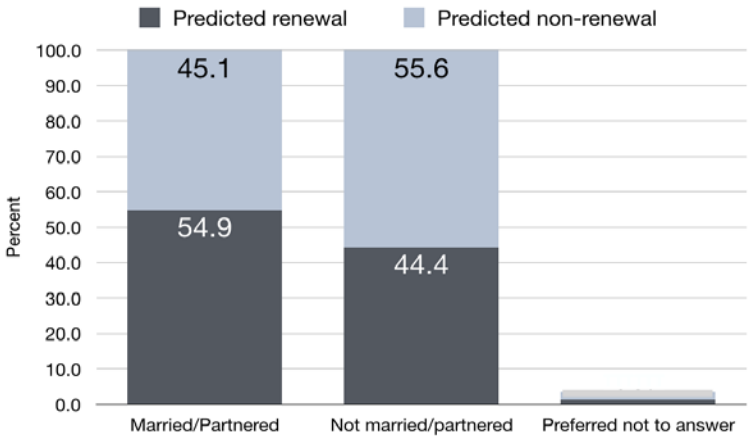


Table 26

Qualifying Respondent Subsample of Predicted Renewal by Marital Status

Respondents	Predicted renewal (percent)	Predicted non-renewal (percent)
Married/Partnered	273 (54.9%)	224 (45.1%)
Not married/partnered	123 (44.4%)	154 (55.6%)
Preferred not to answer	3 (1.4%)	8 (2.1%)
Total respondents	399 (50.8%)	386 (49.2%)

When examining the demographic variable of marital status and its relationship to predicted retention in this study, marital status was significant ($\chi 2$ [1] = 10.361) as determined by the chi-squared statistic as indicated in Table 27. For both actual and predicted contract renewal, married teachers favor renewal over teachers who are not married. These results differ from previous research (Desroches, 2013; Mancuso, 2010) where no significant relationship of marital status and contract renewal was found.

Table 27

Chi-Square Test Showing Link Between Marital Status and Predicted Retention

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10.361[a]	2	0.006
Likelihood Ratio	10.458	2	0.005
Linear-by-Linear Association	10.185	1	0.001
N of Valid Cases	785		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.41.

Actual retention by spouse/partner work status.

Of the 298 qualifying respondents up for renewal who identified as married or in a partnership, 239 (80.2%) had a spouse/partner working outside the home and 59 (19.8%) did not have spouse/partners working outside the home. Figure 20 and Table 28 provide the actual retention of teachers based on spouse/partner work status. Of those teachers with a spouse/partner working outside the home, 163 (68.2%) renewed whereas 35 (59.3%) without a spouse/partner working outside the home renewed.

Figure 20

Actual Renewal and Spouse/Partner Work Status

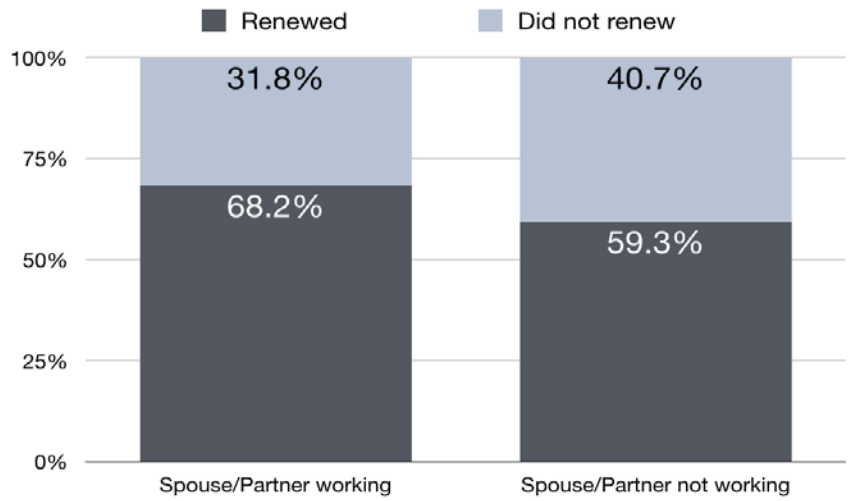


Table 28

Qualifying Respondent Subsample of Actual Renewal by Spouse/Partner Work Status

Respondents	Renewed (percent)	Did not renew (percent)
Spouse/Partner working	163 (68.2%)	76 (31.8%)
Spouse/Partner not working	35 (59.3%)	24 (40.7%)
Total respondents	198 (66.4%)	100 (33.6%)

When examining the demographic variable of having a spouse/partner working outside the home and its relationship to actual retention in this study, a spouse/partner working outside the home was non-significant ($\chi 2$ [1] = 1.673) as determined by the chi-squared statistic as indicated in Table 29.

Table 29

Chi-Square Test Showing Link Between Working Spouse/Partner Status and Actual Retention

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.673[a]	1	0.196		
Continuity Correction[b]	1.299	1	0.254		
Likelihood Ratio	1.636	1	0.201		
Fisher's Exact Test				0.219	0.128
Linear-by-Linear Association	1.667	1	0.197		
N of Valid Cases	298				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 19.80.

b. Computed only for a 2x2 table

Predicted retention by spouse/partner work status.

Of the 497 qualifying respondents who identified as married or in a partnership and asked their stay intentions after the subsequent school year, 302 (76.1%) had a spouse/partner working outside the home and 95 (23.9%) did not have a spouse/partner working outside the home. Figure 21 and Table 30 provide the predicted retention of teachers based on spouse/partner work status. Of those teachers with a spouse/partner working outside the home, 230 (57.2%) intended to renew whereas 44 (46.3%) without a spouse/partner working outside the home intended to renew.

Figure 21

Predicted Renewal and Spouse/Partner Work Status

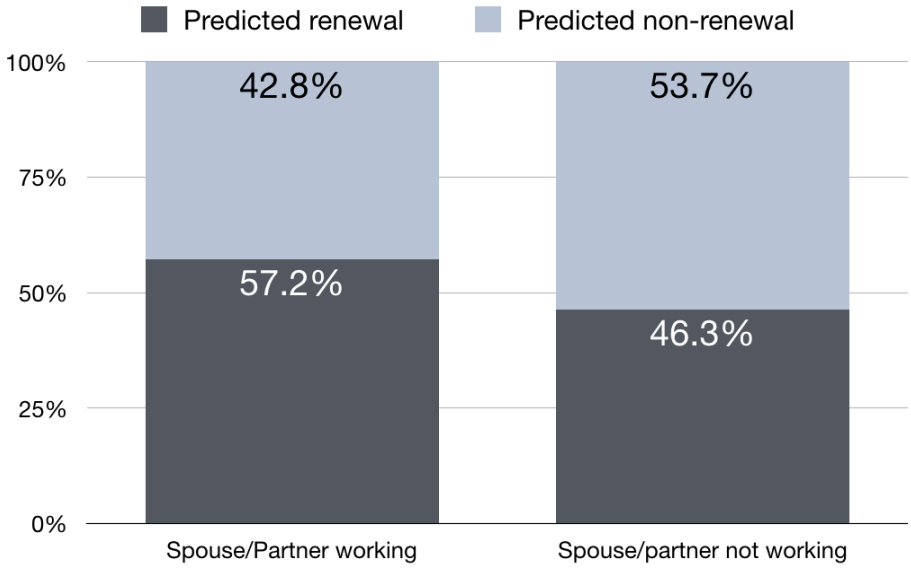


Table 30

Qualifying Respondent Subsample of Predicted Renewal by Partner Work Status

Respondents	Predicted renewal (percent)	Predicted non-renewal (percent)
Spouse/Partner working	230 (57.2%)	172 (42.8%)
Spouse/Partner not working	44 (46.3%)	51 (53.7%)
Total respondents	274 (50.8%)	223 (49.2%)

When examining the demographic variable of having a spouse/partner working outside the home and its relationship to predicted retention in this study, a spouse/partner working outside the home was non-significant ($\chi 2$ [1] = 3.689) as determined by the chi-squared statistic as indicated in Table 31.

Table 31

Chi-Square Test Showing Link Between Working Spouse/Partner Status and Predicted Retention

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.689[a]	1	0.055		
Continuity Correction[b]	3.262	1	0.071		
Likelihood Ratio	3.671	1	0.055		
Fisher's Exact Test				0.066	0.036
Linear-by-Linear Association	3.682	1	0.055		
N of Valid Cases	497				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 42.63.

b. Computed only for a 2x2 table

Actual retention by spouse/partner working in school.

Of the 491 qualifying respondents up for renewal, 169 (70.4%) had a spouse/partner working in their school, and 71 (29.6%) had a spouse/partner working elsewhere. Figure 22 and Table 32 provide the actual renewal of teachers based on a spouse/partner working in their school. Of those teachers with a spouse/partner working in their school, 114 (67.5%) renewed, whereas 49 (69.0%) with a spouse/partner working elsewhere renewed.

Figure 22

Actual Renewal by Working Spouse/Partner at the School

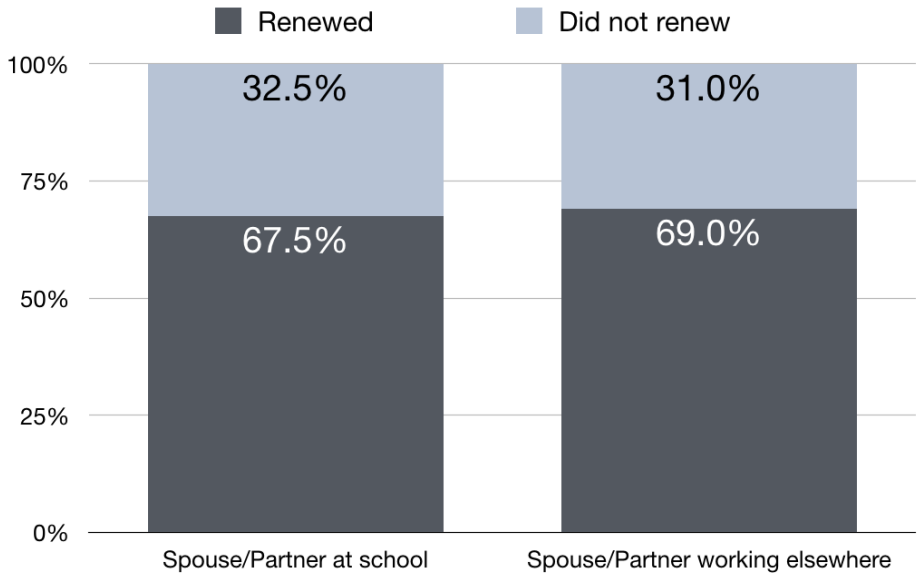


Table 32

Qualifying Respondent Subsample of Actual Renewal by Spouse/Partner Working at School

Respondents	Renewed (percent)	Did not renew (percent)
Spouse/Partner at school	114 (67.5%)	55 (32.5%)
Spouse/Partner working elsewhere	49 (69.0%)	22 (31.0%)
Total respondents	163 (67.9%)	77 (32.1%)

When examining the demographic variable of having a spouse/partner working in the school and its relationship to actual retention in this study, a spouse/partner working in the school was non-significant ($\chi 2$ [1] = .056) as determined by the chi-squared statistic as indicated in Table 33.

Table 33

Chi-Square Test Showing Link Between Working Spouse/Partner in School and Actual Retention

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.056[a]	1	0.813		
Continuity Correction[b]	0.007	1	0.933		
Likelihood Ratio	0.056	1	0.813		
Fisher's Exact Test				0.880	0.469
Linear-by-Linear Association	0.055	1	0.814		
N of Valid Cases	240				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 22.78.

b. Computed only for a 2x2 table

Predicted retention by spouse/partner working in school.

Of the 403 qualifying respondents with a working spouse/partner asked about their stay intentions after the subsequent school year 230 (57.1%) had a spouse/partner working in their school, and 173 (42.9%) had a spouse/partner working elsewhere. Figure 23 and Table 34 show the predicted renewal of teachers based on a spouse/partner working in their school. Of those teachers with a spouse/partner working in their school, 166 (57.0%) intended to renew whereas 64 (57.1%) with a spouse/partner working elsewhere intended to renew.

Figure 23

Predicted Renewal and Working Spouse/Partner at the School

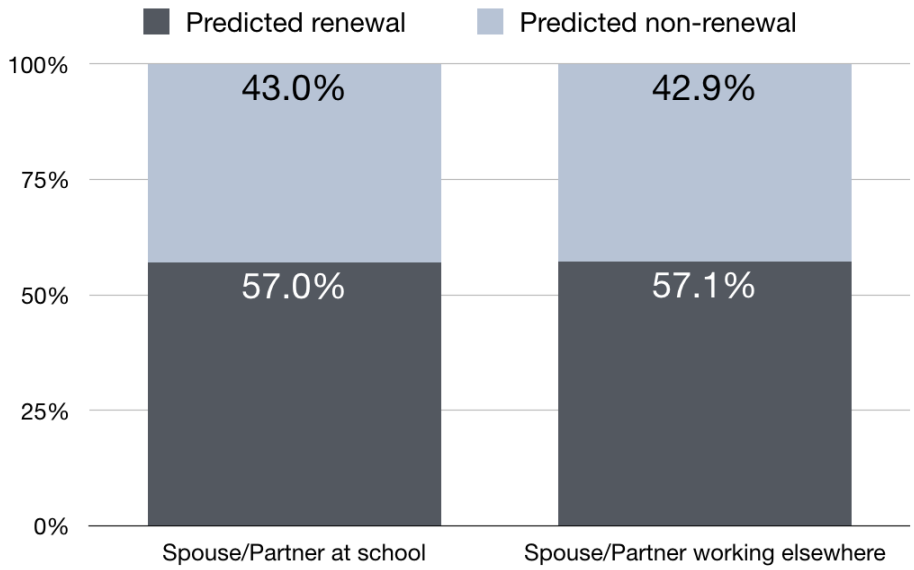


Table 34

Qualifying Respondent Subsample of Predicted Renewal by Spouse/Partner Working at School

Respondents	Predicted renewal (percent)	Predicted non-renewal (percent)
Spouse/Partner at school	166 (57.0%)	125 (43.0%)
Spouse/Partner working elsewhere	64 (57.1%)	48 (42.9%)
Total respondents	230 (57.1%)	173 (42.9%)

When examining the demographic variable of having a spouse/partner working in the school and its relationship to predicted retention in this study, a spouse/partner working in the school was non-significant ($\chi 2$ [1] = 0.000) as determined by the chi-squared statistic as indicated in Table 35. The non-significant results on teacher as spouse and actual or predicted

contract renewal in this study differ from previous research (Desroches, 2013; Mancuso, 2010) where a significant relationship between teacher as spouse and moving was found.

Table 35

Chi-Square Test Showing Link Between Working Spouse/Partner in School and Predicted Retention

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.000[a]	1	0.986		
Continuity Correction[b]	0.000	1	1.000		
Likelihood Ratio	0.000	1	0.986		
Fisher's Exact Test				1.000	0.539
Linear-by-Linear Association	0.000	1	0.986		
N of Valid Cases	403				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 48.08.

b. Computed only for a 2x2 table

Actual retention by dependent children in school.

Of the 491 qualifying respondents up for renewal, 117 (23.9%) had dependent children attending their school, and 373 (76.1%) did not have dependent children attending their school. One respondent did not answer. Figure 24 and Tables 36 provide the data on actual retention of teachers and dependent children attending their school. Of those teachers with dependent children attending their school 81 (69.2%) renewed, whereas 220 (59.0%) without dependent children attending their school renewed.

Figure 24

Actual Renewal and Dependent Children Attending School

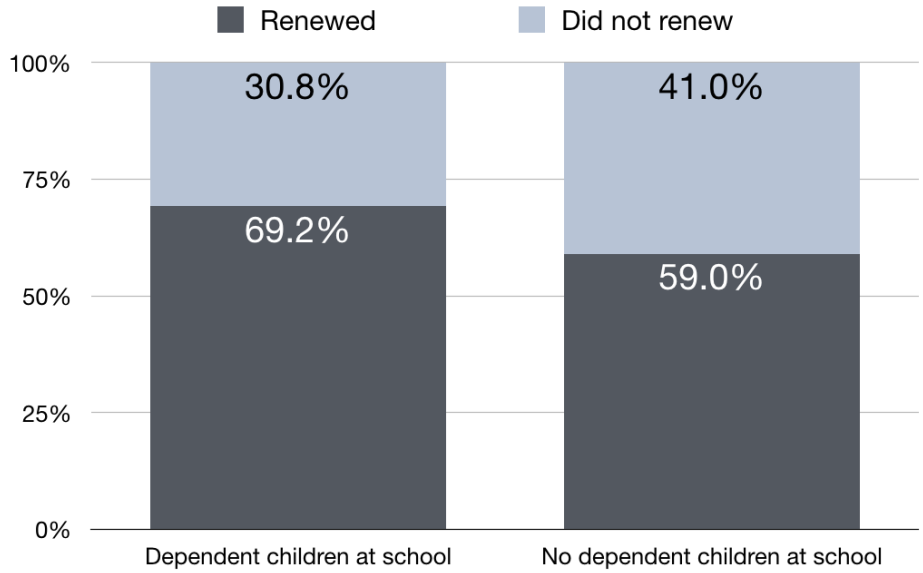


Table 36

Qualifying Respondent Subsample of Actual Renewal by Dependent Children Attending School

Respondents	Renewed (percent)	Did not renew (percent)
Dependent children at school	81 (69.2%)	36 (30.8%)
No dependent children at school	220 (59.0%)	153 (41.0%)
Total respondents	301 (61.4%)	189 (38.6%)

When examining the demographic variable of having dependent children attending the school and its relationship to actual retention in this study, dependent children attending the school was significant ($\chi 2$ [1] = 3.870) as determined by the chi-squared statistic as indicated in Table 37.

Table 37

Chi-Square Test Showing Link Between Dependent Children at School and Actual Retention

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	3.870[a]	1	0.049		
Continuity Correction[b]	3.454	1	0.063		
Likelihood Ratio	3.954	1	0.047		
Fisher's Exact Test				0.051	0.031
Linear-by-Linear Association	3.862	1	0.049		
N of Valid Cases	491				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 45.04.

b. Computed only for a 2x2 table

Predicted retention by dependent children in school.

Of the 786 qualifying respondents asked about their stay intentions after the subsequent school year, 185 (23.6%) had dependent children attending their school, and 600 (76.4%) did not have dependent children attending their school. One respondent did not answer. Figure 25 and Table 38 provide the data on the predicted renewal of teachers and dependent children attending their school. Of those teachers with dependent children attending their school 111 (60.0%) intended to renew, whereas 288 (48.0%) without dependent children attending their school intended to renew.

Figure 25

Predicted Renewal and Dependent Children Attending School

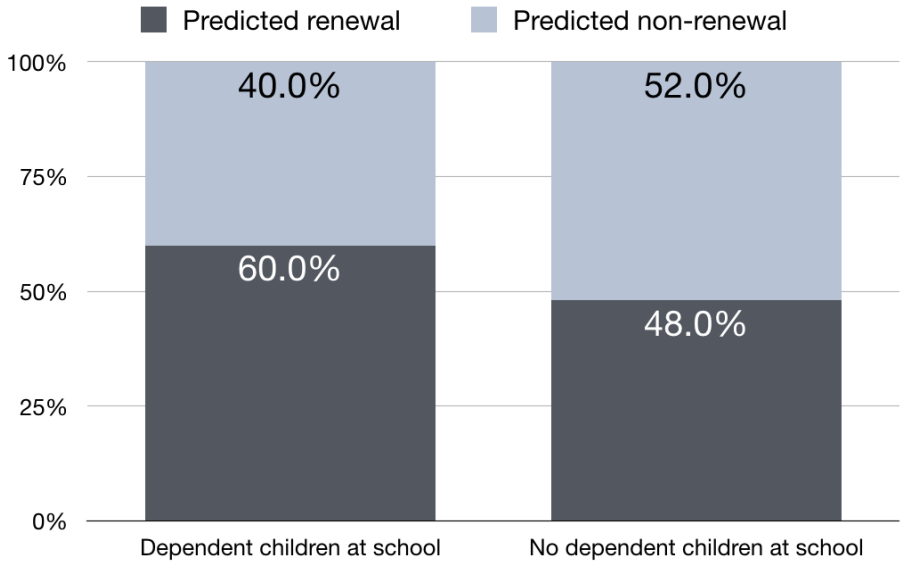


Table 38

Qualifying Respondent Subsample of Predicted Renewal by Dependent Children Attending School

Respondents	Predicted renewal (percent)	Predicted non-renewal (percent)
Dependent children at school	111 (60.0%)	74 (40.0%)
No dependent children at school	288 (48.0%)	312 (52.0%)
Total respondents	399 (50.8%)	386 (49.2%)

*One qualifying respondent did not answer the question on dependent children at school.

When examining the demographic variable of having dependent children attending the school and its relationship to predicted retention in this study, dependent children attending the school was significant ($\chi 2$ [1] = 8.147) as determined by the chi-squared statistic as indicated in Table 39. The significant results of dependent children attending school and

actual or predicted contract renewal in this study are similar to the study by Desroches (2013) in the AASSA region where a significant relationship existed between the number of dependent and an increase likelihood of staying was found. Mancuso (2010) found no such relationship in the NESA region.

Table 39

Chi-Square Test Showing Link Between Dependent Children at School and Predicted Retention

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	8.147[a]	1	0.004		
Continuity Correction[b]	7.674	1	0.006		
Likelihood Ratio	8.195	1	0.004		
Fisher's Exact Test				0.005	0.003
Linear-by-Linear Association	8.137	1	0.004		
N of Valid Cases	785				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 90.97.

b. Computed only for a 2x2 table

In summary, when it came to actual contract renewal, a teacher's tenure in home country, number of overseas contracts, having a spouse or partner, and having dependent children in the school held significance for group differences using the Pearson correlation coefficient, or chi-square. These results are slightly different for teachers asked their intent to renew, where only having a spouse/partner and having dependent children in the school held significance for group differences.

In the job embeddedness construct, marital/partner status and dependent children are incorporated into the Community - Links factor, demonstrating it is a construct more comprehensive than the examination of individualized demographic characteristics. By

conducting a logistic regression analysis of job embeddedness the confounding influences of demographic characteristics and job embeddedness factors on one another are considered.

Data Analysis of Job Embeddedness

First, a stepwise regression procedure was used to determine which of the demographic variables held significance in actual or intended contract renewal. All of the demographic variables were entered separately to determine a more accurate interpretation of those with significance as the stepwise regression procedure takes into account the confounding and/or extraneous influences of the variables on one another.

After identifying the demographic variables with significance, a hierarchical linear regression analysis was used to test the null hypothesis stating job embeddedness was not a significant predictor of the actual or intended contract renewal of teachers working in international schools. The demographic variables were entered as step one into the SPSS system to determine the control predictors. In step two, the six predictor variables of job embeddedness were entered. Analysis on actual and intended contract renewal were run separately with renewal/intention to renew contract as the outcome variable.

Composites of four of the six factors of job embeddedness measured on Likert-scales were entered into step two for actual and intended contract renewal. These were Organization - Fit, Community - Fit, Organization - Sacrifice, and Community - Sacrifice. For Organizational - Links, numeric values for all items were entered into step two. For Community - Links, answers of no = 0 and yes = 1 for all items were entered. The hierarchical linear regression analysis determined which factors, if any, in the job embeddedness construct held significance in actual or intended contract renewal above and beyond the control predictors.

For both the actual renewal analysis and the intended renewal analysis, marital status, working spouse/partner, spouse/partner working at school, and dependent children at school were not considered control predictors because they compose the Community - Links factor of job embeddedness. Owning a house mortgaged or outright was eliminated from the Community - Links factor as less than 2% answered yes (18 respondents or 1.7%), and having family connections was eliminated from the Community - Links factor as only 55 respondents (5.24%) answered yes. Such low percentages indicate these items were non-germane to the international teaching population.

Embeddedness and actual retention.

As shown in Table 40, regarding the 491 respondents up for actual contract renewal, the null hypothesis was rejected as the covariate of tenure in home country held statistical significance along with three factors of the job embeddedness construct at the $p < .05$ level in terms of odds ratios of logits (Exponents [B] or Exp*B*). Additionally, one of the Community - Links items—married/partnered without a working spouse/partner—was significant at the $p < .05$ level. No other Community - Links items were significant. A summary of the hierarchical linear regression can be seen in Table 40.

Table 40

Analysis of Demographic and Job Embeddedness Factors Associated with Actual Retention Based on Exponent B Significance Levels

Variables in the Equation							
		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	LeaveStatus_RC	-1.025	0.480	4.566	1	0.033	0.359
	EmbeddOrgFit	0.707	0.197	12.936	1	0.000	2.028
	EmbeddOrgSac	1.104	0.278	15.756	1	0.000	3.015
	EmbeddCommunityFit	0.697	0.171	16.675	1	0.000	2.008
	CombinedMaritalStatus_RC5	-0.934	0.410	5.185	1	0.023	0.393
	Constant	-6.354	0.731	75.476	1	0.000	0.002

a. Variable(s) entered on step 1: EmbeddOrgFit, EmbeddOrgSac, EmbeddCommunityFit, CombinedMaritalStatus_RC5.

The job embeddedness factors of Organization - Sacrifice, Organization - Fit, and Community - Fit were all significant at $p < .000$ level. An Exp*B* of greater than one indicates that the higher the average score on the scale, the more likely the teacher will renew a contract. Organization - Sacrifice tripled the likelihood of actual renewal, while Organization - Fit and Community - Fit doubled the likelihood, showing a large effect of the influence of embeddedness on actual contract renewal.

The correlation of tenure status in a teacher's home country and actual renewal had significance at the $p < .033$ level with an Exp*B* of .359 and a negative B value at -1.025. This means the odds of a teacher tenured in the home country was .359 times more likely *not* to renew than a non-tenured teacher, a likelihood of 36%. The Community - Link item of married/partnered with a non-working spouse/partner, demonstrated significance at the $p < .023$ level with an Exp*B* of 0.393 and a negative B value of -0.934. This means the odds of a

teacher married or partnered with a trailing spouse/partner was .393 times more likely *not* to renew, a likelihood of 39%.

Job embeddedness, on the other hand, had a very large effect in three of the six factors when it came to actual contract renewal. Regarding Organization - Fit, for every one point of increase on the four-point survey scale, the likelihood of renewing contract doubled (Exp$B$ = 2.028) with significance at the $p < .000$ level. How well the teacher fit with the job, enjoyed professional growth, and held values and beliefs in common with the school correlated with contract renewal.

For Community - Fit, for every one point of increase on the four-point survey scale, the likelihood of renewing contract also doubled (Exp$B$ = 2.008) with significance at the $p < .000$ level. How well the off-the-job host country community matched with a teacher correlated with the likelihood the teacher remained in a position.

The most significant result pertained to Organization - Sacrifice as it correlated with actual contract renewal. For every one point of increase on the four-point survey scale, the likelihood of renewal tripled (Exp$B$ = 3.015) with significance at the $p < .000$ level. This indicates that moving to a new teaching position is considered very costly if teachers in their current positions have freedom, promotional opportunities, respect, and good compensation and benefits.

None of the other factors in the job embeddedness construct held significance at the $p < .05$ level. All of the numeric values for the Organization - Links items were non-significant. Likewise, none of the other items in the Community - Links factor was significant. Community - Sacrifice was non-significant using the composite of the four point Likert scale for this factor.

Although number of overseas contracts, marital status, and having dependent children in the school were significant in the chi-square analysis, when considered as part of the Community - Links factor of job embeddedness and entered into the stepwise regression procedure prior to the hierarchical logistic regression, these demographic variables were determined to be non-significant.

Embeddedness and predicted retention.

Regarding the 484 respondents up not up for contract renewal who were asked their stay intentions combined with the 302 who renewed and were asked their stay intentions, the null hypothesis was rejected as the covariate of region for Central/South America and three factors of the job embeddedness construct were statistically significant at the $p < .05$ level in terms of odds ratios of logits (Exponents [B] or Exp*B*). Only one of the Community - Links items—not married/partnered—was significant at the $p < .05$ level. No other Community - Links items were significant.

Because the covariate of the region of Central/South America was not significant on its own when running the stepwise logistic procedure, additional correlations were run to test the effects of multicollinearity occurring within the relationships of variables and this region. Due to the effects of multicollinearity, the region of Central/South America was determined to be non-significant and removed from the analysis. A summary of the hierarchical linear regression can be seen in Table 41.

Table 41

Analysis of Demographic and Job Embeddedness Factors Associated with Actual Retention Based on Exponent B Significance Levels

Variables in the Equation

		B	S.E.	Wald	df	Sig.	Exp(B)	95% C.I.for EXP(B) Lower	Upper
Step 1[a]	EmbeddOrgSac	1.171	0.222	27.849	1	0.000	3.224	2.087	4.980
	EmbeddCommunityFit	0.923	0.145	40.498	1	0.000	2.517	1.894	3.344
	CombinedMaritalStatus_RC2	-0.483	0.172	7.864	1	0.005	0.617	0.440	0.865
	EmbeddOrgFit	0.302	0.160	3.554	1	0.059	1.352	0.988	1.851
	Constant	-6.256	0.633	97.629	1	0.000	0.002		

a. Variable(s) entered on step 1: EmbeddOrgSac, EmbeddCommunityFit, CombinedMaritalStatus_RC2, EmbeddOrgFit.

As was the case in actual contract renewal, the job embeddedness factors of Organization - Sacrifice and Community - Fit were significant at the $p < .000$ level for intended contract renewal. Again, an Exp*B* of greater than one indicates that the higher the average score on the scale, the more likely the teacher intended to renew contract. Organization - Sacrifice more than tripled the likelihood of intended renewal, while Community - Fit increased the likelihood of renewal by two-and-a-half times, showing a large effect of the influence of embeddedness on intended contract renewal for these two factors. Organization - Fit was approaching significance at the $p < .059$ level with an Exp*B* of 1.352.

The Community - Links item of not married/partnered demonstrated significance at the $p < .005$ level with an Exp*B* of .617 and a negative B value of -0.483. This means the odds of a teacher who is not married or partnered was .617 times more likely *not* to renew, a likelihood of 61%.

Job embeddedness, on the other hand, had a very large effect in two of the six factors when it came to intended contract renewal, and in one factor that was approaching significance. Like actual renewal, the most significant factor was Organization - Sacrifice, in which for every one point of increase on the four-point survey scale, the likelihood of intending to renew more than tripled (Exp*B* = 3.224) with significance at the $p < .000$ level. This indicates teachers seriously weigh the costs of leaving positions that have freedom, promotional opportunities, respect, and good compensation and benefits.

Even stronger than in actual contract renewal, for every one point of increase regarding Community - Fit on the four-point survey scale, the likelihood of intending to renew contract increased two-and-a-half times (Exp*B* = 2.517) with significance at the $p < .000$ level. The off-the-job host country fit for a teacher is correlated with likelihood of intended renewal to a large effect.

Organization - Fit was approaching significance at the $p < .059$ level for intended contract renewal. For every one point of increase on the four-point survey scale, the likelihood of intended renewal increased by an Exp*B* of 1.352. This factor is associated with organizational culture, leadership, and the work itself, significant in likelihood of actual contract renewal, but not as significant as Organization-Sacrifice or Community-Fit in either actual or intended contract renewal.

None of the other factors in the job embeddedness construct held significance at the $p < .05$ level. All of the numeric values for the Organization - Links items were non-significant. Likewise, none of the other items in the Community - Links factor was significant. Community - Sacrifice was non-significant using the composite of the four point Likert scale for this factor.

Although marital status and having dependent children in the school were significant regarding group differences in the chi-square analysis for intended renewal, when considered as part of the Community - Links factor of job embeddedness and entered into the stepwise regression procedure prior to the hierarchical logistic regression, these demographic variables were determined to be non-significant.

Summary of Findings

This study was conducted to explore the influences on teacher retention in the international school system. The main research question sought to determine whether job embeddedness was predictive of teacher contract renewal or intention to renew above and beyond the demographic factors shown to have significance in previous literature. Pearson correlation coefficient analysis, or chi-square was conducted on eight demographic variables. These were then entered into a stepwise regression procedure to determine variables of significance to use as control predictors when analyzing job embeddedness. The marital/partner and family status variables were integrated into the Community - Links factor of the job embeddedness construct.

Chi-square analysis of the demographic variables showed that tenure in home country, number of contracts overseas, marital status, and dependent children in school held significance regarding group differences for teachers who renewed contract versus those who did not renew contract. Only marital status and dependent children in the school held significance regarding group differences for intended contract renewal versus intended non-renewal.

However, when the stepwise regression procedure was conducted to determine the control predictors for use in the hierarchical linear regression analysis to test whether job

embeddedness influences actual or intended contract renewal above and beyond the demographic variables, only tenure in home country and married/partnered with a non-working spouse/partner held significance as covariates in decreasing likelihood of actual renewal by 36% and 39% respectively. For intended contract renewal, after removal of the region of Central/South America due to effects of multicollinearity, only the non-married/partnered held significance as a covariate in decreasing intended renewal by 61%.

Regarding job embeddedness, the factors of Organization - Sacrifice and Community - Fit were statistically significant to large effects in both actual and intended contract renewal, more than tripling or doubling the likelihood of renewal respectively. The factor of Organization - Fit had a likelihood of doubling actual renewal. Organization - Fit approached significance for increasing likelihood of intended contract renewal at the $p < .059$ level with an Exp*B* of 1.352.

Chapter V: Discussion, Implications, Recommendations

Overview of the Study

It is well known that teacher turnover can be educationally debilitating (Ingersoll, 2001b), whereas students thrive in environments where teacher turnover is low (Connors-Krikorian, 2005). However, in the international school setting, an acceptance of greater teacher mobility exists because the environment attracts educators with a sense of adventure and interest in seeing the world. Furthermore, it is acknowledged some turnover may be beneficial to any organization (Mobley, 1982). Nevertheless, more recent concerns of the "teacher tourist" in the international circuit have emerged (Fehse, 2016) describing teachers who move frequently after each contract. As the number of international schools increases along with increasing teacher shortages, concern regarding teacher retention in the international school system has grown (Hong, 2010; Woodward, 2010), instigating more studies on international teacher retention.

This chapter presents conclusions and discusses implications regarding the influences on teacher retention in the international school setting as found in this study. It proceeds to recommendations for international administrators and school boards, and offers recommendations for academics, including possible lines of inquiry for future research.

Conclusions

International Teacher Retention: Three notable findings emerged when examining overall retention data for teachers hired internationally for the 2015-2016 and 2016-2017 school years. The first notable finding is that the actual and intended contract renewal rates are much lower than found in previous research. Actual retention in this study averaged 61.5% as compared to regional averages between 68% - 83% in studies conducted in East

Asia and South America (Desroches, 2013; Mancuso, 2010; Mancuso, Roberts & White, 2010; Weston, 2014). Intended retention in this study averaged only 49.1%.

These results could be attributed to the fact that teachers staying multiple years in international schools were not seeking employment for the 2015-2016 and 2016-2017 school years, and therefore were not included in this study, making the target population in this study more mobile. Given the mobility available to teachers in the international setting, focusing on the needs of teachers most associated with staying from this sample population would likely make the biggest impact on teacher retention at any school. As a group, they constitute the most recently hired among teacher employees.

A second key finding in overall retention pertains to teachers hired for the 2015-2016 school year who renewed contracts. Their renewal rate was 62.9% after two years, but when asked their intentions to stay after the subsequent third year, their intentions to renew dropped 19.5 points to 43.4%. This is a significant drop and is quite a low renewal rate. The results reveal a general "short term" contract mentality for teachers hired for the 2015-2016 and 2016-2017 school years. It may be extrapolated that current teaching candidate pools have a mobile mindset.

Teachers hired for the 2016-2017 school year who were up for renewal had a 56.9% renewal rate, six percent lower than teachers hired for the 2015-2016 school year. In other words, teachers on one-year contracts had lower renewal than teachers on two-year contracts in the sample population.

For intended renewal, teachers hired for 2016-2017 had a rate of 52.7% after two years with a school, a rate seven point eight percent lower than the actual renewal of teachers hired for the 2015-2016 school year after two years with a school. The 2016-2017 teachers were

asked their intent to renew at the end of their first teaching year. Many teachers express difficulty in any first year teaching at a new school, which improves significantly in year two. The lower rate of intention to renew may be influenced by teachers being asked at the end of their first year.

A third key finding in overall retention is the difference in this study between actual and intended contract renewal vis-à-vis the demographic characteristics found significant in previous research. This indicates that delineating between actual retention behavior and intended retention behavior in studies is warranted as intended retention behavior may be statistically significantly different from actual retention behavior. Drawing conclusions of a population using stay intention data likely does not provide an accurate understanding of actual teacher retention.

Demographic Characteristics: Regarding the key findings of demographic characteristics and retention differences between groups using chi-square analysis, like previous research, the number of years teaching overseas held significance with actual contract renewal, as did having dependent children at the school (Cox, 2012; Desroches, 2013). Not only dependent children, but having a spouse/partner was significant for likelihood of both actual and predicted contract renewal in this study, whereas Desroches (2013) and Mancuso (2010) found no such significance, instead finding that a spouse/partner as teacher equated with a likelihood of moving rather than staying.

However, only a few of the demographic characteristics showed significance in this study when used as control predictors in the job embeddedness analysis. Looking at both actual and intended contract renewal, only non-working spouse/partner, not married/partnered, and tenure in home country had influence on retention from 36-61%.

Mancuso (2010) found similar results when running analysis on demographic characteristics in nested models with other variables in which all but age became non-significant. Sims (2011) also determined the non-significance of demographic characteristics when applying a hierarchical regression analysis to his study on cultural intelligence and intent to renew for teachers in South America. However, Sims' (2011) study verified the significance of embeddedness facets when examining cultural intelligence and intent to renew.

Job Embeddedness: Two factors of the job embeddedness construct, Organization - Sacrifice and Community - Fit, had statistical significance as influencers on both actual and intended contract renewal to a large effect. A third factor, Organization - Fit, held significance to a large effect in actual renewal and approached significance in intended renewal.

Regarding Organization - Sacrifice, Cunningham, Fink and Sagas (2005) reached similar conclusions when testing a global-item measure of job embeddedness on two highly mobile population in the United States: collegiate softball coaches and collegiate athletic employees. For both populations, only the Organization - Sacrifice factor of job embeddedness related to stay intentions, causing them to speculate it may be the most important factor of job embeddedness. Community - Fit may be more salient in this study as international teachers are moving to different countries where living conditions vary dramatically, whereas the setting in Cunningham et al.'s (2005) study was national.

On-the-Job Embeddedness: The strong results of Organization - Sacrifice indicate a teacher's decision to renew are connected to the immediate and direct employment concerns of salary and benefits, autonomy, respect, and promotional opportunities. Although compensation is a well-documented and obvious influence on contract renewal (Desroches,

2013, Mancuso, 2010), the additional Sacrifice components of autonomy and promotional opportunities explain studies where supervision and the work itself held significance over money (Fong, 2015; Weston, 2014). In other words, financial compensation is important to a point, but freedom in the job and career development must be equally considered.

The other on-the-job factor of embeddedness influencing teacher retention was Organization - Fit, which held significance in actual renewal and approached significance in intended renewal. While this factor addresses the transformational leadership found to be significant in previous research (Desroches, 2013; Mancuso, 2010; Weston, 2014), Organization - Fit also covers the cognitive perceptions of having professional growth and development along with authority and responsibility in one's work environment.

From the open-ended commentary provided by teachers at the end of the survey, when asked what makes them most want to stay, repeated remarks mentioned opportunities to hone skills and develop as a professional. This mattered less in one-off conference opportunities, but focused more around ongoing opportunities to grow professionally through collaboration with colleagues. Teachers also remarked interest in staying if there was a positive school culture where the organization and leadership shared the teacher's beliefs and values.

Important to note as well is the value of the Exp*B* level measuring Organization - Fit in this study and transformational leadership measured in previous studies. Organization - Fit had an Exp*B* level of 2.008 in actual contract renewal, doubling the likelihood of retention. For Mancuso (2010) leadership had an Exp*B* level of .565, and for Desroches (2013) it had a level of 1.165. Organization - Fit has a larger effect than transformational leadership in likelihood of renewal. Weston's study (2014), documented transformational leadership at an

Exp*B* level of 2.86, but only for the 10% most effective teachers. Leadership was not significant for Weston (2014) for the remaining 90% of teachers.

This is not to say transformational leadership is not important, but that inclusion of the Organization - Fit elements of professional growth and development along with authority and responsibility in addition to leadership is more predictive of contract renewal. Additionally, although Organization - Fit is significant in likelihood of renewal, its influence is not as statistically significant as Organization - Sacrifice. A teacher may have a transformational leader, but not have a good salary package, autonomy, or promotional opportunity, influencing them to move on. Conversely, having a good salary package, autonomy, and promotional opportunity, but not a transformational leader, are still likely to influence the teacher to stay.

Regarding the factor of Teacher in Decision-Making found significant in the studies of Mancuso (2010) and Desroches (2013), decision-making had an Exp*B* level of .522 for Mancuso (2010), and a level of 1.145 for Desroches (2013). The Organization - Sacrifice factor of embeddedness in this study with an Exp*B* level of 3.015 for actual renewal and 3.224 in intended renewal incorporates promotional opportunity, which equates with greater opportunity in the decision-making processes at a school.

Off-the-Job Embeddedness: Community - Fit was the most significant factor of off-the-job embeddedness influencing actual contract renewal at the Exp*B* level of 2.008, and intended contract renewal at the Exp*B* level of 2.517. Within Community - Links, having a non-working spouse/partner had a likelihood of reducing actual renewal by 39% and having no spouse/partner reduced likelihood of intended renewal by 61%, but these influences are

relatively modest compared to two- to two-and-and-half times influence of Community – Fit for every one point of increase in the Likert scale.

Community - Fit contains elements of environmental conditions, leisure activities, weather, and overall country fit. Desroches (2013) and Sims (2011) found "healthy living" a statistically significant factor in predicting retention in their studies, a quality similar to elements of Community - Fit. Other host country characteristics that showed significance in with renewal in previous research, and which align with Community -Fit are host country relationships, host country interactions, and with general living conditions (Desroches, 2013; Sims, 2011). How well teachers are integrated in their host country communities influence their decisions to stay by two to two-and-a-half times.

Implications

The life of an international professional has markedly changed since the turn of the century. With progress of globalization, the advancements in technology, communication, and transportation have mitigated the difficulties associated with overseas living and working, and facilitated increased mobility, including that for teachers. International teachers are now able to stay connected with extended family through social media, and access home culture music, entertainment, education, and more online. International travel home or to other countries during holiday breaks is affordable and viable. All of these factors have contributed to an amenable life overseas.

The possibility for mobility in employment has also increased with twenty-first century technology and communication. Teachers no longer need to invest substantial time and money in the job search process, which before required in-person interviews and long-distance communication and transportation costs to the point of becoming prohibitive.

Obtaining the time off necessary to facilitate the job search process is no longer required. Today's international teaching market affords greater opportunity of movement, which informs the understanding of teacher retention in this and other studies.

Therefore, the results in this study of overall teacher retention for actual and intended renewal at 50-60% are not surprising, and are significantly lower than results from previous research (Desroches, 2013; Mancuso, 2010). Given that it is a large-scale study with 975 respondents of many ages and regions throughout the world, there is power to these results. It may not be so much the mentality of being a "teacher tourist" (Fehse, 2016) that influences voluntary turnover as it is an issue of being able to move in a global market if personal and professional interests are not being met.

In this landscape of greater international mobility amidst an increasing number of international schools, understanding the predictive factors associated with teacher retention have gained importance. Although previous research focused on attitudinal perceptions of salary, benefits, and leadership (Desroches, 2013; Mancuso, 2010; Weston, 2014), the conclusions of this study indicate the cognitive considerations of the high costs of organizational sacrifices, positive host country fit, and to a lesser extent, opportunities for professional growth with a positive school culture that aligns with a teacher's beliefs and values are more significantly predictive of teacher contract renewal to a large effect.

Job Embeddedness: In particular, the Organization - Sacrifice factor of job embeddedness predictive of retention cannot be understated at the Exp*B* level of 3.015 for actual renewal and an Exp*B* level of 3.224 for intended contract renewal. Facilitating Organization - Sacrifice is well within the ability of international school administration to affect. Autonomy, respect,

and promotional opportunity are specific non-attitudinal conditions that increase the value of a teaching position and triple the likelihood of international teachers staying.

Regarding Community - Fit with Exp*B* levels of 2.008 for actual renewal and 2.517 for intended renewal, the factor presents somewhat of a conundrum to school leaders as there is little administration can do about the weather or environmental qualities of the host country. However, aspects within reach of increasing Community-Fit can often be overlooked, particularly when it comes to building host country connections for new teachers. Onboarding in the form of new teacher orientation can enhance the "soft landing" teachers make in a new employment position. Assistance with setting up personal lives, facilitating host country social experiences, and connecting new teachers with returning faculty are all ways to build Community-Fit.

Regarding the teacher, school, and organizational characteristics from Ingersoll's (2001b) study that were used to create the ITMS for testing in the international school setting (Desroches, 2013; Mancuso, 2010; Weston, 2014), this study verified the importance of the organizational characteristics over the teacher and school characteristics, as was found in the previous research. This study specifically points to the cognitive conditions of Organization - Sacrifice and Organization - Fit within the many aspects of organizational characteristics as predictive of retention.

The results of this study challenge the focus in previous research on transformational leadership as a significant predictive factor associated with teacher retention (Desroches, 2013; Mancuso, 2010; Weston, 2014). In fact, Weston's (2014) work indicated transformational leadership mattered to only the top 10% of teachers as identified by their principals. The power of this study and effect size of the Organization - Sacrifice and

Community - Fit factors of embeddedness indicate the direction for understanding influences leading to international teacher retention may lie in cognitive considerations over attitudinal assessments.

Recommendations for Practitioners

International Teacher Retention: For international administrators, examining the actual and predicted contract renewal rates of such a large-scale global study for candidates hired for the 2015-2016 and 2016-2017 school years provides an understanding of the candidates recently on the market for international teaching jobs. Although the data may support recent discussion of the "teacher tourist" (Fehse, 2016), showing lower than average contract renewal rates after the first two years of teaching that dips significantly lower in year three, it may not be "tourist" type interests that cause this moving as much as cognitive considerations in conjunction with ease of mobility.

The teachers making up the sample population in this study may not be so much "teacher tourists" as they are savvy professionals interested in adequate compensation, career advancement, quality of life, and a workplace environment rich with growth opportunities. Salary packages need to be competitive, but promotional opportunities also need to be available. Creatively expanding teacher leadership roles, along with investing in onboarding and integration programs to build community in and out of school will demonstrate care for the newest hires as well as the seasoned members of faculty likely to result in a stay culture.

Job Embeddedness: The conclusions from this research indicate the way to potentially increase teacher retention centers on the on-the-job considerations of salary, benefits, autonomy, respect, and promotional opportunity as part of Organization - Sacrifice, and the professional growth and positive culture building of Organization - Fit. The creation of such

conditions equates with a two- to three-fold likelihood of contract renewal. The importance of salary and benefit packages is well known from previous research, but more than conditions of transformational leadership, administration and school boards should focus on the immediate qualities of the position that make it costly to give up, namely autonomy and promotional opportunities, along with robust and sustained professional development.

Granted promotional opportunities are not possible for all teachers at an international school, and because international schools are smaller, the number of lead positions may be fewer. However, rotating lead roles in departments or at grade levels, combined with the promulgation of leadership roles on committees may be ways to provide hires one wants to keep with incentives for staying. Lead roles build résumés and give teachers substantive experiences in professional growth they may be hesitant to give up if seeking new positions.

It is easy for heads of school and principals to turn to the seasoned staff for lead roles and input on the direction of the school as these employees have historical knowledge and have developed professionally over the years with the organization. Of course, these individuals have a right and deserve to be considered for lead opportunities. The recommendation is only that as new, highly qualified faculty are recruited to an organization, attention to providing promotional and professional opportunities for them may benefit the school in the long term.

The Community - Fit factor of embeddedness has a two- to two-and-a half-times likelihood of increasing teacher retention, although the ability to increase a sense of community belonging may be more difficult for administrators and school boards to control. Administrators may look to adding community integration components to their new teacher orientation programs, extending opportunities for community connections well past the initial phase of joining a school.

The advantage to expanding the Community - Fit factor of international teachers is there is not limited opportunity as there is with promotional opportunities. If the school fosters onboarding and community integration practices in the beginning, and maintains continued efforts to connect current teachers with new teachers, including social and leisure opportunities outside the school, the Community - Fit for faculty may lead to possible increases in teacher retention.

Research indicates the newer generation of teachers values professional advancement, skill development, and a healthy life outside of work (Ng, Sweitzer, & Lyons, 2010). This research aligns with the factors emerging in this research predictive of contract renewal. It is this newer generation that is entering the international teaching market at a time when teacher shortages are increasing in English-language western home countries (Hong, 2010), international schools are increasing rapidly in number, and mobility in the employment market is easier than ever, placing a premium on teacher employees (Woodward, 2010).

Recommendations for Academics

This study is the first to test the job embeddedness construct in full in the international school setting. It is also one of only a handful of large-scale global studies conducted in international schools in recent years generating significant power and effect size. As globalization continues at a rapid pace, the number of international schools increases with it. More studies on international teacher retention are needed, including studies on the specific embeddedness characteristics of Organization - Sacrifice, Community - Fit, and Organization - Fit.

The research results in this study had significant statistical differences between actual and predicted contract renewal for teachers in the international school setting. Further study delineating actual behavior from intended behavior are warranted.

Relatively high turnover rates and intended non-renewal resulted from this study on teachers hired internationally for the 2015-2016 and 2016-2017 school years. Further study expanding the sample population in this study and/or further study on the newest teachers entering the international teaching profession may elucidate or negate the discussion surrounding the "teacher tourist" in the international school setting.

Teacher attitudes on transformational leadership has received significant attention in previous literature, although this study points more strongly to the cognitive aspects of Organization - Sacrifice and Organization - Fit as more predictive of teacher retention in the international school setting. An explicit study assessing these areas would shed light on the significance of each vis-à-vis the other.

Job satisfaction and organizational commitment have been the accepted influences on retention in multiple employment fields (Bretz, Boudreau, & Judge, 1994; Meyer & Allen, 1991; Somers, 2009; Steel, 2002; Tse & Lamb, 2008; Vandenberghe & Bentein, 2009). Using these measures as control predictors in an assessment of transformational leadership and job embeddedness in the international school setting is warranted.

As international living and job mobility become easier with advancing communication and technology, and as international schools increase in number, the development of a cohesive construct for understanding teacher retention internationally is warranted. This construct needs to depart from the Ingersoll (2001b) delineations of teacher characteristics, school characteristics, and organizational characteristics as the first two do not hold

significance in the international school setting. Rather, the construct should consist of the attitudinal and cognitive factors emerging in this study and previous international school research predictive of teacher retention, such as salary, benefits, transformational leadership, Organization - Sacrifice, Community - Fit, and Organization - Fit. Such a construct could provide a method of guiding administrative practices for school health and wellbeing.

Concluding Comments

The international school setting is a unique employment field as international teachers have the ability to be quite mobile and opportunities for employment are available in every region of the world. International teaching positions are increasing in number with the increasing number of international schools worldwide. International administrators need to be attuned to the changing landscape of employment in international schools in the nature of job searching, the nature of positions available, and the nature of the teachers on the market. Teachers of all ages, family status, and previous teaching experiences participate in job fairs and make direct application for employment. Assumptions about demographic characteristics and retention should be set aside and attention given to the factors emerging in the research influencing retention.

Findings of this study shows the importance of host country fit, culture of school, and value of a teaching position as factors significant to teachers in making decisions for ongoing employment. Recruitment, onboarding, and overall care-taking to provide autonomy, promotional opportunities and professional development for the most recently hired employees are the considerations any transformational leader needs to consider when hiring and seeking to keep the best teachers. This in turn should result in the best educational programs for their schools and richest learning environments for students.

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Appendix A

Informed Consent

International Educators and Voluntary Turnover Invitation to Participate

I am Ann Jurewicz, an international administrator and Doctoral Candidate in the Educational Leadership program at Bethel University in St. Paul, Minnesota.

You are invited to participate in a study exploring the factors influencing teachers to stay or leave jobs in international schools. You were selected as a possible participant in this study because you took an international position within the last two years as a registered candidate with ISS, CIS, AASSA or Search Associates. All candidates placed by one of these agencies in the last two years received this invitation by email.

PURPOSE OF STUDY
The purpose of this study is to explore the factors that influence the retention of teachers in international schools using the construct of job embeddedness (Mitchell et al., 2001). The study will also provide an analysis of any demographic differences regarding region, age, tenure status, number of overseas contracts and partnership/family status of participants.

PROCEDURES
If you decide to participate, you will be asked to complete an online survey lasting approximately 10-15 minutes. Your responses will remain confidential and disclosed only with your permission. In any written reports or publications, no one will be identified or identifiable and only aggregate data will be presented. There are no anticipated risks or discomforts.

Your decision on whether or not to participate will not affect your future relations with Bethel University, the international recruitment agencies, or your current employment in any way. Neither the researcher nor the recruitment agencies will have direct access to the original survey responses. Only the St. Cloud State University Statistical Consulting and Research Center analysts will have direct access. If you decide to participate, you are free to discontinue participation at any time without affecting such relationships.

This research project has been reviewed and approved by my research advisor in accordance with Bethel's Levels of Review for Research with Humans. If you have questions about the research and/or research participants' rights or wish to report a research-related injury, please contact Researcher Ann Jurewicz at 1-345-321-7687 or Research Advisor Dr. Denny Morrow at 612-804-7654.

CONSENT OF RESEARCH SUBJECT
I understand the procedures and conditions of my participation described above. My questions have been answered to my satisfaction. I understand that I can print out and retain a copy of this form.

By clicking “Continue” I give my consent for the data from my survey to be used for the purposes of research by the investigator.

STATEMENT and SIGNATURE OF INVESTIGATOR
In my judgment the subject is voluntarily and knowingly giving informed consent and possesses the legal capacity to give informed consent to participate in the research study.

_____ _____

Signature of Investigator Date

Appendix B

International Teacher Survey on Voluntary Retention and Turnover

Participant qualification (3)

1. I agree that I am at least 18 years of age and consent to participate in the study. yes/no
2. Which statement best describes your current employment?
    a. As a classified overseas/foreign hired teacher, I accepted an overseas teaching contract beginning 2015-2016 and am currently employed in that contract.
    b. As a classified overseas/foreign hired teacher, I accepted an overseas teaching contract beginning 2016-2017 and am currently employed in that contract.
    c. Neither of the above.
3. Which of the following are **true** regarding your current employment:
    a. I did not/do not have the choice to stay in employment in my current school.
    b. I intend to retire or take a leave from the teaching profession at the end of this contract.
    c. Neither of the above.

Job Embeddedness Items (40)

4-point Likert Scale[a]

Fit, community (7)

I really love the host country place where I live.[b]
I like the family-oriented environment of my host country community.[b]
The weather where I live is suitable for me.[c]
The environmental quality (e.g. air, water, etc.) where I live is suitable for me.
This host country community I live in is a good match for me.[b]
I think of the host country community where I live as "home".[b]
The area where I live offers the leisure activities that I like (e.g. sports, outdoors, cultural, arts).[b]

Fit, organization (8)

My job utilizes my skills and talents well.[b]
I feel like I am a good match for this organization.[b]
I feel personally valued by this organization.[b]
I like my work schedule (e.g. duties, hours).[b]
I fit with this organization's culture.[b]
I like the authority and responsibility I have at this organization.[b]
I can reach my professional goals working for this organization.[c]
I feel good about my professional growth and development.[c]

Links, community (6)

Are you currently married or in a partnership?[b]
If you are married/partnered, does your spouse/partner work outside the home?[b]
If you are married/partnered does your spouse/partner work at your school?
Do you have dependent children who are attending your school?
Do you own the home you live in? (mortgaged or outright)[b]

I have family connections in the community where I live.[b]

Links, organization (7)
How long have you been in your present position? (years)[b]
How long have you worked for this organization? (years)[b]
How long have you worked in education? (years)[b]
How many coworkers do you interact with regularly?[b]
How many coworkers are highly dependent on you?[b]
How many work teams are you on?[b]
How many work committees are you on?[b]

Sacrifice, community (3)
Leaving this community would be very hard.[b]
People respect me a lot in my community.[b]
My neighborhood is safe.[b]

Sacrifice, organization (9)
I have a lot of freedom on this job to decide how to pursue my goals.[b]
The perks on this job are outstanding.[b]
I feel that people at work respect me a great deal.[b]
I would incur very few costs if I left this organization.[bde]
I would sacrifice a lot if I left this job.[b]
My promotional opportunities are excellent here.[b]
I am well compensated for my level of performance.[b]
The benefits are good on this job.[b]
I believe the prospects for continuing employment with this organization are excellent.[b]

---

[a] Items 1-3 for links, community and 1-4 links, organization will need to be standardized before being analyzed or included in any composites.
[b] Items used by Lee, Mitchell, Burton, Sablynski, and Holtom (2004).
[c] Items used by Mitchell, Holtom, Lee, Sablynski, and Erez (2001).
[d] Reverse coded.
[e] The word company was changed to organization in fit, organization 6.
[f] Education was used when asked to insert industry in links, organization 3.

Demographic questions (7)
In what region do you currently teach? Europe, Central Asia, Middle East, North Africa, Sub-Saharan Africa, South Asia (India and surrounding), South East Asia, East Asia, Pacific Islands/Oceania, Australia/New Zealand, Central/South America, Caribbean, Canada/USA
What is your gender? male/female
How old are you?
Are you on leave from a tenured position?
Including your current contract, how many total overseas contracts have you held?
Does your partner/spouse work at your school?
Age of dependent child 1 (if any)
Age of dependent child 2 (if any)

Age of dependent child 3 (if any)
Age of dependent child 4 (if any)
Age of dependent child 5 (if any)
Ages if more than 5 children

Contract renewal (2)
Is your contract up for renewal? yes/no (no - go to stay intentions)
If yes - Have you renewed your contract with your current school? yes/no (if yes, go to stay intentions)

Stay intentions (3) - from Cunningham, Fink, and Sagas (2005); 4-point Likert Scale
I intend to stay in this job beyond this next year.
I will probably look for a new job within the next year.[d]
I do not intend to pursue alternative employment or move back home in the next year.

Comments (2 optional - for color)
What influences normally make you want to extend contract?
What influences normally make you want to move on after a two-year contract?

Any other comments? (1 optional - for color)

Appendix C

Email for Pilot Study and Candidates of ISS, CIS and AASSA for Full Study

Dear teacher candidate,

(Organization) is always looking for ways to strengthen and support international education. As a current international educator, I am working with (Organization) on my dissertation study exploring international teacher retention.

We need your support. We are asking you to please take 10-15 minutes to fill out this survey on your overseas teaching experience. Your responses will be anonymous and confidential, and will in no way affect your relationship with (Organization), or your current or future employment.

To honor your time, at the end of the survey you may enter a drawing to win one of three $100 gift certificates to Amazon.com. Although you will provide your email address, your email will not be linked with your survey responses.

SURVEY LINK HERE

Thank you for your consideration and the work you do on behalf of children around the world.

Warmly, Ann Jurewicz

Appendix D

Email to Candidates of Search Associates

Greetings,

Search Associates is always looking for ways to strengthen and support international education. As such, we are supporting one of our candidate's request to survey our pool of candidates to find out more about teacher retention for her doctoral dissertation.

We hope you will please encourage teachers hired in the last two years to participate in this study by forwarding this email and link below:

The questionnaire should take approximately 10-15 minutes. Answers will remain anonymous.

Participants have the option to enter a lottery for three $100 Amazon gift certificates at the end of the survey by providing and email address. Emails are not linked in any way to survey data.

SURVEY LINK

Thank you for your consideration and the work you do on behalf of children around the world.

Appendix E

Follow up Email to Heads of Schools

Dear Head of School,

Our Assistant Principal at CIS is doing her dissertation research on international teacher retention.

Will you please encourage teachers hired in the last two years to participate in this study by forwarding this email and link below. The questionnaire should take approximately 10-15 minutes. Answers will remain anonymous.

SURVEY LINK

Participants have the option to enter a lottery for three $100 Amazon gift certificates at the end of the survey by providing and email address. Emails are not linked in any way to survey data.

Thank you for your consideration and contribution to my research and to the field of international education.

Appendix F

Follow up Email to Teachers of ISS, CIS and AASSA

Dear Teacher,

Thank you to those who already participated in the survey regarding teacher retention in international schools. Your quick response was greatly appreciated!

If you haven't yet completed this survey, don't miss out! The link will be active for the remainder of this week. After completing the survey you have the option to enter a lottery for three $100 Amazon gift certificates.

Please find the survey link here:

SURVEY LINK

Your input is greatly valued.

Sincerely,
Ann Jurewicz

Appendix G

Permission for Job Embeddedness from Mitchell et al. 2001, and Lee et al. 2004.

BETHEL UNIVERSITY

Ann Jurewicz <anj84256@bethel.edu>

Dissertation request - Job Embeddedness in International Schools
9 messages

Ann Jurewicz <anj84256@bethel.edu> Wed, Nov 9, 2016 at 9:56 AM
To: orcas@u.washington.edu, trm@uw.edu

Dear Prof. Mitchell and Prof. Lee,

My name is Ann Jurewicz and I am writing to:

1. Request permission to use your **job-embeddedness instrument** to examine the factors of job-embeddedness as they correlate to teachers in the international school, setting for my dissertation with Bethel University in Minnesota.
2. Request if you would you be able to provide:
    1. the items you used for controlling for job satisfaction
    2. the items for organizational commitment
    3. the demographic items
    4. the items you used to determine intention to leave (see mine in the attached)

Attached is the copy of the questions based on Lee et al. (2004) with some of Mitchell et. al (2001) added given the international setting. I have made some minor adjustments for the international school setting.

Any help would be greatly appreciated.

Thank you. Warmly, Ann Jurewicz

Terry Mitchell <trm@uw.edu> Wed, Nov 9, 2016 at 11:45 AM
To: Ann Jurewicz <anj84256@bethel.edu>

You have my permission Ann thanks for asking

Terry mitchell

From: Ann Jurewicz [mailto:anj84256@bethel.edu]
Sent: Wednesday, November 09, 2016 6:56 AM
To: orcas@u.washington.edu; trm@uw.edu
Subject: Dissertation request - Job Embeddedness in International Schools

[Quoted text hidden]

Tom Lee <orcas@uw.edu> Wed, Nov 9, 2016 at 6:23 PM
To: Ann Jurewicz <anj84256@bethel.edu>, "Terence R. Mitchell" <trm@uw.edu>

Dear Ann,

Yes, you may use our job embeddedness items for your dissertation. Regarding other items, I only have hard copy of the original survey. Because it contains the company's name, I need to eliminate that name and photo copy the requested pages of the survey. As such, it would be easier form my end if I simply mailed the copied pages. If acceptable, what is a good mailing address at which to send the requested pages. Best of luck with your research.

Yours truly,

Tom Lee

Appendix H

Stay intention permission.

BETHEL UNIVERSITY

Ann Jurewicz <anj84256@bethel.edu>

Dissertation request - Stay Intentions in International Schools
1 message

Ann Jurewicz <anj84256@bethel.edu> Mon, Dec 19, 2016 at 1:21 PM
To: gbcunningham@tamu.edu

Dear Prof. Cunningham,

My name is Ann Jurewicz and I am writing to **request permission to use an adaptation of your stay intentions measure** for teachers in the international schools setting for my dissertation with Bethel University in Minnesota.

I am looking at teacher retention and applying the job embeddedness construct from Mitchell et al.

Because teachers sign two-year contracts I am asking:
I intend to stay in this job beyond this next year.
I will probably look for a new job within the next year.[d]
I do not intend to pursue alternative employment or move back home in the next year.

Your permission would be greatly appreciated. Thank you and happy holidays.

Thank you. Warmly, Ann Jurewicz

Cunningham, George B <gbcunningham@tamu.edu> Mon, Dec 19, 2016 at 3:00 PM
To: Ann Jurewicz <anj84256@bethel.edu>

Hi Ann,

Looks good to me. I wish you well with your project.

Peace,

George

Appendix I

Permission to distribute survey with Search Associates

Jessica Magagna <jmagagna@searchassociates.com> Wed, Nov 9, 2016 at 11:24 AM
To: Ann Jurewicz <annjurewicz@gmail.com>
Cc: John Magagna <JFM@searchassociates.com>

Ann,

This all sounds very interesting and I think getting information about this would be a great tool for Search Associates to provide to our member schools. I assume we would be able to get a copy of the results.

Our busiest time will be now through February and this would also be a very busy time for candidates as well. I think that mid to the end of March would be a good time to survey our candidates as things begin to calm down a bit. Out of curiosity, I am wondering which segments of our candidates you would wish to survey. I assume only those that actually got a job overseas and are still there. Is this correct? We can pull a long list of "past" candidate from our placement records which would probably be the best audience to target. Would you agree? We can certainly talk more about this in the coming months.

In the meantime, I see no issues with Search Associates helping you in this endeavor. Please keep in touch especially with times/dates you wish us to be involved so I can give plenty of notice to our IT team who would have to pull the information for your survey.

Warm regards,
Jessica

Jessica D. Magagna, *President*

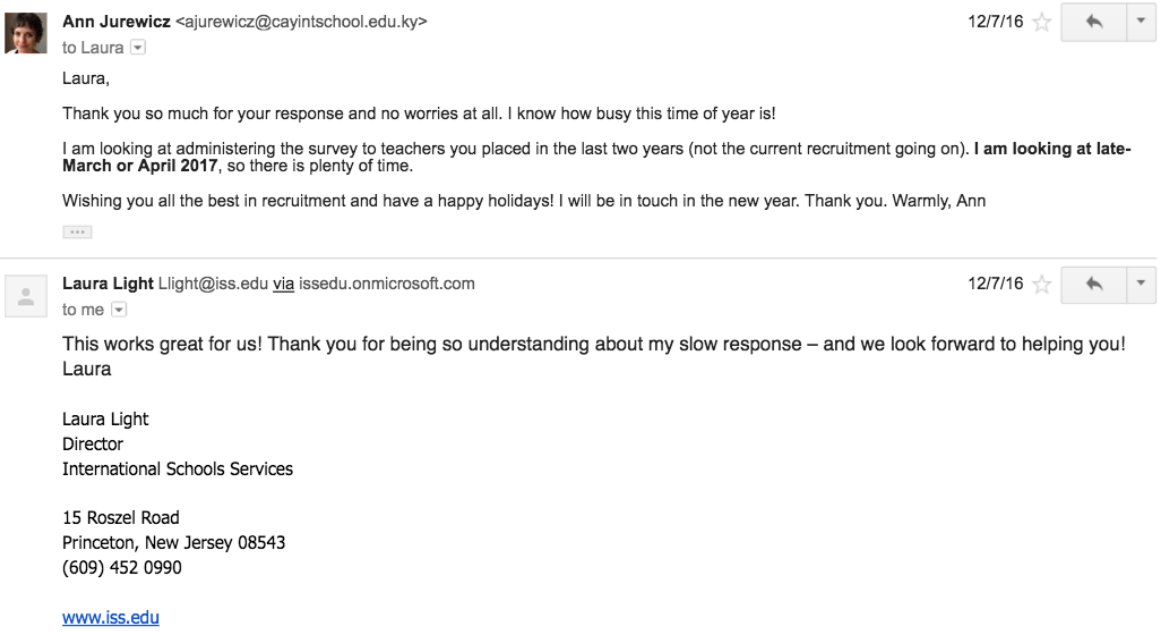
Tel: 1-570-696-0144

Email: JMagagna@searchassociates.com

Web: www.searchassociates.com

Appendix J

Permission to distribute survey with International School Services (ISS)



Ann Jurewicz <ajurewicz@cayintschool.edu.ky> 12/7/16

to Laura

Laura,

Thank you so much for your response and no worries at all. I know how busy this time of year is!

I am looking at administering the survey to teachers you placed in the last two years (not the current recruitment going on). **I am looking at late-March or April 2017**, so there is plenty of time.

Wishing you all the best in recruitment and have a happy holidays! I will be in touch in the new year. Thank you. Warmly, Ann

Laura Light Llight@iss.edu via issedu.onmicrosoft.com 12/7/16

to me

This works great for us! Thank you for being so understanding about my slow response – and we look forward to helping you!
Laura

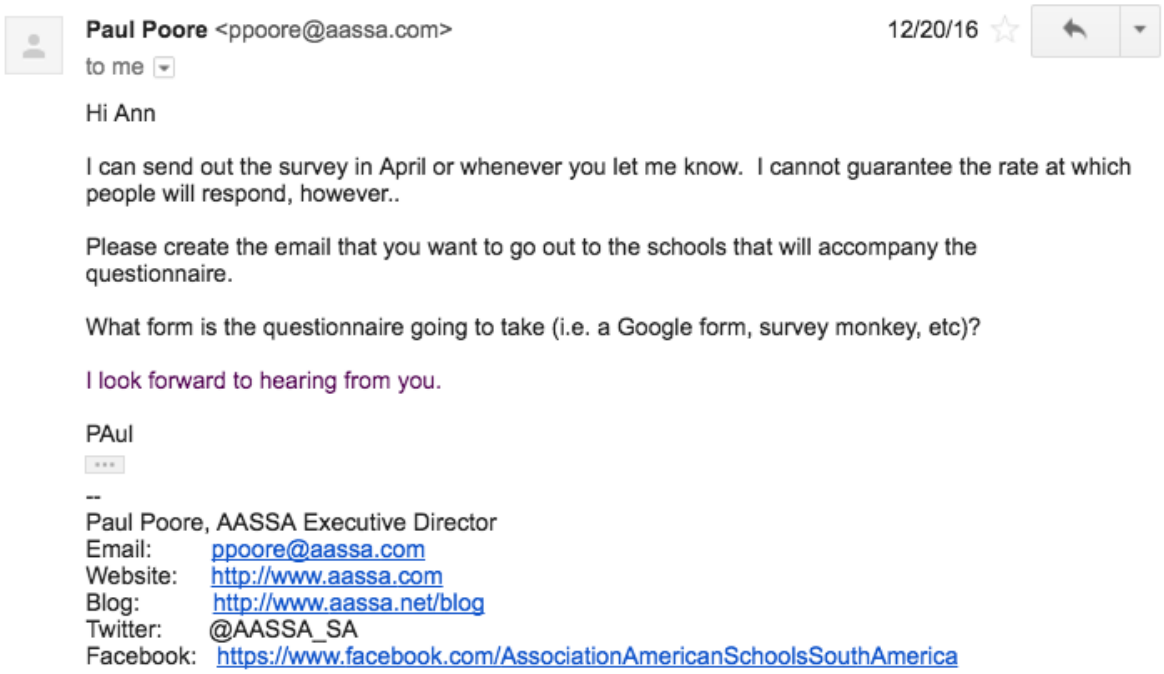
Laura Light
Director
International Schools Services

15 Roszel Road
Princeton, New Jersey 08543
(609) 452 0990

www.iss.edu

Appendix K

Permission to distribute survey with Association of American Schools in South America (AASSA)



Paul Poore <ppoore@aassa.com> 12/20/16

to me

Hi Ann

I can send out the survey in April or whenever you let me know. I cannot guarantee the rate at which people will respond, however..

Please create the email that you want to go out to the schools that will accompany the questionnaire.

What form is the questionnaire going to take (i.e. a Google form, survey monkey, etc)?

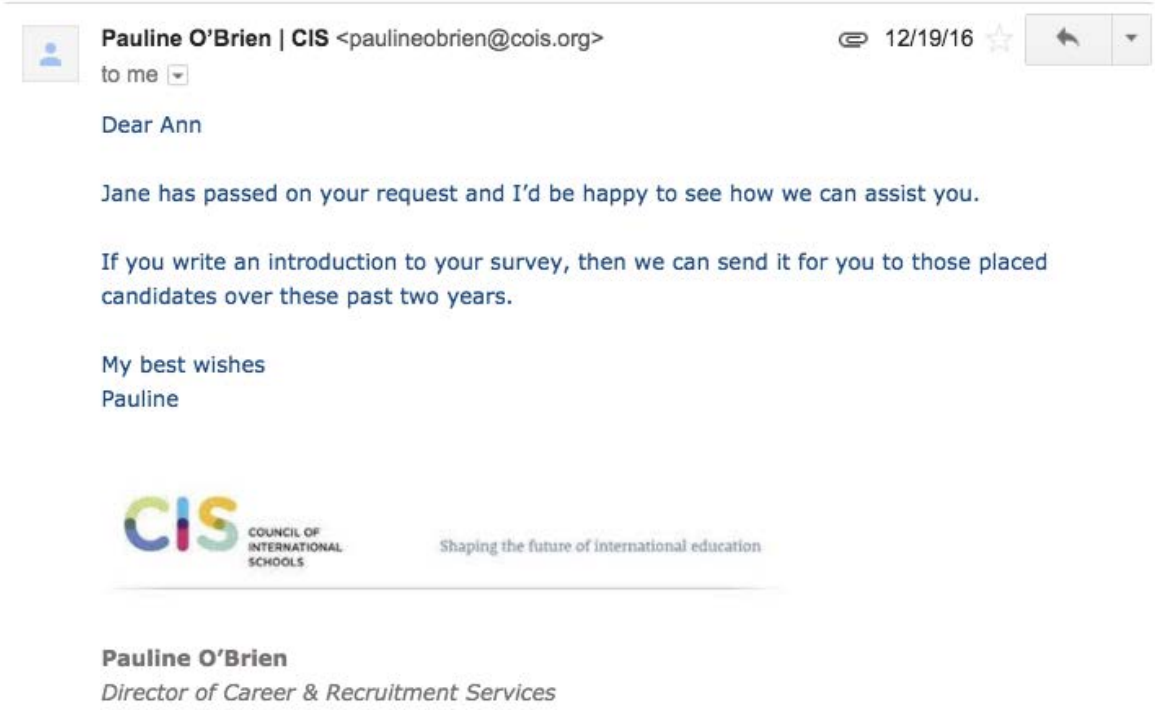
I look forward to hearing from you.

PAul

--
Paul Poore, AASSA Executive Director
Email: ppoore@aassa.com
Website: http://www.aassa.com
Blog: http://www.aassa.net/blog
Twitter: @AASSA_SA
Facebook: https://www.facebook.com/AssociationAmericanSchoolsSouthAmerica

Appendix L

Permission to distribute survey with Council for International Schools (CIS)



Pauline O'Brien | CIS <paulineobrien@cois.org> 12/19/16

to me

Dear Ann

Jane has passed on your request and I'd be happy to see how we can assist you.

If you write an introduction to your survey, then we can send it for you to those placed candidates over these past two years.

My best wishes
Pauline

CIS COUNCIL OF INTERNATIONAL SCHOOLS Shaping the future of international education

Pauline O'Brien
Director of Career & Recruitment Services