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An Investigation into Teacher Turnover in International Schools

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AN INVESTIGATION INTO TEACHER TURNOVER IN
INTERNATIONAL SCHOOLS

BY

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Submitted in Partial Fulfillment
of the requirement for the Degree of
Doctor of Education
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SETON HALL UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN SERVICES
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DEDICATION

“Her children arise and call her blessed; her husband also, and he praises her:
Many women do noble things, but you surpass them all.”

Proverbs 31: 28, 29

My marriage to Deanna over 27 years ago was the beginning of a partnership that has permanently shaped my character and enriched my life. Together we have raised a family of whom we are deeply proud and whom we love with all our hearts. Together we have faced challenges that would have been overwhelming to deal with alone. Together we have completed this degree. Deanna’s unconditional love, infinite support and irrational confidence in me have been the most powerful earthly force of my entire life. I consider myself the most blessed man on earth to know that we will continue to enjoy life together for as long as we both draw breath.

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CHAPTER I

INTRODUCTION

A teacher's decision to leave a school can be viewed as a very personal choice, as indeed it is. However personal that choice may be, it does have an impact on the school the teacher has chosen to leave. Viewed in isolation, the departure of one teacher from a school may be considered to have a minimal impact. Nonetheless, when substantial numbers of teachers leave a school, the cumulative impact on the school grows to be debilitating (Ingersoll, 2001). While the numbers vary depending on the source, studies indicate that in the United States in recent years, somewhere between 16 to 20% of all teachers choose to leave the school in which they are teaching that year (E. Hanushek, 2004; Luekens, Lyter, & Fox, 2004). It is little wonder that teacher retention has been identified as a national crisis in the United States (Hunt & Carroll, 2003).

Given the scope and impact of the issue in the United States, a multitude of studies have been conducted to determine the causes behind the phenomenon of teacher retention. Many of these studies examine the issue of teacher retention with a specific focus on teachers who leave the profession (Buckley, Schneider, & Shang, 2005; Eberhard, Reinhardt-Mondragon, & Stottlemeyer, 2000; Hansen, Lien, Cavalluzzo, & Wenger, 2004; McCreight, 2000; Stinebrickner, 2001; Thornton, Peltier, & Medina, 2007). Such studies look at teacher retention from a system perspective (eg. a school district, a state, or even the national level). These studies disregard the impact of teachers leaving any given school, and look only at the systemic issue of losing teachers from the overall pool available to staff schools. A subset of the teacher retention issue is that of

teacher mobility, or teacher movement between schools or school systems, also known as teacher turnover. This subset issue and its impact on specific schools has also been studied in the context of U.S. schools (Davis, 2002; Elfers, Plecki, & Knapp, 2006; E. A. Hanushek, Kain, & Rivkin, 2001; Imazeki, 2002; Ingersoll, 2001; Ross, Stringfield, Sanders, & Wright, 2003; Scafidi, Sjoquist, & Stinebrickner; Vidal & Xu, 1992). Less common are studies examining teacher turnover in countries other than the U.S. (Falch & Ronning, 2005; Falch & Strom, 2002; Rhodes, Nevill, & Allan, 2004; Ritchie, 2004; Sargent & Hannum, 2005; Webb et al., 2004). Such studies reveal strong consistency in findings among national studies, the specifics of which will be addressed by this researcher in a subsequent chapter. Most rare in the body of literature regarding teacher turnover and its impact on schools is that dealing with international schools (Cambridge, 2002; Hardman, 2001; Joslin, 2002). That does not mean that this phenomenon is not perceived to be an issue in such schools (Cambridge, 1998; Fink, 2001; Gillies, 2001). More accurately it points to the challenges embedded in conducting such a study.

The Context of a Study Involving International Schools

International schools are highly independent institutions (Ortloff & Escobar-Ortloff, 2001). While they often belong to one or more organizations which offer a loosely structured connection to similar schools around the world, they do so by choice, and are free to withdraw when and if they so choose. Examples of such organizations are the International Baccalaureate Organization (IBO) (www.ibo.org), which offers three programmes that are popular among international schools. The Primary Years Programme (PYP) is designed for elementary students up to grade five, the Middle Years Programme (MYP) is designed for students from grades six to ten, and the Diploma

Programme (DP) is designed for students in grades eleven and twelve. For a school to offer any of the three IB programmes, it must apply for authorization and be granted permission by the IBO. Thus, the IBO serves a regulatory function for international schools that choose to offer their programmes, but it only addresses variables that directly relate to the consistency and quality of the programme delivery. As of October 2007, the IBO works with 2132 schools in 125 countries serving 571,000 students ("International Baccalaureate Organization website", 2007).

Even less structured are two sister organizations, the European Council of International Schools (ECIS) and the Council of International Schools (CIS). While these two organizations offer accreditation services, it is not necessary to be accredited to join either of them. Regional associations of international schools also exist, such as the East Asia Regional Council of Overseas Schools (EARCOS). Such organizations generally exist in order to facilitate professional development, recognizing that it is much more cost effective to join economic forces in organizing workshops and conferences.

While the above mentioned organizations seem to suggest that member schools share a high degree of similarity, that is decidedly not the case (Hayden & Thompson, 1998). For example, in the combined E/CIS community of schools, the majority of its membership is comprised of schools with students from 25 or more nationalities, but there are schools with student populations of up to 100 % host country nationals (Henley, 2006). Additionally, some member schools are not for profit institutions, while some are proprietary. As such, the governance models range from externally managed to board governed, with multiple differences in board composition and mandate. Still other schools operate as transplanted national schools, offering national programs to primarily

expatriates from their own country. American International schools are one such group of schools, many of whom “receive financial aid and support from the U.S. Department of State under a program sponsored by the Office of Overseas Schools” (Gillies, 2001, p. 396) Thus, the profile of an international school is anything but easily defined.

This independent quality of international schools means that collecting comprehensive and accurate data on issues such as teacher turnover has proven very difficult. The ECIS and CIS (E/CIS) organizations have for some years cooperated in the administration of an annual survey of their member schools, which offers useful data on a number of fronts. However, while the data these surveys offer regarding teachers leaving schools paint a rudimentary picture of the degree of turnover, they do not offer specific enough information to insightfully analyze the phenomenon of teacher turnover in international schools. Nonetheless, in the survey conducted for the 2005-2006 school year, among the 270 schools who responded to this portion of the questionnaire there were 3193 teachers who left from the total population of 22098 (Henley, 2006). That represents a turnover rate of 14.4%, a figure which places at least these international schools close to the troublesome percentages cited for U.S. schools.

Summary of the Problem

While there are substantive differences between the U.S. schools that have been studied in depth regarding the impact of teacher turnover and the international schools that will be the subject of this study, there remain strong parallels that render the U.S. studies very applicable. First, schools the world over are entrusted with a similar mandate, the foremost of which is academic achievement. On this front, a number of

findings underscore the importance of the issue at hand. First, it is clear that student achievement gains reside at the teacher level (Ross, Stringfield, Sanders, & Wright, 2003). Given the plethora of school improvement initiatives, it is critically important to acknowledge that one of the most, if not the most important variable for student achievement is the teacher. In and of itself, that fact is neither surprising nor sufficient to justify a study of teacher turnover. However, in a study of New York City public schools it was found that teacher turnover was negatively correlated to school performance at all levels (Vidal & Xu, 1992). Elfers et al (2006) found that teacher turnover had the greatest potential for causing disruption in students' learning opportunities. Hanushek et al (2001) revealed that the schools that had the greatest difficulty retaining teachers were those serving academically disadvantaged students. Other studies pointed to the consistent phenomenon of teachers moving from low performing to higher performing schools (Falch & Ronning, 2005; Falch & Strom, 2002; E. Hanushek, 2004; Ritchie, 2004; Scafidi, Sjoquist, & Stinebrickner). A related finding was that teachers in U.S. schools tend to move from low socio-economic status (SES) schools to higher SES schools (Krei, 2000). While none of the above studies were empirical studies that allowed for cause-effect conclusions, it is inescapable that there is a connection between teacher turnover and student achievement.

Another parallel between U.S. schools and their international counterparts is that the institutional cost exacted by high teacher turnover exists regardless of the school's location. That cost can be broken down into two subsets: financial and social capital. Norton (1999) calculated that replacing a worker typically costs 25% of each person's salary. In the No Dream Denied Summary Report (Hunt & Carroll, 2003), the cost of

annual, statewide teacher turnover in Texas alone was cited to be “conservatively set at \$329 million” (p. 13) The same report itemized one serious drain on financial resources as being the need for professional development to equip teachers who are new in schools to be able to perform well in those schools. More difficult to measure is the value of the time spent by administrators in coping with the constant flow of teachers into and out of their schools.

In addition to the financial drain on schools, high teacher turnover is a drain on the social capital of the school. When teachers leave a school, they remove themselves from the complex and intricate social fabric of that institution. All the experience and expertise acquired while in that school leaves with the person (Johnson & Birkeland, 2003), and the hole that is left may or may not be filled with someone of equal experience and expertise. In fact, studies show that in many cases he or she is not (Darling-Hammond, 2003). Additionally, the cohesion, coherence and continuity associated with successful organizations is seriously impacted (Darling-Hammond, 2003; Ingersoll, 2001). “High rates of teacher turnover are of concern not only because they may be an outcome indicating underlying problems in how well schools function, but also because they can be disruptive, in and of themselves, for the quality of school community and performance” (Ingersoll, 2001, p. 505). While it is difficult to determine whether problematic schools are caused by or provoke teacher turnover, it is clear that high teacher turnover takes a serious toll on the human side of a school’s operations.

The Purpose of the Study

The purpose of this study is to explore variables that have influenced teachers in international schools to leave the school at the end of their first contract with that school. Using a mixed method quantitative and qualitative study design, collecting and analyzing data by way of teacher responses to a questionnaire, the study sheds light on why teachers choose to leave schools after a relatively short period of time. A teacher's decision to leave an international school is the function of a complex blend of variables, and the best way to obtain insight into how such a decision is made is to ask teachers directly. Specifically, it is the goal of this researcher to understand which of the most influential variables are within the scope of control of a school administrator. In examining teacher motivation underlying the departure, it is hoped that intervention strategies will be made possible (Kersaint, Lewis, Potter, & Meisels, 2007).

Main Research Question

This study will identify several key variables that might factor into a teacher's decision to leave an international school. It will seek to identify which of those variables seem to have had the greatest impact on the subjects of the study. In doing so, this study will answer the following question:

What variables do international school teachers who leave at the end of a first contract with a school describe as influential in their decision to leave that school?

Subsidiary Questions

- a.) Are there differences in identified key causal factors by associative school characteristics?
- b.) Are there differences in identified key causal factors by associative teacher characteristics?

Hypothesis

A detailed treatment of the methodology of data collection and analysis will be presented in a following chapter. For now, it should be noted that the null hypothesis in this study is that there will be no significant difference in the mean rank values of causal factor scores by associative factor populations. The alternative hypothesis is that at least two of the associative factor populations will differ on one or more of the causal factor mean rank scores. The level of significance is set at .05, in keeping with accepted standards for social science research (Hinkle, Wiersma, & Jurs, 2003).

Significance of the Study

This study is premised on the assumption that a stable teaching population is a key variable in establishing stability and continuity in schools (Ingersoll, 2001). This feature is particularly important in international schools, where the school often offers stability to highly mobile expatriate families and their children (Hardman, 2001). Relocated families look to the school for a sense of confidence that the experience they will have will be a positive one. Equally importantly, expatriate families who have been at a school for several years want to see a program that offers continuity and consistency, in which their children can experience steady academic and personal

growth. Establishing and maintaining such a program in an international school is also premised on a stable teaching population (Hayden & Thompson, 1998).

International school teachers and administrators alike recognize that stability in their teaching population is necessary for maximum effectiveness as a school. They also recognize that this means that when teachers only stay for the minimum single contract period, typically two years, stability in the school is eroded. Ironically, one study revealed that 52% of the participating teachers had never renewed a contract for more than two years. This discrepancy between beliefs and behaviors leads to the conceptual framework underlying this study. It has been modified only slightly from the framework adopted by Guarino, Santibanez and Daley (2006, p. 201) in their review of recent empirical literature. The concept underlying this study is that teacher turnover is a function of the relative attractiveness of staying at the school v. leaving the school. Thus, if the overall perceived benefits of leaving the school outweigh the overall perceived benefits of staying at the school, the teacher will leave. That departure means that the school has lost the social capital represented by the teacher, and has incurred various costs in replacing the teacher. School administrators would do well to investigate why teachers see greater benefit to leaving than to staying.

One of the costs incurred by teacher departure is recruitment of replacement teachers, which has been called the most important task of an administrator (Skinner, 1998). It might also be said to be one of the most time-consuming. In addition to enhancing the stability and continuity of the school, reducing teacher turnover would also save administrators from inordinate time spent recruiting replacements. This

study seeks to offer insight into how international school administrators can influence current teachers to renew their contracts rather than leave the school. While there is great diversity among international school teaching staff (Cambridge, 2002), and the context in which international schools operate is highly variable (Cambridge, 2002), it is the goal of this study to discern influential variables that are common among teachers' decisions to leave an international school at the end of their first contract with that school. A further breakdown of the causal factors that fall within the control of the school will offer insight into how international school administrators can lower teacher turnover in their schools. In helping administrators to understand why teachers leave their schools, it may equip them to reduce such departures, to the extent that it is desirable to do so in their schools.

One final reason for engaging in the proposed study is to create an opportunity for dialogue, both for teachers and administrators. While the study itself will collect data in an anonymous fashion, the very fact that teachers will be asked to share why they left a school may open a dialogue among teachers, and ideally between teachers and their administrators, to address issues of concern to both parties. Because a teacher's decision to stay at or leave an international school is complicated, highly personal and potentially very stressful (Powell, 2001), the reasons for a departure are often left unspoken. Doing so robs a school's administration from the opportunity for self-improvement. It is the goal of this study to collect data that will offer teachers an opportunity to express their concerns, and administrators an opportunity to learn what those concerns are. While it might be argued that it is too late to change the school

from which a teacher has already left, the next school he or she goes to may well be a better school for having learned from the results of this study.

Limitations of the Study

The following are identified as possible limitations of the study.

1. Because of the independent nature of international schools, there is no centralized database through which to track teachers after they leave an international school.
2. While this study will work closely with a recognized and reputable organization comprised of international schools, even doing so will not reach all existing international schools.
3. Soliciting participation from all teachers currently registered in the main placement database operated by the above-mentioned organization will only access data from teachers who are currently in the market for moving schools. Any teachers who have left teaching, or who are not registered in the main placement database of said organization will not have the opportunity to contribute to the data collection. While the purposeful sampling strategy employed in this study is a recognized and respected strategy (Patton, 2002; Punch, 1998), because it is not a randomized sample, findings will not be generalized to the population of all international teachers in all international schools.
4. The incentive for teachers to participate in the study may be perceived as weak. Teachers will be asked to respond to a questionnaire regarding why they left a

previous school, which may have been perceived as having little or no value in their current employment situation. Ironically, the issue may be perceived as most important to school administrators, but the data needs to come directly from teachers.

5. Survey research requires respondents to interpret the meaning of words, phrases and concepts before responding. It cannot be assumed that the researcher and the respondent have interpreted each prompt in a questionnaire in exactly the same fashion. Caution must be exercised in the interpretation of study findings that draw heavily on survey research.

6. Survey research also imposes the cultural constructs of the researcher onto respondents. A researcher cannot help but to create questions from his/her own worldview, which may not be the worldview of the respondent. This too must be considered in the interpretation of the study findings.

7. Closed-response survey questions may impose normalizing judgments onto respondents. For example, only offering the options of “married” and “single” on a questionnaire begs the question of what it means to be married, and disallows a respondent the opportunity to offer a preferred categorization, or an explanation of what it means to him/her to check off one or the other box. Nonetheless, the scope of this study does not allow for the exploration of all possible categorizations, and must proceed using certain categories employed in previous studies to disaggregate and examine the data.

8. The qualitative methodology of data collection and analysis is subject to the skill and bias of the researcher.

Delimitations of the Study

1. There has been much debate in the literature about what it means to be called an international school (Hayden & Thompson, 1998; McKenzie, 1998; Richards, 1998), with several criteria offered but none universally agreed upon. In keeping with the independent nature of school communities that call themselves international, even if there did exist a clear set of criteria, there does not exist one single organization through which membership around the world could be regulated and granted only to schools meeting said criteria. Thus, this researcher chose to bypass the contentious debate, and will consider any school who is a member or associate member of the CIS collection of schools as of June, 2007 to be deemed to be an international school, for the purpose of this study. Additionally, it is not a given that all schools about which teachers are commenting are in fact members of CIS. It is possible that a teacher registered in the CIS teacher placement database taught previously in an international school that was not a member of CIS. Because teachers do not always know the affiliations of the schools at which they teach, it is not feasible to ask that question of them on the survey instrument. Thus, the assumption will have to be made that such instances are negligible.

2. Teachers in these international schools are hired under a variety of contract conditions. In some schools, even expatriate teachers are hired under local contracts. While this study will include all expatriate teachers, regardless of the nature of their contract, the study will not include local teachers. The researcher does not seek to be discriminatory against local teachers, but feels that understanding why local teachers

decide to leave a school is a much different study than understanding why expatriate teachers decide to leave a school.

Assumptions of the Study

At this point it is important to clarify certain assumptions made by the researcher.

1. Written feedback will be limited in volume. While each item in the final section of the questionnaire offers the opportunity to offer written feedback, because respondents typically seek to finish questionnaires as quickly as possible, it is unlikely that many will take time to write extensive responses.
2. Respondents will likely only add written comments on items that were highly influential in their decision to leave the school. Thus, the volume of qualitative data is expected to be such that the researcher will be able to process the written feedback without the assistance of a software program designed to classify extensive written data.

Definition of Terms

Teacher attrition – the loss of teachers from a school or school system because they have left teaching altogether.

Teacher mobility – the loss of teachers from a school or school system because they have left one school and moved to another school.

Teacher turnover – at the school level, the combined impact of teacher attrition and teacher mobility, calculated as a percentage of the total number of teachers at the school.

Figures relating to teacher turnover are generally presented as a calculation of annual percentages.

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

Local contract – a teacher’s employment contract of which the overall compensation value is substantially less than an overseas contract (Richards, 1998, p. 178). Local contracts are most often, but not always, offered to locally recruited teachers.

Overseas contract – a teacher’s employment contract of which the overall compensation value is substantially higher than a local contract (1998, p. 178). Overseas contracts are most often, but not always, offered to internationally recruited teachers.

Associative Factors – associative factors are those factors shown in the quantitative studies in the professional literature to have predictive associations with teacher turnover.

Causal Factors - causal factors are those factors which teachers have reported in qualitative studies in the professional literature to have influenced their decision to leave a school.

Summary

A moderate degree of turnover in any organization is generally deemed to be healthy (Ingersoll, 2001). However, the consensus in the literature suggests that teacher turnover percentages are currently in the unhealthy range, particularly in light of dwindling resources available to replace lost teachers (Guarino, Santibanez, & Daley, 2006). In particular, international schools incur heavy costs for recruiting teachers, starting with but not limited to the travel associated with doing so (Skinner, 1998). In addition to hard currency costs, there are high institutional costs also associated with teacher turnover in

international schools (Hayden & Thompson, 1998). A starting point for addressing the issue of high teacher turnover in international schools is to identify the underlying reasons why teachers choose to leave schools at the end of their initial contract, rather than extend their stay. In particular, isolating the administratively mutable variables from administratively immutable variables will equip administrators to find ways to reduce teacher turnover in their schools.

CHAPTER II

REVIEW OF RELEVANT LITERATURE

Context

Looming teacher shortages in the United States have been predicted by policymakers and researchers for many years now (Ingersoll, 2003), based on projections of increased student enrollment around the same time as the baby boomers in the teaching force reach retirement age (Ingersoll & Smith, 2003). Nonetheless, while there are indeed teacher shortages in several specific states, and urban and rural areas in general (McCreight, 2000), current research seems to point to one variable in explaining the shortage. That phenomenon is teacher attrition, specifically the loss of teachers from the profession before retirement age. The most comprehensive data on this topic to date is that collected by the National Center for Education Statistics of the U.S. Department of Education. Called the Schools and Staffing Survey (SASS), four cycles of data collection have been completed: 1987-1988; 1990-1991; 1993-1994; 1999-2000. Following each cycle, one year later the same schools are contacted for the purpose of administering a questionnaire to all teachers who moved from the school or left teaching. This process is called the Teacher Followup Survey (TFS). The data collected through this process have been widely used in studies attempting to understand teacher attrition and to promote its converse, teacher retention. In the 2003 Summary Report completed by the National Commission on Teaching and America's Future, the authors make the emphatic claim that "teacher retention has become a national crisis" (Hunt & Carroll, p. 8). Thus, a substantial body of the literature on the topic is devoted to understanding teacher attrition from and retention in the overall field of teaching.

As important as the above topic is, one subset of that topic also merits attention. That topic is teacher turnover, defined by this researcher in the previous chapter as the loss of teachers at the school level, whether through attrition from the field of teaching or mobility to another school. When a teacher leaves a school, whether his or her destination is another school or some other profession, the loss to the school remains the same (Ingersoll, 2001; Johnson & Birkeland, 2003; Kersaint, Lewis, Potter, & Meisels, 2007). Thus, while it is important for policy makers at the macro level to understand how teacher retention in the field of education can be improved, it is also important for administrators in schools to understand how retention at the school level can be improved.

While studies addressing this subtopic in the context of U.S. schools are growing in number, there remains a dearth of such studies from international schools. Thus, the review of literature relevant to this study will begin with the body of literature focusing on U.S. schools, will broaden from there to examine other national and multinational studies, and will conclude with the few studies that exist regarding teacher turnover in international schools. While the preferred source of the literature was refereed and peer reviewed journals, other reports have also been cited, to round out the context of the work in this field. Where appropriate, cautions have been issued about the findings offered in reports from other than peer reviewed journals.

Teacher attrition and teacher turnover in the United States

The most complete picture regarding teacher attrition and teacher turnover is that offered by the data collected in the SASS and TFS cycles. In examining these data, Ingersoll (2001) clarified an alarming trend over the four cycles of data collection. In the

first two cycles of the SASS/TFS surveys, entrants to the teaching profession outnumbered leavers. Specifically, in the 1987-1988 cycle, there were 178,344 entrants and 172,645 leavers, including retirees. In the 1990-1991 cycle, there were 191,179 entrants and 173,994 leavers. However, in the subsequent two cycles of data collection that trend was reversed, and leavers began to outnumber entrants. In the 1993-1994 cycle, there were 192,550 entrants and 212,908 leavers, a gap of 20,358. In the 1999-2000 cycle, there were 232,232 entrants and 287,370 leavers, a gap which rose dramatically to 55,138. The trend line indicated by those numbers presents a troubling scenario for the welfare of the teaching profession.

Equally troublesome are the numbers specific to teacher turnover in the U.S. Again drawing from the four cycles of the SASS/TFS surveys, a calculation of the combined total hires from one year and total departures the subsequent year shows a similar trend (Ingersoll, 2001). In the 1987-1988 cycle, that combined number is 28.6% of the total teaching force. In the subsequent three cycles, the percentages are 26.4%, 27%, and in the most recent cycle the percentage is 31.1%. That means that between the 1999-2000 and 2000-2001 school years, almost a third of the entire teaching force in the United States was in transition (Kersaint, Lewis, Potter, & Meisels, 2007).

The multiple costs of this phenomenon have been rightly deemed by the National Commission on Teaching and America's Future as unacceptable (Hunt & Carroll, 2003, p. 13). While direct financial costs to school systems are difficult to measure, Norton asserted that in the U.S. workforce in general, the cost of replacing each worker is 25% of that person's salary (1999, p. 52). While that claim should be viewed with caution, as it was not substantiated by hard data, it is a number that was exceeded in a study conducted

in Texas. The Texas Center for Educational Research conducted a study to ascertain the cost of teacher turnover in Texas (*The cost of teacher turnover*, 2000), in which they cited the 25% figure mentioned above, as well as a US Department of Labor estimate placing the cost of employee replacement at 33% of the new hire's salary (2000, p.2). Using five different industry cost models and the 15.5% teacher turnover rate in the state, the study estimated that the state of Texas was losing somewhere between \$329 million and \$2.1 billion per year to replace teachers leaving schools, depending on the cost model used (2000, p. 2). In the most recent treatment of this topic, the National Commission on Teaching and America's Future released in June of 2007 an 18 month study that calculated per teacher cost of turnover ranging from a low of \$4,366 to a high of \$17,872 (Nagel, 2007). The high figure came from the Chicago Public School district, whose total annual cost of teacher turnover was reported at \$ 86 million during the period of the study.

In addition to such hard currency costs, teacher turnover provokes a loss of productivity that is difficult to measure. Busy administrators are required to spend inordinate time in recruitment efforts, colleagues are asked to mentor new hires, and in general a great deal of time and energy is devoted to restoring the program to where it was before the turnover occurred (Darling-Hammond, 2003). Nowhere did this researcher discover any study of the lost productivity on the part of the departing teacher, although the US Department of Labor has devised a worksheet to determine the costs of employee turnover, on which it identifies a 50 – 75% productivity rate from the departing employee (*Cost of Turnover Worksheet*, 2007).

Perhaps most salient to the measurement of the cost of teacher turnover is the impact on the school organization, and ultimately on student performance. In a widely cited study of teacher turnover from an organizational perspective, Ingersoll (2001) identifies that effective schools thrive on commitment and cohesion among their members. Schools with high turnover indicate that something about their social fabric is unhealthy. Thus, in his analysis, high teacher turnover is problematic not just because it causes disruption to the effectiveness of the organization, but because it indicates underlying issues that also impede overall success. Johnson & Birkeland (2003) point to the network of relationships that are disrupted when a teacher leaves a school. Darling-Hammond asserts that the high turnover in recent years has introduced “large concentrations of underprepared teachers” (2003, p. 8), taxing a school system’s capacity to absorb the impact of this influx. Ross et al. (2003) identify that schools engaged in reform efforts are particularly vulnerable to high teacher mobility. Such factors inevitably impact student performance.

In fact, in one study conducted in New York City by The University of the State of New York, teacher mobility is shown to be weakly but significantly related to student performance (Vidal & Xu, 1992). Prompted because New York City schools had higher than state averages on student and teacher mobility coupled with lower than state averages on student performance, the State Education Department commissioned a study to determine if the high mobility rates were correlated to low performance scores. All New York City public schools were included in the study, in which schools were categorized as having low teacher mobility (ranging from 0 to 10 percent), medium teacher mobility (ranging from 11 to 24 percent) or high teacher mobility (ranging from

25 to 100 percent). Mean performances on various school outcome variables obtained from the State Department of Education were examined against the teacher mobility rates. As the teacher mobility rate went up, school performance went down.

Several cautions are in order regarding this study. First, although it is a robust study utilizing a strong data set, it was not published in a peer reviewed journal, and thus should be viewed with caution. Secondly, the study focused on both student mobility rates and teacher mobility rates, and controlled for such variables as attendance rate, poverty rate, limited English proficiency, and student and teacher minority composition. Thus, while both student and teacher mobility rates were significantly correlated to school performance, regression results indicated that the above variables all explained greater proportions of differences in school performance than mobility rates. Finally, correlation does not indicate causation. From this study it cannot be inferred that high mobility rates cause lower school performance, they are simply correlated to lower school performance.

Causes of teacher turnover in US schools

Given the costs of teacher turnover in so many areas, it is understandable that research has focused on the causes of this phenomenon. Ingersoll (2001) utilized SASS/TFS data to study teacher turnover from an organizational perspective. Specifically, he used the 1990-1991 SASS collection cycle and linked it to the 1991-1992 TFS collection cycle. This cycle of the TFS was comprised of 6,733 elementary and secondary teachers, of whom 3,343 were continuing teachers, 1,428 were migrating teachers and 1,962 were teachers leaving the profession. After summarizing the descriptive data showing the overall magnitude of teacher turnover, he conducted a

multiple regression analysis of the effects of teacher characteristics, school characteristics and organizational characteristics on turnover. In the final stage of the study he examined the reasons teachers had offered in the survey for their departure.

The findings of this study indicated that school characteristics did indeed show significant differences in turnover rates. High poverty public schools had a higher turnover rate than affluent public schools. Private schools also had a higher turnover rate, particularly small private schools. Teacher characteristics as predictors of turnover included age and subject specialization. Younger teachers were 171 percent more likely to depart than middle-aged teachers. Special education teachers were more likely to depart than other subject areas. Finally, the main focus of this study was to examine organizational characteristics relative to teacher turnover. Findings on this topic revealed three characteristics to be significant. Turnover rates were distinctly lower in schools that; provided more administrative support to teachers, had lower levels of student discipline problems, and had higher levels of faculty decision-making influence and autonomy. In the final stage of analysis, teacher self-reported reasons for leaving were examined. Teacher responses were selected only from two types of schools: urban, high poverty schools and small private schools. After removing retirement and school staffing actions as reported reasons, the top two reasons reported by teachers for leaving the school were job dissatisfaction and the desire to pursue a better career or job opportunity. Job dissatisfaction was further broken down to identify sources, the most frequent of which were low salaries, poor support from the administration, student discipline problems and lack of teacher influence over decision-making. The consistency of these

findings to those determined by the previous phase of the study lent confidence to both stages of the analysis.

Another study drawn from a large body of data (Harris & Adams, 2007) differed slightly from the findings offered by Ingersoll. Harris and Adams used data from the 1992 – 2001 Current Population Survey (CPS) gathered monthly by the Census Bureau. This study only allowed for an examination of leavers, not movers, but compared attrition from teaching with attrition from three comparable professions: nursing, social work and accounting. This comparison found that attrition for teachers was higher than for nurses, but lower than both social workers and accountants. Findings from the study suggested that the primary difference among the professions was in the levels of early retirement, which were higher for teachers than the other professions.

In another robust study conducted using data from the 1999-2000 SASS, Ware and Kitsantas (2007) explored the connection between beliefs regarding teacher efficacy and commitment to remaining in the profession. Drawing from the questionnaires completed by 26,257 teachers and 6,711 principals, their study concluded that scales of teacher efficacy were found to be significant predictors of teacher professional commitment. Specifically, the study revealed that beliefs about the availability of administrative support and the capacity to influence decision making was significantly correlated to teacher commitment.

In a study from two large school districts in Florida, both leavers and stayers were surveyed for the reasons underlying their choice to either leave or stay (Kersaint, Lewis, Potter, & Meisels, 2007). From resignations during the 2002-2003 and 2003-2004 school years, 901 leavers were interviewed. Their responses were compared to those from 898

teachers who had continued to teach in the 2004-2005 school year from the same two districts. Consistent with previous studies, this one found that administrative support ranked highly in a teacher's decision to leave or stay, although it was more important among the group of leavers. Even more important to both groups was time with family and family responsibility, which again ranked more highly with leavers than with stayers.

Another study conducted in Tennessee examined 37 elementary schools in Memphis in the 1995-1996 and 1996-1997 school years to determine the impact of school reform initiatives on teacher turnover (Ross, Stringfield, Sanders, & Wright, 2003). The effectiveness and mobility of teachers at these schools were compared against the effectiveness and mobility of teachers at 63 other Memphis schools that were not involved in restructuring initiatives. While one particular restructuring design called Roots and Wings had higher teacher mobility rates associated with it, the overall results indicated that teacher mobility in Memphis did not seem to be strongly affected by school restructuring initiatives.

Another state based study examined teacher mobility and attrition in Wisconsin, focusing particularly on the impact of teacher salaries (Imazeki, 2002). Using an econometric approach based on a competing-risks duration model, the study was designed to determine the probability of a teacher leaving his or her district, particularly to move to a district with higher salaries. The study was based on data collected by the state from all beginning teachers in Wisconsin, and determined that teachers do respond to salary differences. Male teachers were shown to have a higher probability of moving in response to salaries than female teachers, but higher relative wages did increase the chances that even female teachers would exit the profession. Inter-district transfers were

also shown to be effected by salary differences. These findings support other studies that correlate teacher turnover with dissatisfaction over wages.

Another study focusing on the impact of wages but conducted on a national level was that completed by Stinebrickner (2001). This study looked at the effects of both wages and personal factors in a teacher's decision to enter and leave the teaching profession. The study utilized data from The National Longitudinal Study of the High School Class of 1972 (NLS-72), which began with interviews of 22,652 students who were expected to graduate from high school in 1972. These interviews were followed up by surveys administered in 1973, 1974, 1976, 1979 and 1986. The data were further narrowed to include information collected from 832 individuals who were certified teachers, and a final sample of 450 of the above individuals who became certified between 1975 and 1985, and whose personal information was complete enough to be used in the study. The personal factors determined regarding the teacher sample included age, marital status, children, and academic ability, as determined by SAT scores. The study findings suggested that it may be inaccurate to assume that teacher attrition is caused primarily by the attractiveness of other occupations. Particularly for women, marital status and number of children were more important predictors of exits from the teaching workforce. Individuals with higher academic ability, as measured by SAT scores, tended to exit the profession earlier than individuals with lower academic ability. It was posited that such individuals have greater opportunity to secure non-teaching employment that offers higher wages. Simulations conducted in the model designed by Stinebrickner suggested that the labor supply of then currently certified teachers would be

responsive to wage increases, and would slow the rate at which teachers exit the profession (2001, p. 225).

This suggestion is supported by a long standing merit pay system in the Ladue School District of suburban St. Louis, Missouri (Morice & Murray, 2003). In 2003 the district celebrated 50 years of using a teacher evaluation program that is tied to salary increases for strong performance. The system was devised in close consultation with teachers, and has been revised many times over its 50 year history. Salient to the topic at hand, in the years between 1993 and 2003, after removing retirements, the annual average rate of voluntary departure from the district was only 4.86 percent. The authors did clarify that there were other attractive features of this school district, such as low pupil-teacher ratio, high per pupil expenditures, strong benefits, high performing students and a community that places a high value on education.

Washington state was the context for a study conducted by Elfers et al. (2006), in which two data sets were employed. The first was a comprehensive, longitudinal database taken from the Washington state personnel database spanning the school years from 1996-1997 to 2002-2003, inclusive. To supplement the information yielded by that database, the researchers also devised a Fast Response survey system to hear directly from teachers on a variety of subjects related to teacher turnover. Over the course of the 2003-2004 and 2004-2005 school years, six survey questionnaires were administered to approximately 400 teachers, roughly half of whom completed all six questionnaires. The study was designed to yield insight specifically into teachers who move from one school or district to another. The study showed that novice teachers (four years experience or less), changed schools at a higher rate than experienced teachers. After five years, only

75 percent of novice teachers were still in the field of education. This finding was consistent with other studies that show that teachers newest to the profession are most at risk of leaving the profession (Ingersoll & Smith, 2004). Also consistent with other studies, this one revealed negative correlations between retention and student poverty levels, student achievement levels, and percentage of African American students in the school. From the survey administered to teachers, factors most influential in decisions to stay or leave were cited as: the stability of the teaching assignment, the nature of colleagues, school location, personal or family reasons, school climate and support in dealing with parents and students.

A study conducted on teacher mobility in Texas drew from a database developed by the Texas Schools Project, compiled from multiple data sources to create a rich data set on all Texas public school teachers, students and schools for the years 1993 to 1996 (E. A. Hanushek, Kain, & Rivkin, 2004). Findings from this comprehensive study are consistent with those cited herein. Specifically, teacher mobility is strongly related to student characteristics, whereby teacher turnover is highest in schools with low-income, low-performing and minority students. Teachers new to the career also experience the highest turnover. Salary was shown to exert only a modest impact on teacher turnover.

A study commissioned by the Ohio State Board of Education (Fleeter & Driscoll, 2002) used data obtained from the Ohio Department of Education, the State Teachers Retirement System and the American Federation of Teachers to closely analyze Ohio's labor market for teachers. The report was not published in a peer reviewed journal, and thus its findings should be viewed with caution. Nonetheless, the findings related to teacher mobility were consistent with other, peer reviewed studies. Specifically, attrition

is highest from teachers new to the field, teacher mobility rates vary depending on school characteristics, with large urban and poor rural districts experiencing the highest rates. Teacher salaries were shown to be low relative to both similar professions and historic comparisons to per-capita GDP. However, no aspect of the study analyzed the specific impact of salaries on mobility rates.

Addressing the issue of high attrition and mobility rates among entrants to the profession, Ingersoll and Smith (2004) examined the impact of teacher induction and mentoring programs. Using data from the SASS/TFS survey, and focusing primarily on data from the 1999-2000 SASS and 2000-2001 TFS, the study performed a series of regression analyses of the association between new teachers receiving induction or mentoring support and the likelihood of those teachers leaving at the end of their first year. After controlling for school background and teacher background characteristics, an association was discovered between induction support and likelihood of leaving. Specifically, the most effective features of support for new teachers were: having a mentor from the same subject area, being provided with common planning time, having scheduled meeting time to collaborate with other teachers, and being part of a network of teachers outside the school.

One study took an unusual approach to the question at hand by examining the impact of school facilities on teacher turnover (Buckley, Schneider, & Shang, 2005). Factors considered in rating the quality of the school facility included indoor air quality, thermal comfort, classroom lighting and soundproofing to reduce ambient noise levels. Using data from a survey of teachers in Washington, D.C., comprised of 835 responses, the study found that even after controlling for the impact of other factors such as age,

satisfaction with pay, satisfaction with parents, and length of service at the school, as the perceived quality of the school improved, the likelihood of teachers leaving decreased.

Another interesting approach to addressing the topic of teacher turnover was that taken by Johnson and Birkeland (2003), in which they sought to understand what voluntary movers were looking for when they left one school for another. Completed under the auspices of the Project on the Next Generation of Teachers, the study followed the career paths of 50 new teachers in Massachusetts over a period of four years. By the third year of the study, three teachers had been involuntarily transferred, eight had left teaching altogether, and three had left their public school to join a private school. Eight had voluntarily chosen to leave their school to move to another school. By means of personal interviews, the voluntary movers explained what they were searching for in their new school, presumably because it had not existed at their original school. The general categories of desired school characteristics revealed by these interviews were: reasonable teaching assignments and basic support, opportunities to learn and grow, and accessible, respectful leadership. While the findings of this study are rich in anecdotal narrative evidence, because of the limited number of participants caution should be exercised in generalizing any of the findings. Nonetheless, they do bear strong similarity to the findings of other studies cited in this review.

A similar approach was employed in a study conducted using North Carolina teachers (Williams, 2003), in that several teachers were interviewed to hear their thoughts regarding optimal school conditions that enhance retention. However, this study focused on 12 teachers each of whom had at least 15 years of classroom experience, and who had been recommended by their principals as being outstanding teachers. Because the study

did not reveal the questions posed during the interview, much was left to the reader to imply regarding what prompts were offered to the interviewees. However, the synthesis of the interviews seemed to point to common teacher characteristics rather than school characteristics as explanation for why they had stayed in the profession, and many of them in their same schools. While most credited strong support from the principal, which is consistent with findings from other studies, the author of this study suggested that all 12 teachers had been able to satisfy strong personal needs for creativity and autonomy while cultivating meaningful relationships with colleagues and students. Aside from the implications for school principals, the interesting results from this study suggest that teacher attrition and mobility rates may be more closely connected to teacher characteristics than to school characteristics.

Finally, the meta-study conducted by Guarino et al. (2006) revealed a set of highly consistent findings regarding teacher attrition in the United States. Beginning from the premise that they would only include studies that were relevant, scholarly, empirical and of high quality, they sifted through almost 5,000 articles to arrive at 46 studies that were included in their review. Salient to the study at hand were the following findings (2006, pp. 200-201). Teacher characteristics of leavers included that they were: either at the beginning or the end of their career, predominantly white, of higher measured academic ability, female, and more likely to have taught math or science than any other subject. School characteristics from which teachers tended to leave were that they were urban public schools that had a high proportion of minority, low-income and low-performing students. Salaries were shown to be a factor in teacher retention, and were often cited as reasons for leaving the profession. The findings regarding the impact

of induction and mentoring indicated that schools with those programs had lower turnover among beginning teachers, if the programs fostered collegial support. A related finding was that offering teachers the combination of autonomy along with administrative support was also associated with lower turnover rates.

Teacher turnover studies from other countries

While studies written in English on the subject of teacher turnover in countries other than the US are not numerous, there are several that offer insightful findings. One such study was conducted in the Gansu province of China (Sargent & Hannum, 2005). Gansu province is in China's interior northwest and has a population of 25.62 million people, 76 % of whom live in rural, high poverty areas (2005, p. 186). Using data collected in the Gansu Survey of Children and Families conducted in 2000, information was obtained from 100 village leaders, 128 principals, and 1003 teachers. Based on the conceptual framework that teachers who are satisfied in their work are less likely to leave the school, this study was designed as a case study to examine the associations between community, school, and individual teacher factors and teacher work satisfaction. Findings with regard to community factors indicated that after controlling for all other factors, a negative correlation was discovered to exist between economic development of the village and teacher satisfaction. Regarding school factors, teachers were found to be more satisfied in schools with more resources, where they were paid on time, where professional discussion and collaboration existed, and surprisingly, where the workload was the highest. Also surprising was the discovery of a negative relationship between teacher salaries and teacher satisfaction. Regarding teacher factors, the study found that younger, better educated teachers and male teachers were less satisfied. While this was a

robust study, caution must be exercised in generalizing its findings, as teacher demographics in rural China have a much greater diversity than either American or international schools. The teachers in this study ranged from fully certified teachers to “daike” teachers, who have received no pre-service training (2005, p. 203). The authors of this study suggested that phenomenon as one reason for the counterintuitive findings regarding teacher salary and teacher workload associations with teacher satisfaction.

Another study examining the connection between teacher satisfaction and retention was based in England (Rhodes, Nevill, & Allan, 2004). Focusing on a local education authority (LEA) in the West Midlands with a history of difficulty with teacher retention, a survey was issued to all faculty in the 118 schools in the LEA. While the study reported that 368 teachers responded, there was no indication of the total number of teachers in the LEA, making it impossible to calculate a response rate. The two factors shown to provoke the greatest job dissatisfaction were workload and time spent on administrative duties. Another two strong sources of dissatisfaction were initiative overload and pupil behavior.

A study based in New Zealand used data collected in the annual New Zealand Ministry of Education teacher mobility survey from 1999 (Ritchie, 2004). The study examined both teacher attrition and teacher migration (turnover), focusing mainly on the relationship between school SES and teacher movement. Using a school’s Targeted Funding for Educational Attainment level (TFEA) as the measure of school SES, the study found that in general, teacher movers tend to move from low SES to higher SES schools. Consistent with other studies, in this one youngest teachers exhibited the highest average upwards movement. Upward movement in primary schools was also shown to

be highest. The lowest average movement was among the oldest teachers in the lowest SES schools.

Two studies were discovered that examined the issue of teacher turnover in the country of Norway. The first study, conducted in 2002 (Falch & Strom) under the auspices of the Norwegian Research Council, examined the influence of non-pecuniary factors on teacher turnover. Given the rigid pay structure that exists in Norway, the researchers in this study sought to understand what variables besides pay had an impact on teacher turnover. Using a complete matched individual teacher-school data set for all public school teachers in the country along with information from all public schools for the years between 1992/1993 and 1999/2000, the study included teacher turnover from all three categories; inter-district mobility, intra-district mobility, and mobility out of the school sector. Data collected from temporary teachers, teachers on short-term contracts and teachers over 60 years of age were not included. In this study, the term quit was used to indicate the decision to leave the school, regardless of whether it was mobility or attrition in nature. Findings in this study included; the highest propensity to quit was found among young teachers, teachers with more education, teachers at schools with high minority and special needs students, male teachers, and teachers at schools that included non-certified faculty. School size and quit propensity was found to have a non-linear relationship, with the lowest quit propensity in schools with a population of 370 students and the highest quit propensity in the smallest and largest schools. The only finding in this study that ran counter to other studies was the higher propensity of men than women to quit. The explanation that was offered referred to generous support offered to working

mothers in Scandinavian countries, making it much more feasible for working mothers to continue employment in Norway than in the U.S.

The second Norwegian study was similarly rich in its data set, accessing several government sponsored data sources capable of profiling all Norwegian public school teachers in all Norwegian public schools (Falch & Ronning, 2005). Because this study focused on the impact of student achievement on teacher turnover, utilizing achievement data comprised of 10th grade exam results for the school years 1999-2000 to 2001-2002, only teachers from schools that included a secondary program were included in the study. In this study, as in the previously cited study based in Norway, the term quit is used to indicate departure from a school, whether from mobility or attrition. Consistent with all the studies cited in this chapter, this study also found that teachers tend to leave schools with low student performance. On the mobility front, teachers who leave such schools move to schools with higher student academic achievement. The findings of both studies based in Norway should be treated with caution, as they were not published in peer reviewed journals.

In a comparative study involving primary teachers in England and Finland, the governments of both countries cooperated to compare how two very different approaches to promoting teacher professionalism was impacting teacher retention (Webb et al., 2004). Called the York-Jyväskylä Teacher Professionalism project, it was designed to compare the impact of the centrist approach to reform taken in England versus the autonomy offered to teachers in Finland. The York-Jyväskylä Teacher Professionalism project was a follow-up to a previous study called the York-Finnish Project (YFP), an ethnographic study of six primary schools in each country during the 1994-1995 school

year. The York-Jyväskylä Teacher Professionalism project re-interviewed all teachers who in 2001 were still in their 1994-1995 school, as well as a number of teachers who had left their 1994-1995 school. This offered a comparative sample of 24 English teachers and 13 Finnish teachers. The study found that the strongest disincentive for continuing to teach in Finland was low pay, while in England it was an excessive workload. The second most important factor discouraging teachers from remaining in their schools was the same for both countries, a perceived deterioration in the behavior of students. The third most important factor was also consistent in both countries, a perceived decline in the public respect for teachers. The top incentive for remaining in the profession was common to both countries, that being the teacher characteristic of the love of working with children. While teacher autonomy ranked as a high incentive for remaining in the field for Finnish teachers, it was not cited by English teachers. Rather, English teachers cited a supportive network of relationships with colleagues, something also mentioned by several of the Finnish teachers interviewed.

The efforts of one other multi-national group merit mention in the review of relevant literature. The Organisation for Economic Co-operation and Development (OECD) consists of 30 member countries, all of whom are committed to democratic government and market-style economies, and who cooperate to research into a host of social and economic issues. In 2002 a two year OECD project entitled *Teachers Matter: Attracting, Developing and Retaining Effective Teachers* was launched in which 25 countries participated. The initial study conducted in 2002 (Santiago) focused on teacher supply and demand, and revealed several data gaps on the topic from participating countries. The only substantive studies that had been conducted at that time were based

on US data (2002, p. 27), and have been cited previously in this literature review. While caution should be exercised in that they do not appear in peer reviewed journals, the findings of the final report published in 2005 (*Teachers matter: Attracting, developing and retaining effective teachers*) are consistent with those shown in the studies cited in this literature review. With respect to reasons for teacher turnover, those are namely that salary matters but is supplemented by working conditions, relationships with colleagues and students, support from administrators and opportunities for advancement. In that many of the studies cited originated from those cited in this literature review, such congruency is not surprising. What is surprising was the paucity of original research being conducted on the subject of teacher turnover in the member countries of the OECD.

Teacher turnover studies from international schools

Thus it is that in finally turning to the literature on teacher turnover in international schools, the body of work is very limited indeed. As identified in the previous chapter, international schools are largely independent of any associations except those to whom they choose to belong. While it is not uncommon to experience cooperation among international schools for such purposes as professional development conferences, when it comes to a large scale analysis of challenges such as teacher turnover, there is little data to access that spans a broad cross section of schools. While references to problematic teacher turnover rates in international schools abound, studies examining factors associated with that phenomenon are rare. In fact, to date this researcher has only found one such study.

Using data collected by means of a questionnaire returned from 30 teachers from international schools in Indonesia, Tanzania, Egypt and Argentina, and supplemented by

personal interviews with teachers from five international schools in Buenos Aires, the study sought to understand what factors influenced teachers to take up posts at international schools, and what factors might influence them to stay beyond the term of an initial contract (Hardman, 2001). From the outset it should be noted that caution must be exercised in viewing the results of this study. First, it did not appear in a peer reviewed journal, but rather an edited book. Second, the brevity and informality of the methodology employed, along with the very small (and ultimately unidentified) sample size, render the results impossible to consider as having much authority. Nonetheless, as the only actual study of causes of teacher turnover in international school, it is prudent to briefly examine Hardman's findings.

The reason identified by the greatest percentage of respondents for joining and remaining in an international school was professional advancement, with 88.5 percent citing it as an important factor. Three factors tied for second most cited, at 84.6 percent. Those factors were a happy working climate in the school, financial incentives, and a strong sense of job challenge. A happy working climate was further defined as feeling appreciated and respected by colleagues and administration, a sense of security, and strong relationships with colleagues and students (2001, p. 127). Hardman also probed the perceptions of the length of an ideal contract. While all teacher respondents agreed that a two year contract was not long enough, in that it compromised student learning, only 48 percent had ever renewed a contract beyond the initial two year offering.

A related observation that originated in Hardman's study and was elaborated on by Cambridge (2002) was a categorization of teachers in independent schools. The three categories were: childless career professionals, career professionals with families, and

mavericks (2002, p. 162). As Cambridge expounded on, each category of teacher is motivated by different incentives to join and remain at an international school. While the theoretical framework offers potential, Cambridge only speculates on how teachers in each of the categories might be motivated to stay at or leave a school. The analysis is conspicuous by its absence in Hardman's study.

Far more robust is the work done by Hayden and Thompson (1998) and Hayden, Rancic and Thompson (2000) in exploring teacher and student perceptions on the nature of what is meant by international education, particularly in the context of international schools. While the focus of each of the above mentioned studies does not directly relate to the topic of teacher turnover in international schools, the two studies are of interest because of the demonstrated success of the chosen methodology. Given the scarcity of studies involving widespread data collection from international schools, it is important to see how the study of any topic relating to teacher perceptions in international schools can be effectively structured. In the study of teacher perceptions (1998), surveys were sent to teachers in a wide range of international schools around the world, with 226 questionnaires returned. Using a 5 point semantic differential scale, the mean and standard deviation were calculated to determine what is referred to as a "group average" (1998, p. 552). While such an analysis does not have the merit of breaking down responses by category of teacher, with a more fulsome collection of information from teachers, it could have done so. Similarly, the study involving student perceptions was conducted from data collected by questionnaire returned from 1263 students from 43 schools in 28 countries. The 32 items in the survey were grouped into nine construct categories for purposes of analysis. Again, while the topic is not related to teacher

turnover, the methodology of successful data collection from a similar pool of potential respondents offers useful insight.

While there are other references to teacher turnover in the literature on international schools, they are of limited value. For example, Powell (2001) discusses the various stresses that are exerted on teachers when they relocate to and/or from international schools. After more than 25 years living overseas, he offers observations drawn from literature on the subject blended with his personal observations. While it does not qualify as a study, it does profile the challenges that are encountered when teachers move to or from international schools, highlighting that their reasons for doing so are likely to be powerful and compelling.

Also on the topic of teacher relocation, Joslin (2002) examines the specific challenges of a UK teacher's first overseas assignment. It is not a study of the phenomenon, but rather it offers a conceptual model for identifying the transitional challenges that can affect the success of a teacher transitioning to an international school. Focusing on the characteristics of the school is reminiscent of Ingersoll's analysis of teacher turnover from an organizational perspective (2001). Where Joslin adds to the usefulness for this study is that she also introduces conditions of the host country, primarily focusing on cultural expectations. Any study of the reasons underlying teacher turnover in international schools must certainly offer teachers the opportunity to comment on the impact of the host country on their decision to leave a school.

Another article focusing on overseas schools looked specifically at American international schools (Gillies, 2001), and identified the quick turnover of personnel as a major problem for such schools. Summarizing the results of a handful of studies that

profiled the characteristics of overseas teachers, Gillies cites several characteristics as leading to success in overseas schools: adaptability, flexibility and competence.

Unsuccessful teachers were defined as rigid and escapist. While other studies link teacher characteristics to teacher turnover, Gillies does not explore that connection.

Finally, one study examined a related issue, turnover among international school heads (Hawley, 1994, 1995). Hawley's study examined publicly available data on the 251 international schools accredited by the US Department of Defense between the years of 1980 and 1990. Specifically, he examined the turnover rate of school heads in those schools, and found that the average tenure was 2.8 years among the 336 heads represented by those 251 schools over the decade of data collection. Eighty-three school heads responded to a survey question regarding why they left, and the most common response identified some dimension of school governance as the impetus to leave.

Summary

Teacher turnover has for some time been recognized as a troublesome cause of difficulty in staffing schools. Studies examining this phenomenon in the United States have offered significant insight into teacher characteristics of both movers and leavers, and characteristics of schools from which they leave and to which they move. The problem of teacher turnover is not limited to the United States, however. Attention is beginning to be paid to this issue in national studies from countries other than the US, with findings that appear to be consistent with those based on U.S. data. Equally serious and perhaps even more complicated than teacher turnover on the national level, but ironically less studied, is the problem of teacher turnover in international schools. What

reasons will teachers from international schools offer for their choice to leave a school at the end of a first contract with that school?

CHAPTER III

METHODOLOGY

Subjects

As the unit of analysis in this study will be the individual teacher, it is individual teachers who will have to provide the data which answer the research question. As identified in Chapter I, one of the challenges of conducting a study among international school teachers who have left their school is the virtual impossibility of tracking such teachers. Thus, it is important to secure a partnership with an organization that can facilitate access to a wide range of teachers who fit the criteria under study. The criteria defining suitable teacher participation are that: a. the teacher needs to have left an international school at the end of his/her first contract with that school at some point in his/her career, and b. the teacher needs to be an expatriate of the country in which that international school operated.

The organization selected by this researcher for such a partnership is the Council of International Schools (CIS). Comprised of roughly 500 member schools from every region of the world, and representing approximately 30,000 teachers, this organization has a culture of collaboration with other organizations in the pursuit of research. In particular, CIS works closely with a sister organization called the European Council of International Schools (ECIS). When these two organizations work together on an initiative, they are referred to as the E/CIS. While these two organizations cooperate with one another on a number of fronts, the most salient to this study is the administration of an annual survey collecting a variety of data from member schools. For this reason, the

E/CIS organizations have established a culture of data gathering, allowing for a strong level of cooperation between CIS and the researcher.

Of particular interest to this researcher is the fact that CIS offers a teacher placement service for its member schools. The starting point for such a service is the establishment and maintenance of a database of teachers interested in being placed in CIS schools. Teachers seeking placement can register in this database at no cost, but they must qualify under the criteria set by CIS ("Council of International Schools - Teacher Recruitment Services webpage", 2007). Those criteria are:

- “All candidates are required to have current teaching certifications/qualifications, with the exception of the GMU FAST TRAIN students who may enter the date certificate will be awarded. In many cases this certification is needed to obtain a work permit.
- You will be required to submit copies of all teacher certificates and degrees that have been awarded.
- You will be required to supply three (confidential) educational and supervisory references, one of which must be from your current school director / head teacher. References must be submitted on CIS reference forms or school headed stationery. It is important that these are signed and dated. They may be e-mailed as attachments or faxed.
- TEFL/ESL teachers must have a degree in education.
- Candidates should have a minimum of two years' recent full-time experience within their certified area teaching children between the ages of 3 -18 years.
(Grades K-12)

- Candidates need to have specific experience teaching in one or more of the following: USA , UK National, Canadian, International Baccalaureate, Australian New Zealand curriculum.
- All teaching candidates must be fluent in the English language and have 2 years experience teaching in this language.
- All teaching candidates must be flexible and able to teach in all geographical regions of the world” (“Council of International Schools - Teacher Recruitment Services webpage", 2007)

This database is separated into two categories, active and main. Teachers in the active database are actively seeking placement, and teachers in the main database have lapsed from the active category, but remain in the database for a period of three years from when they first registered.

This study will solicit participation from the entire population of teachers in the CIS teacher placement main database. This population has been chosen as the target population to study because it is a self-selected group who either have moved schools recently or have the intention of moving soon. Because one major challenge of researchers seeking voluntary participation in completing survey questions is accessing a motivated and representative sample of participants, this group was seen as ideal for fitting both those categories. In April 2007, the main placement database was comprised of roughly 3000 teachers, representing 10 % of the total teaching population of CIS member schools.

Unfortunately, data describing the demographic breakdown of CIS teachers is severely limited. The data that do exist are derived from the annual statistical survey

conducted by E/CIS. Even these data only describe the demographics of teachers from schools that responded to the 2006 Statistical Survey. 257 CIS schools responded in that survey, representing 22,080 teachers. The demographic data collected from that survey identify numbers of full time teachers by gender, and numbers of part time teachers by gender. See Table 1 for a breakdown of these data. Also identified by these data are numbers of schools and numbers of teachers by region of the world. See Table 2 for that breakdown.

Table 1

CIS Teacher Demographics for Schools Responding to the 2006 Statistical Survey, Full Time v. Part Time by gender

	Female	Male	Total
Full time	13,140	6108	19,248
Part time	2179	653	2832
Total	15,319	6761	22,080
Percentages	69.4	30.6	100

Table 2

CIS Teacher Demographics for Schools Responding to the 2006 Statistical Survey,
Teacher numbers by region of the world

Geographical area	Participating Schools	Teachers Represented	Percentage of Total Teachers
Australasia	3	535	2.4

Central & South America	13	1130	5.1
Far East	24	1781	8.1
Indian Subcont & Central Asia	15	932	4.2
Middle East	31	3048	13.8
North & Central Africa	13	658	3.0
North America	15	1228	5.1
Northern Europe	71	5209	23.6
Southern Africa	5	250	1.1
Southern Europe	38	3903	17.7
South East Asia	29	3406	15.4
Totals	257	22080	99.5

The demographic breakdown of teachers in the CIS main placement database was impossible to calculate in advance of administering the survey. Thus, questions on the survey will solicit sufficient information to be able to offer a comparison of the demographic breakdown between participants in the study and schools that responded to the 2006 Annual Statistical Survey.

Within the population of teachers in the main placement database, a further purposeful sampling will be sought, that being criterion sampling (Patton, 2002, p. 238). As referred to above, the criteria defining suitable teacher participation is that: a. the teacher needs to have left an international school at the end of his/her first contract with that school at some point in his/her career, and b. the teacher needs to be an expatriate of the country in which that international school operated. These criteria relate directly to the main research question seeking insight into why expatriate teachers leave a school at

the end of their first contract with that school. Only teachers fitting those criteria can provide the data that will answer the research question.

This study is modeled as a mixed method design, combining quantitative data generated by the Likert scale questionnaire responses and qualitative data generated by the open-ended questionnaire responses. While qualitative study designs often seek depth v. breadth of data, that need not always be the case (Patton, 2002). In this case, the research question is best answered by as broad a collection of responses as possible. While the study findings will not be generalized to all expatriate teachers in all international schools, the breadth of the sample combined with the purposefulness of the sample will allow for the collection of meaningful data leading to meaningful answers to the research questions.

Similar to the above point, the “knowledge payoff” (Punch, 1998, p. 245) will be highest with a data set collected from the purposeful sample of participants chosen. Because the data will be collected from the very pool of teachers seeking employment in international schools, the answers provided to the research questions will be of ultimate usefulness to the administrators who manage those schools. Any administrator seeking to address the issue of teacher turnover in her/his school will benefit from the answers provided by the sample of teachers selected for this study.

Research Procedure

Data collection

Permission has been confirmed from the executive officer of the CIS Teacher Placement Service to invite all teachers registered in their main placement database to participate in a survey regarding teacher turnover. See Appendix A for the letter of

invitation. The letter will be sent via email, and as a stand-alone piece of communication. It will not be tied to the teacher's registration in the teacher placement service, and it clearly explains that participation in the survey is voluntary, anonymous and has neither anticipated risks for involvement nor repercussions for non-involvement. The letter explains the nature and purpose of the research study, the identity and affiliation of the researcher, and outlines the criteria necessary for participation. Included in the letter is a link to the questionnaire itself and consent to participate will be considered to be given by virtue of the invited participant accessing and completing the online survey.

Instrument

The survey instrument itself (Appendix B) is a questionnaire comprised of 22 questions, 20 of which are combined closed-set response and optional open-ended response, and two of which are open-ended response questions. The questionnaire was built following a careful analysis of the literature regarding teacher turnover. From that analysis, two construct categories of Associative Factors and Causal Factors were used to create the three sections of the questionnaire: Teacher Characteristics, School Characteristics and Reasons for Leaving. See the next section, Data Analysis, for a detailed explanation of the construct categories. Within each section, questions were built to solicit information necessary to identify the key Associative and Causal Factors for each respondent. Table 3 identifies the breakdown of each question item and the factor it helps define.

As suggested by Leedy and Ormrod (2005), the questionnaire was shared with a group of five colleagues, each of whom had specific expertise to offer in scrutinizing the survey instrument. One was chosen because he has been an international school principal

for over 25 years, in five different schools and on two continents. Another was selected because he occupies a research position in a university in the UK, and has published extensively on the topic of this study. The third member was chosen because she is employed to assist in data collection as a consultant by the international organization cited in this study, CIS. The fourth member is a veteran principal who has been a school head in both the U.K. and internationally. The final member of this jury of experts combines the skill sets of research methodology and international school leadership. A draft of the questionnaire was sent to each member of the jury, with a request to scrutinize it carefully and offer feedback on seven different aspects identified by the researcher, and any other features they noticed. Following receipt of that feedback, the researcher and his advisor amended the questionnaire as deemed necessary. In that fashion the survey instrument was tested and approved for face and content validity. The use of a jury of experts stands in place of piloting the survey with potential respondents (Creswell, 2007).

The questionnaire was composed in and electronically administered using software called ASSET (Academic Survey System and Evaluation Tool) and housed on the Seton Hall University website. The ASSET software was designed by a Seton Hall professor, and prior to its use in this study has been employed by numerous Seton Hall graduate students for the purpose of survey research. It is a robust and reliable vehicle for administering and collecting survey data, particularly well suited when participants are spread all over the world. The system relies entirely on electronic communication methods, and stores the data collected on a secure server at Seton Hall University.

Data Analysis

Responses to the items in the survey were placed into the following categories.

Using the conceptual model of construct categories (Hayden, Rancic, & Thompson, 2000) for analysis and comparisons, the two main constructs are:

Associative Factors

Self-reported Causal Factors

Associative factors are those factors shown in the quantitative studies in the professional literature to have predictive associations with teacher turnover. Causal factors are those factors which teachers have reported in qualitative studies in the professional literature to have influenced their decision to leave a school.

The two construct categories were further subdivided into the categories identified in the professional literature. Table 3 breaks down each construct into its component categories, identifies which survey item belongs in each category, and offers reference(s) to the literature from which the precedent has been drawn.

Table 3

Construct categories for survey data analysis

I. Associative Factors

A. School Characteristics

Sub-category	Item Number(s)	Reference(s)
Size of school	14	(Ingersoll, 2001)
Perceived academic strength	15, 17G	(E. A. Hanushek, Kain, & Rivkin, 2004) (Elfers, Plecki, & Knapp, 2006) (Falch & Ronning, 2005)

Ownership structure 16

B. Teacher Characteristics

<u>Sub-category</u>	<u>Item Number(s)</u>	<u>Reference(s)</u>
Gender	5	(Imazeki, 2002)
Age	6	(Ingersoll, 2001)
Marital status	7	(Stinebrickner, 2001)
Children	8	(Stinebrickner, 2001)
Experience	1, 2, 3	(Elfers, Plecki, & Knapp, 2006) (E. A. Hanushek, Kain, & Rivkin, 2004)
Subject area	11	(Ingersoll, 2001; Santiago, 2002)
Level of education	9, 10	(Sargent & Hannum, 2005)

II. Self-Reported Causal Factors

A. School Characteristics

<u>Sub-category</u>	<u>Item Number(s)</u>	<u>Reference(s)</u>
Administrative leadership	17A, 17B,	(Ingersoll, 2001)
	17J, 17M	(Ingersoll & Smith, 2004)
		(Elfers, Plecki, & Knapp, 2006) (Johnson & Birkeland, 2003)
Working conditions	17C, 17E, 17F,	(Webb et al., 2004)
	17H, 17I	(Elfers, Plecki, & Knapp, 2006)
		(Buckley, Schneider, & Shang, 2005)
		(Johnson & Birkeland, 2003) (Sargent & Hannum, 2005)

Compensation	17K	(Imazeki, 2002; Ingersoll, 2001) (Stinebrickner, 2001) (Webb et al., 2004)
Student discipline	17D	(Ingersoll, 2001) (Rhodes, Nevill, & Allan, 2004)
Academic standards	17G	(Ingersoll, 2001) (Webb et al., 2004)
B. Host Country Characteristics	17Q	(Joslin, 2002)
C. Teacher Characteristics		
<u>Sub-category</u>	<u>Item Number(s)</u>	<u>Reference(s)</u>
Personal Factors	17N, 17P, 17R	(Elfers, Plecki, & Knapp, 2006)
Professional advancement	17L, 17O	(Ingersoll, 2001) (Hardaman, 2001)

Item 16 does not appear in any of the professional literature, but that is likely because of the scarcity of data on and studies of international schools. This researcher chose to add it to the Associative Factors under the sub-category of School Characteristics.

Additional Purposes of Sections I and II

In addition to identifying the associative factors by which causal factors were analyzed, Sections I and II of the questionnaire also provide crucial data for commenting on the validity of the findings. The starting point is offered by items 12 and 13, which are necessary to verify the suitability of each respondent. Since the study is designed to examine only expatriate teachers' perceptions, it is important to confirm that only expatriate teachers have submitted responses. Item 4 has no precedent in the professional

literature, but was suggested by one of the jury of experts and deemed to be an important piece of information to help interpret findings. Item 5 offered the researcher the capacity to see how closely the gender breakdown of the respondents parallels the overall population of teachers in the CIS organization, as reflected by the 2006 Annual Statistical Survey data. The remaining data collected in Section I regarding teacher characteristics allowed the researcher to create a composite profile of the survey respondents. While there is no database of international school teacher characteristics against which to compare this profile, it remains important to have a sense of who has responded to the questionnaire. Doing so allowed the researcher to comment on the “population validity” of the respondents (Bracht & Glass, as cited in Punch, 1998, p. 260). While caution will be exercised in generalizing findings from the study, being able to comment on this dimension of the source of the data enhanced the external validity of the survey results.

The questions in Section II regarding School Characteristics allowed the researcher to collect data that built a profile of the schools about which respondents were answering questions. As with teacher characteristics, this data allowed the researcher to compare certain profile characteristics of schools about which respondents were commenting with the overall profile of CIS schools, specifically geographic region and ownership structure. For all other school characteristics, it is equally important to be able to comment on the representative nature of the schools about which teachers are making assessments. Caution must be exercised in this area, however, for as mentioned previously, it is not a given that all schools about which teachers are responding are necessarily members of CIS.

Quantitative Analysis

Each item in Section III of the questionnaire employing a Likert scale response generated a distribution of numerical responses. The quantitative dimension of this study was to analyze first the distribution of means among responses to the 18 statements that comprise the category of causal factors. Because these are ordinal data, a non-parametric test must be employed to compare the distribution of responses (Hinkle, Wiersma, & Jurs, 2003). The test chosen for this element of the study is the Friedman One-Way ANOVA (George & Mallery, 2003). This test is essentially a chi-square analysis on two or more distributions of ranked values.

Subsequently each of the causal factors were compared by each of the associative factors, by breaking down the distribution of means for each causal factor by the groupings used for each associative factor. Again because of the need for a non-parametric measurement, the test used for this analysis was the Kruskal-Wallis One-Way Analysis of Variance, in that it allowed the distribution of means of each causal variable to be compared by N number of independent samples, or grouping variables (Hinkle, Wiersma, & Jurs, 2003). In this way it was possible to determine if any of the different groupings of associative factors provoked significantly different responses on any of the causal factors. For example, male responses to salary as a causal factor were compared against female responses to salary as a causal factor to determine if there is a statistically significant difference on that associative factor. While both of these tests allow for the determination of statistically significant differences in the compared distributions, they do not allow for a post hoc test, such as Tukey's Honestly Significant Difference, to specify how each variable compares against the other variables. This part of the analysis

is generated by a visual inspection of the mean ranks of each variable. While this reduces the scope of the study's findings, it honors the principles of quantitative data analysis.

Qualitative Analysis

The qualitative dimension of this study is premised on the value of multiple types of data (Patton, 2002, p. 556; Punch, 1998, p. 247). Findings from the quantitative data analysis will be compared against findings from the qualitative data analysis with a view to enhancing the validity of the overall findings of the study. As made clear by Patton (2002, p. 432), there is no universal formula for transforming qualitative data into findings. However, there are generally accepted approaches from which a researcher may choose the most suitable. This researcher used an "analytical framework" approach to organize and transform the data into findings (2002, p. 439). Specifically, the data were organized to describe the process of deciding to leave an international school at the end of a first contract. Data that revealed insight into what variables prompted expatriate teachers to make that decision were isolated, categorized and compared against the findings of the quantitative dimension of the study.

Written feedback was sorted into two types of data: 1.) Explanatory comments added in the Likert scale items, and 2.) Comments offered in the three final, open-ended questions of Section III. The first type of data have already been categorized, as each of the Likert scale items represents an element of a causal factor, as identified in Table 3. As these causal factors were drawn from the professional literature, they are firmly grounded in previous research. The purpose of examining these data was to add validity to the findings offered by the quantitative analysis, and possibly to offer more specific detail regarding each of the causal factors that proved to be instrumental in teachers'

decisions to leave a school. These qualitative data were not further sorted by associative factors, but were considered as aggregate responses to each causal factor.

The collection and analysis of the second type of data marks a shift from deductive analysis to inductive analysis. Both the entire quantitative dimension of the study and the examination of the first type of qualitative data are deductive in nature, in that there exists a framework into which responses have been organized. This framework, previously identified as two construct categories and several subcategories, was generated from a careful review of the literature, and thus has the strength of previous research as its foundation. Nonetheless, this researcher wanted to leave open the possibility that causal factors other than those identified in Table 3 may be offered by survey respondents. It is for this reason that three open-ended items have been included as the conclusion to the questionnaire. After careful examination, responses to these three items were either added to the written feedback falling into the existing causal factors from Table 3, or they were considered as new causal factors. All new causal factors were inductively analyzed to determine if there was sufficient merit in adding further causal factors to the literature on why teachers leave schools. This required an examination of the frequency and strength of comments that seemed to point to a new causal factor, all of which were included in the researcher's analysis of this type of data. In this way he sought to examine the data "...for undiscovered patterns and emergent understandings..." (Patton, 2002, p. 454). A final analysis of this data was to offer a summary of the causal factors listed in item 19 (top three reasons for leaving), using the categories of Table 3 causal factors and any new causal factors that have been determined using the process defined above.

It is important to make one final comment regarding the composition of questions in Section III. Of the 18 items combining Likert scale and open ended responses, 12 fall into the causal factor of School Characteristics. This apparently lopsided approach to data collection was carefully considered by the researcher. The starting point was the realization that the questionnaire needs to be brief and efficient in order to facilitate completion by as many invited participants as possible (Leedy & Ormrod, 2005, p. 190). Thus, while it would have been interesting to collect more specific data regarding variables outside the control of the school, doing so would not have added to the usefulness of the study. The study was intended to offer insights into administratively mutable variables. The 12 statements about which respondents were to indicate a level of agreement were carefully constructed by combining the findings of a number of studies regarding why teachers choose to leave schools (Buckley, Schneider, & Shang, 2005; Davis, 2002; Elfers, Plecki, & Knapp, 2006; E. Hanushek, 2004; Ingersoll, 2001; Ingersoll & Smith, 2004; Knapp, 2001; Norton, 1999; Rhodes, Nevill, & Allan, 2004; Ross, Stringfield, Sanders, & Wright, 2003; Scafidi, Sjoquist, & Stinebrickner; Vidal & Xu, 1992). Thus, the content analysis is an extension of the existing body of literature regarding teacher turnover, but examined with data collected from expatriate international school teachers, a group who have not been studied yet. In this way it is hoped that the findings of this study will begin to address the need to understand a little-studied phenomenon.

CHAPTER IV

FINDINGS

Overview

This chapter presents the findings of the study exploring the phenomenon of expatriate teacher turnover in international schools. Specifically, as stated in the main research question, it seeks to identify which factors teachers name as most influential in their decision to leave an international school. Data collected by means of a survey will be examined with both quantitative and qualitative analysis methodologies, as identified in the previous chapter. Presentation of the findings will be structured around the subsidiary research questions separating associative factors into school characteristics and teacher characteristics. All eight causal factors identified in Table 3 will be examined by both types of associative factors to determine if there are significant differences among the causal factors by associative factors. This analysis will enable the researcher to decide whether to reject the null hypothesis that there is no significant difference. Before beginning the data analysis, it is important to describe the demographic breakdown of the participating teachers and the schools they represent, in order to confirm population validity (Bracht & Glass, as cited in Punch, 1998, p. 260). These two general categories comprise the overall construct category of associative factors, also identified in Table 3.

Teacher Characteristics

An invitation to participate in the survey was sent in August of 2007 to the 3079 teachers then registered in the main placement database of the CIS teacher placement service. After a period of six weeks of opportunity to respond, a total of 435 participants

had logged onto the survey, although only 286 had completed and submitted it. Of those 286 completed surveys, five had to be removed from the data set because they did not meet the criteria as outlined in the study. Three were not expatriates of the school's host country, one broke his/her contract with the school, and one revealed in his/her written responses that he/she had been at the school for eight years, making it highly improbable that he/she had left at the end of the first contract with that school.

Respondents' demographics compared against existing data

Table 4 identifies the gender breakdown of the 281 valid participants. Compared against the gender breakdown of the 2006 E/CIS Statistical Survey described in the previous chapter, which revealed a split of 69.4% female and 30.6% male, the gender breakdown of the respondents in this study is similar. No specific statistical analysis has been performed in comparing these two sets of data, and this evaluation is based solely on the judgment of the researcher. However, it is congruent with Thearle's (2000, p. 112) citation that over 60% of the workforce in international schools is female.

Table 4

Teacher Demographics for Survey Respondents by gender

	Female	Male	Total
	169	112	281
Percentages	60.1	39.9	100

As for the nationalities represented by the survey respondents, Table 5 reveals the breakdown represented by respondents in this study. The total number of nationalities represented by respondents exceeds total respondents by 10, because 10 carried dual citizenship. For the purposes of this study, both nationalities were recorded.

Table 5

Demographics for Nationalities Represented by Survey Respondents, by region of the world

Geographical area	Nationalities represented by Respondents	Percentage of Total Respondents
Australasia	42	14.4
Central & South America	1	0.3
Far East	0	0
Indian Subcont & Central Asia	1	0.3
Middle East	0	0
North & Central Africa	1	0.3
North America	120	41.2
Northern Europe	116	39.8
Southern Africa	3	1
Southern Europe	3	1
South East Asia	2	0.7
Not identified	2	0.7
Totals	291	99.7

Unfortunately, as Canterford (2003) pointed out in his study, data regarding nationalities of teaching staff in international schools is rare. In fact he discovered only one data set, that collected by International Schools Services (ISS). Thus, it is only

possible to compare the data from Table 5 against that collected by ISS, which does not use the same breakdown of geographical regions. Nonetheless, the phenomenon described by Hayden (2006) and alluded to by Garton (2000) is clearly the case for the participants in this study. For some time now international schools the world over have been staffed largely by teachers from the United States and the United Kingdom. In the data used by Canterford (2003), only three categories were presented by percentages of overall teachers: US and UK were combined into one category totaling 52%, host country nationals were a second totaling 28%, and all others were grouped together and called “other”, totaling 20%. Given that the current study ruled out host country nationals, when recalculated using only the two possible categories, the ISS data breaks down into US and UK totaling 72%, and “other” totaling 28%. Compared against the combined Table 5 total for North America and Northern Europe of 81%, the demographic breakdown of nationalities for participants in this study seems to be similar to the ISS data.

Composite profile of respondents

The remaining data collected in Section I regarding teacher characteristics has equipped the researcher to create a composite profile of the survey respondents. Because of the paucity of such studies in international schools, it is not possible to reference these data against other data sets. Nonetheless, it remains important to understand the profile of the group of teachers who responded to this survey. All items of the questionnaire were to be answered with details from the year in which the respondent left the school about which he or she was responding.

Table 6

Summary of Selected Teacher Characteristics

1. Total Years Teaching Experience

Years	0 to 4	5 to 9	10 to 14	15 to 19	20 +
Respondents	83	72	47	32	51

2. Years at response school

Years	1	2	3	4
Respondents	55	154	34	40

3. Years at international schools

Years	0 to 4	5 to 9	10 to 14	15 to 19	20 +
Respondents	149	72	35	14	14

4. Year left response school

Year	'97	'98	'99	'00	'01	'02	'03	'04	'05	'06	'07
Rspds.	4	6	7	10	17	16	17	14	42	57	79

5. Age when left response school

Age	≤ 29	30 to 39	40 to 49	50 to 59	60 +
Respondents	57	110	67	48	4

6. Marital Status

Single = 173

Married = 113

7. Number children when left response school

Children	0	1	2	3	4
Respondents	230	29	21	4	0

8. Education level when left response school

Bachelors	Masters	Specialist	Doctorate or Professional Degree
136	104	34	11

9. Main subject area of teaching

Elementary Generalist	Math/Science	Humanities
81	54	45
Special Education	English as Second Language	Other Specialist
9	13	82

Note: As not all respondents completed all fields, totals are not consistent.

School Characteristics

In examining school characteristics represented by survey respondents, it is important to note that because schools were not identified, it is possible that multiple respondents described the same school. Nonetheless, it remains important to have a sense of how school characteristics for this study compare against E/CIS schools as shown in the 2006 survey data. Table 7 identifies the countries represented by the schools described by survey respondents. This data is presented by the regions of the world as determined by the E/CIS, in order to offer valid comparisons against E/CIS data. Table 2 in the previous chapter identifies the countries represented in the 2006 survey conducted by the E/CIS.

Table 7

Demographics for Schools Represented by Survey Respondents, by region of the world

Geographical area	Schools represented by Respondents	Percentage of Total Respondents
Australasia	0	0
Central & South America	13	4.6
Far East	36	12.8
Indian Subcont & Central Asia	7	2.5
Middle East	37	13.1
North & Central Africa	8	2.8
North America	10	3.5
Northern Europe	85	30.2
Southern Africa	2	0.7
Southern Europe	40	14.2
South East Asia	42	14.9
Not identified	1	0.3
Totals	281	99.6

A comparison of Table 2 with Table 7 reveals that the top five geographic areas are the same for both tables, and the order within that top five is close to identical. Table 8 shows the compared breakdown.

Table 8

Comparison of E/CIS 2006 Survey Countries vs. Current Study, by Top Five Regions

E/CIS		Current Study	
Geographical area	Percentage	Geographical area	Percentage
Northern Europe	23.6	Northern Europe	30.2
Southern Europe	17.7	South East Asia	14.9
South East Asia	15.4	Southern Europe	14.2
Middle East	13.8	Middle East	13.1
Far East	8.1	Far East	12.8
Total percentage	78.6		85.2

The only other school characteristic which can be compared against E/CIS data is school ownership. Table 9 compares the breakdown by both numbers and percentages, shown for both this study and E/CIS 2006 survey data. As can be readily observed, this study attracted a relatively high number of responses from teachers regarding privately owned schools. This point will be returned to in the data analysis section of this chapter.

Table 9

Comparison of E/CIS 2006 School Ownership vs. Current Study

Ownership	E/CIS		Current Study	
	Number	Percentage	Number	Percentage
Not for profit/trust	172	62.5	138	49.1
Privately owned	72	26.1	124	44.1
Corporation owned	31	11.3	16	5.7

Missing			3	1.1
Totals	275	99.9	281	100

Composite profile of schools

As with many of the teacher characteristics, the remaining school characteristics do not have an existing set of data against which to be compared. They are presented here for the purpose of understanding the profile of the schools about which participants have responded. Table 10 indicates the range of programs offered at respondents' schools. As some schools offer more than one program, the total number of programs offered does not equal the total number of respondent schools. Schools offering a curriculum originating from a specific country were predominantly UK and USA based, but there were a small number of other countries represented as well. Figure 1 identifies school size.

Table 10

Programs offered in respondents' schools

Program	Number of respondent schools
Cambridge International Examinations (CIE)	50
Advanced Placement (AP)	50
IB Primary Years Programme (PYP)	98
IB Middle Years Programme (MYP)	79
IB Diploma Programme (DP)	166
National Curriculum	110

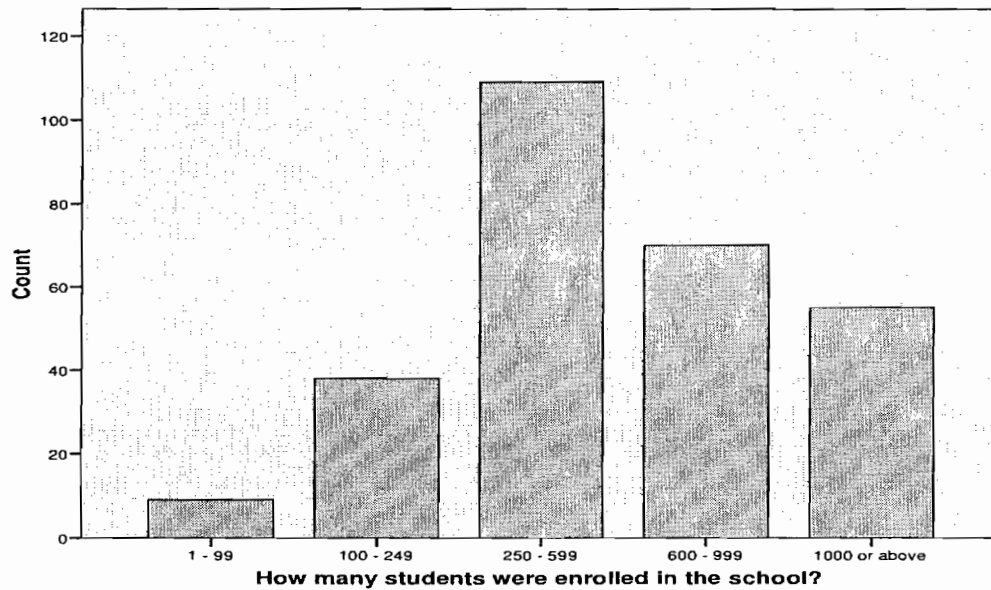


Figure 1. School size.

Data Analysis

Before launching into the combined quantitative and qualitative analysis of data, it is appropriate to offer some comments and caveats. The profiles of teachers and the schools about which they responded as shown above fall into two categories; that which can be referenced against existing data sets, and that which has no reference point. Any characteristics that have reference points seem to indicate a reasonable similarity in the breakdowns of both teacher and school characteristics with the existing data. Perhaps the most striking difference appears in the breakdown of school ownership. This study attracted a considerably higher percentage of responses regarding privately owned schools than the breakdown in the E/CIS 2006 survey data would have suggested. As will be seen very shortly, this phenomenon may be connected with a strong perception from respondents regarding the impact of school ownership on operational procedures.

This possible response bias is one factor indicating the need for caution in generalizing the findings of this study.

Another element regarding the data collection bearing commentary is the response rate for the survey. As identified by Punch (1998), excessively low response rates are problematic because they increase the chances of bias in the data. It is noteworthy that he does not identify what constitutes an unacceptably low response rate. Clearly a simple percentage is neither a guarantee of meaningful data nor cause for dismissal of a study's findings. Each study must examine the context of the data collection and determine the extent to which findings are meaningful. Ultimately this analysis must address the question of bias in the data.

Calculated in the most basic manner, the response rate for this study is indeed very low. Of the 3079 members on the CIS main teacher placement database, 281 valid responses were submitted, for a response rate of 9.1 %. However, there are several mitigating factors that must be included in the presentation of this percentage. First of all, mass email transmissions seldom reach 100% of the intended recipients. That was indeed the case in the issuance of the invitation to participate in this study.

Unfortunately, as the entire process was managed by a third party as identified in the previous chapter, the researcher did not have access to the number of bounce backs, or failed transmissions. The researcher must take full responsibility for this omission in the data collection, as he did not ask for this to be recorded in advance of the email being sent. In an email exchange with the CIS staff member responsible for the sending of the questionnaire several weeks into the data collection, it was discovered that the record of failed transmissions had been deleted, as it required memory capacity in said CIS staff

member's email inbox. Nonetheless, he did confirm that there had been a sizable number of invitations that did not reach the intended recipients. Additionally, it was felt by a senior CIS executive that it was not possible to send any further email invitations as reminders, as it posed a drain on the limited time of CIS personnel. Thus, the actual response rate is already higher than indicated by 9.1 %, but how much higher is impossible to determine. It should be noted that the researcher remains deeply grateful to the CIS organization for the support offered, and understands the decision regarding sending further emails.

A second aspect is that considerably more than 281 people actually responded to the invitation by logging onto the online questionnaire. In total, 435 separate log-ins were recorded by ASSET, 286 of which were completed and submitted. Of those 286, five had to be eliminated because they did not fit the parameters of the study. In considering why so many potential participants did not complete and submit the survey, two possibilities emerge. One is simply that the length of the survey discouraged respondents from completing it. Survey research must strike a fine balance between collecting as much information as possible, yet not scaring away potential participants. It may be that this questionnaire was simply too long for some potential participants. A second possibility is that participants did not read the invitation carefully enough to realize that the criteria for participation included only expatriate teachers, as defined in this study. This realization may have dawned as they reached the part of the questionnaire where they were asked, in direct succession, their country(ies) of citizenship and the country in which the school they were describing was located. Unfortunately, ASSET does not allow for the examination of incomplete questionnaires.

Thus, no further analysis of this phenomenon is possible. It should be noted that the researcher did receive several emails from individuals who would have participated, but did not fit the criteria. One individual had even completed and submitted the questionnaire before realizing she did not fit the criteria, and wrote to request that her input be removed, which of course it was.

One final consideration is the precedent for similar studies in the literature. While there are not many such studies that have been conducted measuring perceptions of international school teachers, they are not without any precedent. Specifically, in a 1998 study of teacher perceptions in international schools (Hayden & Thompson, 1998), questionnaires were sent to teachers in a wide range of international schools around the world. In that study, 226 questionnaires were returned. As no response rate was calculated, it was likely impossible to ascertain how many teachers actually received the questionnaire, not entirely unlike the dilemma in this study. A subsequent analysis of data collected via that survey was also published two years later (Hayden, Rancic, & Thompson, 2000).

Ultimately, the question of bias in the findings of any study must be judged by all readers of the study. Bias is ever present, and must be factored into the results of any study. It is for that reason that careful attention must be paid to the preceding presentation of both teacher and school characteristics. Given the combined profiles of teachers and the schools about which they have responded, it is the conviction of this researcher that enough information has been presented for a thoughtful analysis on the part of any consumer of this study's findings. That notwithstanding, this researcher offers the caveat that caution should be exercised in the use of the findings from this

study. While the data do yield interesting findings, those findings can only be ascribed to the group of 281 teachers who fit the parameters of the study and responded to the invitation to participate. Each reader should consider their own application of the findings which will now be presented.

Quantitative analysis

Having examined the associative factors by which causal factors will be analyzed, it is now time to look closely at the data collected regarding the construct category of causal factors. These data in their quantitative form were collected by means of the 18 statements that comprised item 17 of the questionnaire. See Appendix B for the survey instrument. Each statement identified a causal factor and asked participants to rate their level of agreement with the statement, using a 5-point Likert scale response. Table 11 identifies the simple descriptive statistics for each of these statements. The values assigned to the Likert scale responses were 1 for Strongly Disagree ranging to 5 for Strongly Agree. Thus those factors with the highest means were viewed by participants as having the most influence on their decision to leave the school. This data offers the starting point of the answer to the main research question. Figure 2 offers a visual comparison of the mean scores for each of the 18 statements.

Table 11

Descriptive statistics for 18 Likert scale items comprising causal factors

Descriptive Statistics for Causal Factors					
	N	Mean	Std. Deviation	Minimum	Maximum
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	262	3.5611	1.47589	1.00	5.00
B. The quality of the induction program was influential in my decision to leave the school.	262	2.4198	1.25612	1.00	5.00
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	262	2.7710	1.37334	1.00	5.00
D. Student behavior at the school was influential in my decision to leave the school.	262	1.9618	1.26191	1.00	5.00
E. Parental support of teachers was influential in my decision to leave the school.	262	2.1450	1.17524	1.00	5.00
F. The quality of the school facility was influential in my decision to leave the school.	262	2.5763	1.34189	1.00	5.00
G. The academic standards of the school were influential in my decision to leave the school.	262	2.4427	1.31982	1.00	5.00
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	262	2.3511	1.40565	1.00	5.00
I. Expectations regarding teacher workload were influential in my decision to leave the school.	262	2.6794	1.39659	1.00	5.00

J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	262	3.6069	1.43907	1.00	5.00
K. The overall compensation package offered to me was influential in my decision to leave the school.	262	3.1527	1.48026	1.00	5.00
L. Opportunities for leadership at the school were influential in my decision to leave the school.	262	2.6641	1.33109	1.00	5.00
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	262	3.2290	1.38722	1.00	5.00
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	262	2.9427	1.46497	1.00	5.00
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	262	2.9962	1.50223	1.00	5.00
P. Personal circumstances were influential in my decision to leave the school.	262	3.1832	1.45850	1.00	5.00
Q. Living conditions in the host country were influential in my decision to leave the school.	262	2.5840	1.43526	1.00	5.00
R. The quality of my personal life while at the school was influential in my decision to leave the school.	262	2.8015	1.41649	1.00	5.00

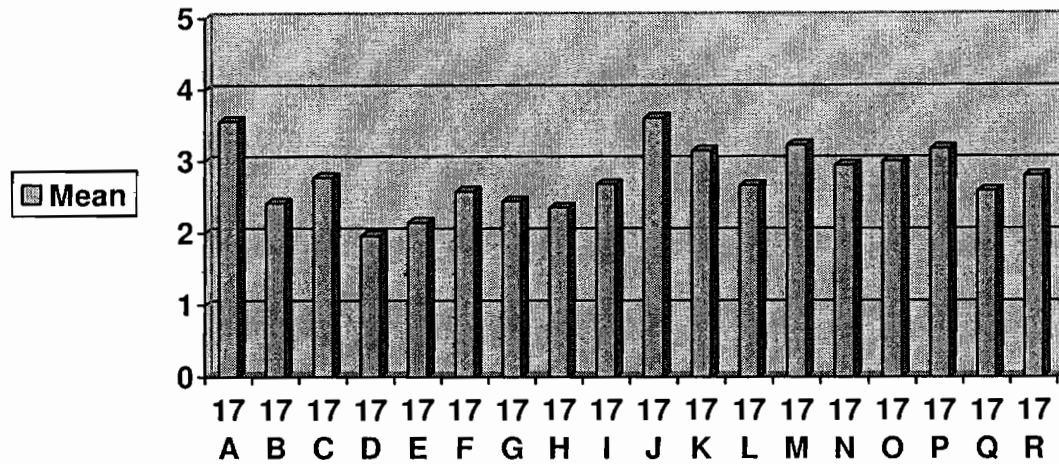


Figure 2. Comparison of means of each causal factor constituting questionnaire item 17

As identified in the previous chapter, two tests were employed in the quantitative analysis of the data, both designed for use with non-parametric data such as the ordinal data generated by questionnaire item 17. The Friedman One-Way ANOVA was used to test the distribution of means of the 18 items as identified in Table 11. All subsequent comparison of causal factor means by associative factor variables was performed by the Kruskal-Wallis One-Way ANOVA, which allows for k-independent sample comparisons. It should be noted that not all items were responded to by all 281 respondents, making for a varied N on each test conducted. Table 12 identifies the results of the Friedman One-Way ANOVA for the 18 items that constitute the causal factors.

Table 12

Mean rank values for 18 statements comprising causal factors

Ranks	
	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	12.30
B. The quality of the induction program was influential in my decision to leave the school.	8.08
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	9.55
D. Student behavior at the school was influential in my decision to leave the school.	6.32
E. Parental support of teachers was influential in my decision to leave the school.	7.07
F. The quality of the school facility was influential in my decision to leave the school.	8.72
G. The academic standards of the school were influential in my decision to leave the school.	8.14
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	7.90
I. Expectations regarding teacher workload were influential in my decision to leave the school.	9.14
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	12.61
K. The overall compensation package offered to me was influential in my decision to leave the school.	10.90
L. Opportunities for leadership at the school were influential in my decision to leave the school.	9.11
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	11.29
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	10.09
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	10.46
P. Personal circumstances were influential in my decision to leave the school.	10.86
Q. Living conditions in the host country were influential in my decision to leave the school.	8.81
R. The quality of my personal life while at the school was influential in my decision to leave the school.	9.64

Table 13

Test statistics for Friedman One-Way ANOVA

Test Statistics(a)	
N	262
Chi-Square	564.209
df	17
Asymp. Sig.	.000

a. Friedman Test

As seen in Table 13, with an N of 262, degrees of freedom of 17 and a significance level of .000, it is shown that there are significant differences among the mean rank values of the 18 causal factors. Because the Friedman One-Way ANOVA does not allow for post hoc tests to determine where the differences are, only a visual inspection of the mean rank values is possible.

While it is clear that there is a significant difference between the highest ranking mean values for items A, J and M and the lowest ranking mean values for D, E and H, this test only offers a starting point for the analysis of these data. Fortunately the collection of data that will allow for qualitative analysis will shed further light on the main research question seeking to understand which factors were most influential in the responding teachers' decision to leave the school they described.

Causal Factors analyzed by Associative Factors

Table 3 from the preceding chapter identifies the eight categories of causal factors into which the 18 statements have been placed. It is those eight categories that will be used in coding the written comments for qualitative analysis. At this stage of the quantitative analysis, however, the eight causal factors will be disaggregated and all 18 statements will be analyzed separately by each of the associative factors. The test used

for this analysis will be the Kruskal-Wallis One-Way Analysis of Variance, in that it allows the distribution of means of each causal variable to be compared by N number of independent samples, or grouping variables (Hinkle, Wiersma, & Jurs, 2003). In this way it is possible to determine if any of the different groupings of associative factors provoke significantly different responses on any of the causal factors. For example, will the grouping variable of gender produce significant differences in the responses of males vs. females on each of the causal variables? Because of the number of combinations this creates, it would be cumbersome in the extreme to include all the findings in this chapter. A summary table will be used here to present the findings of this analysis, and the full set of tables is available as Appendix D. By this means the subsidiary research questions will be answered.

Causal Factors by School Characteristics

Table 14 summarizes the findings of the Kruskal-Wallis One-Way Analysis of Variance test conducted on each of the 18 statements of causal factors, by the different groupings of each associative factor in the school characteristics category. Only those causal factors with significant differences in means by the grouping variables are listed in the table. A subsequent table will examine the findings for teacher characteristics. Discussion of these findings will be reserved for the final chapter. However, as is evident from the number of causal factors with means that are significantly different when broken down by associative variables, the null hypothesis of this study is rejected.

Table 14

Summary of differences in mean rank distributions of causal factors, by associative school characteristics

School characteristic	Causal factors with differences in means	Significance level	Group with highest rank
Size of school	C. Resource support	.024*	1 – 99
	H. Stability of assignment	.043*	1 – 99
	O. Professional advancement	.050*	1 – 99
Perceived academic strength	All factors except P. Personal circumstances and R. Personal life quality		
Ownership structure	B. Induction program	.002*	Priv. owned
	C. Resource support	.000*	Corp. owned
	F. School facility	.000*	Corp. owned
	G. Academic standards	.000*	Priv. owned
	J. Communication	.039*	Corp. owned
	M. Involvement in decisions	.037*	Priv. owned
	O. Professional advancement	.002*	Priv. owned
	R. Personal life quality	.022*	Corp. owned

Note. * $p \leq .05$

Causal Factors by Teacher Characteristics

Table 15 summarizes the findings of the Kruskal-Wallis One-Way Analysis of Variance test conducted on the same 18 statements of causal factors, but this time by associative

teacher characteristics. Again the full table of data analysis statistics can be found in Appendix D. Discussion of these findings will also be reserved for the final chapter.

Table 15

Summary of differences in mean rank distributions of causal factors, by associative teacher characteristics

Teacher characteristic	Causal factors with differences in means	Significance level	Group with highest mean rank
Gender	None		
Age	None		
Marital Status	B. Induction program	.008*	Single
	C. Resource support	.014*	Single
	F. School facility	.020*	Single
	H. Stability of assignment	.006*	Single
	I. Workload expectations	.024*	Single
	J. Communication	.008*	Single
	R. Personal life quality	.027*	Single
Children	N. Mismatch in expectations	.015*	0 and 1
Experience in all schools	None		
Experience in that school	A. Support from principal	.000*	1 year
	B. Induction program	.000*	1 year
	D. Student behavior	.032*	1 year
	F. School facility	.000*	1 and 2 years

	G. Academic standards	.000*	1 year
	H. Stability of assignment	.034*	1 year
	J. Communication	.037*	1 year
	N. Mismatch in expectations	.000*	1 year
	O. Professional advancement	.031*	2 years
	Q. Host country conditions	.023*	2 years
Experience in	C. Resource support	.031*	0 – 4 years
international schools	L. Leadership opportunities	.008*	20 plus years
Subject area	None		
Level of education by	D. Student behavior	.017*	Master's
highest degree			

Note. * $p \leq .05$

Qualitative Analysis

Having presented the findings offered by participant responses to statements of causal factors, which generated ordinal data, it is now time to turn to the qualitative data collected. Within the questionnaire there were multiple opportunities for participants to write their thoughts on the topic at hand. While such opportunities for input do not constitute interviews, they offer a similar data set, in that participants are allowed to elaborate on the topics introduced by the researcher. In analyzing such data, it is imperative that careful thought is given to how such potentially random thoughts are organized, analyzed and presented. As identified in the methodology section of the previous chapter, for this study all written responses were categorized into two types: 1.) comments fitting into the eight causal factors identified in Table 3, or 2.) comments that

address a causal variable not identified in Table 3. The questionnaire contained six separate comment boxes that allowed participants to write their thoughts with no limitation on the word count. All six sets of responses were analyzed separately, with comments being coded and tabulated according to the eight categories of causal variables as identified in Table 3, hereafter called type 1 comments. Type 2 comments, meaning those that do not fit into the existing categories, were compiled and analyzed inductively to determine if a new category was merited. The full set of comments is available as Appendix E. The researcher has performed only minor editing, including the removal of names and places to preserve anonymity. Table 16 offers a legend of the abbreviations used in Appendix E for each category of causal variable. It should also be noted that the initial phase of coding comments was completed in advance of the quantitative analysis. By this means the researcher attempted to reduce bias in the categorization of comments, as he did not yet know which causal factors would prove to be significant.

Table 16

Abbreviation legend for coding causal factors

<u>Causal Factor category from Table 3</u>	<u>Abbreviation used in comment analysis</u>
Administrative leadership	AL
Working Conditions	WC
Compensation	Comp.
Student Discipline	SD
Academic Standards	AS
Host Country Characteristics	HCC
Personal Factors	PF

Professional Advancement PA

Each of the six opportunities for participants to respond will be treated in a separate table, appearing below as Tables 17 to 22. In addition to categorizing comments into the eight causal factors, each causal factor will be grouped into School Characteristics, Host Country Characteristics or Teacher Characteristics. Both type 1 and type 2 comments as identified above will be tabulated in the table for each question.

Table 23 shows the aggregated results of Tables 17 to 22.

Table 17

Summary of comments for question 18: “Please feel free to add explanatory comments for any of the items in the above question.”

Type 1 comments

Construct category – Causal Factors (Identified) Number of responses

School Characteristics

Administrative Leadership	46
Compensation	17
Working Conditions	15
Academic Standards	4
Student Discipline	1

Host Country Characteristics 24

Teacher Characteristics

Personal Factors	34
Professional Advancement	<u>8</u>

149

Type 2 comments

<u>Possible New Causal Factors</u>	<u>Number of responses</u>
Profit incentive affected school operations	7
Conflict with administrator	6
Contractual issues	3
Conflict between Board and Head	2
Private ownership of school	1
Total causal factor responses for Q 18:	168
Total individuals responding to Q 18:	122

Table 18

Summary of comments for question 19 a: “What were the top three reasons that prompted you to leave the school?”

Type 1 comments

<u>Construct category – Causal Factors (Identified)</u>	<u>Number of responses</u>
School Characteristics	
Administrative Leadership	72
Compensation	36
Working Conditions	21
Academic Standards	4
Student Discipline	3
Host Country Characteristics	21
Teacher Characteristics	

Personal Factors	60
Professional Advancement	<u>17</u>
	234

Type 2 comments

<u>Possible New Causal Factors</u>	<u>Number of responses</u>
Contractual issues	7
Misrepresentation during recruitment	7
Private ownership of school	5
Conflict with administrator	4
Visa problems	4
Conflict between Board and Head	2
School closure	2
Profit incentive affected school operations	1
Location of school in city	1
Dismissal	1
<u>Ambiguous responses</u>	<u>6</u>
Total causal factor responses for Q 19a:	274
<u>Total individuals responding to Q 19a:</u>	<u>273</u>

Table 19

Summary of comments for question 19 b: “What were the top three reasons that prompted you to leave the school?”

Type 1 comments

<u>Construct category – Causal Factors (Identified)</u>	<u>Number of responses</u>
---	----------------------------

School Characteristics

Administrative Leadership	65
Compensation	30
Working Conditions	23
Student Discipline	8
Academic Standards	3

Host Country Characteristics 33

Teacher Characteristics

Personal Factors	52
Professional Advancement	<u>19</u>
	233

Type 2 comments

<u>Possible New Causal Factors</u>	<u>Number of responses</u>
Misrepresentation during recruitment	6
Private ownership of school	4
Profit incentive affected school operations	2
Board issues	2
Low student numbers	2
Quality of colleagues	2
<u>Ambiguous responses</u>	<u>7</u>
Total causal factor responses for Q 19b:	258
<u>Total individuals responding to Q 19b:</u>	<u>255</u>

Table 20

Summary of comments for question 19 c: “What were the top three reasons that prompted you to leave the school?”

Type 1 comments

<u>Construct category – Causal Factors (Identified)</u>	<u>Number of responses</u>
School Characteristics	
Administrative Leadership	45
Working Conditions	25
Compensation	15
Academic Standards	11
Student Discipline	5
Host Country Characteristics	27
Teacher Characteristics	
Personal Factors	62
Professional Advancement	<u>14</u>
	204

Type 2 comments

<u>Possible New Causal Factors</u>	<u>Number of responses</u>
Issues among staff	10
Private ownership of school	4
Profit incentive affected school operations	2
Board issues	2

Misrepresentation during recruitment	2
Sexual harassment/discrimination	2
<u>Ambiguous responses</u>	<u>13</u>
Total causal factor responses for Q 19 c:	239
<u>Total individuals responding to Q 19 c:</u>	<u>235</u>

Questions 20 and 21 are presented together in Table 21, and bear some clarification. Question 20 asked respondents if there was anything the school's administration could have done to prevent them from leaving in that year. All 281 respondents answered, with 131 saying "No" and 150 saying "Yes". However, the written responses in question 21, intended to explain the answer offered in question 20, overlapped in terms of the causal factors they addressed. For this reason Table 21 identifies the breakdown of how many of each causal factor statements were from the "No" answers vs. from the "Yes" answers.

Table 21

Summary of comments for question 21: "Please explain your answer for the above question." (Q. 20 'Was there anything the school's administration could have done to prevent you from leaving that year?')

Type 1 comments

Construct category – Causal Factors (Identified) Number of responses (Q. 20 answer)

School Characteristics

Administrative Leadership	90	(15N, 75Y)
Compensation	36	(8N, 28Y)
Working Conditions	14	(6N, 8Y)

Student Discipline	2	(1N, 1Y)
Academic Standards	1	(0N, 1Y)
Host Country Characteristics	10	(10N, 0Y)
Teacher Characteristics		
Personal Factors	43	(40N, 3Y)
Professional Advancement	7	(2N, 5Y)
	203	

Type 2 comments

<u>Possible New Causal Factors</u>	<u>Number of responses (Q. 20 answer)</u>	
Misrepresentation during recruitment	15	(1N, 14Y)
Contractual issues	12	(2N, 10Y)
Owner interference in operations	7	(3N, 4Y)
Conflict with administrator	6	(2N, 4Y)
Profit incentive affected school operations	5	(2N, 3Y)
Clear-out of previous staff	3	(2N, 1Y)
Low enrollment numbers	1	(1N, 0Y)
School closed	1	(1N, 0Y)
School too set in ways	1	(1N, 0Y)
Board issues	1	(0N, 1Y)
<u>Ambiguous responses</u>	26	(18N, 8Y)
Total causal factor responses for Q 21:	281	
<u>Total individuals responding to Q 21:</u>	250	

Table 22

Summary of comments for question 22: “Do you have any further comments regarding your departure from this school?”

Type 1 comments

<u>Construct category – Causal Factors (Identified)</u>	<u>Number of responses</u>
School Characteristics	
Administrative Leadership	28
Compensation	12
Working Conditions	9
Student Discipline	4
Academic Standards	1
Host Country Characteristics	12
Teacher Characteristics	
Personal Factors	14
Professional Advancement	<u>10</u>
	90

Type 2 comments

<u>Possible New Causal Factors</u>	<u>Number of responses</u>
High turnover	8
Quality of colleagues	5
Profit incentive affected school operations	5
Owner interference in operations	4
Board issues	1

Misrepresentation during recruitment	1
School location	1
Supplementary comments	52
<u>Ambiguous responses</u>	<u>7</u>
Total causal factor responses for Q 22:	174
<u>Total individuals responding to Q 22:</u>	<u>159</u>

Table 23

Aggregated Type 1 comments from Tables 17 to 22

Construct category – Causal Factors (Identified)	Number of responses	Percentage of responses
School Characteristics		
Administrative Leadership	346	31.0
Compensation	146	13.1
Working Conditions	107	9.6
Student Discipline	23	2.0
Academic Standards	24	2.2
Host Country Characteristics	127	11.4
Teacher Characteristics		
Personal Factors	265	23.8
Professional Advancement	<u>75</u>	<u>6.7</u>
<u>Total Type 1 comments</u>	<u>1113</u>	<u>99.8</u>

The process of aggregating type 2 comments was considerably more complicated than type 1 comments. The inductive process of categorizing comments that did not fit into existing causal factors had a degree of subjectivity to it. As indicated earlier, this subjectivity was minimized with the use of a process called the “analytical framework” approach described by Patton (2002, p. 439), which isolated from respondents’ comments those variables to which they ascribed their decision to leave the school, i.e. causal factors. As this process was completed separately for each of the six opportunities for participants to respond, it generated six separate lists of possible new causal factors. Only after completing the first phase of this analysis could the researcher then return to review the six lists together, to see where overlap allowed him to create new groupings to more accurately reflect the collective statements respondents made regarding variables that influenced them to leave the school.

This process led to the creation of five new categories that will bear discussion in the following chapter. The first category blended the following type 2 causal factors; “Profit incentive affected school operations”, “Private ownership of school”, “Owner interference in operations” into one category labeled “Issues stemming from private ownership”. Comments from this category were present in all six banks of comments. The second category did not require blending, as it was consistently labeled throughout as “Misrepresentation during recruitment”. This category appeared in five of the six banks of comments. The third category appeared in all six comment banks and centered around conflict with and among the administrative leadership, using the following labels; “Conflict with administrator”, “Conflict between board and head”, and “Board issues”. The new label used to group these was called “Conflict with school leadership”. The

fourth category was consistently labeled throughout as “Contractual issues”, and appeared in three of the six comment banks. The final new category focused on participants’ colleagues, using the labels of “Quality of colleagues” and “Issues among staff”, and appeared in three of the six banks. The new label used was “Dissatisfaction with colleagues”. All other categories were deemed to be insufficient to merit the creation of a new category of causal factor. Table 24 summarizes the breakdown of the new categories, relative to overall type 2 comments.

Table 24

Aggregated Type 2 comments from Tables 17 to 22

New Causal Factor	Number of responses	Percentage of responses
Issues stemming from private ownership	47	27.9
Misrepresentation during recruitment	31	18.4
Conflict with school leadership	26	15.5
Contractual issues	22	13.0
Dissatisfaction with colleagues	19	11.3
Single digit categories combined	<u>23</u>	<u>13.7</u>
	168	99.8
<u>Ambiguous and supplementary responses</u>	<u>111</u>	

CHAPTER V

DISCUSSION AND CONCLUSION

In this final chapter the findings presented in the previous chapter will be discussed, leading to conclusions that will answer the main research question and both subsidiary research questions. Each of the main research question and two subsidiary research questions will be addressed in separate sections, using the findings offered by both the quantitative and qualitative analyses of the previous chapter. This discussion will reveal implications and suggest recommendations for the practices of international school administrators. Finally, recommendations for future research will be offered.

Main Research Question

The main research question of this study is, “What variables do international school teachers who leave at the end of a first contract with a school describe as influential in their decision to leave that school?” The quantitative data collected to answer that question was in the form of 18 statements identifying possible causal factors, to which participants were asked to respond with Likert scale choices, 1 being strongly disagree and 5 being strongly agree. The middle choice of 3 allowed for participants to remain neutral, or undecided, on any given statement. Thus, the starting point for examining the data is to see which of the 18 mean scores are above 3, the center point in the set of choices, a sort of “neutral null hypothesis” (Rhodes, Nevill, & Allan, 2004, p. 70). In the most basic fashion, this constitutes the answer to the main research question, as only those variables are what the responding teachers collectively describe as influential in their decision to leave the school.

Using that standard, five statements emerge with means greater than 3. Table 25 summarizes the salient details for each statement, presented in the order of their mean rank value. The full range of causal factors is available in Table 3.

Table 25

Questionnaire statements with means greater than three

Questionnaire item number	Central idea of statement	Mean response	Mean rank value	Causal factor represented
17 J	Commun. between senior management and faculty	3.60	12.61	Administrative leadership
17 A	Support from principal and senior management	3.56	12.30	Administrative leadership
17 M	Teacher involvement in decision making	3.22	11.29	Administrative leadership
17 K	Compensation package	3.15	10.90	Compensation
17 P	Personal circumstances	3.18	10.86	Personal

As identified in the previous chapter, the test performed on these data, the Friedman One-Way Analysis of Variance, indicated a statistically significant difference between the highest means and the lowest means. While no post-hoc test is available for

non-parametric tests such as Friedman's, it seems reasonable using the recommended visual inspection of the data (George & Mallery, 2003, p. 218) to include these five statements in the group that are significantly different than the bottom mean score of 1.96 and corresponding mean rank value of 6.32. Comparing the mean rank values generated with Friedman's test, shown in Table 12, these same five statements again surface as the top five, as shown in Table 25. Only the 4th and 5th spots change between the two measurements of means vs. mean rank values. It is worthy to note that of the five statements that surfaced as most important, the top three fall into one causal factor category, Administrative Leadership. That three of the eighteen overall choices rank at the top, and fit into one category, is a strong statement indeed. This particular finding is very consistent with one of the landmark studies conducted in the US (Ingersoll, 2001), in which administrative support and faculty involvement in decision making was found to be significantly correlated to teacher turnover. A more recent study using equally robust data also supports similar findings (Ware & Kitsantas, 2007). Each of the other two statements showing compensation and personal circumstances to have significance in influencing expatriate teachers to leave international schools also has precedent in the literature studying teacher turnover in the US (Imazeki, 2002; Ingersoll, 2001; Stinebrickner, 2001).

The above findings are also supported by comparing these data with the comments offered in the qualitative dimension of the study. Comments offered by respondents were categorized and tabulated in the two ways described in the previous chapter. As shown by Table 23, the construct category of Administrative leadership (AL) generated over 30 % of all comments that fit into type 1 categories of causal factors.

While no test of statistical significance was applied to this data, as they were generated by the researcher coding the comments, it is noteworthy that this one category generated such a high percentage of respondents' comments. Examining the composition of the eight categories of causal factors as shown in Table 3, one might argue that AL has the advantage of including four statements in that category. However, it should also be noted that the category of Working conditions (WC) included five statements, yet generated less than one third as many comments as AL, and also did not factor into any of the five significant means shown in Table 25.

In addition to the frequency of comments on this topic, the strength of feeling was also very clear. Following are some excerpts taken from the comment banks. "Basically, I left due to the way I was treated. The lack of appreciation for me as a teacher was astounding." "Poor and bullying management." "They (administration) were constantly sabotaging each other and had little time for concerns that the staff actually cared about." "No one knew where he/she stood....Few positive remarks were made." "Management was totally autocratic and there was a definite lack of communication between management and teaching staff." There can be little doubt that for many of this group of expatriate teachers, the administrative leadership at their school was an influence in their departure. This conclusion is reminiscent of the findings of studies conducted by Ingersoll (2001) and Johnson & Birkeland (2003).

The causal factor ranking fourth in the list of mean rank values was that of compensation. Its mean score was actually fifth, but the differences on both mean score and mean rank value between this causal factor and the statement of Personal circumstances was very slight. In the context of this study, compensation was considered

a school characteristic, in that international schools are most often highly independent organizations, each of which determines the compensation package that is offered to their employees. This differs from most studies regarding teacher turnover, particularly those using data from the US, where most data comes from large public school districts. In that context compensation would not be considered a school characteristic. Nonetheless, numerous studies support the conclusion that compensation contributes to teacher turnover (Imazeki, 2002; Ingersoll, 2001; Stinebrickner, 2001; Webb et al., 2004). Differences in the breakdown of respondent demographics between this study and one of the above cited studies will be addressed in the section on associative teacher characteristics.

Again the quantitative findings regarding compensation are supported by the qualitative findings. As shown in Table 23, this causal factor again ranked in the top three, along with the other two factors represented in Table 25. Comments focusing on compensation as a causal factor constituted 13.1 % of the overall type 1 comments. This percentage might have been higher, but the researcher chose to categorize comments regarding the tax structure of the host country into the causal factor category of Host country characteristics (HCC). It might be argued that a suitable compensation would offset a tax burden, but for the purpose of this study, such comments were placed in the HCC category. Comments in this section did not tend to have the depth of emotion that typified many in the previous category (AL). Following are some examples of comments relating to compensation. “We were unable to live on the salary they paid us, as a result we had to use our retirement to get by year to year.” “Salary not enough to live comfortably with non-working spouse - moved to a place with better opportunities for

spouse.” “The main reason for leaving was that we could not maintain our mortgage at home on the salary package I was on.”

The final statement from Table 25 was the one that focused on personal circumstances, and fit into the causal factor category of Personal factors (PF). With a mean rank value of 10.86, it was very close to the fourth ranking statement of compensation at 10.90. Previous studies often show a correlation between certain personal circumstances and teacher mobility, such as having children (Guarino, Santibanez, & Daley, 2006), but few examine personal circumstances as causal factors. One such study that did utilize qualitative data generated by a series of surveys did show personal factors to be influential in teacher attrition (Elfers, Plecki, & Knapp, 2006).

In this case the qualitative data offer both strength of frequency and depth of detail to the picture. The category of Personal factors (PF) generated 23.8 % of all type 1 comments. While some participants offered little by way of detail, others were very candid and detailed about the personal circumstances that provoked them to leave the school. Certainly one of the most common was the desire to experience new cultures and travel in new countries, but there were also a wide range of other circumstances. Following are some excerpts from the comment banks. “I wanted to learn about a new culture and a new country was a big (if not the biggest) reason for leaving.” “...concern for the safety of my ethnically _____ girlfriend on the streets of _____ was a factor in our decision to leave.” “Grown up children in UK now producing my grandchildren - too far away to keep visiting.” “My wife (also teaching at the school) was committed to 2 years away from pets/family in Canada. She was ready to come home after the two years.” “The quality of my personal life.” “Boredom.” “Exhaustion.” “Engaged.” “I wanted to return

to teaching children with greater learning difficulties than the international school would admit.”

Also relevant in answering the main research question is the qualitative data called type 2 comments. This category was an acknowledgment on the part of the researcher that the survey instrument might not provide all possible causal factors by way of the 18 statements in item 17. Thus he allowed for participants to offer open-ended comments to see if there were other factors that seemed to merit the creation of new causal factors not previously identified in the literature. Table 24 in the previous chapter identifies five new causal factors, and the process by which they were determined. Each of them bears some discussion.

The first new causal factor was labeled “Issues stemming from private ownership”, and comprised 27.9 % of all type 2 comments. Not only did it rank as the highest in frequency, appearing in all six banks of comments, it also included the most emotively laden language. Terms like “profiteering”, “profit incentive”, “poor resources vs. huge profits”, “dictatorial owner”, “lies and manipulation...from owner” were typical of the comments indicating the perceptions toward the private ownership of respondents’ schools. Additionally it should be noted that a somewhat skewed percentage of respondents chose to describe privately owned schools in completing the questionnaire. As shown in Table 8, in the 2006 data collected by the E/CIS, 26.1 % of responding schools fit into the category of privately owned, vs. 62.5 % being trust/not-for-profit schools. In this study, 44.1 % of respondents chose to describe privately owned schools, vs. 49.1 % trust/not-for-profit schools. While it is speculative, to be sure, it might be argued that the difference in percentages was provoked because of the depth of feeling on

the part of teachers who had negative experiences at proprietary schools. People respond to survey invitations for a host of reasons, and perhaps in this case it was because of the need to share their unhappy experiences. Unfortunately nothing in the literature sheds light on this phenomenon, as no study found by this researcher explored the impact of private ownership on teacher perceptions. There is some similarity to a study of turnover among international school heads that pointed to governance issues as the most frequent reason for leaving (Hawley, 1994, 1995). However, it is a topic that will be returned to in the recommendations section of this chapter. One simply cannot ignore the power of statements such as this one. “I gave this proprietary school a chance, even having heard horror stories about for-profit schools. But after my experience there, I will never work for a proprietary school again.”

The second new category of causal factor was labeled “Misrepresentation during recruitment”, and generated 18.4 % of type 2 comments. This topic also generated some strong language regarding teachers’ perceptions of how they were treated in the recruitment phase of the hiring cycle. The following are some examples from the comment banks. “Mismatch between what I was told in interview and what the real situation was.” “Chances to teach what my original contract said were nil.” “Promises regarding salary and conditions promised at interview not fulfilled.” “Lies about package during recruitment procedure.” “School misrepresented itself. Not international with 90% student population being Portuguese.” As Garton identified (2000, p. 86), the recruitment of new teachers may be the most important responsibility carried by an international school head. As such, his treatment of this issue focused primarily on how the head can develop efficient and effective recruitment practices. In his treatment of the

subject, Cambridge (2002) focused on the impact of globalization on recruitment trends. In his description of the phases of the recruitment process, Hardman (2001) touched on the need for clarity and accuracy in presenting the school's profile. Hayden (2006) discussed the complexity of the recruitment process with attention to both the recruiter's and the applicant's point of view, and offered insight into possible reasons why first-time international teachers might feel that the situation was misrepresented when they arrive and take up the job they accepted. What is clear from the findings of the current study is that when teachers feel that the situation has been misrepresented during the recruitment phase, they sometimes choose to leave the school.

The third new causal factor was labeled "Conflict with school leadership", and generated 15.5 % of all type 2 comments. It might be argued that this topic could be folded into the existing category of Administrative leadership, but this researcher felt that many of the comments went beyond a simple judgment that the leadership of the school was not competent. It seemed that often the comment indicated that the conflict with the leader had become personal and hurtful. The following are examples of comments classified in this category. "The owner was uncaring about the school and a nasty person who had sycophantic, mean-spirited people working for him." "I felt that the Head of the school wanted only British teachers, and, as she was not there when I was initially hired, it was evident that she couldn't wait to get me out." "Professional jealousy and a hate campaign directed by the senior administrators at me drew my job to a conclusion." "The new director was openly hostile to me and made it pretty impossible to stay." None of the studies focusing on national data seem to extract this type of scenario in their analyses. Given the paucity of actual studies drawn from international school data, it is

not surprising that there are no parallel findings available there either. However, several sources describe the nature of international school teaching in a way that is helpful in understanding the phenomenon revealed in this study.

The complexity of international schools is well documented (Joslin, 2002; Stirzaker, 2004), as is the commensurate complexity of international school leadership (Blandford & Shaw, 2001; Hayden, 2006). While this principle is true of schools the world over, in the climate described above, relationships among the constituents of the international school community become increasingly important. Faced with the challenges of culture shock, language barriers, potentially adverse living conditions, and a host of other possible challenges, international school communities come to rely heavily on support from within their own community. When relationships go sour, particularly between senior administrators and members of their staff, the potential for feelings such as those expressed in this study are perhaps higher in international schools than in other contexts.

On that note, it may be worth momentarily skipping over the fourth new category to address the fifth, which is “Dissatisfaction with colleagues”, responsible for 11.3 % of type 2 comments. In much the same way that their relationships with their administrators have substantial influence on international teachers’ overall quality of life, perhaps even more so is this the case with their colleagues. In this study, 19 comments surfaced that pointed to dissatisfaction with colleagues as influential in the teacher’s decision to leave. The following are some examples. “I also felt that the staff there were quite unprofessional in their behavior, constantly backbiting and involving themselves in other people’s private affairs.” “Being in _____ the school attracts many teachers who are

there for personal enjoyment and almost see it as a bit of a holiday posting. The quality of the teaching in some departments was low, and as a member of a very hard working department with a heavy workload of marking this was in the end making me too angry.” “The poor quality of other teachers.” “Negativity throughout the preexisting staff.”

The final new causal category, which ranked fourth in the list, was labeled “Contractual issues” and generated 13.0 % of the type 2 comments. This feature of international school hiring practices is well documented in the literature as a constant source of friction among staff and between staff and administrators (Cambridge, 2002; Garton, 2000; Hayden, 2006; Richards, 1998). The most common feature of contractual dissatisfaction is the practice of offering several categories of contract, often for teachers filling the same positions. Put simply, teachers hired on a local contract are often paid a fraction of what teachers hired on an overseas contract are paid. This issue certainly featured heavily in the comments offered in this study. There were additional specifics, such as the desire for more home leave, that seem to have factored heavily in the respondents’ decision to leave the school. The following are samples taken from the comment banks. “Some teachers were offered different contracts and pay scale to others when they threatened to leave in order to reduce the turnover of staff.” “Therefore this promise of a position later on came down to finances. Obviously local hires were cheaper.” “Retirement age 62 and they take away one’s housing.” “Ambiguity over contract renewal i.e. teachers asked to sign contracts without knowing their salary or benefits.”

Subsidiary Research Questions

Having looked closely at the findings that address the main research question, it is now time to turn to each of the subsidiary research questions. Those questions are:

- a.) Are there differences in identified key causal factors by associative school characteristics?
- b.) Are there differences in identified key causal factors by associative teacher characteristics?

In keeping with protocol for research procedures, the null hypothesis is that there will be no significant difference in the mean rank values of causal factor scores by associative factor populations, as shown in the Kruskal-Wallis One-Way Analysis of Variance test. The alternative hypothesis is that at least two of the associative factor populations will differ on one or more of the causal factor mean rank scores. The findings presented in the previous chapter, summarized in Tables 14 and 15, form the basis of this discussion. As can be seen from the number of significant differences among the associative factor populations for several causal factors, the null hypothesis was rejected.

Each causal factor has been analyzed by the various distributions of means of all associative factors. While the above mentioned tables present the full set of findings, the discussion earlier in this chapter eliminated all but three causal factors (represented by five statements) as having significance. Thus, in keeping with the purpose of subsidiary research questions to probe for further understanding of the main research question, only those three causal factors, or five statements, will be discussed. They are what the subsidiary questions refer to as “key causal factors”. Additionally, only those causal

factors that showed statistically significant differences in the means of the various associative factor groupings will be discussed. While the focus of this study is on understanding causal factors, the organization of discussion in this section is by associative factors.

Subsidiary Question a.)

The first associative factor by which the causal factors were analyzed was school size. For this associative factor, three causal factors had differences in the distribution of means. However, as none of them were included in the group of three significant factors, no discussion is necessary.

The second associative factor was perceived academic strength. This analysis showed that all but two of the 17 statements had significant differences by the groupings in this associative factor. Of this sizable group, four of the significant causal factors were included. Taken at its most basic level, these data show that teachers who left in part because of the academic standards also rated statements A, J and M (Administrative leadership) significantly higher than those teachers for whom academic standards were not an issue. That is not surprising, given the connection between academic standards and administrative leadership. The fourth causal statement, compensation, drew the highest mean from teachers who “agreed” with the statement regarding academic standards, meaning that was the group who also felt compensation was an influential factor in their departure. This does not seem to bear further commentary.

The third and final associative school characteristic to address is ownership structure. The two key causal factors with means that differed significantly by this

associative factor were: J. Communication and M. Involvement in decisions. The highest mean rank grouping variable for communication was “corporation owned” and the highest mean rank grouping variable for involvement in decisions was “privately owned”, although in each case these two associative factors were close to each other relative to the mean rank for the grouping of “not-for-profit/trust”. As mentioned in the discussion regarding the main research question, this associative factor was so consistently mentioned in the comments that it has been deemed a new causal factor. Although there is little in the literature surrounding this topic, one recent publication has made mention of it. Hayden (2006) devotes a chapter in her book on international education to the nature of leadership in international schools, and alludes to a number of challenges particular to leadership in privately owned international schools. Given the possible complexity and ambiguity of governance in these schools, it should be little surprise that teachers who chose to leave them rated communication and involvement in decision making as more influential factors than teachers who left not-for-profit/trust schools. Again this is a topic that will be addressed in the implications section of this chapter.

Subsidiary Question b.)

The first two associative factors to examine are gender and age of respondents. Ironically, neither of these associative factors had significant differences among their populations on any of the causal factors. The irony lies in the fact that these two associative factors figure prominently in many of the existing studies regarding teacher turnover. Ingersoll (2001) indicated that younger teachers were 171 percent more likely to depart a school than middle aged teachers. Imazeki’s study (2002) showed that male teachers were more responsive to better salary as a reason for leaving a school than were

female teachers. A study conducted in Norway (Falch & Strom, 2002) found that younger male teachers were more likely to quit the profession. What then does it mean that in this study there were no differences in causal factors by these associative factors? In the absence of additional data to explore this question, the only conclusion to be drawn is that for this group of 281 teachers, there were no significant differences by age and gender on the reasons why they left the school. Regardless of age or gender, their reasons for leaving the school were equally distributed. In short, in this study, neither gender nor age served as a predictor of how respondents would view causal factors.

The third associative factor was marital status, which revealed a difference in means for only one of the key causal factors, J. Communication. Single teachers had the highest mean rank on this causal factor. Again the literature is relatively silent on this topic. One study (Stinebrickner, 2001) did identify that for women, marital status and number of children were important predictors of exiting from the teaching workforce.

The fourth associative factor was children, and this factor did not reveal any differences in the means of its populations on key causal factors. The fifth associative factor, experience, was comprised of three statements in the questionnaire. Two of them, experience in all schools and experience in international schools, showed no significant differences among their population means on key causal factors.

The third statement in the category of experience was experience in that school, and it revealed significant differences in the means of its population on two key causal factors, A. Support from principal and J. Communication. Not surprisingly, the group who showed the highest mean rank on both of these causal factors was the group who had

been at the school only one year. It is understandable that teachers who left the school after only one year would see a causal factor such as Administrative leadership as more influential in their departure than those who had been at the school longer. Few studies in the literature focus on length of service at a school as an associative factor. While sizable data exists to show high attrition rates in the US from the teaching profession in the early years (Ingersoll & Smith, 2003), no such parallel exists on the international school front.

The sixth associative factor was subject area, and it did not show any significant differences on any of the key causal factors. The seventh and final associative factor was level of education, and that also showed no significant differences on any key causal factors.

Thus, in considering the combined answers to the two subsidiary questions, there were statistically significant differences among the key causal variables by associative factor populations, for both teacher and school characteristics. The most common causal factor to provoke these differences was questionnaire item 17 J, "Communication between senior management and faculty at the school was influential in my decision to leave the school." This statement was also the highest ranking causal factor of all 18 statements. However, why this one seemed to polarize responses by associative characteristics more frequently than the second ranked causal factor, support from principal and senior management, is difficult to determine from the data collected in this study.

The fact is that very few instances of significant differences surfaced in this study. Specifically, there were 12 statements of associative factors, each of which was used to compare differences in mean rank values for the five statements of key causal factors. That means that there were a total possible 60 comparisons, only nine of which proved to have significant differences among their population means. Given that each of these associative factors was drawn from studies in which they had proven to be significant, the finding of this study is somewhat surprising. One clear possibility in interpreting this finding is that there are substantial differences in the contexts of studies drawn from national data vs. studies drawn from international data. Teaching internationally is not the same as teaching in one's home country. While that seems like a statement of the obvious, it certainly points to the need for future research in international schools.

The overall interpretation of the relatively few instances of significant differences by associative factors is that few parameters exist for the answers to the main research question. The three causal factors that were rated highly crossed virtually all populations of associative factor populations. This is a point to be touched on in the next section of this chapter.

Recommendations

Implications for international school administrators

In combining the type 1 causal factors and type 2 causal factors into one list of key causal factors, eight factors emerge. These factors are summarized in Table 26. The table is presented at this late stage in the discussion because of the powerful message it communicates to international school administrators.

Table 26

Combined list of key causal factors, abbreviated

Type 1 causal factors	Mean rank order	Type 2 causal factors	Rank by comments
Administrative Leadership	1	Private ownership	1
Compensation	2	Misrepresentation/recruit.	2
Personal Factors	3	Conflict with leaders	3
		Contractual issues	4
		Colleagues	5

For an international school administrator, this list has sobering implications, for this is a summary of why some of our teachers have said they left the school at the earliest opportunity. It is sobering because three of the eight categories above fall squarely on the shoulders of said administrators, and two others are shared with the governing body of the school. Only one is clearly out of the purview of the administrator, the type 1 category of personal factors. All others have strong implications for two categories of school leaders.

The first group is the one referenced above, comprised of the principal, superintendent, director or head of school depending on the institution, and his or her senior leadership team. It falls to this group to address the level of support offered to teachers, to communicate well with them, to offer them appropriate opportunities for involvement in decision making, to represent the school accurately when teachers are being recruited, and to minimize the impact of inter-personal conflict when it occurs. While none of these facts should be new to international school administrators, the degree

to which these factors push teachers out of a school may well be a surprise. Any factor that exacerbates an admittedly high turnover rate in international schools must be examined closely by administrators. When so many of them seem to point to the effectiveness of the leadership of the school, administrators have the sobering responsibility to address their own practices in light of the details revealed in this study. Administrators would do well to read the entire set of six comment banks, attached to this study as Appendix E, as a starting point to reflect on practices that provoke teachers to leave. It would also be wise for this group to consider implementing a policy that exists in Florida, where principals are required to conduct exit interviews with all teachers who are resigning (Kersaint, Lewis, Potter, & Meisels, 2007, p. 776). This data is collected by the state Department of Education, which would be more challenging for international school administrators to orchestrate, but not impossible. Collecting and sharing such data could prove invaluable in addressing the issue of high teacher turnover.

The second group of school leaders is the group that comprises the board of directors or trustees, depending on the institution. First, compensation must be reasonable relative to that of a teacher's home country, balanced against living expenses of the host country. As Cambridge (2002) pointed out, expatriate teachers often remove themselves from pension schemes in their home countries, risking potential long term financial exposure. Boards must also consider the complexities of contractual issues, starting with policies that are both transparent and consistent among staff. For example, the establishment of a set of criteria to identify teacher characteristics by which he or she is compensated is an excellent practice. Of course, it must be universally applied to be effective. The practice of offering local contracts to local hires is not likely to disappear

soon, given the financial exigency of such a practice. Nonetheless, it should be considered as to how to best manage the potential for dissatisfaction among staff provoked by this policy.

The directors or boards of both privately owned and corporation owned schools have a special responsibility, as shown by the comments offered in this study. Clearly there is a strong perception that decisions made in proprietary schools are driven by a profit incentive. While that may or may not actually be the case, it points to the need for transparency in the financial statements and budgetary decision making procedures of such schools. This perception of “profiteering” is exacerbated when directors of proprietary schools are seen to be directly involved in the management of the school, sometimes referred to as micromanaging. The governance structure of proprietary schools needs to be as transparent as their financial statements. If the lines of authority for decision making are well defined, making for a clear understanding on the part of all school constituents, the likelihood of accusations of profiteering will be minimized. If at all possible, board chairs or key directors should attend a board training workshop. There exist many such sessions, including an excellent one offered by the cooperating organization for this study, the Council of International Schools.

Two of the eight categories in Table 26 have little or no direct responsibility for school leaders. Personal circumstances are always going to factor heavily on a teacher’s decision to leave a school. The only implication for a school leader is to offer the best support that can be reasonably expected in the context of the decision. The issue of dissatisfaction with colleagues has some bearing on a school leader, as he or she must

take responsibility for shaping the climate of the school. However, this is a responsibility that truly must be distributed to all members of a school community.

Recommendations for future study

1. There is a need to explore the impact of age and gender differences in causal factors for teachers leaving international schools.
2. The paucity of data sources for international educators revealed by this study points to the need for systematic data collection, perhaps by placement service agencies, which could be shared with all international school organizations.
3. A study examining the optimal length of stay for expatriate teachers in international schools would help guide administrators in shaping policies to achieve that optimal length with their staff.
4. There is a need for international school administrators to know what contract options are being utilized among sister international schools, and their perceived effectiveness in managing staff morale.
5. This study has focused on the reasons international school teachers left a school. It would be useful to parallel this study with one focusing on international school administrators.
6. A study tracking recruitment strategies with longevity and effectiveness of appointments would be extremely helpful.
7. There is a need to discover expatriate teacher turnover rates compared by privately owned, corporation owned and not-for-profit/trust schools.
8. There is a need to dissect the causal factor of Administrative leadership, to more fully understand what teachers are looking for in the areas of support,

communication and involvement in decision making. Perhaps a qualitative study focusing on these leadership factors would help in this area.

9. There is a need to replicate this study, using a different population of expatriate teachers, to see how the results would compare.
10. There is a need to study the impact of teacher turnover in international schools on student achievement in those schools.

Summary

This study has focused on the issue of expatriate teacher turnover in international schools. While the data substantiating this as a problem in international schools are not as powerful or complete as those which describe the issue for US schools, it is nonetheless recognized as an issue among international schools as well (Cambridge, 1998; Fink, 2001; Gillies, 2001). Because of the independent nature of international schools, the capacity to track teacher movement from school to school is severely limited. As such, some of the traditional methods employed in US studies for examining teacher turnover are not possible in the international scene. Thus it is that this study sought to understand this phenomenon from the perspective of what departing expatriate teachers had to say about the schools they left. The findings offered and explained above will hopefully contribute to international school administrators' understanding of and ability to address and manage the issue of teacher turnover in their schools.

While this study has focused virtually exclusively on the welfare of teachers, and sought their opinion on how it can be enhanced to promote greater longevity in international schools, the most fundamental purpose of schools should be returned to in the conclusion of this study. Schools are about students, and as Hardman (2001) pointed

out, international schools often serve as a haven of security and stability for their students. Any plan to enhance the effectiveness of a school's teaching faculty by addressing the issues that push them away from the school is certain to have a positive impact on that school's students as well. In fact, while this study has revealed that there are issues that must be addressed by international school administrators, it has also offered some gems to celebrate. Embedded in the findings of this study, hidden among the causal factors that were dismissed because they were not deemed to be "key causal factors" is a quality of international schools that should be celebrated. At the very bottom of the list of mean rank values is the causal statement, "Student behavior at the school was influential in my decision to leave the school." The 281 teachers who participated in this study viewed that as the least influential in their decision to leave the school. Compare that against the study that found student discipline to be a frequent source of job dissatisfaction leading to departure from the school (Ingersoll, 2001)! Truly, international educators are blessed to work with wonderfully diverse, inquisitive and open-minded students. It is for their ultimate welfare that this study sought to identify administratively mutable variables that will help reduce expatriate teacher turnover in international schools.

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Appendix A: Letter of Invitation

Date

Dear Fellow International Educator:

I am a doctoral student in the Educational Administration Department at the College of Education and Human Services, Seton Hall University.

I am also an administrator in an international school, and I am currently conducting research into teacher turnover in international schools. Specifically, I would like to know why expatriate teachers often choose to leave an international school at the end of their first contract with that school. (For the purposes of this study, I have defined expatriate as someone who is living in a country of which they are not a citizen.) If you fit that profile, I would like to invite you to participate in this study. Your honest feedback about the reasons why you chose to leave the school will be a valuable source of information about how administrators can address issues that contribute to high teacher turnover in international schools. Again, this study is designed to collect data only from expatriate teachers who have left an international school at the end of their first contract with that school. If you have done so, regardless of how long ago that was, I would ask that you complete the questionnaire available at the link you will find at the bottom of this letter.

This survey is being conducted entirely online, using a survey tool called ASSET (Academic Survey System and Evaluation Tool). It was designed by a professor at Seton Hall University, and has been used many times for research of this nature. The questionnaire is comprised of 36 questions, and should take about 15 minutes of your time. The questionnaire is entitled “Expatriate Teacher Turnover” and is designed to collect some general information about you, some information about the school you left, and most importantly some specific information about factors that were influential in your decision to leave.

Your decision to participate in this survey is entirely voluntary. By clicking on the link below and completing the questionnaire, you indicate your informed consent and your willingness to participate.

Your participation in this survey will be entirely anonymous. No information will be collected that will allow for your identity to be discerned.

As the questionnaires are completed, data housed on the Seton Hall servers will be downloaded by the researcher and stored on a USB memory key, which will be further stored in a locked filing cabinet in the researcher’s office. Only the researcher will have access to the research records.

There are no anticipated risks to participating in this survey. However, there are potential benefits. The results of this study will be made available to administrators in international schools around the world, in the hope that whatever factors have hastened the departure of teachers from our schools can be rectified. Your candid feedback will be of great usefulness in this process.

This study has passed the approval of the Seton Hall Institutional Review Board (IRB). Any questions regarding the study may be directed either to the researcher or to the IRB. The researcher can be reached at (65) 6467 1732 or by email at odlandgl@shu.edu . The IRB can be reached at (973) 313-6314 or by email at irb@shu.edu .

Thank you very much for your participation in this study. You may now access the questionnaire by clicking on the following link. (Insert URL for questionnaire)

Sincerely,

Glenn Odland
Doctoral Candidate, Seton Hall University

Appendix B: Survey Instrument



ACADEMIC SURVEY SYSTEM & EVALUATION TOOL

[View](#)
[Summary](#)
[Crosstabs](#)
[Details](#)
[Export](#)
[Back](#)

Expatriate Teacher Turnover in International Schools

This survey is designed only for expatriate teachers who have at some point in their career left an international school at the end of their first contract with that school.

Please answer all questions as you would have in the year in which you left the school referred to above.

Section I Teacher Profile

1. Including the year in which you left, how many total years of teaching experience did you have at THAT OR ANY OTHER school?

<input type="checkbox"/> 0 - 4	<input type="checkbox"/> 5 - 9	<input type="checkbox"/> 10 - 14
<input type="checkbox"/> 15 - 19	<input type="checkbox"/> 20 or more	

2. Including the year in which you left, how many years had you been at THAT school?

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
<input type="checkbox"/> 4		

3. Including the year in which you left, how many years had you taught at international schools?

<input type="checkbox"/> 0 - 4	<input type="checkbox"/> 5 - 9	<input type="checkbox"/> 10 - 14
<input type="checkbox"/> 15 - 19	<input type="checkbox"/> 20 or more	

4. In what year did you leave the school about which you are answering these questions?

<input type="checkbox"/> 1997	<input type="checkbox"/> 1998	<input type="checkbox"/> 1999
<input type="checkbox"/> 2000	<input type="checkbox"/> 2001	<input type="checkbox"/> 2002
<input type="checkbox"/> 2003	<input type="checkbox"/> 2004	<input type="checkbox"/> 2005
<input type="checkbox"/> 2006	<input type="checkbox"/> 2007	<input type="checkbox"/> other

5. Gender

Female Male

6. Age in the year in which you left:

<input type="checkbox"/> 29 or lower	<input type="checkbox"/> 30 - 39	<input type="checkbox"/> 40 - 49
<input type="checkbox"/> 50 - 59	<input type="checkbox"/> 60 or higher	

7. Marital Status in the year in which you left:

Single Married

8. Number of children living with you in the year in which you left:

<input type="checkbox"/> 0
<input type="checkbox"/> 1
<input type="checkbox"/> 2
<input type="checkbox"/> 3
<input type="checkbox"/> 4 or more

9. Highest degree you had earned in the year in which you left?

<input type="checkbox"/> Bachelor's
<input type="checkbox"/> Master's
<input type="checkbox"/> Specialist or professional diploma
<input type="checkbox"/> Doctorate or professional degree

10. Teaching certificates/credentials held in the year in which you left, dates acquired, and issuing country/organization:

11. Main subject area of teaching:

<input type="checkbox"/> Elementary generalist	<input type="checkbox"/> Math/science	<input type="checkbox"/> Humanities
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<input type="checkbox"/> <i>Special Education</i>	<input type="checkbox"/> <i>English as a Second Language</i>	<input type="checkbox"/> <i>Other subject specialist</i>
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12. Your country of citizenship:

Section II School Characteristics

13. Country in which the school was located:

14. How many students were enrolled in the school?

<input type="checkbox"/> <i>1 - 99</i>
<input type="checkbox"/> <i>100 - 249</i>
<input type="checkbox"/> <i>250 - 599</i>
<input type="checkbox"/> <i>600 - 999</i>
<input type="checkbox"/> <i>1000 or above</i>

15. Indicate all of the following programs that were offered at the school by clicking the corresponding box(es).

<input type="checkbox"/> <i>Cambridge International Examination Program (CIE)</i>
<input type="checkbox"/> <i>Advanced Placement (AP)</i>
<input type="checkbox"/> <i>IB Primary Years Programme (PYP)</i>
<input type="checkbox"/> <i>IB Middle Years Programme (MYP)</i>
<input type="checkbox"/> <i>IB Diploma Programme (DP)</i>
<input type="checkbox"/> <i>National curriculum from</i>
<input type="text"/>

16. In which category did your school fit?

<input type="checkbox"/> <i>Not for profit/trust</i>
<input type="checkbox"/> <i>Privately owned</i>
<input type="checkbox"/> <i>Multinational corporation owned</i>

Section III Reasons for leaving the school

17. Please indicate your level of agreement with each of the following statements.

	<i>Strongly agree</i>	<i>Agree</i>	<i>Undecided</i>	<i>Disagree</i>	<i>Strongly disagree</i>
<i>A. The level of support from the principal and senior</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>management at the school was influential in my decision to leave the school.</i>					
<i>B. The quality of the induction program was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>D. Student behavior at the school was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>E. Parental support of teachers was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>F. The quality of the school facility was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>G. The academic standards of the school were influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>H. The stability of my teaching assignment at the school was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I. Expectations regarding teacher workload were influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>J. Communication between senior management and faculty at the school was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>K. The overall compensation package offered to me was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>L. Opportunities for leadership at the school were influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>M. Teacher involvement in</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>decision making at the school was influential in my decision to leave the school.</i>					
<i>N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>P. Personal circumstances were influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Q. Living conditions in the host country were influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>R. The quality of my personal life while at the school was influential in my decision to leave the school.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. Please feel free to add explanatory comments for any of the items in the above question.

19. What were the top three reasons that prompted you to leave the school?

A.

B.

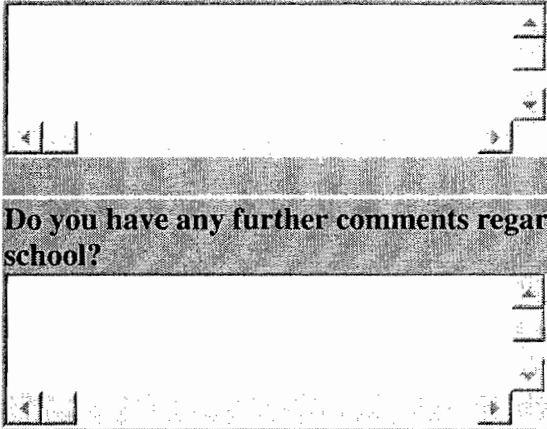
C.

20. Was there anything the school's administration could have done to prevent you from leaving in that year?

Yes

No

21. Please explain your answer for the above question (20).



22. Do you have any further comments regarding your departure from this school?

Appendix C: Graphs displaying Teacher Characteristics

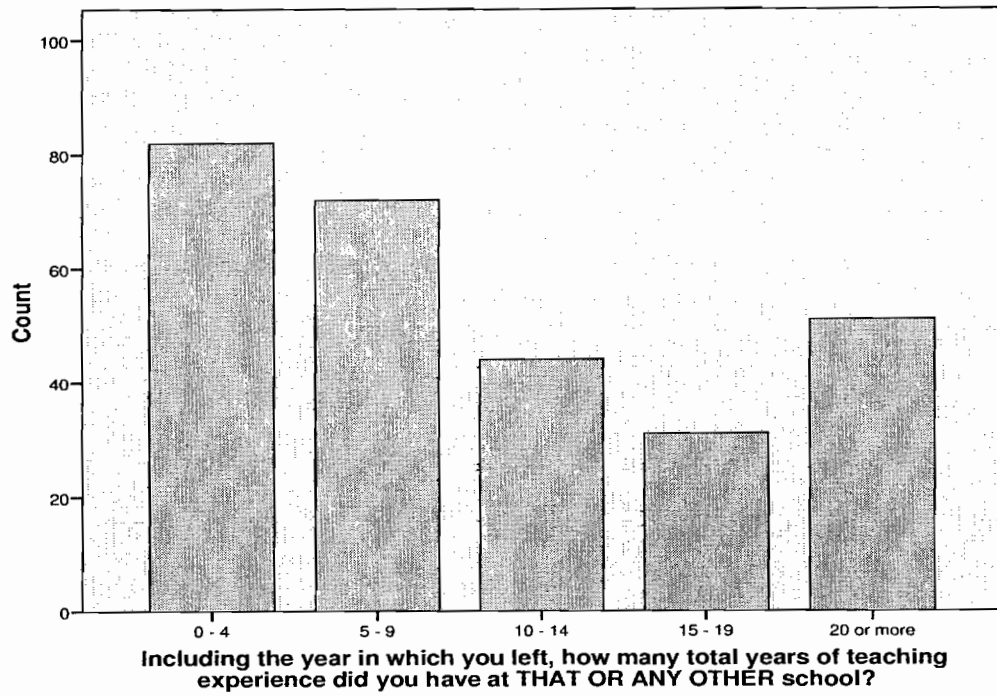


Figure 3. Total years teaching experience.

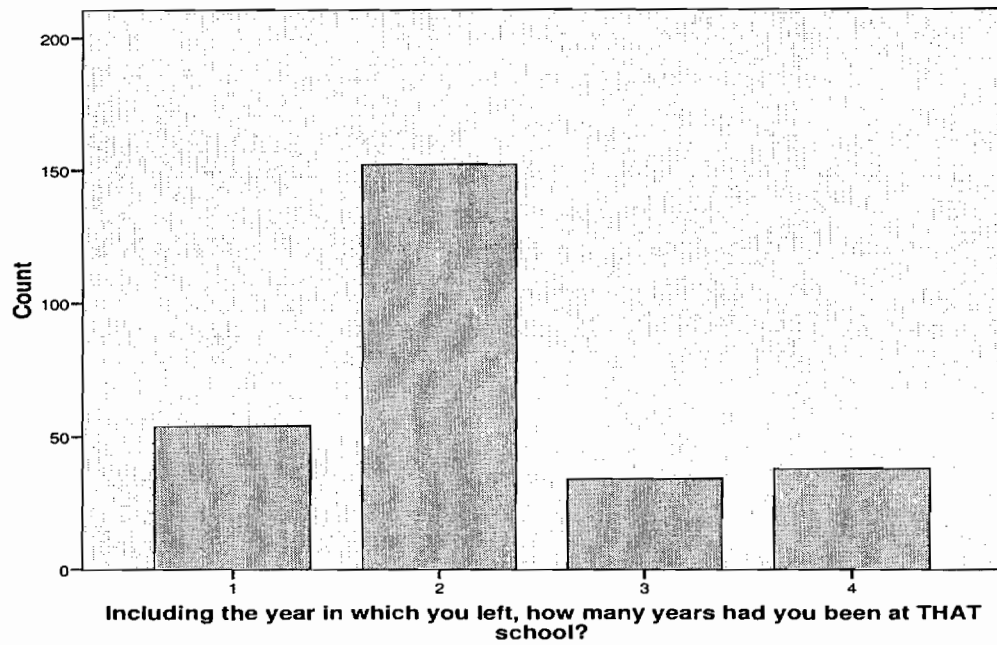


Figure 4. Years at school about which participants responded.

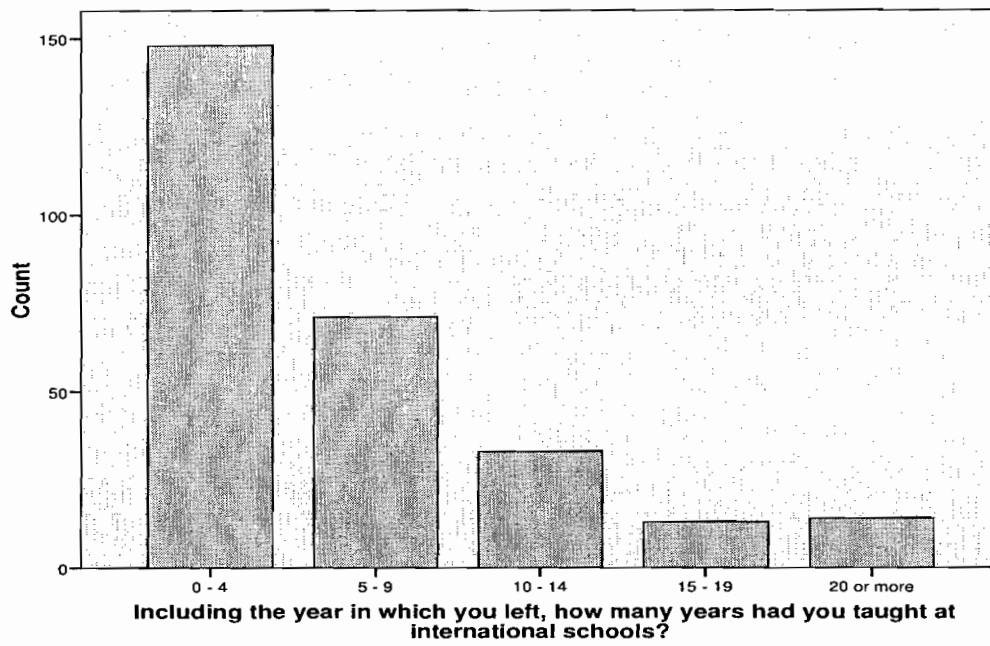


Figure 5. Years at international schools.

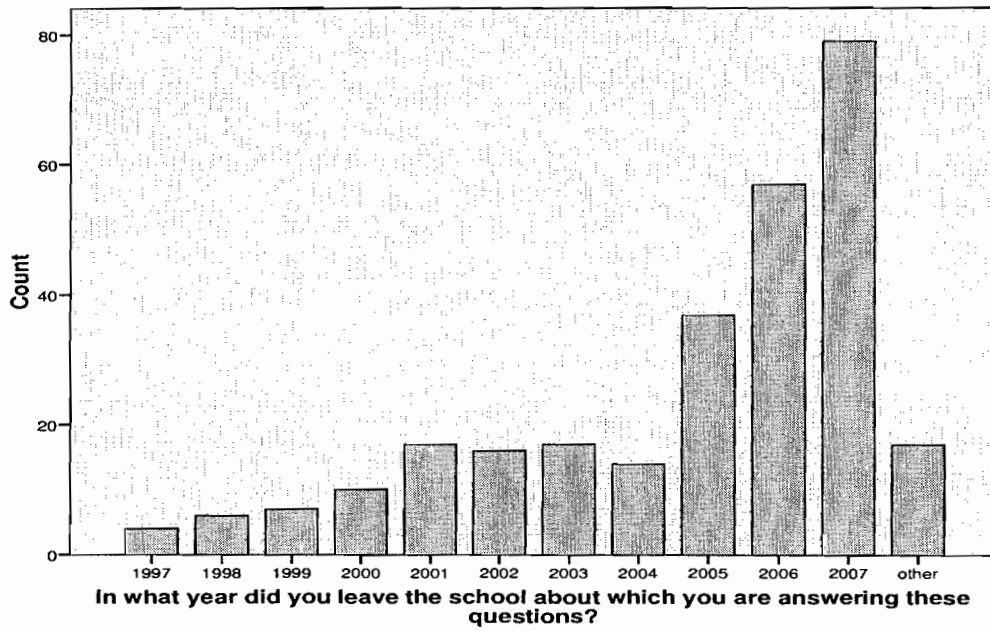


Figure 6. Year in which respondent left the school.

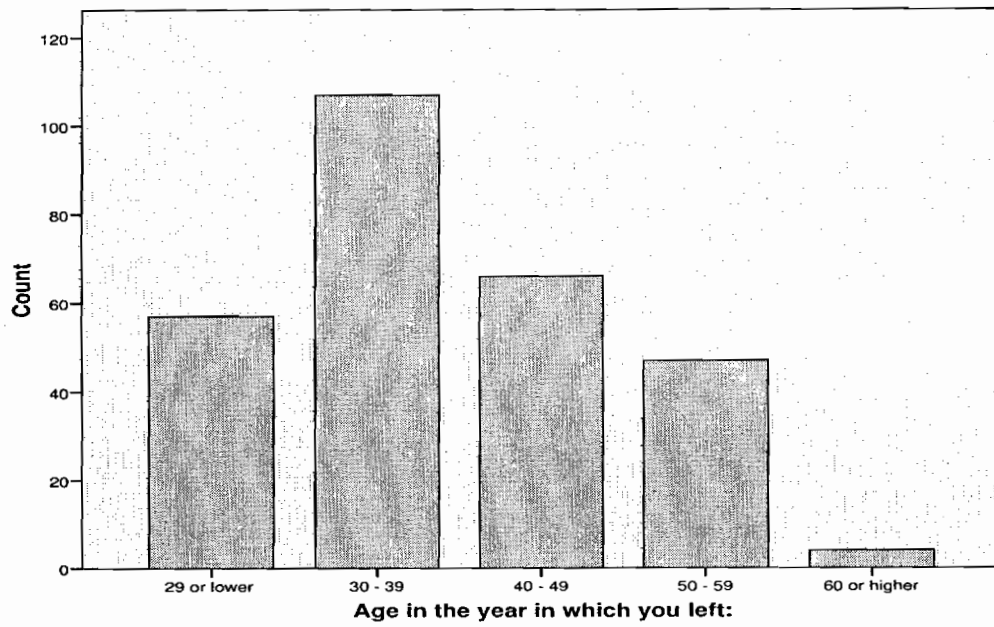


Figure 7. Age of respondent.

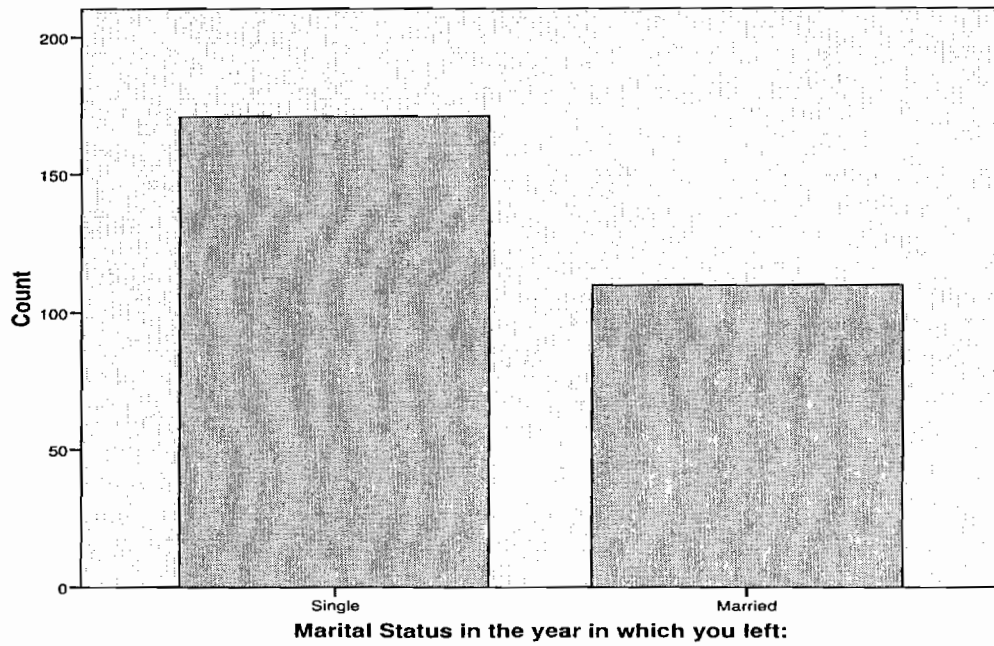


Figure 8. Marital status.

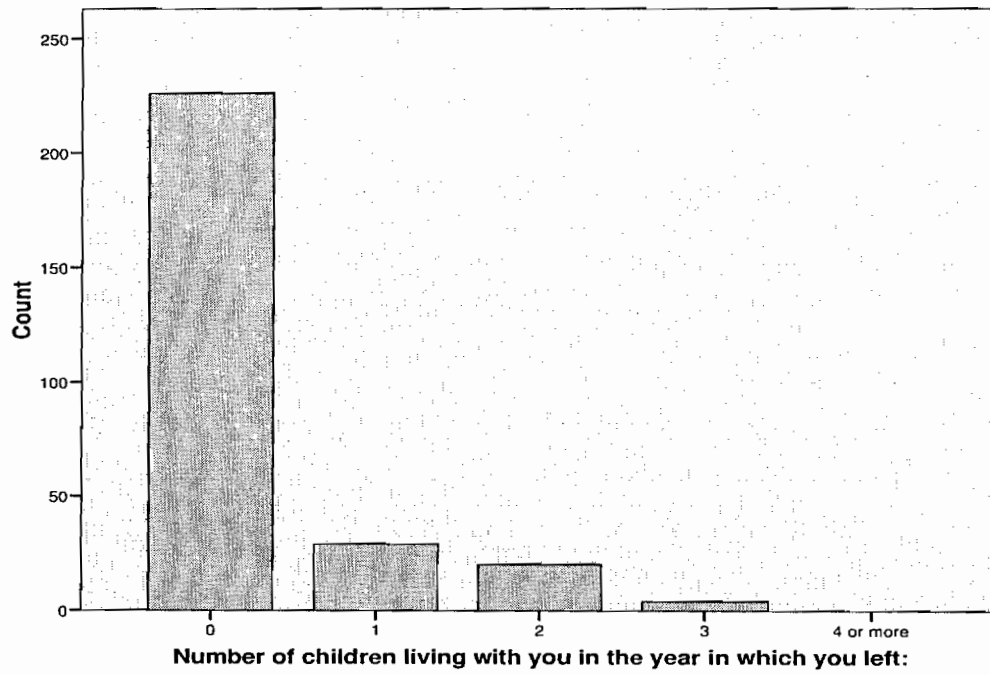


Figure 9. Number of children living with respondent.

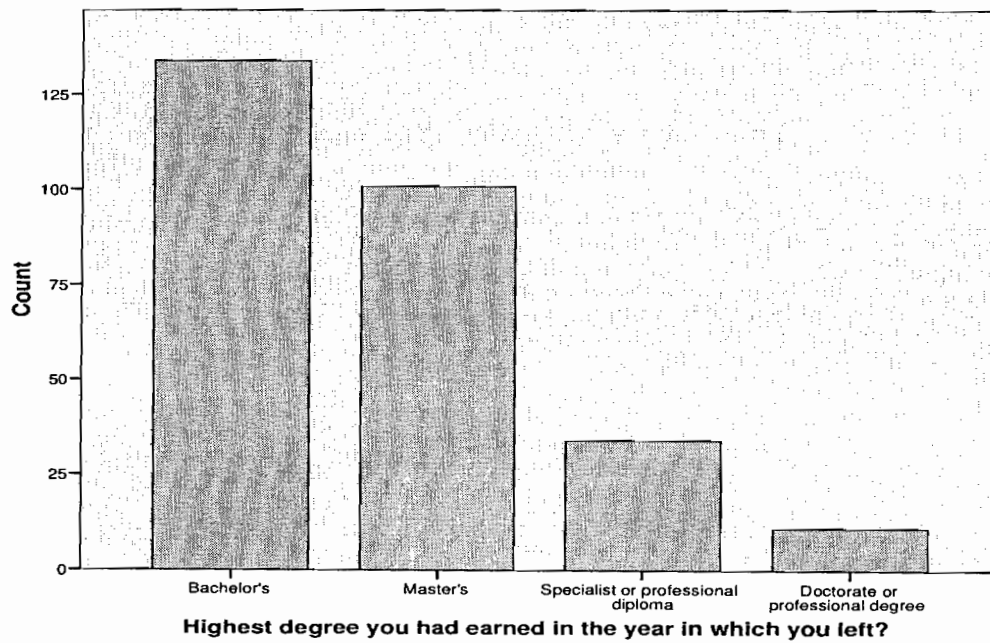


Figure 10. Education level.

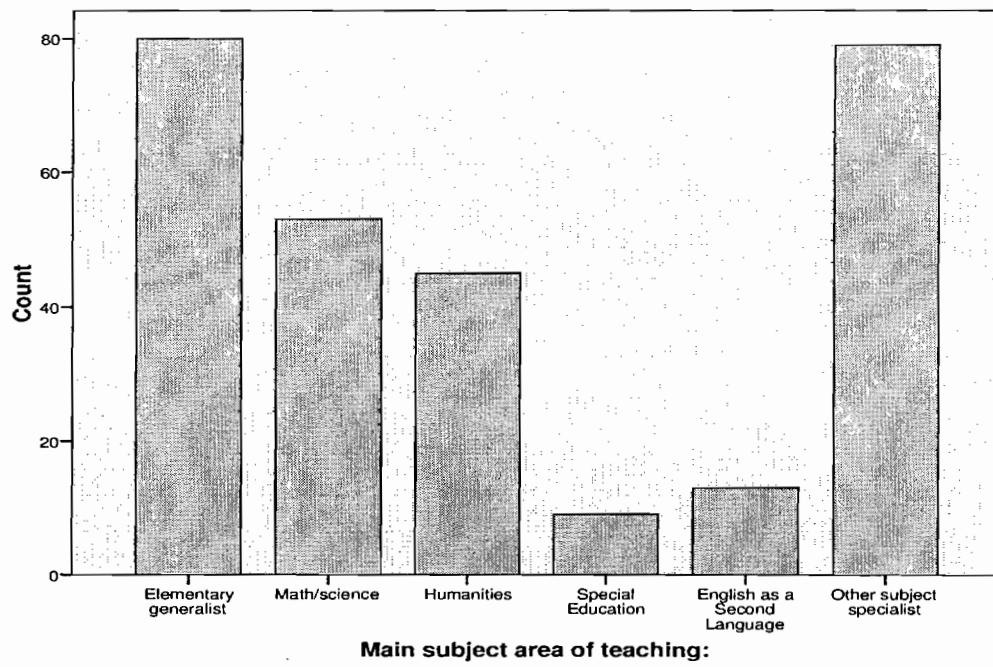


Figure 11. Main subject area of teaching.

Appendix D: Quantitative Analysis Tables

Mean Ranks by School size

	How many students were enrolled in the school?	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	1 - 99	9	177.17
	100 - 249	38	142.96
	250 - 599	108	138.77
	600 - 999	67	147.27
	1000 or above	55	120.39
	Total	277	
B. The quality of the induction program was influential in my decision to leave the school.	1 - 99	8	147.19
	100 - 249	38	168.01
	250 - 599	109	132.73
	600 - 999	68	139.31
	1000 or above	55	132.34
	Total	278	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	1 - 99	8	181.50
	100 - 249	38	171.34
	250 - 599	109	137.88
	600 - 999	68	128.75
	1000 or above	55	127.90
	Total	278	
D. Student behavior at the school was influential in my decision to leave the school.	1 - 99	8	122.50
	100 - 249	37	148.11
	250 - 599	109	131.28
	600 - 999	68	146.19
	1000 or above	55	141.68
	Total	277	
E. Parental support of teachers was influential in my decision to leave the school.	1 - 99	9	162.72
	100 - 249	38	145.25
	250 - 599	108	133.35
	600 - 999	68	140.06
	1000 or above	54	140.61
	Total	277	
F. The quality of the school facility was influential in my decision to leave the school.	1 - 99	9	167.50
	100 - 249	38	169.28
	250 - 599	109	138.58
	600 - 999	67	128.22
	1000 or above	55	129.91
	Total	278	
G. The academic standards	1 - 99	8	139.56

of the school were influential in my decision to leave the school.	100 - 249	38	167.03
	250 - 599	108	136.65
	600 - 999	68	127.52
	1000 or above	55	138.36
	Total	277	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	1 - 99	9	210.94
	100 - 249	38	153.11
	250 - 599	109	133.07
	600 - 999	68	136.56
	1000 or above	55	137.32
Total	279		
I. Expectations regarding teacher workload were influential in my decision to leave the school.	1 - 99	8	129.44
	100 - 249	38	147.37
	250 - 599	109	135.94
	600 - 999	69	150.05
	1000 or above	55	131.89
Total	279		
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	1 - 99	9	153.17
	100 - 249	38	147.12
	250 - 599	109	136.40
	600 - 999	68	152.54
	1000 or above	54	121.69
Total	278		
K. The overall compensation package offered to me was influential in my decision to leave the school.	1 - 99	8	157.69
	100 - 249	38	159.80
	250 - 599	108	141.09
	600 - 999	68	134.12
	1000 or above	55	123.85
Total	277		
L. Opportunities for leadership at the school were influential in my decision to leave the school.	1 - 99	8	112.75
	100 - 249	38	160.29
	250 - 599	108	140.05
	600 - 999	68	137.93
	1000 or above	55	127.38
Total	277		
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	1 - 99	9	168.11
	100 - 249	37	156.69
	250 - 599	109	137.06
	600 - 999	68	142.01
	1000 or above	55	125.00
Total	278		
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	1 - 99	8	193.69
	100 - 249	37	147.18
	250 - 599	108	137.62
	600 - 999	68	134.06
	1000 or above	55	131.86
Total	276		

O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	1 - 99	8	171.63
	100 - 249	38	169.01
	250 - 599	109	132.33
	600 - 999	68	142.03
	1000 or above	55	125.51
	Total	278	
P. Personal circumstances were influential in my decision to leave the school.	1 - 99	8	155.75
	100 - 249	38	126.28
	250 - 599	109	141.65
	600 - 999	68	138.97
	1000 or above	55	142.66
	Total	278	
Q. Living conditions in the host country were influential in my decision to leave the school.	1 - 99	8	172.31
	100 - 249	38	129.99
	250 - 599	109	136.16
	600 - 999	69	143.98
	1000 or above	55	144.85
	Total	279	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	1 - 99	9	174.89
	100 - 249	37	121.04
	250 - 599	109	142.00
	600 - 999	69	141.54
	1000 or above	55	141.15
	Total	279	

Test Statistics by School Size(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	6.330	4	.176
B. The quality of the induction program was influential in my decision to leave the school.	6.585	4	.160
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	11.259	4	.024
D. Student behavior at the school was influential in my decision to leave the school.	2.850	4	.583
E. Parental support of teachers was influential in my decision to leave the school.	1.756	4	.781
F. The quality of the school facility was influential in my decision to leave the school.	8.986	4	.061
G. The academic standards of the school were influential in my decision to leave the school.	6.659	4	.155

H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	9.845	4	.043
I. Expectations regarding teacher workload were influential in my decision to leave the school.	2.529	4	.639
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	5.665	4	.226
K. The overall compensation package offered to me was influential in my decision to leave the school.	5.566	4	.234
L. Opportunities for leadership at the school were influential in my decision to leave the school.	5.046	4	.283
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	5.054	4	.282
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	5.147	4	.273
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	9.484	4	.050
P. Personal circumstances were influential in my decision to leave the school.	1.600	4	.809
Q. Living conditions in the host country were influential in my decision to leave the school.	2.641	4	.620
R. The quality of my personal life while at the school was influential in my decision to leave the school.	4.025	4	.403

a Kruskal Wallis Test

b Grouping Variable: How many students were enrolled in the school?

Mean Ranks by Perceived academic standard

		N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	G. The academic standards of the school were influential in my decision to leave the school.		
	Strongly disagree	75	108.32
	Disagree	100	134.39
	Undecided	20	132.30
	Agree	50	159.83
	Strongly agree	29	188.78
	Total	274	
B. The quality of the induction program was influential in my decision to leave the school.	Strongly disagree	77	86.08
	Disagree	101	144.73
	Undecided	20	167.70
	Agree	50	162.61
	Strongly agree	29	199.03
	Total	277	

C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	Strongly disagree	77	75.14
	Disagree	101	142.00
	Undecided	20	184.35
	Agree	50	171.23
	Strongly agree	29	211.26
	Total	277	
D. Student behavior at the school was influential in my decision to leave the school.	Strongly disagree	77	86.82
	Disagree	101	143.60
	Undecided	20	137.60
	Agree	49	172.02
	Strongly agree	29	201.95
	Total	276	
E. Parental support of teachers was influential in my decision to leave the school.	Strongly disagree	77	97.08
	Disagree	101	141.49
	Undecided	20	159.53
	Agree	48	157.67
	Strongly agree	29	187.09
	Total	275	
F. The quality of the school facility was influential in my decision to leave the school.	Strongly disagree	77	71.26
	Disagree	101	142.81
	Undecided	20	171.60
	Agree	49	175.08
	Strongly agree	29	217.38
	Total	276	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	Strongly disagree	77	80.74
	Disagree	101	156.29
	Undecided	20	125.50
	Agree	50	181.89
	Strongly agree	28	164.98
	Total	276	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	Strongly disagree	77	103.64
	Disagree	101	141.96
	Undecided	20	135.28
	Agree	50	171.21
	Strongly agree	29	169.62
	Total	277	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	Strongly disagree	77	100.42
	Disagree	101	136.58
	Undecided	20	144.98
	Agree	49	171.20
	Strongly agree	29	186.55
	Total	276	

K. The overall compensation package offered to me was influential in my decision to leave the school.	Strongly disagree	77	115.95
	Disagree	100	143.94
	Undecided	20	133.90
	Agree	50	156.04
	Strongly agree	28	148.14
	Total	275	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	Strongly disagree	76	108.88
	Disagree	101	141.15
	Undecided	20	130.85
	Agree	50	164.92
	Strongly agree	29	166.60
	Total	276	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	Strongly disagree	76	103.71
	Disagree	101	145.65
	Undecided	20	140.58
	Agree	50	153.78
	Strongly agree	29	177.00
	Total	276	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	Strongly disagree	76	94.96
	Disagree	101	136.79
	Undecided	20	136.35
	Agree	50	169.25
	Strongly agree	28	204.55
	Total	275	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	Strongly disagree	77	98.17
	Disagree	101	137.18
	Undecided	20	152.10
	Agree	50	174.04
	Strongly agree	29	184.31
	Total	277	
P. Personal circumstances were influential in my decision to leave the school.	Strongly disagree	76	154.43
	Disagree	101	138.02
	Undecided	20	147.80
	Agree	50	129.49
	Strongly agree	29	107.53
	Total	276	
Q. Living conditions in the host country were influential in my decision to leave the school.	Strongly disagree	77	111.48
	Disagree	101	150.75
	Undecided	20	161.10
	Agree	50	150.23
	Strongly agree	29	136.53
	Total	277	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	Strongly disagree	77	129.36
	Disagree	101	144.37
	Undecided	20	152.15
	Agree	50	145.92
	Strongly agree	28	119.46
	Total		

Total	276
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Test Statistics by Perceived academic strength(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	28.881	4	.000
B. The quality of the induction program was influential in my decision to leave the school.	62.251	4	.000
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	93.092	4	.000
D. Student behavior at the school was influential in my decision to leave the school.	69.603	4	.000
E. Parental support of teachers was influential in my decision to leave the school.	39.777	4	.000
F. The quality of the school facility was influential in my decision to leave the school.	103.538	4	.000
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	70.207	4	.000
I. Expectations regarding teacher workload were influential in my decision to leave the school.	29.503	4	.000
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	39.711	4	.000
K. The overall compensation package offered to me was influential in my decision to leave the school.	10.045	4	.040
L. Opportunities for leadership at the school were influential in my decision to leave the school.	21.167	4	.000
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	25.167	4	.000
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	52.467	4	.000
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	41.579	4	.000
P. Personal circumstances were influential in my decision to leave the school.	8.730	4	.068
Q. Living conditions in the host country were influential in my decision to leave the school.	14.686	4	.005
R. The quality of my personal life while at the school was influential in my decision to leave the school.	4.380	4	.357

a Kruskal Wallis Test

b Grouping Variable: G. The academic standards of the school were influential in my decision to leave the school.

Mean Ranks by Ownership structure

	In which category did your school fit?	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	Not for profit/trust	134	128.29
	Privately owned	124	145.71
	Multinational corporation owned	16	150.97
	Total	274	
B. The quality of the induction program was influential in my decision to leave the school.	Not for profit/trust	136	121.77
	Privately owned	124	154.57
	Multinational corporation owned	15	148.13
	Total	275	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	Not for profit/trust	136	117.48
	Privately owned	124	156.70
	Multinational corporation owned	15	169.47
	Total	275	
D. Student behavior at the school was influential in my decision to leave the school.	Not for profit/trust	135	128.96
	Privately owned	124	148.23
	Multinational corporation owned	15	125.67
	Total	274	
E. Parental support of teachers was influential in my decision to leave the school.	Not for profit/trust	136	134.79
	Privately owned	122	141.01
	Multinational corporation owned	16	133.75
	Total	274	
F. The quality of the school facility was influential in my decision to leave the school.	Not for profit/trust	135	117.22
	Privately owned	124	156.23
	Multinational corporation owned	16	172.06
	Total	275	
G. The academic standards of the school were influential in my decision to leave the school.	Not for profit/trust	135	115.63
	Privately owned	124	160.55
	Multinational corporation owned	15	143.80
	Total	274	
H. The stability of my teaching assignment at the	Not for profit/trust	137	132.40
	Privately owned	123	142.64

school was influential in my decision to leave the school.	Multinational corporation owned	16	158.88
	Total	276	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	Not for profit/trust	137	136.90
	Privately owned	124	140.42
	Multinational corporation owned	15	137.27
	Total	276	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	Not for profit/trust	136	126.18
	Privately owned	123	149.18
	Multinational corporation owned	16	152.53
	Total	275	
K. The overall compensation package offered to me was influential in my decision to leave the school.	Not for profit/trust	136	137.00
	Privately owned	123	141.22
	Multinational corporation owned	15	111.53
	Total	274	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	Not for profit/trust	135	134.63
	Privately owned	124	144.17
	Multinational corporation owned	15	108.20
	Total	274	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	Not for profit/trust	135	125.80
	Privately owned	124	150.11
	Multinational corporation owned	16	147.13
	Total	275	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	Not for profit/trust	135	126.24
	Privately owned	123	148.58
	Multinational corporation owned	15	138.87
	Total	273	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	Not for profit/trust	136	122.63
	Privately owned	124	156.23
	Multinational corporation owned	15	126.67
	Total	275	
P. Personal circumstances were influential in my decision to leave the school.	Not for profit/trust	136	133.06
	Privately owned	124	142.08
	Multinational corporation owned	15	149.07
	Total	275	
Q. Living conditions in the host country were influential in my decision to leave the school.	Not for profit/trust	137	129.36
	Privately owned	124	147.82
	Multinational corporation owned	15	144.93
	Total	276	

R. The quality of my personal life while at the school was influential in my decision to leave the school.	Not for profit/trust	137	125.58
	Privately owned	123	150.43
	Multinational corporation owned	16	157.44
	Total	276	

Test Statistics by Ownership structure(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	3.915	2	.141
B. The quality of the induction program was influential in my decision to leave the school.	12.271	2	.002
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	19.492	2	.000
D. Student behavior at the school was influential in my decision to leave the school.	4.886	2	.087
E. Parental support of teachers was influential in my decision to leave the school.	.479	2	.787
F. The quality of the school facility was influential in my decision to leave the school.	19.917	2	.000
G. The academic standards of the school were influential in my decision to leave the school.	22.623	2	.000
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	2.395	2	.302
I. Expectations regarding teacher workload were influential in my decision to leave the school.	.140	2	.932
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	6.493	2	.039
K. The overall compensation package offered to me was influential in my decision to leave the school.	1.985	2	.371
L. Opportunities for leadership at the school were influential in my decision to leave the school.	3.312	2	.191
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	6.611	2	.037
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	5.456	2	.065
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	12.536	2	.002
P. Personal circumstances were influential in my decision to leave the school.	1.201	2	.549
Q. Living conditions in the host country were influential in my decision to leave the school.	3.818	2	.148
R. The quality of my personal life while at the school was influential in my decision to leave the school.	7.616	2	.022

a Kruskal Wallis Test

b Grouping Variable: In which category did your school fit?

Mean Ranks by gender

	Gender	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	Female	168	139.85
	Male	109	137.68
	Total	277	
B. The quality of the induction program was influential in my decision to leave the school.	Female	168	146.68
	Male	110	128.53
	Total	278	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	Female	168	138.95
	Male	110	140.34
	Total	278	
D. Student behavior at the school was influential in my decision to leave the school.	Female	167	135.13
	Male	110	144.88
	Total	277	
E. Parental support of teachers was influential in my decision to leave the school.	Female	167	143.25
	Male	110	132.54
	Total	277	
F. The quality of the school facility was influential in my decision to leave the school.	Female	168	139.76
	Male	110	139.10
	Total	278	
G. The academic standards of the school were influential in my decision to leave the school.	Female	168	134.29
	Male	109	146.26
	Total	277	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	Female	169	140.37
	Male	110	139.44
	Total	279	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	Female	169	143.06
	Male	110	135.30
	Total	279	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	Female	167	140.60
	Male	111	137.85
	Total	278	
K. The overall compensation package offered to me was influential in my decision to leave the school.	Female	168	135.58
	Male	109	144.27
	Total	277	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	Female	168	132.67
	Male	109	148.76
	Total	277	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	Female	168	136.35
	Male	110	144.30

	Total	278	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	Female	168	140.23
	Male	108	135.81
	Total	276	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	Female	168	134.36
	Male	110	147.35
	Total	278	
P. Personal circumstances were influential in my decision to leave the school.	Female	168	141.17
	Male	110	136.95
	Total	278	
Q. Living conditions in the host country were influential in my decision to leave the school.	Female	169	144.92
	Male	110	132.44
	Total	279	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	Female	168	144.66
	Male	111	132.95
	Total	279	

Test Statistics by gender(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	.053	1	.818
B. The quality of the induction program was influential in my decision to leave the school.	3.682	1	.055
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	.021	1	.885
D. Student behavior at the school was influential in my decision to leave the school.	1.149	1	.284
E. Parental support of teachers was influential in my decision to leave the school.	1.309	1	.253
F. The quality of the school facility was influential in my decision to leave the school.	.005	1	.945
G. The academic standards of the school were influential in my decision to leave the school.	1.601	1	.206
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	.010	1	.921
I. Expectations regarding teacher workload were influential in my decision to leave the school.	.660	1	.417
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	.085	1	.771
K. The overall compensation package offered to me was influential in my decision to leave the school.	.818	1	.366
L. Opportunities for leadership at the school were influential in my decision to leave the school.	2.847	1	.092

M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	.686	1	.407
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	.212	1	.645
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	1.827	1	.176
P. Personal circumstances were influential in my decision to leave the school.	.192	1	.661
Q. Living conditions in the host country were influential in my decision to leave the school.	1.698	1	.193
R. The quality of my personal life while at the school was influential in my decision to leave the school.	1.481	1	.224

a Kruskal Wallis Test

b Grouping Variable: Gender

Mean Ranks by Age

	Age in the year in which you left:	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	29 or lower	57	149.20
	30 - 39	105	136.06
	40 - 49	65	141.85
	50 - 59	46	125.28
	60 or higher	4	182.25
	Total	277	
B. The quality of the induction program was influential in my decision to leave the school.	29 or lower	57	156.88
	30 - 39	105	136.78
	40 - 49	65	133.27
	50 - 59	47	132.66
	60 or higher	4	145.00
	Total	278	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	29 or lower	57	155.29
	30 - 39	105	135.62
	40 - 49	65	139.92
	50 - 59	47	131.41
	60 or higher	4	104.50
	Total	278	
D. Student behavior at the school was influential in my decision to leave the school.	29 or lower	57	137.16
	30 - 39	105	139.83
	40 - 49	65	133.65
	50 - 59	46	143.68
	60 or higher	4	176.50
	Total	277	
E. Parental support of	29 or lower	55	142.20

teachers was influential in my decision to leave the school.	30 - 39	105	140.14
	40 - 49	66	133.91
	50 - 59	47	138.91
	60 or higher	4	150.00
	Total	277	
F. The quality of the school facility was influential in my decision to leave the school.	29 or lower	57	152.67
	30 - 39	105	139.72
	40 - 49	65	135.82
	50 - 59	47	127.84
	60 or higher	4	142.75
Total	278		
G. The academic standards of the school were influential in my decision to leave the school.	29 or lower	57	152.59
	30 - 39	104	138.92
	40 - 49	65	128.08
	50 - 59	47	136.71
	60 or higher	4	151.88
Total	277		
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	29 or lower	56	149.05
	30 - 39	106	135.66
	40 - 49	66	147.56
	50 - 59	47	126.18
	60 or higher	4	166.00
Total	279		
I. Expectations regarding teacher workload were influential in my decision to leave the school.	29 or lower	57	148.75
	30 - 39	106	132.08
	40 - 49	65	138.67
	50 - 59	47	149.23
	60 or higher	4	138.38
Total	279		
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	29 or lower	57	153.18
	30 - 39	104	135.30
	40 - 49	66	144.51
	50 - 59	47	123.48
	60 or higher	4	159.38
Total	278		
K. The overall compensation package offered to me was influential in my decision to leave the school.	29 or lower	56	121.70
	30 - 39	105	134.28
	40 - 49	65	156.82
	50 - 59	47	145.12
	60 or higher	4	143.75
Total	277		
L. Opportunities for leadership at the school	29 or lower	57	127.61
	30 - 39	105	129.49

were influential in my decision to leave the school.	40 - 49	64	160.59
	50 - 59	47	143.77
	60 or higher	4	149.63
	Total	277	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	29 or lower	57	139.96
	30 - 39	105	131.30
	40 - 49	65	144.93
	50 - 59	47	147.56
	60 or higher	4	165.25
Total	278		
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	29 or lower	57	137.37
	30 - 39	105	141.95
	40 - 49	65	132.31
	50 - 59	45	140.51
	60 or higher	4	142.00
Total	276		
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	29 or lower	57	148.24
	30 - 39	105	145.18
	40 - 49	65	139.48
	50 - 59	47	120.38
	60 or higher	4	91.00
Total	278		
P. Personal circumstances were influential in my decision to leave the school.	29 or lower	57	140.90
	30 - 39	106	136.46
	40 - 49	65	131.56
	50 - 59	46	153.43
	60 or higher	4	168.75
Total	278		
Q. Living conditions in the host country were influential in my decision to leave the school.	29 or lower	57	152.41
	30 - 39	106	143.28
	40 - 49	65	126.47
	50 - 59	47	139.26
	60 or higher	4	104.88
Total	279		
R. The quality of my personal life while at the school was influential in my decision to leave the school.	29 or lower	56	143.75
	30 - 39	106	139.77
	40 - 49	66	132.82
	50 - 59	47	150.78
	60 or higher	4	85.38
Total	279		

Test Statistics by Age(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	3.985	4	.408
B. The quality of the induction program was influential in my decision to leave the school.	3.837	4	.429
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	3.925	4	.416
D. Student behavior at the school was influential in my decision to leave the school.	1.595	4	.810
E. Parental support of teachers was influential in my decision to leave the school.	.498	4	.974
F. The quality of the school facility was influential in my decision to leave the school.	2.840	4	.585
G. The academic standards of the school were influential in my decision to leave the school.	3.241	4	.518
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	3.725	4	.444
I. Expectations regarding teacher workload were influential in my decision to leave the school.	2.499	4	.645
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	4.688	4	.321
K. The overall compensation package offered to me was influential in my decision to leave the school.	6.815	4	.146
L. Opportunities for leadership at the school were influential in my decision to leave the school.	8.023	4	.091
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	2.402	4	.662
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	.672	4	.955
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	5.597	4	.231
P. Personal circumstances were influential in my decision to leave the school.	2.854	4	.583
Q. Living conditions in the host country were influential in my decision to leave the school.	4.378	4	.357
R. The quality of my personal life while at the school was influential in my decision to leave the school.	3.486	4	.480

a Kruskal Wallis Test

b Grouping Variable: Age in the year in which you left:

Mean Ranks by Marital Status

	Marital Status in the year in which you left:	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	Single	171	143.04
	Married	106	132.49
	Total	277	
B. The quality of the induction program was influential in my decision to leave the school.	Single	169	149.38
	Married	109	124.18
	Total	278	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	Single	169	148.70
	Married	109	125.24
	Total	278	
D. Student behavior at the school was influential in my decision to leave the school.	Single	168	138.65
	Married	109	139.55
	Total	277	
E. Parental support of teachers was influential in my decision to leave the school.	Single	168	141.81
	Married	109	134.67
	Total	277	
F. The quality of the school facility was influential in my decision to leave the school.	Single	170	148.14
	Married	108	125.91
	Total	278	
G. The academic standards of the school were influential in my decision to leave the school.	Single	169	141.46
	Married	108	135.14
	Total	277	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	Single	170	150.09
	Married	109	124.27
	Total	279	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	Single	170	148.41
	Married	109	126.88
	Total	279	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	Single	169	149.37
	Married	109	124.20
	Total	278	
K. The overall compensation package offered to me was influential in my decision to leave the school.	Single	168	141.67
	Married	109	134.89
	Total	277	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	Single	169	139.67
	Married	108	137.95
	Total	277	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	Single	170	145.19
	Married	108	130.55
	Total	278	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	Single	168	145.63
	Married	108	127.41
	Total	276	

O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	Single	169	143.94
	Married	109	132.61
	Total	278	
P. Personal circumstances were influential in my decision to leave the school.	Single	169	137.95
	Married	109	141.90
	Total	278	
Q. Living conditions in the host country were influential in my decision to leave the school.	Single	170	145.79
	Married	109	130.97
	Total	279	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	Single	170	148.32
	Married	109	127.03
	Total	279	

Test Statistics by Marital Status(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	1.235	1	.266
B. The quality of the induction program was influential in my decision to leave the school.	7.068	1	.008
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	6.018	1	.014
D. Student behavior at the school was influential in my decision to leave the school.	.010	1	.921
E. Parental support of teachers was influential in my decision to leave the school.	.581	1	.446
F. The quality of the school facility was influential in my decision to leave the school.	5.388	1	.020
G. The academic standards of the school were influential in my decision to leave the school.	.445	1	.505
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	7.484	1	.006
I. Expectations regarding teacher workload were influential in my decision to leave the school.	5.075	1	.024
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	7.073	1	.008
K. The overall compensation package offered to me was influential in my decision to leave the school.	.498	1	.481
L. Opportunities for leadership at the school were influential in my decision to leave the school.	.032	1	.858
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	2.313	1	.128

N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	3.625	1	.057
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	1.388	1	.239
P. Personal circumstances were influential in my decision to leave the school.	.168	1	.682
Q. Living conditions in the host country were influential in my decision to leave the school.	2.386	1	.122
R. The quality of my personal life while at the school was influential in my decision to leave the school.	4.861	1	.027

a Kruskal Wallis Test

b Grouping Variable: Marital Status in the year in which you left:

Mean Ranks by Children

	Number of children living with you in the year in which you left:	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	0	224	138.34
	1	28	154.91
	2	20	117.13
	3	4	139.38
	Total	276	
B. The quality of the induction program was influential in my decision to leave the school.	0	224	140.11
	1	29	145.17
	2	20	117.65
	3	4	138.88
	Total	277	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	0	224	139.74
	1	29	154.33
	2	20	122.93
	3	4	66.75
	Total	277	
D. Student behavior at the school was influential in my decision to leave the school.	0	223	139.00
	1	29	143.17
	2	20	134.80
	3	4	95.38
	Total	276	
E. Parental support of teachers was influential in my decision to leave the school.	0	223	138.41
	1	29	148.64
	2	20	132.40
	3	4	100.50
	Total	276	

	Total		
		276	
F. The quality of the school facility was influential in my decision to leave the school.	0	225	141.26
	1	29	136.50
	2	19	130.34
	3	4	71.25
	Total	277	
G. The academic standards of the school were influential in my decision to leave the school.	0	224	137.86
	1	28	162.50
	2	20	127.53
	3	4	61.25
	Total	276	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	0	225	141.09
	1	29	140.57
	2	20	128.50
	3	4	97.25
	Total	278	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	0	225	142.41
	1	29	134.76
	2	20	105.48
	3	4	180.25
	Total	278	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	0	224	141.27
	1	29	152.07
	2	20	99.13
	3	4	116.63
	Total	277	
K. The overall compensation package offered to me was influential in my decision to leave the school.	0	223	137.97
	1	29	146.40
	2	20	131.10
	3	4	147.63
	Total	276	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	0	224	140.49
	1	29	125.09
	2	19	146.58
	3	4	85.88
	Total	276	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	0	224	140.32
	1	29	149.38
	2	20	106.63
	3	4	151.63
	Total	277	
N. A mismatch between my expectations regarding the school and/or my role and	0	222	142.40
	1	29	142.40
	2	20	84.63

the reality when I arrived was influential in my decision to leave the school.	3	4	128.63
	Total	275	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	0	224	144.19
	1	29	131.29
	2	20	101.73
	3	4	90.50
	Total	277	
P. Personal circumstances were influential in my decision to leave the school.	0	224	138.12
	1	29	135.52
	2	20	146.00
	3	4	178.63
	Total	277	
Q. Living conditions in the host country were influential in my decision to leave the school.	0	225	142.34
	1	29	123.33
	2	20	131.05
	3	4	139.25
	Total	278	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	0	225	141.65
	1	29	132.38
	2	20	121.15
	3	4	162.00
	Total	278	

Test Statistics by Children(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	2.847	3	.416
B. The quality of the induction program was influential in my decision to leave the school.	1.775	3	.620
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	5.483	3	.140
D. Student behavior at the school was influential in my decision to leave the school.	1.541	3	.673
E. Parental support of teachers was influential in my decision to leave the school.	1.646	3	.649
F. The quality of the school facility was influential in my decision to leave the school.	3.510	3	.319
G. The academic standards of the school were influential in my decision to leave the school.	7.234	3	.065
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	1.729	3	.630
I. Expectations regarding teacher workload were influential in my decision to leave the school.	5.374	3	.146

J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	6.769	3	.080
K. The overall compensation package offered to me was influential in my decision to leave the school.	.545	3	.909
L. Opportunities for leadership at the school were influential in my decision to leave the school.	3.082	3	.379
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	4.132	3	.248
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	10.398	3	.015
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	7.383	3	.061
P. Personal circumstances were influential in my decision to leave the school.	1.276	3	.735
Q. Living conditions in the host country were influential in my decision to leave the school.	1.783	3	.619
R. The quality of my personal life while at the school was influential in my decision to leave the school.	1.832	3	.608

a Kruskal Wallis Test

b Grouping Variable: Number of children living with you in the year in which you left:

Mean Ranks by Experience in all schools

	Including the year in which you left, how many total years of teaching experience did you have at THAT OR ANY OTHER school?	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	0 - 4	81	147.59
	5 - 9	71	134.83
	10 - 14	44	152.30
	15 - 19	30	113.90
	20 or more	50	131.60
	Total	276	
B. The quality of the induction program was influential in my decision to leave the school.	0 - 4	80	149.29
	5 - 9	71	130.70
	10 - 14	44	146.30
	15 - 19	31	127.45
	20 or more	51	135.15
	Total	277	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	0 - 4	80	148.31
	5 - 9	71	145.52
	10 - 14	44	129.73
	15 - 19	31	122.29
	20 or more	51	133.47
	Total		

	Total	277	
D. Student behavior at the school was influential in my decision to leave the school.	0 - 4	80	147.96
	5 - 9	71	133.59
	10 - 14	44	137.48
	15 - 19	31	147.10
	20 or more	50	125.90
	Total	276	
E. Parental support of teachers was influential in my decision to leave the school.	0 - 4	79	138.87
	5 - 9	71	143.23
	10 - 14	44	133.70
	15 - 19	31	141.79
	20 or more	51	133.48
	Total	276	
F. The quality of the school facility was influential in my decision to leave the school.	0 - 4	81	145.38
	5 - 9	71	149.09
	10 - 14	43	124.00
	15 - 19	31	125.45
	20 or more	51	135.71
	Total	277	
G. The academic standards of the school were influential in my decision to leave the school.	0 - 4	80	144.03
	5 - 9	71	143.53
	10 - 14	44	145.98
	15 - 19	31	122.95
	20 or more	50	125.58
	Total	276	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	0 - 4	82	147.77
	5 - 9	70	141.97
	10 - 14	44	140.42
	15 - 19	31	125.27
	20 or more	51	130.67
	Total	278	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	0 - 4	81	131.59
	5 - 9	71	148.60
	10 - 14	44	138.92
	15 - 19	31	127.74
	20 or more	51	147.04
	Total	278	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	0 - 4	81	144.36
	5 - 9	71	139.89
	10 - 14	43	148.15
	15 - 19	31	131.02
	20 or more	51	126.39

	Total	277	
K. The overall compensation package offered to me was influential in my decision to leave the school.	0 - 4	81	128.45
	5 - 9	69	146.18
	10 - 14	44	120.06
	15 - 19	31	143.08
	20 or more	51	157.20
	Total	276	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	0 - 4	80	125.85
	5 - 9	71	134.65
	10 - 14	44	150.98
	15 - 19	30	130.92
	20 or more	51	157.40
	Total	276	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	0 - 4	81	140.73
	5 - 9	71	130.28
	10 - 14	44	141.88
	15 - 19	31	132.50
	20 or more	50	150.07
	Total	277	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	0 - 4	80	134.74
	5 - 9	71	139.11
	10 - 14	44	142.39
	15 - 19	31	122.32
	20 or more	49	147.69
	Total	275	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	0 - 4	80	136.13
	5 - 9	71	155.39
	10 - 14	44	143.53
	15 - 19	31	123.27
	20 or more	51	126.32
	Total	277	
P. Personal circumstances were influential in my decision to leave the school.	0 - 4	81	140.31
	5 - 9	71	133.70
	10 - 14	44	135.69
	15 - 19	31	140.08
	20 or more	50	146.63
	Total	277	
Q. Living conditions in the host country were influential in my decision to leave the school.	0 - 4	81	146.77
	5 - 9	71	149.89
	10 - 14	44	123.57
	15 - 19	31	118.05
	20 or more	51	140.26
	Total	278	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	0 - 4	81	141.67
	5 - 9	71	142.79
	10 - 14	44	144.64
	15 - 19	31	129.89

20 or more	51	132.88
Total	278	

Test Statistics by Experience in all schools(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	6.247	4	.181
B. The quality of the induction program was influential in my decision to leave the school.	3.483	4	.480
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	3.982	4	.408
D. Student behavior at the school was influential in my decision to leave the school.	3.513	4	.476
E. Parental support of teachers was influential in my decision to leave the school.	.733	4	.947
F. The quality of the school facility was influential in my decision to leave the school.	4.396	4	.355
G. The academic standards of the school were influential in my decision to leave the school.	3.832	4	.429
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	2.777	4	.596
I. Expectations regarding teacher workload were influential in my decision to leave the school.	3.010	4	.556
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	2.729	4	.604
K. The overall compensation package offered to me was influential in my decision to leave the school.	7.541	4	.110
L. Opportunities for leadership at the school were influential in my decision to leave the school.	6.801	4	.147
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	2.211	4	.697
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	2.341	4	.673
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	5.996	4	.199
P. Personal circumstances were influential in my decision to leave the school.	.911	4	.923
Q. Living conditions in the host country were influential in my decision to leave the school.	6.160	4	.188

R. The quality of my personal life while at the school was influential in my decision to leave the school.	1.205	4	.877
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a Kruskal Wallis Test

b Grouping Variable: Including the year in which you left, how many total years of teaching experience did you have at THAT OR ANY OTHER school?

Mean Ranks by Experience in that school

	Including the year in which you left, how many years had you been at THAT school?	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	1	54	174.03
	2	151	136.38
	3	33	111.17
	4	36	111.56
	Total	274	
B. The quality of the induction program was influential in my decision to leave the school.	1	54	178.29
	2	151	132.29
	3	34	125.38
	4	36	113.42
	Total	275	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	1	54	151.68
	2	151	141.27
	3	34	126.24
	4	36	114.89
	Total	275	
D. Student behavior at the school was influential in my decision to leave the school.	1	53	160.56
	2	151	137.06
	3	34	122.32
	4	36	119.74
	Total	274	
E. Parental support of teachers was influential in my decision to leave the school.	1	54	158.81
	2	151	133.91
	3	33	131.71
	4	36	125.90
	Total	274	
F. The quality of the school facility was influential in my decision to leave the school.	1	54	147.60
	2	152	149.93
	3	34	107.01
	4	35	101.49
	Total	275	
G. The academic standards of the	1	54	173.41

school were influential in my decision to leave the school.	2	150	135.42
	3	34	121.74
	4	36	107.19
	Total	274	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	1	54	165.05
	2	151	133.80
	3	34	133.07
	4	37	123.92
Total	276		
I. Expectations regarding teacher workload were influential in my decision to leave the school.	1	54	159.75
	2	151	131.13
	3	34	146.26
	4	37	130.42
Total	276		
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	1	53	162.31
	2	152	135.73
	3	34	132.79
	4	36	116.69
Total	275		
K. The overall compensation package offered to me was influential in my decision to leave the school.	1	54	126.40
	2	149	142.23
	3	34	146.84
	4	37	126.08
Total	274		
L. Opportunities for leadership at the school were influential in my decision to leave the school.	1	54	140.90
	2	151	135.18
	3	34	131.21
	4	35	148.37
Total	274		
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	1	54	149.05
	2	151	137.78
	3	34	130.46
	4	36	129.47
Total	275		
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	1	54	183.05
	2	149	128.99
	3	34	120.65
	4	36	116.54
Total	273		
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	1	54	116.72
	2	151	150.06
	3	34	130.19
	4	36	126.71
Total	275		
P. Personal circumstances were influential in my decision to leave the school.	1	54	127.29
	2	150	140.43
	3	34	123.79

	4	37	156.84
	Total	275	
Q. Living conditions in the host country were influential in my decision to leave the school.	1	54	129.19
	2	151	151.12
	3	34	115.35
	4	37	121.85
	Total	276	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	1	54	146.67
	2	151	140.95
	3	34	126.54
	4	37	127.58
	Total	276	

Test Statistics by Experience in that school(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	20.724	3	.000
B. The quality of the induction program was influential in my decision to leave the school.	20.558	3	.000
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	6.010	3	.111
D. Student behavior at the school was influential in my decision to leave the school.	8.819	3	.032
E. Parental support of teachers was influential in my decision to leave the school.	5.694	3	.128
F. The quality of the school facility was influential in my decision to leave the school.	17.865	3	.000
G. The academic standards of the school were influential in my decision to leave the school.	19.293	3	.000
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	8.668	3	.034
I. Expectations regarding teacher workload were influential in my decision to leave the school.	6.232	3	.101
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	8.509	3	.037
K. The overall compensation package offered to me was influential in my decision to leave the school.	2.976	3	.395
L. Opportunities for leadership at the school were influential in my decision to leave the school.	1.175	3	.759

M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	1.861	3	.602
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	25.156	3	.000
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	8.843	3	.031
P. Personal circumstances were influential in my decision to leave the school.	4.502	3	.212
Q. Living conditions in the host country were influential in my decision to leave the school.	9.551	3	.023
R. The quality of my personal life while at the school was influential in my decision to leave the school.	2.272	3	.518

a Kruskal Wallis Test

b Grouping Variable: Including the year in which you left, how many years had you been at THAT school?

Mean Ranks by Experience in international schools

	Including the year in which you left, how many years had you taught at international schools?	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	0 - 4	147	140.45
	5 - 9	71	128.98
	10 - 14	31	153.08
	15 - 19	12	112.08
	20 or more	14	146.89
	Total	275	
B. The quality of the induction program was influential in my decision to leave the school.	0 - 4	147	144.44
	5 - 9	70	132.90
	10 - 14	32	130.89
	15 - 19	13	120.23
	20 or more	14	138.46
Total	276		
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	0 - 4	147	152.04
	5 - 9	70	123.12
	10 - 14	32	113.78
	15 - 19	13	132.19
	20 or more	14	135.57
Total	276		
D. Student behavior at the school was influential in my decision to leave the school.	0 - 4	147	138.85
	5 - 9	70	134.04
	10 - 14	32	136.97
	15 - 19	13	146.81

	20 or more	13	143.42
	Total	275	
E. Parental support of teachers was influential in my decision to leave the school.	0 - 4	145	143.44
	5 - 9	70	126.23
	10 - 14	33	123.47
	15 - 19	13	143.00
	20 or more	14	170.07
	Total	275	
F. The quality of the school facility was influential in my decision to leave the school.	0 - 4	147	148.34
	5 - 9	70	131.29
	10 - 14	32	120.73
	15 - 19	13	125.92
	20 or more	14	123.50
	Total	276	
G. The academic standards of the school were influential in my decision to leave the school.	0 - 4	146	142.97
	5 - 9	70	135.58
	10 - 14	32	124.08
	15 - 19	13	121.73
	20 or more	14	145.18
	Total	275	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	0 - 4	147	139.63
	5 - 9	70	133.51
	10 - 14	33	133.58
	15 - 19	13	139.08
	20 or more	14	172.50
	Total	277	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	0 - 4	147	144.27
	5 - 9	71	131.11
	10 - 14	32	113.55
	15 - 19	13	137.92
	20 or more	14	182.86
	Total	277	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	0 - 4	147	143.85
	5 - 9	69	127.76
	10 - 14	33	146.36
	15 - 19	13	125.15
	20 or more	14	129.11
	Total	276	
K. The overall compensation package offered to me was influential in my decision to leave the school.	0 - 4	146	133.60
	5 - 9	70	137.18
	10 - 14	32	151.25
	15 - 19	13	156.31

	20 or more	14	140.71
	Total	275	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	0 - 4	147	127.73
	5 - 9	70	156.36
	10 - 14	32	118.14
	15 - 19	12	161.88
	20 or more	14	178.96
	Total	275	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	0 - 4	147	139.77
	5 - 9	70	142.18
	10 - 14	32	117.84
	15 - 19	13	140.27
	20 or more	14	152.36
	Total	276	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	0 - 4	147	140.29
	5 - 9	69	130.14
	10 - 14	31	122.73
	15 - 19	13	123.12
	20 or more	14	190.57
	Total	274	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	0 - 4	147	148.60
	5 - 9	70	128.13
	10 - 14	32	109.97
	15 - 19	13	147.38
	20 or more	14	141.25
	Total	276	
P. Personal circumstances were influential in my decision to leave the school.	0 - 4	147	141.55
	5 - 9	70	142.36
	10 - 14	32	122.09
	15 - 19	13	124.50
	20 or more	14	137.64
	Total	276	
Q. Living conditions in the host country were influential in my decision to leave the school.	0 - 4	147	138.40
	5 - 9	71	146.61
	10 - 14	32	121.52
	15 - 19	13	132.50
	20 or more	14	152.71
	Total	277	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	0 - 4	146	137.01
	5 - 9	71	147.89
	10 - 14	33	126.14
	15 - 19	13	137.69
	20 or more	14	146.21
	Total	277	

Test Statistics by Experience in International schools(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	3.939	4	.414
B. The quality of the induction program was influential in my decision to leave the school.	2.311	4	.679
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	10.672	4	.031
D. Student behavior at the school was influential in my decision to leave the school.	.487	4	.975
E. Parental support of teachers was influential in my decision to leave the school.	6.224	4	.183
F. The quality of the school facility was influential in my decision to leave the school.	5.555	4	.235
G. The academic standards of the school were influential in my decision to leave the school.	2.462	4	.651
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	3.233	4	.520
I. Expectations regarding teacher workload were influential in my decision to leave the school.	9.379	4	.052
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	3.039	4	.551
K. The overall compensation package offered to me was influential in my decision to leave the school.	2.154	4	.708
L. Opportunities for leadership at the school were influential in my decision to leave the school.	13.832	4	.008
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	2.910	4	.573
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	9.067	4	.059
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	8.227	4	.084
P. Personal circumstances were influential in my decision to leave the school.	2.243	4	.691
Q. Living conditions in the host country were influential in my decision to leave the school.	2.841	4	.585
R. The quality of my personal life while at the school was influential in my decision to leave the school.	2.033	4	.730

a Kruskal Wallis Test

b Grouping Variable: Including the year in which you left, how many years had you taught at international schools?

Mean Ranks by Subject area

	Main subject area of teaching:	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	Elementary generalist	80	130.86
	Math/science	51	144.94
	Humanities	44	139.18
	Special Education	9	147.11
	English as a Second Language	13	152.38
	Other subject specialist	78	136.67
	Total	275	
B. The quality of the induction program was influential in my decision to leave the school.	Elementary generalist	80	151.40
	Math/science	52	137.55
	Humanities	45	138.97
	Special Education	9	169.17
	English as a Second Language	13	123.38
	Other subject specialist	77	124.44
	Total	276	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	Elementary generalist	80	149.23
	Math/science	52	139.50
	Humanities	45	135.52
	Special Education	9	150.28
	English as a Second Language	13	122.27
	Other subject specialist	77	129.79
	Total	276	
D. Student behavior at the school was influential in my decision to leave the school.	Elementary generalist	80	128.48
	Math/science	52	151.30
	Humanities	45	142.24
	Special Education	9	111.11
	English as a Second Language	13	163.46
	Other subject specialist	76	135.24
	Total	275	
E. Parental support of teachers was influential in my decision to leave the school.	Elementary generalist	80	132.30
	Math/science	52	130.79
	Humanities	44	133.38
	Special Education	9	129.78
	English as a Second Language	13	138.50
	Other subject specialist	77	152.31
	Total	275	

F. The quality of the school facility was influential in my decision to leave the school.	Elementary generalist	80	145.94
	Math/science	52	147.33
	Humanities	44	139.82
	Special Education	9	127.61
	English as a Second Language	13	113.81
	Other subject specialist	78	129.62
	Total	276	
G. The academic standards of the school were influential in my decision to leave the school.	Elementary generalist	80	143.01
	Math/science	52	151.36
	Humanities	45	127.93
	Special Education	9	136.17
	English as a Second Language	13	156.35
	Other subject specialist	76	126.63
	Total	275	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	Elementary generalist	80	133.36
	Math/science	52	140.45
	Humanities	44	144.07
	Special Education	9	134.17
	English as a Second Language	13	131.35
	Other subject specialist	79	142.74
	Total	277	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	Elementary generalist	80	129.58
	Math/science	52	150.64
	Humanities	45	132.21
	Special Education	9	153.06
	English as a Second Language	13	153.50
	Other subject specialist	78	140.78
	Total	277	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	Elementary generalist	80	136.73
	Math/science	52	137.60
	Humanities	45	143.26
	Special Education	9	133.17
	English as a Second Language	13	151.19
	Other subject specialist	77	136.66
	Total	276	
K. The overall compensation package offered to me was	Elementary generalist	79	129.64
	Math/science	52	146.61
	Humanities	44	144.51

influential in my decision to leave the school.	Special Education	9	159.89
	English as a Second Language	13	156.27
	Other subject specialist	78	131.49
	Total	275	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	Elementary generalist	80	131.69
	Math/science	52	142.91
	Humanities	44	146.85
	Special Education	9	180.83
	English as a Second Language	13	143.12
	Other subject specialist	77	130.31
Total	275		
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	Elementary generalist	79	131.02
	Math/science	52	137.79
	Humanities	45	139.22
	Special Education	9	161.56
	English as a Second Language	13	138.54
	Other subject specialist	78	143.47
Total	276		
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	Elementary generalist	80	136.26
	Math/science	50	140.12
	Humanities	45	136.43
	Special Education	9	154.44
	English as a Second Language	13	126.15
	Other subject specialist	77	137.64
Total	274		
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	Elementary generalist	80	151.56
	Math/science	52	134.65
	Humanities	45	120.23
	Special Education	9	159.72
	English as a Second Language	13	140.50
	Other subject specialist	77	135.39
Total	276		
P. Personal circumstances were influential in my decision to leave the school.	Elementary generalist	80	137.88
	Math/science	52	137.79
	Humanities	45	147.40
	Special Education	9	137.22
	English as a Second Language	12	128.33
	Other subject specialist	78	136.19
Total	276		
Q. Living conditions in the host country were influential in my decision to	Elementary generalist	80	147.25
	Math/science	52	136.59
	Humanities	45	140.87

leave the school.	Special Education	9	151.94
	English as a Second Language	13	109.08
	Other subject specialist	78	134.56
	Total	277	
R. The quality of my personal life while at the school was influential in my decision to leave the school.	Elementary generalist	80	139.34
	Math/science	52	135.57
	Humanities	45	144.99
	Special Education	9	129.83
	English as a Second Language	12	119.50
	Other subject specialist	79	141.51
	Total	277	

Test Statistics by Subject area(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	1.751	5	.882
B. The quality of the induction program was influential in my decision to leave the school.	6.835	5	.233
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	3.378	5	.642
D. Student behavior at the school was influential in my decision to leave the school.	6.050	5	.301
E. Parental support of teachers was influential in my decision to leave the school.	3.945	5	.557
F. The quality of the school facility was influential in my decision to leave the school.	3.970	5	.554
G. The academic standards of the school were influential in my decision to leave the school.	5.152	5	.398
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	1.004	5	.962
I. Expectations regarding teacher workload were influential in my decision to leave the school.	3.503	5	.623
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	.671	5	.985
K. The overall compensation package offered to me was influential in my decision to leave the school.	3.856	5	.570
L. Opportunities for leadership at the school were influential in my decision to leave the school.	4.939	5	.423

M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	1.852	5	.869
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	.805	5	.977
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	5.670	5	.340
P. Personal circumstances were influential in my decision to leave the school.	.874	5	.972
Q. Living conditions in the host country were influential in my decision to leave the school.	3.415	5	.636
R. The quality of my personal life while at the school was influential in my decision to leave the school.	1.318	5	.933

a Kruskal Wallis Test

b Grouping Variable: Main subject area of teaching:

Mean Ranks by Level of education

	Highest degree you had earned in the year in which you left?	N	Mean Rank
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	Bachelor's	132	142.65
	Master's	100	143.65
	Specialist or professional diploma	34	112.85
	Doctorate or professional degree	10	119.45
	Total	276	
B. The quality of the induction program was influential in my decision to leave the school.	Bachelor's	132	141.61
	Master's	100	143.16
	Specialist or professional diploma	34	117.88
	Doctorate or professional degree	11	135.09
	Total	277	
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	Bachelor's	132	137.25
	Master's	100	141.81
	Specialist or professional diploma	34	140.90
	Doctorate or professional degree	11	128.64
	Total	277	
D. Student behavior at the school was influential in my decision to leave the school.	Bachelor's	132	133.77
	Master's	99	154.56
	Specialist or professional diploma	34	110.24
	Total		

	Doctorate or professional degree	11	138.09
	Total	276	
E. Parental support of teachers was influential in my decision to leave the school.	Bachelor's	132	138.30
	Master's	99	147.40
	Specialist or professional diploma	34	121.49
	Doctorate or professional degree	11	113.45
	Total	276	
F. The quality of the school facility was influential in my decision to leave the school.	Bachelor's	132	144.72
	Master's	100	133.37
	Specialist or professional diploma	34	135.26
	Doctorate or professional degree	11	133.14
	Total	277	
G. The academic standards of the school were influential in my decision to leave the school.	Bachelor's	131	135.17
	Master's	100	142.48
	Specialist or professional diploma	34	131.68
	Doctorate or professional degree	11	163.05
	Total	276	
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	Bachelor's	132	140.20
	Master's	101	143.00
	Specialist or professional diploma	34	126.06
	Doctorate or professional degree	11	140.41
	Total	278	
I. Expectations regarding teacher workload were influential in my decision to leave the school.	Bachelor's	132	142.29
	Master's	101	143.48
	Specialist or professional diploma	34	112.24
	Doctorate or professional degree	11	153.82
	Total	278	
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	Bachelor's	132	137.75
	Master's	100	146.45
	Specialist or professional diploma	34	120.93
	Doctorate or professional degree	11	142.23
	Total	277	

K. The overall compensation package offered to me was influential in my decision to leave the school.	Bachelor's	130	138.41
	Master's	101	140.00
	Specialist or professional diploma	34	127.13
	Doctorate or professional degree	11	160.95
	Total	276	
L. Opportunities for leadership at the school were influential in my decision to leave the school.	Bachelor's	132	138.94
	Master's	99	142.91
	Specialist or professional diploma	34	111.69
	Doctorate or professional degree	11	176.41
	Total	276	
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	Bachelor's	133	144.04
	Master's	99	139.08
	Specialist or professional diploma	34	112.76
	Doctorate or professional degree	11	158.45
	Total	277	
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	Bachelor's	131	134.56
	Master's	99	150.69
	Specialist or professional diploma	34	117.43
	Doctorate or professional degree	11	128.32
	Total	275	
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	Bachelor's	132	146.06
	Master's	100	138.56
	Specialist or professional diploma	34	114.79
	Doctorate or professional degree	11	133.05
	Total	277	
P. Personal circumstances were influential in my decision to leave the school.	Bachelor's	132	139.00
	Master's	100	129.38
	Specialist or professional diploma	34	159.21
	Doctorate or professional degree	11	164.00
	Total	277	
Q. Living conditions in the host country were influential in my decision to leave the school.	Bachelor's	132	142.27
	Master's	101	138.03
	Specialist or professional diploma	34	141.56
	Doctorate or professional degree	11	113.41
	Total	278	

R. The quality of my personal life while at the school was influential in my decision to leave the school.	Bachelor's	132	138.86
	Master's	101	141.91
	Specialist or professional diploma	34	125.87
	Doctorate or professional degree	11	167.23
	Total	278	

Test Statistics by Level of education(a,b)

	Chi-Square	df	Asymp. Sig.
A. The level of support from the principal and senior management at the school was influential in my decision to leave the school.	5.274	3	.153
B. The quality of the induction program was influential in my decision to leave the school.	3.043	3	.385
C. Resource support at the school (technological, print or otherwise) was influential in my decision to leave the school.	.415	3	.937
D. Student behavior at the school was influential in my decision to leave the school.	10.218	3	.017
E. Parental support of teachers was influential in my decision to leave the school.	4.263	3	.234
F. The quality of the school facility was influential in my decision to leave the school.	1.387	3	.709
G. The academic standards of the school were influential in my decision to leave the school.	1.915	3	.590
H. The stability of my teaching assignment at the school was influential in my decision to leave the school.	1.271	3	.736
I. Expectations regarding teacher workload were influential in my decision to leave the school.	5.008	3	.171
J. Communication between senior management and faculty at the school was influential in my decision to leave the school.	2.879	3	.411
K. The overall compensation package offered to me was influential in my decision to leave the school.	1.678	3	.642
L. Opportunities for leadership at the school were influential in my decision to leave the school.	7.068	3	.070
M. Teacher involvement in decision making at the school was influential in my decision to leave the school.	5.091	3	.165
N. A mismatch between my expectations regarding the school and/or my role and the reality when I arrived was influential in my decision to leave the school.	5.506	3	.138
O. Opportunities for professional advancement elsewhere were influential in my decision to leave the school.	4.422	3	.219
P. Personal circumstances were influential in my decision to leave the school.	4.920	3	.178

Q. Living conditions in the host country were influential in my decision to leave the school.	1.458	3	.692
R. The quality of my personal life while at the school was influential in my decision to leave the school.	2.507	3	.474

a Kruskal Wallis Test

b Grouping Variable: Highest degree you had earned in the year in which you left?

Appendix E: Participant Responses to Prompt Questions

Question 18: "Please feel free to add explanatory comments for any of the items in the above questions."

Respondent Number and written response	Causal Factor Categories
4. Crime rate in the country was rising dramatically and the pay did not compensate for the risk. Strong disagreements with the Primary Principal who was not an expert in my field and wanted things done his way... when failure came... then, I was the one to blame!!!	HCC, Comp, AL
6. Profiteering leading to careerism and no education emphasis.	*profiteering
7. _____ is dirty and polluted; I grew sick of the grayness of it.	HCC
8. This was my first teaching assignment after getting the PGCE, after moving from industry into education. I wasn't keen on the USA way of running things and didn't think much of the school admin.	AL
9. I decided to pursue my interest in Health and fitness and carry out a diploma in Personal training and the course was based in the UK.	PA
10. Response deleted – respondent ineligible.	
12. I work overseas to travel. I have to really like a place to stay and not move on. I didn't like the culture in _____, it was very class orientated. I didn't like the winter.	HCC
13. A,I,J - Support from director not from principal, communication bad with admin as they didn't want to listen. All of these workable though - not enough to make me leave. K,P, R - Salary not enough to live comfortably with non-working spouse - moved to a place with better opportunities for spouse. O - applied only for higher or better positions in other schools - i.e. would not have moved this year if I hadn't found something better or higher.	AL, Comp, PA
14. Failure to consider employment for spouse a big negative.	PF
16. The fact that the school was privately owned and the owner had direct control over everything financial in the school, including taking money out of wages for receiving a personal fax, had a huge impact on my decision and several of my colleagues. There was no trust of teachers or administrators to do our job and that if we needed resources it was for the students, not because we were wasteful.	AL
17. I had to leave for family health reasons but also because I knew there was no possibility of professional advancement.	PF, PA
21. The impression from talking to the, now ex, head and the school's information on their website was very different to what i was met with. Very unorganized layout and under resourced.	PF, WC
22. Good school, nice country but expensive - especially maintaining a base in Aus.	Comp
23. A new Principal had joined the school as I joined. The school was a for-profit, private school. The new Principal wanted to be seen favourably by the Board of Directors and owners. We spoke with the Principal about the need for a discipline policy at the school as the behaviour of the students was appalling. We asked many times but she was reluctant to implement such a policy or even guidelines. Working at the school was very stressful, especially as it was a _____ school with _____ children and teachers and we were employed to teach English with little support from above. I was very ill during the winter months and the school was overheated, resulting in a poor working / learning environment. Also, the (_____ currency) crashed twice in 10 months and I was	SD, WC, Comp, HCC

concerned about the financial situation of not only the school, but ____ at large. Finally, I arrived in _____ a year after the huge quake which killed 40,000 people and I experienced two other big quakes in just 10 month's time and they were extremely frightening. I thought it was best to leave and work at a school which met my expectations of what a school should be, how it should be run and how happy I should be professionally. I loved living in ____ but hated teaching those spoilt children who knew that they could do whatever they wanted to do and get away with it.	
24. I loved (country name). My wife loved _____. _____ is expensive. We were unable to live on the salary they paid us, as a result we had to use our retirement to get by year to year. We now work in _____ where we are able to bank one entire salary.	Comp
26. Living in a _____ country can be trying after a number of years. It was time to move on.	HCC, PF
27. Great job - bad employer.	AL
28. Poor and bullying management, excessive workload leading to poor health and quality of life. Recruited to the school to take on leadership position but quickly sidelined.	AL, WC
29. A: lack of support reached a point where the newly appointed Head was getting rid of staff not appointed by him and who did not have recent ____ teaching experience. B: I arrive in the school mid-year in January and received no induction, not even a buddy to help show me the ropes. D: Student standard of behaviour was slipping as the Head believed the students were outstanding as he had come from a comprehensive school in the _____. Hence standards slipped from what you would expect at a truly international school. F: At my interview I was told a completely new science block was under construction with interactive whiteboards in the majority of rooms - the reality is that construction never even started the entire time I was at the school. H: The school day was being increased so my timetable went from teaching 9 different classes to teaching 13 different classes with a larger range of the three sciences with no extra planning time. N: Quite a number of things I was told at interview turned out to be lies - new science building never became a reality, outstanding accommodation was a crumbling block of flats with construction going on all around them - sometimes until 3am. The interesting thing is I really enjoyed my experience and would have easily stayed for a few more years if it hadn't been for the lies and constant changes being made. The school was reputed to have been one of the best in _____.	AL, AS, PF, WC
32. Colleagues and my own role changed all the time leaving a poor relationship between staff and management (mutual mistrust).	AL
34. Lack of feeling appreciated. After having 5 days off because of illness in first year at the school, I received a letter from the Principal that went on my file, stating that my attendance was a concern to her as it had burdened my colleagues and put my pupils at an unfair advantage. This was shocking to me, but apparently quite typical. Being absent from school was looked on very badly, by colleagues as well as by the administration.	AL
36. I was hired by an outgoing director whom I liked very much, but his replacement was not my 'cup of tea'.	PF
38. The main reason I left the school was that the administration had turned over since I was hired. The new administration was a married couple and they were awful. There was no where to go with concerns or complaints.	AL
40. I was the school director and the proprietor took the decision to close the school because we were not making sufficient profit. We were "breaking even".	*profit incentive
42. Even though I had 27 years experience and I am an IB HL Chemistry teacher, the salaries in _____ are low. Combine that with very high cost of living and the situation was not tenable. I was going to have to bring large amounts	Comp, PF

of savings from my home country if was to stay there. Something your survey did not touch upon. Teachers leave a school because they want the next adventure! That's why we are international teachers and not national teachers.	
43. The owner was uncaring about the school and a nasty person who had sycophantic, mean-spirited people working for him. They cared little about the people working there; solely about the power they could exercise. The so-called advisory committee interfered in everything, mostly outside of their scope (even the head of the PTA said so at a public meeting) so much so that the staff actually called a meeting with them--no luck. The attitude toward the locals was neo-colonial. There was just no good morale at that school.	*conflict with admin
44. For profit schools don't make much progress.	*profit incentive
45. The above are all push factors. In my case, pull factors played a significant part, as work with overseas hire status was available elsewhere.	PF
48. At the time, there was a tax benefit for Americans living in Germany for two years that strongly influenced my decision to leave. Unfortunately, the enforcement of that law changed after I had already signed on to go somewhere else, so it did not benefit me in the way I had hoped it would.	PF
49. I needed to return to Europe or my children would have to pay overseas fees at university.	PF
50. Having attended the London Job Fair, I expected certain standards of a ____ sanctioned school. Lack of resources, a/c, heating, stationery, high cost of living, additional duties (MYP science mentor, average of 20%/prep time taken for coverage for absentee teachers) were all unwelcome surprises, explained as only "You didn't ask". Never occurred to me to ask about such issues as heated and air-conditioned classes, overcrowded classroom, sufficient paper supply, or quotas on photocopying, or absence of work books. Consequently, most international teachers leave ____ school before, or as soon as, their contract is over if they have to fulfill the contract to get their flight paid out of ____.	WC
56. There's no team work amongst teachers. There's discrimination (being the only Asian) since the pop at school (teachers and parents) is composed predominantly of one race.	WC
59. As "local foreign hires," significant benefits were not available to me and others: housing, airfare and relocation allowance. PD funds, while calculated per teacher, were put into a general fund- resulting in only some teachers' PD requests being granted. The school was very much run as a business, with all tuition/fees sent outside the country and only some allowed to trickle back.	WC
62. I had NEVER been treated and housed so poorly as when I lived in ____.	PF
64. I have left four international schools at the end of my first contract. In three cases it was because I had been lied to when I was hired concerning the total package or (in the case of this school) how my package related to others. In this case in year 1 as head of dept I was paid less than all others in my dept in year two this worsened.	PF, AL
66. There was a new principal my second year. He wanted to bring his friends into the school. He told us we had to make a decision to stay or go in January, but he wouldn't assure us of a new contract until April.	AL
68. I arrived in ____ in 2003, only 24 days later the compound where I was living was bombed by Al Qaeda. As I was injured and the school itself was structurally unsafe I returned to the UK for a couple of months. I returned in the August of 2003 but during the following year the amount of terrorist attacks increased and ultimately hindered my feelings of personal safety. The school itself was fantastic, the management strong and the pupils wonderful.	HCC, PF
69. Fixed term contract of two years. Requirement to leave the country or start paying tax and pay back tax for the previous two years was the major	HCC

constraint for all of us. See below.	
70. Basically, I left due to the way I was treated. A good administrator/politician (Leader) will be able to satisfy the need to compromise for both sides. Unfortunately most of the time it is too easy to not compromise when the person is in the position of power. The lack of appreciation for me as a teacher was astounding.	AL
71. We had three administrators when I began. They fought amongst themselves and undermined each other. They refused to let any program decisions be made by the others. Two of the administrators were parents and founders of the school who had no administration background. They were constantly sabotaging each other and had little time for concerns that the staff actual cared about.	AL
74. Please note, I was a Peace Corps Volunteer at the time from 6/1999-6/2001 where I taught High School students in _____. The contract lasts for two years. I could have extended my contract for one more year, but I chose to return to the US to pursue a Master's degree. I have since completed my second Master's degree in TESOL.	PF
75. The Principal always praised the teachers at the beginning of the day and by the end of the day you felt run down to the ground. No one knew where he/she stood. Planners were always criticized. Few positive remarks were made. As a teacher I was rubriced. Students notebooks were rubriced by admin. and strict rules were there for the children and teachers to follow and enforce. No or little consideration of differences in learning styles was taken into account.	AL
80. Response deleted – respondent ineligible	
83. My elementary school was only starting its second year, however, it was attached to a middle & high school which had been around for fifty years.	*ambig
88. A range of equally valid reasons as I remember, a sucky Head of Board who had unreasonable expectations of how I should teach her child, a (then) pretty weak Director, whom I know has improved greatly and ... matters of the heart. When a super new job was advertised, it was too tough to resist... I loved living there.	AL, PA
89. I loved the students but I hated the (ethnicity removed) administration. There was major false advertising when hiring staff. I loved the lifestyle of being overseas but I did not feel that I was using my teaching skills to the best of my ability.	AL, *conflict with admin.
91. School did not provide adequate living housing allowance. Only a 1 bedroom apt in a very grim section of town was possible. We felt isolated from the expatriate community and the surrounding neighborhood was unsafe for a 1 year old child to explore.	Comp, HCC
92. At the International School of _____, I was at an exemplary school just at the wrong time. _____ is a great place for families and I was a single young woman in a very small and limited town. I could only stand to stay for two years.	PF
93. Management was totally autocratic and there was a definite lack of communication between management and teaching staff.	AL
94. I left during the first year as I got very sick, and ended up in hospital. The school offered little support. It turned out to be a tumor so it was a good thing that I came home.	PF, AL
95. Thanks for your interest in International School staffing! I was serving as a whole school HOF in a large International (Comprehensive Prep - Year 12 British curriculum) School. I left the school in disgust as the Head had messed up (for want of a better description) the recruitment process for a Head of Primary (Specialist Subject Area) Department Leader. Instead I was informed the recruitment had gone well and they had enticed another very well qualified	AL

<p>person to the school (as this person would apparently not come out to _____ without the full HOF title) with the exact same title and job description as my current role involved. Needless to say I spoke to the Head of School about this serious matter, but his response was that he basically owning up to a recruitment bungle and misunderstanding of the job and person they actually needed. However, earlier recruitment discussions I was involved in, as HOF of the whole school Specialist Department, with the Head of Primary School (whose additional role was as my direct Line Manager) and also with the Head of School led me to believe the Senior Management Team were very clear on the type of role they would offer to a potential candidate. This debacle happened in my first International School HOF role, and the incoming Head of Secondary School commented to me that he 'had never seen anything like it in another school'. The issue for me now is that I have to keep explaining to new International School employers why I left the job earlier than necessary - it just keeps on coming up as an issue. It is still the shortest serving post I have had. The other thing is that it doesn't make me look all that good, when I was tasked with a difficult assignment to 'raise the profile' of my faculty area within the school community - an assignment which I believe I was very successful at doing in the one and a half years I was working at the school. I left upset and vowing never to take a package at a school where I didn't know the full details of school funding and support, and also that I would only ever work in an International School governed by a Board of Governors or Trust in a not for profit manner. The school at that time was run by a multi-national and high profile company listed on the stock exchange. _____ itself, was fantastic and remains one of my favourite places.</p>	
<p>96. The school was a typical for-profit business run by greedy owners (not uncommon circumstances for many overseas schools) but it was well resourced, we were well paid and it tried to be academically oriented. However, _____ is not the apex of academic rigour and excellence in _____. It was clear that the school was headed downhill and it was time to bail out.</p>	*profit incentive, AS
<p>97. Very little staff empowerment in decision making. Also, changing currency made it more expensive for some people to stay. Not taken into account by school. No one body to enable staff to express concerns or issues.</p>	AL, HCC
<p>99. P = My partner wished to change careers and return to Canada for school. Q = The city we lived in and the neighborhood where the school and our home was located was very polluted from nearby industry. After two years I was concerned about my health.</p>	PA, HCC
<p>102. The culture of _____ is beautiful yet is not conducive to what I was looking for as an expatriate.</p>	HCC
<p>103. Cost of Living was far too high to ensure a quality of life for a family of 4.</p>	HCC
<p>106. I felt that the principal and the board of governors did not value their best staff and did very little to try to keep them.</p>	AL
<p>107. Senior Management Team (SMT) over the time I was there had no say over school direction - all decided by the owner who had limited experience of educational matters. Consequently large SMT staff turnover for all sorts of reasons.</p>	*private ownership
<p>108. QA: Support from the Principal and his Senior Management team was excellent. The problem was very limited support and understanding from the Business leaders/investors of the school. QJ. I have interpreted 'senior management' to mean the Principal and Head of Secondary.</p>	*conflict between head and board
<p>113. My decision to leave was based on my age and my desire to have another international experience. It was also based on becoming more knowledgeable on the politics around the running of the school. In essence it comes down to school values. The housing situation left a lot to be desired. And I feel I have had much more opportunity for advancement and</p>	PF, HCC, PA

professional development in my current school.	
114. I did not leave because I was dissatisfied with the school. I left because I became engaged and my fiancée was moving to another country.	PF
117. Location of school was changing to an insecure environment (Mining town).	HCC
121. Soon after I arrived in _____ I met my husband who is not a teacher. In my second year, I got pregnant and left in the middle of my second year to go on maternity leave. Since my husband got posted back in Germany (he is German) I stayed there for 18 months. Otherwise, we would have been quite happy to stay in _____ and me at the school	PF
123. I was very happy at the school I was at and in _____. I just needed a change of scene after 4 years and new professional challenges.	PF
125. _____ had just experienced three major earthquakes in the previous six months.	HCC
129. Students and school facilities great! _____ very polluted so health a concern. _____ as a managing body extremely unpopular with all staff!	HCC, AL
130. You sign for one job, get a totally different one when you arrive, discover the resources are nonexistent, the buildings moldy and collapsing, the kids out of control and the admin barking mad.	WC, SD, AL
142. Response deleted – respondent ineligible.	
148. The main reason for leaving was that we could not maintain our mortgage at home on the salary package I was on, especially that the salary did not rise with hyper-inflation in _____. In the last year, we basically ran at a loss and found ourselves in debt, trying to make ends meet.	Comp, HCC
151. The main reasons I left were because the school blatantly lied to me during the recruitment procedure re: package, what I would be teaching. This was not just me but had been a school policy of the school during that period due to the horrendous financial mess the school was in. I also could not stomach working for the Head of Secondary who had interviewed me as he knew all about this policy but did nothing to fight it. The principal who hired me had already in effect been sacked but saw out the year so I never actually met him to tell how I felt about him personally.	PF, AL
152. School Director was not an educator but a businessman who accepted ALL students because numbers were low but tuition was high! Director lacked people skills and showed up late to school and left early if he showed up at all. In the face of conflict, he would yell and stamp his feet like a spoiled child, that's if he showed up at school. We were paid less than state school teachers and I suspect that those who remained have no choice because they lack (qualification) and can't go to state schools or their personal circumstances forces them to remain in _____.	*profit incentive
153. Basically, I felt a bit bored of the place I was at. I learned my school system and I knew what to expect for next and next year... I wanted to learn a new system. In addition, I wanted to learn about a new culture and a new country was a big (if not the biggest) reason for leaving.	PF
159. The reasons for leaving were personal really, although we had an amazing time teaching in _____ and love the _____ friends we made dearly, concern for the safety of my ethnically _____ girlfriend on the streets of _____ was a factor in our decision to leave. We had come across a number of incidents surrounding racial abuse and violence, which started to cause us concern. The _____ government has become increasingly hostile to granting any foreigners work permits and the corruption and bribery became tiresome, especially as the school struggled to deal with it.	PF, HCC
161. Loved teaching, had good colleagues and a great social life. However, there was with little opportunity to form romantic relationships and no opportunity to develop professionally to a standard required to progress my	PF

career when back in the UK.	
164. My son, who was studying in The States was inflicted with, at the time, an unidentifiable illness. Since we did not know how things would turn out, we had to leave and be with him.	PF
166. Unethical director only interested in advancing their CV.	AL
168. I also left a school in ___ after initial 2-year contract, 1993-1995. I left that job because of poor pay and therefore unsatisfactory living conditions. In both cases, it was personal factors and low salary, not really the school situation itself, that prompted me to leave after the initial contract.	Comp, PF
174. We had decided to see the world by teaching. After two years in one place, we had seen most of the important sites around our teaching assignment, so it was time to move on.	PF
178. Board fired Head who had hired me. New head changed job expectations of new hires. 5 of 6 left at the end of the first year.	*conflict between board and head
179. The school had had no hierarchy, as in it had a head teacher and then the teachers. There were no subject coordinators, deputy head etc...	AL
180. I was the Headmaster and left after five years because of taxation related issues.	HCC
182. As a first international placement, the school was fine. The surrounding conditions in _____ were the reason for leaving, especially as a single teacher.	HCC
185. I only marked the criteria which really mattered to me in my decision. My first child was born in Dec 2001. After a maternity leave, the birth of my second child, and period off until the summer of 2004, I wanted to work at the school again. The job offered then was only part time (40%) and would not have covered my cost of living as a single mother. Being single before, the income was OK but not great as a teacher. Having children, it would have meant to lower my living standard significantly in order to pay particularly for the children's education. The International school I worked at was in the USA. I left to continue living in _____, being a state employee with an almost incomparable benefit package and great flexibility to determine my workload. As it is known, _____ still has a fairly decent income for teachers. In the end, I do miss the educational values of the international school experience. The difference of the value system of international schools is unique and cannot be reached by any "normal" school.	Comp
187. Workload in my second and final year just about precluded a social life.	WC
189. Contracts were not renewed by the Board for anyone who had a contract that was ending.	*contract issues
190. This was a summer term temporary maternity leave contract that then became available for a permanent post: I stayed for a full academic year as a mainscale teacher but, wanting to buy a flat in _____, have chosen to work in the Far East where, receiving a higher salary, will be able to save towards my goal more rapidly.	Comp
191. The position was to teach children younger than I had taught before. At first I felt that I didn't have the expertise needed. By the time I left two years later I was enjoying the job, but at the time I had to make the decision about signing a further contract I was still unsure.	PF
195. Ever hear of scary school stories? How about the first day of school and having no desks, no textbooks, no papers, no chalk, no cupboards... nothing but a bare room with a chalkboard. And the resources didn't come until January and then they were the wrong ones. We bought our own paper and photocopied odds 'n' sods workbooks from our home countries, and then got yelled at for using too much photocopy toner. The school was run by the Mafia and only worried about their profit, which was dodgy since it was a front for a	WC, AL, *profit incentive

money-laundering setup. They did everything scary possible, including stealing my passport.	
196. Would not say it was the school - it was more time to move on. It was only when I had left I really appreciated what I had there and could have stayed longer.	PF
198. No	
199. The Primary Head and I had diametrically opposing views on the nature of education, child-centeredness, professionalism and honesty (academic and professional).	*conflict with admin
200. Question 1. Principal + senior management should not be put together. Principal was a hard working & positive person in the school. The management was dreadful!	AL
201. Not enough professional development opportunities, political climate in the country.	PA, HCC
202. International schools promote themselves effectively, but in reality they have access to children from highly motivated backgrounds and tend to sit back and coast. The level of innovation and lack of promotion of up to date teaching and assessment methods was unbelievable. I spent a lot of my time studying new initiatives in the UK myself. There was no tracking or evidence to prove how well the school was doing apart from dubious observations. I felt that if I stayed too long at the school it would reflect poorly on my record and have a negative effect on my professional development. Integrity with SATS testing was an eye opener as well. Very poor communication between head and staff. My quoted salary was incorrectly inflated and nothing was done about it after I moved to _____. The few promotion possibilities were very poorly paid. I did better with private tutoring to supplement my income The school did generously allow me to use my classroom for this).Lack of any kind of planning inspection in the past made the new Deputy Head's job impossible. Impending inspection preparations revealed that nothing was in place and most staff have left.	AS, AL, Comp
207. There was a divide and rule ethos and no support, the schools future was unstable and I was teaching in a department which was not suitable for my experience or skill and was told I couldn't change to a different year group/subject.	AL
208. The most influential factor for me in deciding to not continue employment at my last school was the inefficient and ineffective administrative staff. Also, they were very unsupportive of their teaching staff living internationally.	AL
209. The school was part of a private company with little knowledge of international education. They relied heavily on the Director of the school, who was incompetent and had lost the support and respect of the majority of the staff. The school has just undergone a joint accreditation process by various organizations including CIS, and although the primary school passed the IB PYP inspection the school 'failed' to be accredited due to ineffective management and administration.	AL
211. After many years abroad as a family we felt the need to return to an English-speaking country.	PF
214. The 13 teachers who were hired the same year I was were all lied to by the hiring principal (who basically told each of us what we wanted to hear to get our contracts) and then quit one week before the beginning of school. A new director also came on board, leaving her with this mess. This is a school which has been dropped from being an "ISS school" and has been reprimanded by ISS during and after the accreditation process for dishonesty and lack of follow through on agreements.	AL, PF
215. New school head was dictatorial and believed he was only one with the answers.	AL

217. The head was a liar and unethical man.	AL
219. After 5 years the housing stipend ended ie Pay Cut for same job.	Comp
222. Administrative bullying and intimidating of staff, therefore the level of support was lacking.	AL
223. Refusal of the administration to offer contracts (with salary and other conditions) before April. Significant changes in contract conditions (ie removal of tuition benefits) made late in the year.	AL
225. Response deleted – respondent ineligible.	
229. The cost of living in _____ was not reflected in the salary or benefits package offered by the school.	HCC, Comp
230. Contract signed was not the assignment I finally was given.	WC
234. 25 yrs over seas, difficult locations but the schools were honest, this one was not. Very disappointed with the school. The building we lived in caught fire they said they would move us as no alarm system, they didn't. Management lack experience and spend all their time studying for masters. No systems in place. I never worked a school like this...not ever! Sad as _____ was ok.	AL
235. Basically, the school was a horrible surprise. Despite being an IBO World School with all three IBO programmes, the IBO philosophy seemed only to apply to advertising. In reality, there were such severe classroom management issues that we were told to teach in a very teacher-directed, worksheet oriented manner so that we would have a small chance of maintaining order.	AL, AS, WC
236. Felt like a prisoner as had to live behind bars at home. School had armed guards. Teachers not allowed to leave school during work day without a written note from Principal!! Parents and Accountant ruled the school. Director a "Yes Man".	HCC
238. Grown up children in UK now producing my grandchildren - too far away to keep visiting.	PF
239. I felt that the Head of the school wanted only British teachers, and, as she was not there when I was initially hired, it was evident that she couldn't wait to get me out. She refused to allow me to get certification in England so that I could get a job in another school in the country.	*conflict with head
240. My wife (also teaching at the school) was committed to 2 years away from pets/family in Canada. She was ready to come home after the two years. We remained away from home in the summer after the first year and returning home annually may have helped us to stay longer (although we did have many visitors from home and that helped a lot). Also, we were on leave from our Canadian school board and they refused to extend our leave and we were not yet willing to sever ties as jobs in BC were tight at the time. I likely would have stayed in the Int'l school system, but my wife is more cautious;)	PF
244. Years of difficulties have taken their toll and many staff are tired of trying so hard with no reward or just criticism and ridicule.	AL
247. I left for personal / professional reasons but have now returned to same school with promotion.	PF, PA
248. The administration had no experience in international schools. They did not value teacher's inputs and suggestions and were constantly changing schedules and policies. Teachers and students often did not have accurate information about timings, events or rules. Teachers were expected to do an unrealistic amount of paperwork and attend several hours of meetings a week. Duties and extra curricular responsibilities were not divided evenly among teachers. _____ teachers were afraid to speak out for fear of losing their jobs and asked Western teachers to speak for them at meetings. I found out that a man with less experience and fewer qualifications was making almost double my salary. This combination of problems made me feel as though I had no choice but to leave, to preserve my own dignity and sanity.	AL, WC

<p>251. My reasons for leaving were a combination of school frustrations and the quality of life in _____. The school remuneration package was very good and there were many opportunities for professional development, but pressure of work was enormous in the Counseling area. Senior management did not seem to have a true picture of the time required to support students in their learning, emotional issues and in university/college applications. Thus most week-ends were taken up with work which could not be done during the day. I suppose I did not feel valued. Management spoke appreciatively, but did not provide the additional support to enable us to work efficiently. I also felt that some middle and senior management were more concerned with building their CVs than with the overall direction of the school, thus internal politics also made life uncomfortable and, at times, uncertain. In addition I found _____ to be far too 'concrete', lacking in green spaces. There were many wonderful opportunities for travel in the region, but these did not compensate for life in a large, noisy, crowded city. Having worked in seven international schools over the past 25 years, this particular contract is the only one where I did not feel settled. I loved everywhere else (including my current job and location), both the schools and the environments, which were very diverse. I suspect that if I had thoroughly enjoyed working at the school (as I did elsewhere) then that would have compensated for life in _____ and I would have stayed longer. It might be worth noting that this was my first large school, so perhaps the sense of community that comes with a much smaller school environment was lacking.</p>	HCC, WC, AL
<p>252. Question A is hard to answer. Professional jealousy and a hate campaign directed by the senior administrators at me drew my job to a conclusion. I was blackmailed unjustly into leaving. It seems common that international schools can operate outside the laws of the host country.</p>	*conflict with admin
<p>256. There were NO textbooks for my history classes. They were not expecting a 1st-year+ teacher; there was no support. Accommodations were miniscule & below standards I am used to living in. They asked me to teach drama, which ended up being *IB* Drama. NOWHERE on my C.V. is there ANY mention of drama. The principal told me his son "loved" my class & then 2 weeks later he asked me to go & had somebody (another teacher's fiancée) on the spot & in my place teaching.</p>	WC, AL, HCC
<p>261. A, The principal, from _____, made a great number of promises about remuneration, additional management/responsibilities and most importantly Professional Development which upon arrival into the country were directly contradicted. Several staff left the school before their contracts were due to end, I stayed for the sake of the children and a sense of responsibility to the school's community. J, As a member of the Senior Management, in my second year of the two-year contract, I worked tirelessly to bridge the gap between disgruntled faculty and the principal. However his attitude was to recruit more staff and penalize existing staff by threatening to take legal action, with-hold final salaries and 'black-list' staff on the international circuit. His autocratic, 'culture of fear' affected many junior staff and in the time since I have been there all of the 26 foreign staff bar one have left, most after their first contract. K, Our salary was pegged to the USD and at a time when our salaries were plummeting the management of the school decided to ignore specific requests from a united staff to set a capped calculation rate. The promises were made before the Christmas break, assuring a high salary which was then removed without explanation upon return to the school after the holidays. Remuneration did not increase until AFTER completion of the first contract, a period of two years. M, Teaching staff, including members of the management team I was to discover in my second year, were routinely ignored, threatened and belittled when decisions affecting the whole staff were being made, including housing, salaries and professional development. N, As mentioned above, a great number of promises were made prior to arrival into the country and these were</p>	*conflict with admin, AL, Comp,

removed once I and a number of other staff arrived on-site.	
263. Low salary - no yearly increments. Insufficient rewards for extra responsibility - virtually no allowance for shipping and no settling in allowance - poor health insurance cover.	Comp
265. The school itself and the induction upon arriving were satisfactory, however I found the language barrier, and weather difficult. Also, I found that most other international schools wanted teachers with experience in the PYP which my school did not follow.	HCC
273. The school was a primary and early years school with secondary tacked on at the end. Being a secondary teacher it is very difficult to function.	*ambig
275. I found that the Headmaster, _____ was sub par... as far as a leader/headmaster was concerned. He had nothing to do with the school and/or his staff. In general, he created a negative working environment that I was not impressed with.	AL
276. The head teacher frequently blatantly lied to me and other staff about many issues regarding resources, placements, curriculum. We were unable to run a proper program due to lack of resources (when we asked we would be told that they were on the way from US but they never arrived). Decisions were made about the placement of students that were based on financial reasons rather than needs of the child. The deputy head was only concerned with the secondary section of the school and its needs always came before those of the primary section and he refused to deal with primary teachers concerns saying that it wasn't his job. Some teachers were offered different contracts and pay scale to others when they threatened to leave in order to reduce the turnover of staff.	AL, WC, *profit incentive, contract issues
277. For me, the biggest factor in creating an enjoyable and fulfilling environment to work in is the school administration and/or board, and how they relate to the staff.	AL
278. I was teaching second grade. This was a job I was able to do and I did it well. But my forte and qualifications were all in Special Ed and ESL. I was told at interview that a position would become free at some point. These positions were held down by local hire who did not have my experience or qualifications. There is no evidence to support the idea that a local hire would be any less transient than overseas hire. Therefore this promise of a position later on came down to finances. Obviously local hire were cheaper. The school hoped to satisfy my needs by putting me in charge of a focus group in ESL. The work was interesting, free of charge and resulted in a valuable document. It did me no favors with a department that saw me as an outsider!	*contract issues
279. We (my partner and I) left the school because after 4 years we felt that we had reached our personal goals for advancement and job satisfaction and were ready for a new challenge in a new working environment.	PF
283. We left when we decided it was time to start a family and we wanted to be closer to our parents.	PF

Question 19a: “What were the top three reasons that prompted you to leave the school”?

Respondent Number and written response	Causal Factor Categories
1. A/J	AL
2. Mismanagement	AL
3. Wanderlust	PF
4. School management	AL
5. Travel lust	PF
6. Profiteering	*Profiteering
7. Pollution	HCC
8. The principal	*Conflict with administrator
9. Gain a new qualification	PA
10. Response deleted – participant ineligible	
11. Instability of position (delay in knowing whether there was a vacancy)	WC
12. Culture and climate of host country	HCC
13. Lack of money to support family	Comp
14. Dollar pound exchange rate/pay	Comp
15. Administration	AL
16. Frustration with it being privately owned	*Private ownership
17. Family health reasons	PF
18. New leadership with little focus on kids	AL
19. Disregard of student needs at the high school level	AL
20. Job	*Ambiguous
21. Distance from Family	PF
22. A bit hard o get home at times	PF
23. Unhappiness with the way the school was being run	AL
24. Salary	Comp
25. Lack of Support from administration	AL
26. Distance from Canada	PF
27. Merit pay was subjective	AL
28. Poor and bullying management,	AL
29. Better management	AL
30. No professional development	WC
31. Family needs	PF
32. Prospect of promotion	PA
33. The level of support from Admin	AL
34.	
35. Management decisions	AL
36. Senior management were not my style	AL
37. I wanted to teach in Europe Again	PF
38. Administration	AL
39. Assigned 5 different preps	WC
40. School closed	*School closure
41. Poor management	AL

42. Inadequate salary	Comp
43. Interference of advisory board	*Board issues
44. Travel	PF
45. Local hire status	*Contractual issues
46. Advancement	PA
47. Management	AL
48. Tax situation	HCC
49.	
50. School misrepresented itself. Not international with 90% student population being _____	*Misrepresentation during recruitment
51. Taxes in general	HCC
52. Career advancement	PA
53. Bad management	AL
54.	
55. Live in new place	PF
56. Still new to international setting so I wanted to try another placement	PF
57. Personal - related to host city	HCC
58. Salary	Comp
59. Low salary	Comp
60. Salary after year two is taxed in both host and home countries	HCC
61. Retirement age 62 and they take away one's housing	*Contractual issue
62. Admin telling us that we were all worthless	AL
63. The school went bankrupt due to poor administrative leadership	*School closure/ AL
64. Head lied about package	*Misrepresentation during recruitment
65. Lack of challenge	PA
66. New administrator was a fool	AL
67. No possibility of work for spouse	PF
68. Bombing	HCC
69. Fixed term contract.	*Contractual issues
70. Lack of support, way I was treated	AL
71. Dishonesty in hiring practices	*Misrepresentation during recruitment
72. Needed to complete service requirement for U.S. teacher retirement system	PA
73. The quality of my personal life	PF
74. End of contract	*Contractual issues
75. Lack of support from the Principal	AL
76. Lack of academic ambition	AS
77. Administration not qualified	AL
78. The culture in _____	HCC
79. Poor communication	AL

80. Response deleted – participant ineligible	
81. Poor professional development options	WC
82. Wanted to go back to school and study MA	PA
83. It was expected that teaching elementary school was not enough. Teachers had to supervise high school students also.	WC
84. Need to provide a retirement	Comp
85. Personal	PF
86. Looking for professional advancement	PA
87. Exhaustion	PF
88. New Job	PA
89. Administration	AL
90. A	AL
91. Financially inadequate	Comp
92. No opportunities for cultural enrichment	HCC
93. Lack of opportunity for advancement	PA
94. No support from Principal	AL
95. Poor decision making on recruitment that directly affected current serving staff roles - both job and person specifications	*Misrepresentation during recruitment
96. Conflicts between the owner(s) and the administrators	*Private ownership
97. Lack of promotional opportunities	PA
98. Host Country Living Conditions	HCC
99. Worry about long term health problems from pollution in the community.	HCC
100. Role of the Director and Board	*Board issues
101. Career advancement	PA
102. More adventure elsewhere	PF
103. Finances	Comp
104. Lack of professionalism of head	AL
105. Salary package	Comp
106. Salary insufficient	Comp
107. Owner of the School	*Private ownership
108. Pollution levels affect health	HCC
109. Family illness in Australia	PF
110.	
111. Remuneration insufficient	Comp
112. Personal life	PF
113. Desire to have another international experience especially in a non-proprietary school	PF
114. Engaged	PF
115. Visa problems	*Visa problems
116. Compensation	Comp
117.	
118. Pay	Comp
119. Did not know if my contract would be renewed	*Contractual issues
120. The lack of support from colleagues	WC

121.	
122. Pay	Comp
123. Desire to explore elsewhere	PF
124. Unsupportive Principal	AL
125. M	AL
126.	
127. G (from above)	AS
128. Career change	PA
129. ESF	*Ambiguous
130. No discipline policies in place	AL
131. Standard of living in the host country	HCC
132. Locality of school in city	*Location of school
133. Lack of Director support	AL
134. Boredom	PF
135. Career advancement	PA
136. Lack of leadership	AL
137. Student behavior.	SD
138. Economic	*Ambiguous
139. Promotion	PA
140. Quality of Life in Country	HCC
141. Problems with getting working Visa	*Visa problems
142. Response deleted – participant ineligible	
143. Low pay	Comp
144. Quality of personal life	PF
145. Social life	PF
146.	
147. Financial	Comp
148. Very low salary	Comp
149. Poor salary	Comp
150. My husband was placed in Europe	PF
151. Lies about package during recruitment procedure	*Misrepresentation during recruitment
152. Pay	Comp
153. Felt bored	PF
154. Lack of professional advancement	PA
155. Corruption	*Ambiguous
156. Lack of support from the SLT	AL
157. (D)	SD
158. Others were moving on also, ready for new environment	PF
159. Wanting to continue traveling elsewhere.	PF
160. Personal circumstances	PF
161. Lack of professional development	WC
162. Director	AL
163. Support from Elementary Principal	AL
164. See previous comment.	PF

165. Compensation package	Comp
166. Poor admin	AL
167. Personal Reasons	PF
168. To join partner in another country	PF
169. School climate	WC
170. 3 years enough in one place and want new experience	PF
171. Personal threats from the Principal	AL
172. Communication between administration and teachers	AL
173. No support nor training regarding IB teaching	WC
174. Our age	PF
175. Availability of resources	WC
176. Money	Comp
177. Management	AL
178. Student/parent attitude -everyone gets an A	WC
179. Lack of professionalism	WC
180. Taxation	HCC
181. School owner was unpredictable, micromanaged all school affairs	*Private ownership
182. Not satisfied with the country	HCC
183. Poor Air Quality in _____	HCC
184. Promises regarding salary and conditions promised at interview not fulfilled	*Misrepresentation during recruitment
185. Lower workload than before	WC
186. Seeking employment in same location as spouse	PF
187. Workload	WC
188. Didn't want to offer me the position I specialize in	*Conflict with administrator
189. No Contact Renewal	*Contractual issues
190. Money	Comp
191. I wanted to return to teaching children with greater learning difficulties than the international school would admit	PF
192. Uneven workloads	WC
193. Personal	PF
194. Host country living conditions	HCC
195. Administration	AL
196. Technology	*Ambiguous
197. Ready for a change in principal/leadership management	PF
198. Low Salary	Comp
199. See 18. This was the only reason.	*Conflict with administrator
200. Managers with no educational background	AL
201. Personal	PF
202. Bored	PF
203. Management integrity (lack of)	AL
204. Teachers were unimportant at the school	AL
205. Low salary	Comp
206. Lack of support and lack of communication with senior management,	AL

especially where decision making was concerned	
207. Financial- I was part time	PF
208. Inadequate administrative staff	WC
209. Incompetence of Director	AL
210. Financial	Comp
211. My children's needs	PF
212. New child in the family	PF
213. Bad administrators	AL
214. Lack of integrity from the top down.	AL
215. Management change	AL
216. Poor Administrative leadership	AL
217. Head	AL
218. Unhappy with Admin	AL
219. Pay cut	Comp
220. Disagreement with Head over educational issues	*Conflict with administrator
221. Poor ESL program	AS
222. HOS intimidation and bullying of staff	AL
223. Ambiguity over contract renewal i.e. teachers asked to sign contracts without knowing their salary or benefits	*Contractual issues
224. Lack of adequate facilities for my subject	WC
225. Response deleted – participant ineligible	
226. Lack of communication with Upper School Principal	AL
227. Low salary	Comp
228. Communication	AL
229. Salary too low for cost of living	Comp
230. Chances to teach what my original contract said were nil	*Misrepresentation during recruitment
231. Lack of administrative support	AL
232. Workload	WC
233. Frustration with management decisions	AL
234. Zero management ability	AL
235. Out-of-control behavior of students	SD
236. Living Conditions	HCC
237. Private ownership	*Private ownership
238. Daughter in UK having baby	PF
239. Not permitted to get that country's certification.	*Visa problems
240. Homesickness/pets/family at home	PF
241. Lack of professional advancement	PA
242. Poor salary	Comp
243. Work permit non-removal	*Visa problems
244. Financial	Comp
245. Personal reasons	PF
246. Home robbery	HCC
247. Personal/professional non teaching goals	PF

248. Unrealistic Administrative Expectations	WC
249. Better package	Comp
250. Lack of direction from management	AL
251. Frustration at lack of support for the development of a caring and efficient counseling department.	AL
252. No choice	PF
253. Living condition	HCC
254. Remuneration Package	Comp
255. Lies told by superintendent	AL
256. They told me to leave	*Fired
257. Time to move on - new challenges,	PF
258. Lack of support from management	AL
259. IB Dip was not offered at that stage	AS
260. Fatigue	PF
261. Manipulative, deceitful management	AL
262. Pay	Comp
263. Poor package	Comp
264. Personal circumstances	PF
265. Fiancée at home	PF
266. The revolting head of school	AL
267. No progression	*Ambiguous
268. Too high a workload	WC
269. My husband was unable to find a permanent job	PF
270. Response deleted – participant ineligible	
271. Personal reasons	PF
272. My partner was keen to move on	PF
273. Inept management	AL
274. Low salary	Comp
275. A poor Headmaster	AL
276. Poor communication from administrators	AL
277. Hypocritical and down right nasty principal	AL
278. Not the right position	PF
279. Lack of Professional development opportunities	WC
280. Family	PF
281. Administration	AL
282. Family illness	PF
283. Personal family decision	PF
284. Management	AL
285. Wanted to go back to Asia	PF
286. Unprofessional and inhumane treatment of staff	AL

Question 19 b: "What were the top three reasons that prompted you to leave the school?"

Respondent Number and written response	Causal Factor Categories
1. N	PF
2. Poor discipline	SD
3. Limited possibilities in the country	HCC
4. Dangerous country	HCC
5. Improved promotion prospects	PA
6. No Education emphasis	AS
7. Sick of _____	HCC
8. Lack of support/interest from principal and his deputies	AL
9. Location as it was a small town. Great for families but no so good for single foreigners.	PF
10.	
11. Unstable/unsupportive management	AL
12. Remuneration package	Comp
13. Lack of opportunities for spouse	PF
14. Health/family life	PF
15. Lack of confidence in teacher support	AL
16. High work load of being English Lit teacher - marking and reporting hours not recognized as being significantly larger than other subject areas.	WC
17. No possibility for leadership	PA
18. Limited opportunities for professional growth	PA
19. Treatment of staff	AL
20. Location	PF
21. Accommodation	HCC
22. Little opportunity for advancement	PA
23. The students at the school were not motivated and teaching was not enjoyable as a result of their poor behavior	SD
24. Living expenses	HCC
25. Human Resources treating teachers like a burden	AL
26. New opportunities	PA
27. Decisions were made by the business side, not educationally sound	*Profit incentive
28. Excessive workload	WC
29. Change in accommodation	HCC
30. No possibility of management positions	PA
31.	
32. Relationship between management and staff	AL
33.	
34.	
35. HOD decisions	AL
36. Salary/package was very low	Comp
37. The LS Admin	AL
38. Administration	AL
39. Required to teach 4 IB courses	WC
40.	

41.	Very low student numbers	*Low student numbers
42.	Wanting the next adventure	PF
43.		
44.	Low pay	Comp
45.	Overseas hire offered elsewhere	PA
46.	Family Life	PF
47.	Quality of Staff	*Quality of staff
48.	Lack of professional development opportunities	PA
49.		
50.	Admin. was not forthcoming re: physical structure, resources, job expectations. (see above #18)	*Misrepresentation
51.	Tax on children's tuition	HCC
52.	Compensation package	Comp
53.	Bad pay	Comp
54.		
55.	Compensation package	Comp
56.	Poor professionalism from the administrators	AL
57.	Lack of involvement from Admin	AL
58.	Private owner	*Private ownership
59.	Lack of sufficient benefits	Comp
60.	Weak administration policies with regards to discipline, etc.	AL
61.	Thai fathers did not understand how to run a school	AL
62.	Housing was deplorable.	HCC
63.	Teacher involvement is very poor.	AL
64.	Head treated other staff badly	AL
65.	Financial package	Comp
66.	Lack of resources	WC
67.	Salary	Comp
68.	Terrorism	HCC
69.	Tax and social security payments.	HCC
70.	School Standards, policies	AL
71.	Infighting among the administration	AL
72.		
73.	The poor administration	AL
74.	Desire to pursue a degree in education	PA
75.	I did not know where I stood	AL
76.	Lack of professional advancement	PA
77.	Communication within school	AL
78.	Unpleasant management team	AL
79.	Professional Development Opportunities	PA
80.	Response deleted – participant ineligible	
81.	Top level of pay scale was MA + 8 years	Comp
82.	Ready to move on	PF
83.	They did not want to pay me the salary I asked, which was very reasonable.	Comp
84.		

85.	Outside activities	*Ambig
86.	Personal - getting married	PF
87.	Extremely demanding students	SD
88.	Job Dissatisfaction	PF
89.	Wrong program for me	PF
90.	J	AL
91.	Housing inadequate	HCC
92.	Very little chance at a social life	PF
93.	No definitive salary grid	Comp
94.	Sick	PF
95.	Poor communication by Senior Managers with currently serving staff members in leadership roles on recruitment	AL
96.	Non-educator owners calling the academic shots, totally ignorant of the consequences	*Private ownership
97.	No involvement in school decision making	AL
98.	Where located in the world	PF
99.	Partner wanted to return to Canada.	PF
100.	Treatment of our own children	PF
101.	Quality of personal life	PF
102.	New experiences including languages	PF
103.	Further leadership opportunities	PA
104.	Unwillingness of head to keep up to date with current initiatives	AL
105.	Needed my Masters to renew my license	PA
106.	Wanted a change	PF
107.	Lack of resources	WC
108.	Amount of curriculum development required to bring the Secondary courses up to a reasonable IBMYP and DP standard.	AS
109.	Lack of facilities	WC
110.		
111.	Lack of empowerment	AL
112.	Nothing more	*Ambig
113.	Pay	Comp
114.		
115.	Ugly housing	HCC
116.	Professional development	WC
117.		
118.	Lack of Professionalism among senior members of staff	AL
119.	Instability of the school because of problems with local government	HCC
120.	The lack of discipline from students	SD
121.		
122.	Housing	HCC
123.	Need for new challenges	PF
124.	Admin with lack of vision for school	AL
125.	N	PF
126.		
127.	O (from above)	PA
128.	Further study	PA

129.	Pollution	HCC
130.	Appalling behavior of head teacher	AL
131.	Benefits and packages offered by the school	Comp
132.	Language barriers	HCC
133.	Lack of parental support	WC
134.	Jekyll and Hyde administrator	AL
135.	Professional development	WC
136.	Lack of leadership	AL
137.	Had only planned to be there 2 years.	PF
138.	Professional development	WC
139.	Lack of prospects	PA
140.	Country was hard to get to	HCC
141.	Dishonest principal	AL
142.	Response deleted – participant ineligible	
143.	Poor accommodation	HCC
144.	Compensation package	Comp
145.	Living environment	HCC
146.		
147.	Resource availability	WC
148.	No pension plan or long term gratuity	Comp
149.	Behavior of students	SD
150.	I am expecting a baby	PF
151.	The new administration expected us to see out our year contracts regardless of recruitment procedures	*Misrepresentation
152.	Lack of free education for my children	Comp
153.	Wanted to see a new country	PF
154.	Lack of resources, poor overall compensation package	WC, Comp
155.	Lying	*Ambig
156.	They didn't support me while I was on maternity leave. I had to fight for my paid leave and in the end did not get what I was entitled to.	AL
157.	(E)	WC
158.	Felt I had contributed a lot to the school already and now it was time for new teachers to come in	PF
159.	See 18 above	
160.	Quality of personal life	PF
161.	Cultural differences too different to consider long term placement	HCC
162.	Personal Reasons	PF
163.	Respect from Elementary Principal	AL
164.		
165.	Lack of leadership opportunities	PA
166.	Package	Comp
167.	Compensation	Comp
168.	Amazing job opportunity at another international school in another country, and double the salary!	Comp, PA
169.	The city of _____	HCC
170.	Lack of promotion prospects	PA
171.	Incompetent SMT	AL
172.	Teaching assignments	WC

173.	I did not agree with the discipline at the school	SD
174.	Lack of children	*Low student numbers
175.	Support from owners of the school	*Private ownership
176.	Students	*Ambig
177.	Personal	PF
178.	Cost of living and quality of living not as advertised	HCC
179.	Poor expectations of the children	*Ambig
180.	Taxation	HCC
181.	School advisory board was unprofessional and driven by blatant self-interest	*Board issues
182.	Only intended to stay 2 years/wanted to keep traveling	PF
183.	Lack of musical opportunities for my husband who is a musician	PF
184.	Staff not valued and contributions and opinions were not listened to or disregarded.	AL
185.	Rather low salary	Comp
186.	Didn't feel appreciated by admin	AL
187.	Finding a new job before age 60	PF
188.	Lack of support from Heads and Director	AL
189.	Financial Package	Comp
190.	Desire to return to Spanish mainland (eventually)	PF
191.		
192.	Frustration over lack of progress on certain problems not within my power to solve	AL
193.	Family	PF
194.	Lack of personal life	PF
195.	Lack of Resources	WC
196.	Possible future of the school	*Ambig
197.	Work in a different culture	PF
198.	High Cost of Living	HCC
199.		
200.	Wrongful dismissal of the school director	*Board issues
201.	Feeling of professional isolation	WC
202.	Lack of innovation and cross school scope and sequence.	AL
203.	Family situation (inc. finance)	PF, Comp
204.	School was ruled as a profit making organization but without the advantages (i.e. if you work well you get compensation)	*Profit incentive
205.	High cost of Living	HCC
206.	Lack of clarity in terms of employment , as far as originally stated /intentional versus actual contract and workload	*Misrepresentation
207.	Lack of support from Head teacher	AL
208.	School's educational philosophy did not meet the reality of its ___ student population	*Ambig
209.	Lack of financial management and planning	AL
210.	Staff morale	AL
211.	Reduced financial package because of tax	Comp
212.	Time to see new part of world	PF
213.	Disorganized school	AL

214.	School was not 'diverse, with more than 40 nationalities' as promised during interview process, but rather almost all _____ nationals.	*Misrepresentation
215.	Nickel and diming with compensation	Comp
216.	Lack of discipline for students	SD
217.	Money	Comp
218.	Poor salary package	Comp
219.		
220.	High taxes	HCC
221.	Stagnant staff (many teaching in school for 20+ years)	*Quality of staff
222.	Inept principal who changed her daughter's grades	AL
223.		
224.	Lack of communication between management - faculties-and the schools themselves	AL
225.	Response deleted – participant ineligible	
226.	There was no induction programme	AL
227.		
228.	Expectations Mismatch	PF
229.	School personally owned by upper administration	*Private ownership
230.	Years abroad did not count as years worked in home country	PF
231.	Lack of communication between admin and staff	AL
232.	Negativity in the work environment	WC
233.		
234.	No resources for PYP	WC
235.	Complete lack of support from the administration	AL
236.	Strong Parental Influence at the School	WC
237.	Lack of leadership and professional environment	AL
238.	Miss other children/grandchildren	PF
239.	Expense of living	HCC
240.	Leave from Canadian school board not extended	PF
241.	Difficult leadership & colleagues	AL
242.	Poor lodging	HCC
243.		
244.	School management and organization	AL
245.	To experience more variety	PF
246.	Academic quality	AS
247.	Return to home country	PF
248.	Poor Administrative Communication with Teachers	AL
249.	Better location	PF
250.	Style of management	AL
251.	A sense of being undervalued	AL
252.		
253.	Treatment by management	AL
254.	Head of School's attitude towards locally hired staff.	AL
255.		
256.	I did not like _____	PF
257.	Wanted to return to UK	PF

258.	Lack of communication from management	AL
259.	Necessary to live in Europe if children are to be educated at EU rates	PF
260.	Fatigue	PF
261.	Lack of any Professional Development	WC
262.	Living conditions	HCC
263.	Frustrations with administration	AL
264.	Low salary	Comp
265.	Friends were leaving the school	PF
266.	Parent power undermined decisions made by teachers	WC
267.	Felt like a change of culture	PF
268.	Autocratic leadership	AL
269.	Cost of living was increasing and the relative value of the package was decreasing	HCC
270.	Response deleted – participant ineligible	
271.	Instability of my responsibilities	WC
272.	High taxes in _____	HCC
273.	Too small	PF
274.	Poor management	AL
275.	Lack of resources/ teaching materials	WC
276.	Mismatch between what I was told in interview and what the real situation was	*Misrepresentation
277.	Administrative lack of respect for staff and basic 'human rights'	AL
278.	A verbal understanding never materialized	*Misrepresentation
279.	Lifestyle in the country	HCC
280.	Admin	AL
281.	Student Behavior	SD
282.	Low pay	Comp
283.	Country too far from our own	HCC
284.	Way decisions were made	AL
285.	Quality of Personal Life	PF
286.	Incredibly corrupt leadership that actually steals money from the teachers and state	AL

Question 19 c: "What were the top three reasons that prompted you to leave the school?"

Respondent Number and written response	Causal Factor Categories
1. I	WC
2. Poor academic attitude displayed by students	SD
3. Low academic standards of school	AS
4. The pay was getting worse and worse with inflation	HCC
5. Lack of support by admin	AL
6. Careerism for profit	*Ambig
7.	
8. Dangerous host country	HCC
9.	
10.	
11. Desire to experience another culture	PF
12. Desire to move on and see more	PF
13. Equal and connected: seeking promotion/principal who disrespected staff caused friction between me and director (caught him though!)	AL
14. Need to return to UK system	PF
15. Dearth of opportunities for advancement	PA
16. Decided to re-orient my teaching towards humanities, and enroll to do MA back in NZ	PF
17.	
18. Poorly focused academic program	AS
19. Negativity throughout the preexisting staff	*Staff issues
20. Management	AL
21. Salary	Comp
22. Subject not really valued	AL
23. I didn't feel safe in _____	HCC
24. Retirement savings	Comp
25.	
26. Country's Religion	HCC
27.	
28. Poor health and quality of life	PF
29. Less lying	*Ambig
30. Poor resources v huge profits	*Profit incentive
31.	
32. Opportunities for professional development	WC
33.	
34.	
35. No support from the above	AL
36. Teachers are housed on campus	PF
37. No desire to remain in _____	PF
38. Salary	Comp
39. Required to teach non-major classes	WC
40.	
41. American Bible ethos	*Ambig

42.		
43.		
44.	dictatorial owner	*Private ownership
45.	Had traveled all over _____ by then	PF
46.		
47.	Quality of Curriculum	AS
48.	Lack of leadership by the head of school	AL
49.		
50.	Admin. was not honest about cost of living in host country - e.g. rents and auto costs.	*Misrep
51.	No additional benefits to compensate for loss from taxes	Comp
52.	Lack of career advancement opportunities in the foreseeable future	PA
53.	Over worked	WC
54.		
55.	More singles-social life	PF
56.	Very low salary	Comp
57.	Low academic standards	AS
58.	Clientele	*Ambig
59.	Lack of PD	WC
60.	Cost of living in host city	HCC
61.		
62.	Many teachers being fired unreasonably.	AL
63.	Expectations of teacher were not met.	*Ambig
64.	Board (including _____ ambassador) lied to staff	*Board issues
65.	Facilities	WC
66.	For profit educational system that allowed rich boys to do what they wanted	SD
67.	Location - 2 years was enough	PF
68.	Lack of personal freedom in city	HCC
69.	Lies and manipulation about above from owners.	*Private ownership
70.	Financial	Comp
71.	Lack of care or concern for the staff needs	AL
72.		
73.	The poor quality of other teachers	*Staff issues
74.		
75.	I had lost all self confidence in my ability to teach	PF
76.	Social life	PF
77.	No resources to teach with	WC
78.	Wish to move elsewhere	PF
79.	Package - paid in US dollars	Comp
80.	Response deleted – participant ineligible	
81.	Standards in all areas were poor	AS
82.		
83.	Poor communication, poor management. The founder would not listen to the teachers at all. Inappropriate curriculum.	AL, AS
84.		

85.	Geographic isolation	HCC
86.	Cultural	HCC
87.	Challenging student behaviors	SD
88.	Personal Relationship strains	PF
89.	Lack of resources	WC
90.	K	Comp
91.		
92.	Weather	HCC
93.	Change in personal circumstances (birth of 1st child)	PF
94.	Difficult staff member	*Staff issues
95.	Poor facilities and resources combined with the above.	WC
96.	_____ life, very boring and a social environment that was anti-Western.	HCC
97.	Weak leadership	AL
98.	Feelings of safety	HCC
99.	Worry about having acquired no pension while working overseas.	PF
100.	Low salaries	Comp
101.	Seeking new challenge	PF
102.	The founder of the school used discriminate	*Ambig
103.	Quality of family life	PF
104.	Lack of resources	WC
105.		
106.	Wanted to have more time at my home in NZ	PF
107.	Lies from alleged senior management	AL
108.	Lack of adequate technical support and specialist equipment.	WC
109.	Lack of promotion opportunities	PA
110.		
111.	Lack of professional development	WC
112.	Nothing more	*Ambig
113.	My age	PF
114.		
115.	Long commute	PF
116.	Communication with senior admin	AL
117.		
118.	Job Stability	*Ambig
119.		
120.	The fact that it was more a local school were overseas staff didn't really fit	PF
121.		
122.	The family who runs/owns the school	*Private ownership
123.		
124.	Illness	PF
125.	A	AL
126.		
127.	N (from above)	PF
128.	Personal development	PA

129.	Age of children	PF
130.	Lack of support from admin	AL
131.	Living accommodation	HCC
132.	General expectations of school	*Ambig
133.	Career advancement	PA
134.	Sexual harassment	*Sexual harassment
135.	A change of scenery	PF
136.	Lack of leadership	AL
137.	Established good friends there, but was feeling bored and isolated in the location	PF
138.	Greener pastures	PF
139.	Adventure	PF
140.	Wanted to be closer to family	PF
141.	Unhappy staff	*Staff issues
142.	Response deleted – participant ineligible	
143.	Pollution	HCC
144.	Opportunities to advance	PA
145.	Management support	AL
146.		
147.	Student behavior	SD
148.	Accepted a much better offer in China	PA
149.	Loss of retirement benefits in USA	PF
150.	_____ is not a city I like	HCC
151.	I grew to dislike the school so intensely that I left myself no alternative but to leave	PF
152.	Back-stabbers	*Staff issues
153.	Learn a new school system	PF
154.	Poor alignment with curriculum philosophy	AS
155.	Lack of teacher support	AL
156.	The lack of resources and poorly maintained facilities.	WC
157.	(G)	AS
158.	Ready to see-live in new places	PF
159.	Slight feeling that the management of the school was struggling to act professionally.	AL
160.	Living conditions	HCC
161.	Disappointments with relationship between classroom teachers, managers and local owners	AL
162.	Administration	AL
163.	Time to move on	PF
164.		
165.	Mismatch between expectations and reality	PF
166.	Personal	PF
167.		
168.	Exhausting school calendar in an exhausting, hot climate in a congested city	HCC, WC
169.	Career enhancement	PA
170.	Rising tension in _____	HCC
171.	Incompetent and interfering board of governors	*Board issues

172.	Lack of technology	WC
173.	I wanted to return to Europe after a numbers of years away	PF
174.	The director	AL
175.	Personal reasons	PF
176.	Quality of personal life	PF
177.	Money	Comp
178.	No chance to do the job I was hired for	*Misrep
179.	Lack of school improvement	*Ambig
180.	Taxation	HCC
181.	Unprofessionalism at every level	AL
182.	Looking for overall better comp. package	Comp
183.	Immediate supervisor was sometimes autocratic	AL
184.	Work expectation too high, personnel support nonexistent.	WC
185.	Significant extracurricular workload	WC
186.	Big gap between faculty and other staff	*Staff issues
187.	Poor level of collegiality	*Staff issues
188.	Cost of living	HCC
189.		
190.	Bitchy, antagonistic atmosphere in staffroom	*Staff issues
191.		
192.	In an rut	PF
193.	Emotional	PF
194.	Lack of professional advancement	PA
195.	Corrupted Employers	*Ambig
196.		
197.	Needed an overall break from _____ (am heading back again!!)	PF
198.	Apartments were in need of facelift also the furnishings	HCC
199.		
200.	Very poor treatment of staff on the whole	AL
201.	Low wages	Comp
202.	Poor/nonexistent assessment & tracking or shared values in what we were trying to achieve.	AS
203.	Privatization and structural changes	*Private ownership
204.	Administration and management not doing their job	AL
205.	Wanted to continue education	PF
206.	Physical exhaustion from hard work in that school as well as previous one coupled with psychological discouragement induced by lack of support and blatant discrimination suffered in the last school.	PF
207.	Uncertainty of school future	*Ambig
208.	Lack of communication and trust between teachers and administrators	AL
209.	Lack of honest communication between staff and senior management	AL
210.	Professional growth	PA
211.	Attractive opportunity elsewhere	PA
212.	Change of leadership	AL
213.	Lack of discipline and support from administrators	AL
214.	Lack of international teaching experience and knowledge	*Staff issues

	amongst staff, who were almost all on their first overseas contract.	
215.	Find better environment for daughter	PF
216.	Living conditions in host country	HCC
217.	Head	AL
218.	Poor development opportunities	PA
219.		
220.	Poor salary	Comp
221.	Lack of professional development	WC
222.	Violent student behavior without consequences	SD
223.		
224.	Severe lack of planning, forward-thinking and lack of 'big picture' over the school year	AL
225.	Response deleted – participant ineligible	
226.	I felt appreciated and supported by colleagues but not by middle management and senior management was unaware of the work I was doing	AL
227.		
228.	Support from parents and admin	AL, WC
229.	Teachers not valued, seen as replaceable	AL
230.	Health insurance of home country did not apply	PF
231.	Lack of knowledge from admin to effect change	AL
232.	Ineffective leadership	AL
233.		
234.	Impossible workload for the money	Comp
235.	Extremely low academic standards	AS
236.	High level of crime	HCC
237.	Lack of consistency	*Ambig
238.	Elderly father	PF
239.	Quality of Life was poor in _____	HCC
240.	Taxation laws in _____ changed affecting school salary and benefits packages substantially	HCC
241.	Too heavy workload	WC
242.	Incompetent administrators	AL
243.		
244.	Bad morale	*Staff issues
245.	Rethink career goals	PF
246.	Personal reasons	PF
247.		
248.	Unfair pay scale (i.e.: men paid more for doing the same job as women)	*Sexual discrimination
249.	Opportunity in other school	PA
250.	The way appointments were made internally	AL
251.	Internal politics	AL
252.		
253.	Lack of management support	AL
254.		
255.		
256.	There were no resources & no support	AL, WC

257. Workload was becoming unsustainable as programme developed - 6 days a week, 12+ hours most days and no intention to hire additional staff to spare workload	WC
258.	
259. New experiences in EU countries	PF
260. Needed a change	PF
261. Disregard for faculty's needs	AL
262. Traveling opportunities	PF
263. Insufficient resourcing	WC
264.	
265. The weather in _____	HCC
266. My father was terminally ill	PF
267. Do new things	PF
268. Fast pace of change	PF
269. There was no real opportunity for promotion	PA
270. Response deleted – participant ineligible	
271. Lack of support & communication	AL
272. I was part-time teacher	PF
273. Ready to leave country	PF
274. Attitude of management	AL
275. Family reasons	PF
276. Felt that the students were secondary to the need of the school to find money to pay off loans	*Profit incentive
277. The difference between the philosophy of treating our students and the way that staff are treated	AL
278. I could not be out of my professional niche any longer	PF
279. Itchy feet	PF
280. Pollution	HCC
281. Parental Support	WC
282. Workload	WC
283. Worried about the standard of medical care at the time	PF
284. Life in the country	HCC
285. Salary and Benefit Package	Comp
286. Mediocre academic level at school	AS

Question 20: "Was there anything the school's administration could have done to prevent you from leaving the school that year?"

Question 21: "Please explain your answer for the above question (20)."

Q. 20	Q. 21 Respondent Number and written response	Causal Factor Categories
No	1. They saw me as that year's sacrificial lamb, I didn't.	*Ambig
No	2. The management could not agree on any issue amongst themselves, and was totally unaware of and disinterested in the welfare and satisfaction of the staff, let alone the students.	AL
Yes	3. The country had limited interest for me. My personal life outside the school was the main deciding factor. However, had the academic standards been higher, I might have been tempted to stay an extra year.	PF, AS
Yes	4. I was working for two principals who did not seem to communicate... both expecting me to do the job of a full-time teacher for each of them... when they started to change their attitude... it was too late... I was totally burned out!	AL
Yes	5. Opportunities within the organization (career development)	PA
No	6. They were the problem.	AL
No	7.	
No	8. Different mentality. USA & my way cultural difference perhaps.	*Ambig
No	9. I left for personal reasons and to train in a different field so the decision was out of the hands of the school's administration.	PA, PF
	10. Response deleted, participant ineligible	
Yes	11. See (a) above - knowing for sure that I had a stable position at the school (before recruitment fairs)	*Ambig
No	12. I wanted to leave ____ for a warmer country where I felt more sympathy with the culture and people.	PF
Yes	13. The director was very supportive from the start. The school was undergoing immense change and I was responsible to change part. Principal was very political and distrusting (had own agenda). If he had changed or left I may have stayed (especially if I had his job!). If the money had been better (e.g. on a par with ____ teachers) we could have stayed a bit longer - e.g. 5 years).	AL, Comp
No	14. I didn't see a long term future in US tradition schools, hence need to find UK tradition school. US system schools don't acknowledge UK qualifications fully - true for wife and myself	PF
Yes	15. Recognition of innovative ideas and support for student centered learning advancement	AL
No	16. I spoke with the director of the school and he said he's try to find me other responsibilities that would mean less English teaching and marking, but by then the school itself and the systems in place had frustrated me too much. Nothing could change because the owner of the school is too involved in the finances and education decisions are made on a purely financial basis - i.e. accepting students into already crowded classrooms without any real testing of English abilities.	*Private ownership
No	17. There was nothing the school could do about my family's	PF

	situation.	
Yes	18. The new director was openly hostile to me and made it pretty impossible to stay.	*Conflict with admin
No	19. Nothing was going to change at the school as all decisions were made by the board and the feeling was that all teachers were replaceable. There were too many disgruntled staff who, for whatever reasons, were unable to leave the school and that created a very negative working environment. Decisions about the educational program in the upper school were seldom made with the student's best interest in mind, nor were they in line with the accepted best practices.	AL
No	20.	
Yes	21. It was very lonely, group accommodation may have helped for those who had come alone. Social events for expats.	PF
Yes	22. Offering a bit more support to subject home leave once a year	Comp
Yes	23. Implemented a discipline policy and reinforce it. Support their non- staff more.	SD, AL
No	24. I was on the negotiation team that represented teachers in their negotiations with the board regarding our compensation passage. When the deal was finalized, there were congratulations all around. However, when asked if I was happy with the package, I told everyone that it was still not enough money to live and that we would not sign the contract. It just wasn't enough money.	Comp
Yes	25. More support.	AL
No	26. We wanted to move regardless of potential compensation or job opportunities	PF
Yes	27. Higher pay and/or benefits	Comp
Yes	28. Dealt with my requests/complaints re above in a fair and appropriate manner, but basically ignored	AL
Yes	29. I was being bullied into taking Head of Year 10 - sounds like a good promotion and one I would have jumped at under normal circumstances. But with an increase in teaching load from 9 to 13 classes, no extra time for that - including no time for the Head of Year position I didn't believe I could carry out the duties required.	AL
No	30. There was no professional development available	WC
No	31.	
No	32. It was apparent that the status quo was going to remain and the school just was not progressive enough for me.	PF
Yes	33. If the level of support was of a professional standard I would have stayed	AL
No	34. A total change in mentality would have been needed, which wasn't going to happen. This is the way things are, the local teachers accept it, its only the expats that find in unacceptable.	*Ambig
Yes	35. Appointments (of new staff) were made without the positions being openly advertised to all.	AL
No	36. Not unless the director himself had left...	*Conflict with admin
No	37. I wanted to teach in Europe and was prepared to go back to the US if I did not get a job in Europe	PF
Yes	38. They could have been knowledgeable about education. They could have been kind and caring individuals. They could	AL

	have shared decision making and been respectful of their staff.	
Yes	39. Administration asked to hire chemistry major to support my teaching of IB biology	WC
No	40. The school was closed by the proprietor.	*School closed
No	41. The lack of challenge, owing to low student numbers, was something beyond the management's control.	*Low student numbers
Yes	42. A large increase in salary. This was a long-time problem at the school. The long term staff were very concerned that good teachers were coming for two years and then leaving because they literally could not live at any kind of decent standard. I was in _____ and the general feeling was that the salary could stay low because teachers would almost pay the school for the privilege of working in _____.	Comp
No	43. She was under assault as well-not being British in a school run by them, but where the majority of the students were not- and where the owner allowed her to be attacked in meetings was difficult for her. She tried for us both.	*Private ownership
No	44. Wanted to see other parts of the world	PF
Yes	45. Offered overseas status to my husband and I. Just because I was hired locally does not mean I am worth less as a teacher. I accepted one year under those conditions, but could not accept a second.	*Contract issues
No	46. The school did not have the position I was seeking, and they could not have further improved the living conditions (cost of child care, opportunities for young children, and cost of private help ie. cooking and cleaning).	HCC
No	47. Too many areas that needed attention.	*Ambig
Yes	48. If the tax laws had been explained to us properly in the first place, I would have known how to handle the situation and may not have left. Also, the head of school could have said that I'd be able to go on a professional development course the following year (which she had promised at my initial interview and then not followed through with).	*Misrep
No	49. It was not related to the school	PF
Yes	50. Administration is very much run by the Principal with some input from Jr. and Sr. Vice Principal with very little input from MYP an PYP coordinators. Every decision is basically a financial one, with priority on keeping the seats filled and keeping expenses to a minimum.	*Profit incentive
No	51. Don't know. Reasons center around tax laws. No effort seems to be made to retain good teachers. If additional benefits to compensate for tax on children's tuition, could have been reconsidered. Basically, school can go out and find replacements so why try and retain teachers.	Comp
Yes	52. Given me the same leadership opportunity that I have now at another school	PA
No	53. Management wanted clear-out of previous staff.	*Clear-out of staff
No	54.	
No	55. Was looking for a new opportunity	PF
Yes	56. If only the administrators were supportive and professionals then I could have stayed longer than my signed contract of 2	AL

	years.	
No	57.	
Yes	58. A more competitive salary and housing. I had to supplement my salary with my savings to work there. No chance for retirement savings on that income.	Comp
Yes	59. A status change to "overseas foreign hire," or partial equivalent, would have made a significant difference. A more realistic salary would have also influenced my decision.	Comp
Yes	60. Offered more support in crisis situations	AL
Yes	61. They could have recognized the talent of experienced educators and not discriminated against them. They actually did not have any idea how valuable experience was to their students and school.	AL
Yes	62. a) Move teachers into reasonable housing ASAP. Living on a construction site is NOT acceptable. b) Apologize profusely for the insulting manner in which we were treated. c) Stop firing teachers at the drop of a hat and stop letting students and their parents run the school. d) Stop lying and lose the arrogance.	AL
Yes	63. The administration could have been more transparent to the financial situation of the school.	AL
Yes	64. Paid me and gave me the housing promised. Not broken the contracts of other staff apologized for lying to me and compensated me.	*Misrep, Comp
Yes	65. Expansion of CAS programme and greater consideration for staff welfare/remuneration. very conservative board of directors	AL, Comp
Yes	66. The administrator could have included the "old" staff in on the discussions and decision making particularly regarding the signing and resigning of contracts	AL
Yes	67. Been more honest about employment opportunities for spouse.	*Misrep
No	68. As I stated in q18, the administration / management etc. was second to none. My personal freedom as a western woman in a strict _____ society was hampered and I felt vulnerable with increased terrorist attacks.	HCC
Yes	69. Owners to pay their tax component for employees. We were 'Self Employed', 'Directors of the School' - but this was covered up! 'Teachers of English'. For these three reasons we paid no tax or social security for the first two years. This kept profits up and the owners have opened two further schools on the back of the profits.	*Misrep, Profit incentive, Comp
Yes	70. They could have supported me as a teacher instead they simply made decisions and ran things that catered to their needs. So I as a teacher wasn't in the equation at all in their decision making process.	AL
Yes	71. They should have let the head of school do his job and make the decisions that needed to be made. They should have been more honest when hiring staff about work conditions and what their jobs would actually be. They could have a contract that is compatible with the other major international school in that city.	*Private ownership, Misrep
No	72.	
No	73. Too much water under the bridge by the end of two years	*Ambig
No	74.	
Yes	75. The Principal could have been more positive in her	AL

	comments and ways with the teachers and specifically me. A lot of the things I did in my teaching were run down so that I felt useless, particularly in my second year of the two year contract.	
No	76. School was too hidebound. Turning the QE2	*School too set in ways
Yes	77. They could have asked each of the teachers to sign another contract. I felt as though they did not want any teachers to stay.	*Clear-out of staff
No	78.	
Yes	79. Communication could have been improved and decisions could have been made. Once decisions were made, they would get feed back and change decisions. The constant changing of decisions was mind boggling and confusing. I say make a decision and standby it, then ask for feedback at the end of the year. Don't change every two months. Plus, with the dollar growing weaker and weaker.... my salary would not have kept up with deflation of the dollar.	AL, Comp
	80. Response deleted, participant ineligible.	
No	81. The facility was crumbling and dirty. My section principal was disorganized and unresponsive to faculty concerns. The IT Dept was reactive instead of proactive and their server space was extremely limited. Consequently, the quality of life for the faculty during the day was poor.	WC, AL
No	82. I was ready to move on, really wanted to go back to school and study full time as a result of my experience. I wanted to understand further education theory, and figure out where I fit.	PF
Yes	83. If she had met my request for salary, I would have stayed and taken on a leadership role, since ALL (but one) of the other ex-pat teachers were also leaving. I knew it would be difficult, but at least I would be getting paid close to my US salary.	Comp
Yes	84. Class load and subjects taught	WC
No	85. I was single male in early 30's in a female poor culture	PF
No	86.	
Yes	87. Before my two year contract was completed I was invited for a 3rd year at the school. I proposed working 66% of a full time contract, as I enjoyed my work but it was just too exhausting teaching art full time at the schools. I was teaching at two different schools, elementary for one and middle school for the other. My headmaster declined my proposition, so I gave notice that I was not renewing my contract at the end of the two years. I think the school could not afford to have part time foreign teachers as it would be a strain on budget to cover the housing and health insurance for someone not employed full time. I offered to work part time as a "local hire" but the head felt the salary would not be sufficient for me to afford a middle class life style in _____, and he stated he did not want to "set precedent" by hiring me, a foreigner, in this manner.	*Contract issues
Yes	88. Possibly, if I had not felt so targeted and unsupported early on I may not have looked elsewhere.	AL
No	89. I hated working in a private school who only cared about making money, not the education of the children.	*Profit incentive
No	90. A change in school administration was the only thing that would have made me stay and that was hardly likely to happen. However, it did happen two years later but I was happy where I	AL

	had moved to so did not return to the "old school".	
No	91. Enrollment was very low so the school was not in a position to improve the package	Comp
No	92. As stated in question 18, the school was simply not the best location for a young, single woman.	PF
Yes	93. Salary recognizing my position of responsibility as IT Coordinator	Comp
Yes	94. Not leave me in a hospital for days without anyone to translate. Give me some support rather than guilt when I asked for help.	AL
Yes	95. Apologized profusely and changed the job and role description of the new staff member (the person who had been employed with the same job and person description as I had been holding at the time of their recruitment)	*Contract issues
Yes	96. They could have let the professionals run the school. They also could have tried encouraging the Arabic staff to connect with their expatriate counterparts.	*Private ownership
Yes	97. Clear school policies and transparency between staff pay and conditions. A promotional growth structure, which is actively encouraged and remunerated.	Comp
No	98. It was time to move out of the country. If the school had been in another country I may have decided to stay longer.	HCC
No	99. It would not have been possible for admin. to fix pollution problems in the city, or to change my partner's mind.	HCC
Yes	100. The hardest thing for my husband and me (we both taught at the school) was the dishonesty, the lies of the director and other management team members and the influence of the board. We found it very difficult to work in an environment where lies, dishonesty and secrecy were the norm. For example my husband had to redo the entire computer network and worked many long hours in the first few months we were there. He was called into the principal's office and was told that his hard work was greatly appreciated and that the board's secretary (who was there too) affirmed that my husband would get an additional 2000 euros to offset our children's tuition cost. He would get paid at the end of the school year. The end of the school year came and went and the director was very sorry but he had tried and it just couldn't be done. Later we heard from a board member that he had never brought up the issue. Another example is the fact that we did not get paid the same salary every month which we thought was very strange. There was no transparency. Everything was cloaked in secrecy. When the teachers tried to negotiate a higher salary they were told to either take what the board was offering them or be put on an _____ teacher's salary which was even lower than what we were earning. That smelled like blackmail to us. Often the truth was not told, or not completely. After we had signed the contract and had traveled to _____, we were told that in addition to our teaching duties we had to do 200 minutes of playground/lunchroom duty. As if that wasn't enough, the times that we were out sick or on a field trip, those minutes that we were not on duty would be deducted from our salary. We stumbled upon this on accident. Most of our _____ colleagues did not speak English. Meetings would switch into _____ without translation. The language in the teacher's lounge was _____.	*Misrep, Private ownership, AL

	Some of these colleagues had been at the school for more than 15 years. We didn't understand why the administration didn't require them to learn some basic English. The school provided a _____ course for international teachers during our 2nd year. We found the school to be the most unprofessional school we had ever taught at. The board and the parents ruled the school and the director made sure he did whatever the board and the parents wanted. A real shame, since the school has great potential. We heard that in 2007 almost the entire elementary school staff left, and 3 of the 6 administrators. Being open, honest and up front with everything (realizing that you cannot always share everything) would already go a long way towards keeping the teachers.	
No	101.	
No	102. The admin was great. It was the propriety of the school that was suspect.	*Private ownership
Yes	103. Improved benefits for husband in a Senior Management position eg housing allowance; furnished accommodation.	Comp
Yes	104. The head surrounded herself with sycophants and any 'professional' staff were not valued at all. Opinions and advice were belittled, as were people who dared to disagree with anything of any nature within the school and the welfare of the children.	AL
Yes	105. I was working at a private, religious school that was giving a salary. However, the school attendance was low and so they went to a raising of money for the teachers - a kind of volunteer teaching.	*Contract issues
Yes	106. Offered an incentive bonus to stay another contract and improved the package	Comp
No	107. School was for profit only - the wool was pulled over teachers eyes from day one and over the parents too. Most teachers stayed due to the lifestyle outside work. School has had (honestly) 7 principals in 3 years and 6 in the last 2. Large exodus of students the year I left to the 2 non profit schools in the city I worked in. SMT were more interested in keeping their own job than suggesting/ doing anything to improve the education of students	*Profit incentive
No	108. Basically my quality life was very low due to the combination of the answers to Q19. There were not enough suitable outdoor activities available to me and I was working very long hours developing resources for my students and the department.	WC, PF
Yes	109. Promotion- Roles within the school were not awarded on merit, rather to those who liked the Headmaster and were British.	PA
Yes	110.	
Yes	111. Remuneration and teaching load could have been reviewed.	WC, Comp
No	112. It was purely a personal decision and since leaving I have returned to a similar school in China!	PF
No	113. The positive about the previous school is that I could have chosen to stay there indefinitely (age factored in of course). It was my choice to leave although the administration would have liked for me to stay. I fulfilled my contractual obligations.	PF
No	114. It was not their decision.	PF

No	115. I would have left even though I liked my administrators because of living/visa circumstances	HCC
Yes	116. Create a transparent step-based compensation schedule	AL, Comp
Yes	117. If I could remain in _____ w/promise not to be relocated to _____	*Ambig
No	118. The school I was at needs commitment from staff to stay on more than a year, but the staff needs to be treated with professionalism and paid accordingly to experience/expertise.	AL, Comp
No	119. In that school the local board of governors (all local) decided to get rid of the expatriates)	*Clear-out of staff
No	120.	
No	121.	
No	122.	
No	123. I was totally happy at the school.	*Ambig
Yes	124. If I had been allowed to do my job as HoD (Head of Department) without having the principals change the FL program according to their own children's needs, it would have been a wonderful place to work. I felt hindered in trying to build the program and write the curriculum that was requested of me.	AL
Yes	125. Dealt with the issues raised in 19. Senior Management did not trust the professionals that they themselves appointed to positions within the school and either did not bother to consult or ignored the results of consultation.	AL
No	126.	
No	127.	
No	128. A personal choice that the school was understanding of	PF
No	129. Head pleasant and understanding of personal circumstances.	PF
Yes	130. Guaranteed the job I applied for and signed for would have been mine in the second year, and totally pulled in abusive and totally unqualified head teacher	*Contract issues, AL
Yes	131. The school would often choose not to do anything once you arrive in the host country, despite stating what was offered during the interview process.	*Misrep
No	132.	
Yes	133. Give more support	AL
No	134. I was terribly bored with little or no social life in _____.	PF
Yes	135. Too many decisions were out of the hands of qualified teachers or administrators. (i.e. in the hands of the board)	*Board issues
Yes	136. If the administration had quit, died, been sacked.	AL
No	137.	
No	138. Die was cast after the Asian economic crash.	HCC
No	139. All senior posts were held by locals a glass ceiling.	*Contract issues
No	140. It was an entirely personal reason that I was leaving due to the living standards more than the school.	PF
Yes	141. It took 12mths to get a working visa and I didn't like being an illegal worker during that time. I was not prepared to go through that situation a second time and didn't trust the principal.	AL
	142. Response deleted, participant ineligible.	
No	143. I, among others wanted to leave for the reasons in question	*Ambig

Yes	144. Senior positions within the school were condensed	*Ambig
Yes	145. Improved communication with management and support	AL
No	146.	
No	147.	
Yes	148. They could have increased the salary to bring us up to par with better international schools elsewhere; there had been no significant salary rise in over 5 years and yet the cost of living in _____ had doubled in that time. They could have improved the contract package by including: pension plan, better health insurance, yearly flights instead of every 2 years, service gratuity, shipping, professional development allowance, and post of responsibility allowances.	Comp
Yes	149. Could have pressured the school commission to provide compensation for the cost of housing	Comp
No	150. My reason for leaving was personal (family).	PF
Yes	151. I was taken on as a Spanish teacher with French. The school at that stage only taught Spanish at DP but I was informed that I was being recruited to introduce Spanish at MYP. This never happened and I was not informed beforehand of this and hence given a chance to reconsider my position. I would not have gone there had I been informed and my timetable was withheld until I had arrived until induction, them saying that it had not been completed but it had. I was also recruited on a lower pay scale which was school policy since the previous summer but I was not informed of this. Again I would not have gone there if the admin had informed me of this. The new admin could have rectified this latter point. I also was open with the principal and said that I was considering leaving as the school had not honored contractual obligations. I was going to do a TEFL course. His response was to say that if I stayed I could teach EFL the next year as there was going to be a vacancy but he went back on his word.	*Misrep, AL
Yes	152. I offered to stay on if they would let my children attend for free. I spent half my salary on their tuition!	Comp
No	153. I answered no because my mind was set to leave. However, If contractual conditions would have been EXTREMELY profitable I would probably have stayed a couple more years.	Comp
Yes	154. Perhaps a more transparent, positive learning environment and a collaborative and systematic approach to school change would have given me a reason to stay. A more knowledgeable and balanced administrative structure with IBPYP experience would have helped or willingness to promote those with training and experience (the Head had no international education experience and no IB experience). The compensation package was extremely poor and devaluing.	AL, Comp
No	155. They were the reason behind the decision.	AL
No	156.	
No	157.	
No	158. I was ready to move on. As a single person my personal environment was very important to me as it made up my support network (family). Maybe this is the same for families that live overseas. Aside from having felt like I had explored the country and region at length, I also felt ready to make some new international friends as the friends I had been with were great,	PF

	but also moving on.	
No	159. The decision to leave was entirely our own and more to do with wanting to change countries than any thing else.	PF
Yes	160. Institutionally to have provided a real framework which promoted and established work and life balance as a core value	*Ambig
No	161. Had lived in Asia for 5 years, felt I needed a return to Europe to both re-establish my credentials as a professional teacher and to develop a personal life	PF
Yes	162. Supported the art department	AL
Yes	163. Realize the time and effort I had put into the school for 6 years. Show respect for my position and for what I had done.	AL
No	164. The school, principal and administration, were very understanding of our predicament and did all they could to make the transition to the US as smooth as possible. Kudos to them!	PF
Yes	165. Management could have been more proactive in using my skills rather than seeking to control through a small group. Also could have been more organized about school needs for next year earlier so that I was informed about opportunities in a timely manner.	AL
Yes	166. Appreciation, be open to ideas, be honest and ethical, not treat school like a business	*Profit incentive, AL
No	167.	
Yes	168. They could allow official personal days to give teachers a chance to escape the city! In 1995-97, International School _____ had 4 months straight of school with only one long weekend. In a polluted, demanding environment, where it is virtually impossible or absolutely exhausting to get out for a two-day weekend, teachers needed a break, so we were told to "unofficially" take sick days if we needed to get away. I would have strongly preferred a better calendar (which the school now has!) and two personal days which could be used flexibly during the year to prevent burn-out.	*Contract issues
No	169. The long running union battle for parity of pay would not be resolved quickly. The city of _____ was a little claustrophobic.	Comp, HCC
Yes	170. Promoted posts were offered to new sometimes less experienced teachers to get them to come on board (meaning loss of my A level timetable last year) and Head of Depts. position not offered internally. Promotion would certainly have made me consider staying.	AL
Yes	171. The board of governors becoming an elected body and the resignation of the entire SMT would have been the only conditions under which I would have stayed	AL
Yes	172. The administration never showed any interest in keeping staff members. In their view teachers are a dime a dozen and can be replaced easily. No effort was made to find out how teachers were doing or what could be done to keep teachers.	AL
Yes	173. Proper training; a proficient head of department (my HoD was the Head of English and had therefore no experience of MFL leadership); more freedom as an individual - teachers were bound to certain social rules as it was a small place where everyone knew us	AL, PF
No	174. It was the time of life for us... the world was too big to sit still for too long. Our director was quite difficult to work with, as well,	PF

	but our main reason was to get on to another part of the world.	
Yes	175. Providing more support for the teachers.	AL
Yes	176. More support of the teachers, they treated us like we were very disposable	AL
Yes	177. More respect from the management, teachers were left uninformed about many issues that were relevant to them, dictatorial management.	AL
No	178. Why waste 2 years of my life working in a non-supportive environment for very poor professional or financial reward.	AL, Comp
No	179. Due to the head teacher being in charge of everything the school was literally under their control in all ways. Also, the school was run in a totalitarian manner without democratic decision making involving staff.	AL
No	180.	
No	181. It was too bad to correct in any reasonable time-frame.	*Ambig
No	182. Not really. I didn't want to stay in country any longer. Although in the year I left they did without warning alter all future contracts to mandate a portion of pay into local currency. If I hadn't already decided to leave, this would have forced my decision to leave.	*Contract issues, PF
No	183. They could not affect the levels of pollution or the lack of cultural events and my immediate supervisor was very efficient but sometimes overbearing. In the past I was the manager of the library and this time I was under the authority of a Head Librarian. We had differences of opinion but he was my superior.	*Conflict with admin, HCC
Yes	184. Listened. Acknowledged my concerns. Been honest. Valued my contribution.	AL
Yes	185. Create a possible workload higher than 40 percent temporarily by adding a class and/or other duties take seniority into consideration	*Ambig
Yes	186.	
Yes	187. Not driven its middle managers so hard been more open in its communication with teachers	AL
Yes	188. I would have liked to teach Music at the Middle School level as well as Spanish and French at those same levels.	WC
Yes	189. They could have supported the teachers that they wanted to stay by talking to the board.	AL
No	190. My decision to remain after the temporary contract was a mistake and I left at the earliest opportunity (after a full academic year).	*Ambig
No	191. I don't think so as at the time I wanted to return to teaching in special education as I had enjoyed it more than the learning support job in the international school.	PA
No	192. Probably not, although fixing the problem of uneven workloads and taking definitive action on some of the other problems might have prevented me from feeling I was in a rut.	AL
No	193. The school's admin was very supportive, I liked them. I found one or two parents less than supportive which added to my emotional load at the time.	WC
No	194. See answer to question 19	*Ambig
No	195. I was lucky to have escaped.	*Ambig
No	196. It was a personal choice.	PF
Yes	197.	

Yes	198. Increase my salary substantially Increase the value of the package Upgrade teacher housing	Comp
Yes	199. The situation is too complicated to explain here, but in nutshell the Director was inexperienced and only tried to retain the staff that were leaving once she found out that she was unable to recruit equivalent replacements to the staff she had lost.	AL
Yes	200. The management were appointed by the owners of the school. Priority 1 was the 1.3 million US that was required to pay the rent!! The "management" then appointed a new director & sacked him in Aug with no explanation to staff. "Management" did not offer any support to injured staff members as that was the role of the director.	*Private ownership
Yes	201. Increase compensation package	Comp
Yes	202. Transparency in school direction. Participation in school direction. Integrity with salary.	AL
No	203. Because they had not been honest about the role and the circumstances of the school; my position was made untenable because it was split between different sections, public and private, different campuses and different managements, French and Anglophone.	*Misrep
Yes	204. Value good motivated teachers	AL
Yes	205. They could have increased my pay scale.	Comp
Yes	206. Management contributed largely to make me feel undesired and did not offer the support expected from an employer who truly intends to honor the original contract. It became obvious that I had never corresponded to the profile desired by the school although I had much to offer by way of experience both in the teaching of my subject and my understanding of internationalism in education. The excellent references and recommendations from my previous school only served to ensure that I would do a thorough and serious work of my teaching assignment until someone with the desired profile would come along and replace the person who had left just before me- both belonging to the same stereotype as far as age, gender and nationality went. This process has happened sufficiently often in the past to have become identified among the remaining staff as a well established procedure from management.	*Misrep, AL
Yes	207. I was teaching kindergarten- now I am a head of English teaching 13 year olds, successfully. I am not cut out for kindergarten work, was bored and frustrated. I was not allowed to swap classes , despite someone who was kg trained wanting to swap with me.	AL
Yes	208. Been more supportive of teaching staff and a more transparent system of communication.	AL
Yes	209. The school's Director has just been asked to step down and will now be head of the senior school only, this may ease some of the problems between staff and the administration/management but I had already decided to leave and had been accepted as a student for a postgraduate course in September.	AL, PA
No	210. There were no changes being made in the school ethos. I was offered more money, but the conditions at school (poor management, low staff morale) were not going to change.	AL

No	211. Financial and personal circumstances motivated the move.	PF
No	212. We had already decided to leave regardless of any offers made.	*Ambig
Yes	213. There was no appreciation for the work done. No compensation ever, no new contract proposed to teachers who have been there for many years.	AL
Yes	214. They could have honored the amount I was offered (in writing) during the hiring process, instead of reducing the amount by \$8000 USD after I was already in country. They could have supported their teachers instead of establishing an "us" vs. "them" mentality with the business office that was run by the publishing company that owned the school. The director could have opened lines of communication when the staff expressed concern over practices, decisions, and quality of educational program instead of threatening them. The principal and director could have been teacher advocates with the owner rather than playing both sides, thereby instilling distrust amongst the staff.	*Misrep, AL
No	215.	
No	216. Both the Headmaster and Senior High Principal were poor leaders. They had little or no effect on the owner of the school and the increasing lack of discipline.	AL
Yes	217. Told the truth about taxes for expats and salary	*Misrep
Yes	218. Listened and displayed more transparency	AL
Yes	219. There seem to be "arrangements" made by the Headmaster with some staff if the school wants to keep people	AL
Yes	220. Not cutting class time with IB students and claiming it was for their benefit. Fair salary scale that was irrespective of what age or subject you taught.	AL
No	221. The school administration did not have the power to change the culture of the school.	*Ambig
Yes	222. I would have stayed if they were able to be honest	*Ambig
Yes	223. Contracts should be issued with full salary and conditions within a time period long enough for staff to decide whether they are prepared to accept these conditions or go to a job fair.	AL
No	224. Short of building a performing arts centre, nothing was going to change my mind.	WC
	225. Response deleted, participant ineligible.	
Yes	226. The senior management could have valued the role of Upper School Resource Teacher more from the start. My job description should have been clarified. Was I a school psychologist or a learning support teacher? In the end I left because I did not feel that my professional knowledge or expertise was valued by the administration.	AL
Yes	227. Only by offering a higher salary	Comp
Yes	228. They could have been honest with incoming teachers about workload, pay, expectations, etc	AL
Yes	229. Providing help with rent/housing, raising teacher salaries, anything to allow teachers to live in _____ without going into debt	Comp
Yes	230. Two programmes (IB and IGCSE) didn't fit, IB-Physics was not in the list of priorities of the school, so in the long run, I would have never been able to teach it	PF
Yes	231. I was hired as an expert in my field, so the admin needed to	AL

	listen to what the research said about learning. There was no plan to effect change. little use of effective communication strategies	
Yes	232. If the school had attempted to lessen the number of preps expected of teachers or had attempted to give teachers their own classrooms, I might not have left.	WC
Yes	233. Management could have listened to why teachers chose to leave the school and addressed these issues, rather than ignoring them.	AL
Yes	234. Listened to my advice and that of other experienced teachers	AL
Yes	235. If the administration had been more proactive and willing to stand up to students and their parents and support teachers, it would have been a completely different situation.	WC, SD, AL
No	236. Felt trapped in the school and the country. Very unsafe to travel in country or even to and from store!! Did not like living behind bars. People generally unfriendly in the country.	HCC
No	237. It was far too late for that and I felt that the entire administration had to leave before any remedy could begin.	AL
No	238. See 19	*Ambig
Yes	239. If I was permitted to advance my professional skills. I was not given permission to go on any professional development courses, as she didn't feel there were sufficient funds within the school to support me, as she would not be hiring me in the following academic year.	PA
Yes	240. Perhaps! Annual home leave could have helped us to stay connected with family/friends in Canada. It's hard to say though if that would have been enough to sway our decision. Perhaps if we had been granted an extension on our leave, it would have been enough.	*Contract issues
No	241.	
Yes	242. My living quarters were not what was promised or reasonable for a professional teacher	*Misrep
Yes	243. They could insist for my permission	*Ambig
Yes	244. Be more honest, fair with all staff, not changing work conditions, pay and equal working conditions, help with language lessons and paperwork ie visas and translations, communicate and recognize teachers ideas and experiences support, support, support	AL
Yes	245. Offered Leave of Absence - I applied but my application was rejected	*Contract issues
No	246. This was a joint decision made by both my spouse and I. It was in the best interest for us socially, mentally, and spiritually.	PF
No	247.	
Yes	248. Administration could have been more organized and communicated better with teachers. The induction program was poor and got the year off to a poor start. The support was poor through out the entire year. The school had a lot of potential and great students and teachers but the administration didn't seem to realize it or value their human resources.	AL
Yes	249. Offer more money	Comp
Yes	250. Replace the Head teacher.	*Conflict with admin
No	251. The honest answer is 'No' as I had made my decision.	AL

	Perhaps if my immediate line managers had had a more coherent vision for the direction of the counseling department in the senior school and were able to work better together, it may have made a difference. I was asked to stay and, had I been younger, I may have done so. However, as a mature person with many years experience in international schools, I was at the stage where I preferred to be at ease with myself, my school and my living environment.	
Yes	252. The admin want a staff of yes-men and won't accept constructive suggestions even when they ask for them. They blame staff reps personally for any grievances they are asked to raise on behalf of others and then are happy to promote hate campaigns against individual teachers. They tried to destroy me professionally. Luckily I have years of references stored at CIS, so I walked into another job and have had my professional confidence in myself restored.	AL
Yes	253. Treated the staff professionally Expressed value in staff Provided much better living accommodation	*Contract issues, AL
Yes	254. Better remuneration in terms of salary and other benefits.	Comp
Yes	255. The board could have gotten rid of the superintendent.	*Conflict with admin
Yes	256. They didn't have to tell me to leave. A little support would have helped. Another teacher had told me prior to this I was being set up, but I had no idea.	AL
No	257. See C above ...although I was basically happy and was leaving more because of a desire to return to UK. I think I would have felt more confident about leaving the programme had 2 (or 1.5 teachers) been hired to replace me - but I still would have left for positive personal reasons. I was not particularly surprised however when my replacement only stayed a single year citing workload. Now staffing levels in the department have been increased and are stable. Turnover at the school is, I feel, reasonable.	PF
No	258.	
No	259. Potential university students must have lived in EU for 3 consecutive years before going to university to benefit from paying local EU fees.	*Ambig
Yes	260. Value family living arrangements further: hectic work schedule left little time for us to pursue our own interests.	WC
No	261. As mentioned in 18, all staff bar one have left the school since February 2006, many of which have left before their contracts ended, thus forfeiting a bonus for completing their contract as required by _____ law. After all the mismanagement, deceit and additional costs incurred personally for professional development I decided it was best to leave the school at the end of my contract and seek employment elsewhere.	AL
No	262. No because I was always going to leave due to my passion for traveling as well. Teaching and traveling go hand in hand for me to increase my skills as a teacher and educator.	PF
No	263. Although much could have been done to reduce the frustrations of the job, (same frustrations are experienced by most staff) the mismatch between package and workload would still have resulted in the decision to leave	WC
No	264. Difficulties with family in UK was the main reason for leaving.	PF

No	265. I was asked to stay but for the reasons outlined above decided not to.	*Ambig
Yes	266. Fired the head of school as he was universally despised by the staff. No one respected him as he thought we worked for him not with him. He had no understanding of the necessity for everyone to feel part of a team working towards the same goal	AL
No	267. School couldn't change in order to accommodate me	PF
Yes	268. Lessen workload, more teacher involvement in decision making, slow down pace of change	WC, AL
Yes	269. They did provide a temporary job for my husband but this was not enough.	*Contract issues
	270. Response deleted, participant ineligible	
Yes	271. They could have been more supportive of teachers instead of protecting management's interests. Their assertions that they respect teachers as professionals were not upheld in reality.	AL
Yes	272. They could have shown more interest in the work I had done for the school. Even though I was part-time I put in a lot and work hard for the school.	AL
Yes	273. They could have resigned	*Conflict with admin
No	274.	
Yes	275. I'm out of time...	*Ambig
No	276. Pay was only enough to just live on and with my father ill in Australia I wanted to move somewhere closer so that I could afford to visit him more regularly.	Comp, PF
Yes	277. Have the principal and senior admin resign! Or completely change the way they ran the school and treated their staff.... but that's probably asking a bit much from these kind of people.	AL
Yes	278. Follow through on their verbal promise that I would be placed in the Special Ed dept as soon as possible. I did 3 years in grade 2 with no movement into special education possible. They could have put 2 local hire jobs together when personnel left to give me a position, especially as I am qualified for that age 3 through 17. They would not provide the money for an overseas hire position and I also think I was a victim of my own success in grade 2. They also lost my husband who was another very successful teacher at the school. Both if us were ranked top 2 percentile of teachers worldwide ranked as veterans even then (1990).	*Misrep
No	279. We had made a decision to leave and were therefore committed to leaving.	PF
Yes	280.	
Yes	281. They could have honored their commitment and promise of professional development. They could have honored my desire to move into IB teaching when all of the IB teachers were leaving the school.	*Misrep
No	282. Family comes first	PF
No	283. Our decision had nothing to do with the school itself, in fact we were very happy there.	*Ambig
No	284. My partner and I were determined we wanted to leave and go somewhere else.	PF
No	285. They respected my decision and supported me in it.	*Ambig
Yes	286. Replace corrupt leadership with humane educators. Lived up to salary expectations and stopped favoritism.	AL, Comp

Question 22: "Do you have any further comments regarding your departure from this school?"

Respondent Number and written response	Causal Factor Categories
2. I was grateful to the school for providing me with the first opportunity to teach overseas, and for the experience in teaching subjects with which I was unfamiliar at the time. This enabled me to find employment with other international schools.	PA
3. Actually, there should have been an "unsure" choice in question 20, as it is unclear how much leeway the government of the country allowed the administrators. Also, the question No. 15 should have allowed both an AP program AND a national curriculum (or, as in other schools I have been at, an IB program AND a national curriculum).	*Supplementary
4. Parents were way too influential... to the point of teachers having to change their programmes to put up little performances for the Parents' Association every week because moms liked them so much!!!!!! The priorities were all wrong!!	WC
7. Interesting that once we had decided to go (although the school tried hard to get us to stay), we were cut out of the decision making process. Management completely lost interest in us. (This was true for all leaving staff)	*Supplementary
8. I'm pleased I left and moved on to another school (_____ for 4 years, then _____ for 8). The students were bright, the package was good but the place was dangerous. I nearly gave up teaching after that experience, but _____ was much better. Perhaps because the Admin was _____ I think.	HCC
9. A great school with wonderful staff and children. I now have my diploma and experience as a personal trainer so have two strings to my bow. I start a new teaching post in September at a private school teaching math and P.E. Having the experience in the International school helped me get the job in the private sector.	PA
10. Response deleted, participant ineligible	*Supplementary
11. Excellent staff, students and parents. Shame about the problems with the management, and I hope in the future this will improve for others.	AL
12. The school was poorly situated as far as expats were concerned very much out of town, but not in the real countryside. Accommodation was poor with many staff having small studio apartments	*School location
13. I was helped by having a flexible director who allowed me as much time as he could to decide on going. It's difficult for a school to get everything right - pay, students, staff, admin, country conditions, etc.	*Supplementary
14. Great school - loved it but I lost a lot of money going there for 4 years compared to if I had remained in job held in UK 2002- particularly pension payments in UK.	Comp
15. Regretful as it is an exciting country with great opportunities	*Supplementary
16. Most of my colleagues worked very hard. A lot did not - they were not sanctioned for their lack of effort, or even turning up smelling strongly of alcohol from a big night out. Being in _____ the school attracts many teachers who are there for personal enjoyment and almost see it as a bit of a holiday posting. The quality of the teaching in some departments was low, and as a member of a very	*Colleagues

hard working department with a heavy workload of marking this was in the end making me too angry.	
17. I would have loved to stay there, should there have been possibilities for leadership in the very near future.	PA
18. It was very sad to leave the country and the community of families at the school but the leadership situation made it impossible to stay.	AL
20. _____ school politics is not transparent. Local clients expectations different from expat. Decline in dollar linked to _____ means quality staff harder to attract	HCC, WC
21. They have to ensure salary is in line with the cost of living in that particular area. Also arrange accommodation prior to the staff's arrival, fumigated before hand. I was placed in a grotty hotel for almost 2 weeks before I was housed in an un-fumigated property. I also felt that the staff there were quite unprofessional in their behavior, constantly backbiting and involving themselves in other people's private affairs; something that I managed to avoid whilst working in the UK. The school itself was under-resourced and the administrative staff were not managed well. It was a valuable experience, and quite possibly I would have stayed if I had some family nearby so that it wasn't so lonely when I came home from school.	* Colleagues, Comp, AL, PF
22. Would like to go back for another contract at some stage	*Supplementary
23. Schools spend a lot of money searching for and recruiting faculty. They need to ensure that they hire the right person for the job. The school knew my educational background, my experience and my personal qualities. I think there is a lot of damage done when schools don't invest themselves enough in the search process and truly get the right person for the job. I have really high expectations of schools, administration, teachers and students and I want the school to be as it portrays itself. Otherwise, it's a waste of time working there and no one is happy. I wanted to leave my NEXT school at the end of my first contract because the school didn't end up being what it was portrayed to be. Also a proprietary school, decisions were made that were not in the best interests of the students and their education. I will now no longer consider working at proprietary schools and will only work for non-profit schools, where I am much happier.	*Misrep, Profit incentive
24. We loved the school. It was a progressive, risk taking school. But we couldn't afford to continue using our retirement savings to live.	Comp
29. It is a shame the school is going down hill, there have been numerous Heads in a very short period of time. The Head recruited from _____ from a failing school where he had pulled it up to standard only lasted 2 years - he left the year after I left. A bit of stability for an excellent school would have been a lot better than constantly trying to replace Heads and Staff.	*High turnover
32. I continued to teach overseas and the next school offered everything outlined in #19. The influence and support of the Board of Trustees is also a crucial factor in retaining teachers.	*Board influence
35. Poor decisions by Management. No discussion / input from staff available	AL
36. In general, it was a school with many excellent qualities, suitable for just starting or just finishing/retiring, but not for the long term.	*Supplementary
38. I am now in a far better school in the same city, making far better money with an administration who is knowledgeable, professional and kind.	AL, Comp
42. The atmosphere at the school was great. The physical location was spectacular, overlooking the _____ hills, just 100 meters from _____. Then I moved to _____; now that was a mistake. One cannot move from the beauty and sophistication of _____ to the heat and third-world grubbiness of _____, but that's another story! Good luck with your study.	HCC
43. I'm just happy not to be there. I'll never work for _____ who tell me that my education isn't as good as theirs (because I'm not _____) again.	*Supplementary
45. To replace us, the school did have to offer overseas status in the end!.	*Supplementary
46. It was a wonderful school and I was sad to leave, but excited for the opportunities in my next position.	PA

48. I think given the high turnover at international schools, it's important for schools to have someone on staff (whether it be the HR person or business person or a lawyer) to help teachers figure out tax situations/laws. It's a very confusing situation to be in and had I known the details it probably would have prevented me from leaving the school when I did.	*High turnover, HCC
50. There is a web site that surveys schools. I will certainly check it out in future since apparently there have been complaints about this school. Question: How does the CIS not know about them?	*Supplementary
56. Hope the school has changed its system since there has been a mass exodus of teachers every year.	*High turnover
59. Having what amounts to an absentee landlord makes this school both unmanageable and undesirable (both to educators and parents). Had this not been the case, had the owners more respect for education, this school would be palatable and a pleasant place to work. However, this business is poorly run, turning only a small profit and not turning out learners ready to take on the challenges and joys of their world.	*Owner interference
60. All-in-all, it still was a wonderful experience! I will return to International teaching.	*Supplementary
61. It was a very difficult situation and I was sad to leave, however, I made the best decision for me. As a role model, I always ask myself if this is the kind of behavior that I want to model. When the answer is "Yes," then I know that's the best decision for me. I made the choice and am happy with that!	PF
62. I'm glad I'm not there and would NEVER recommend it to anyone. The turnover was very high when I left because we were treated LIKE CRAP and insulted. The Head Admin. told the entire teaching staff that we were '...worth no more than onions.'	AL
63. I love the school a lot - my co-workers, the parents and my students. But the whole administrative leadership was just so bad that staying at the school is very unstable.	AL
64. The only time I was treated well was after I resigned and they begged me to stay. By that time I could not trust them. My key point is that staff far away from home and in a contract with their UK home rented out have little option but to satisfy their first contract but will plan to leave a school where they are treated badly and lied to as soon as that contract ends.	AL
66. _____ is a lovely country and the people there were very open minded and gracious. However, they allow administrators to be "little kings" because that is the way their culture is set up. It doesn't work well when people from the western world come to work and expect freedom of speech and a part in the decision making process.	AL, HCC
67. Enjoyed my two years there - great people.	*Supplementary
68. If I could have moved the _____ to _____ where I now am I would do. The school was a terrific place to be academically - it was merely the tension in the country which caused me to leave.	HCC
69. 1992 but the same system has been going on since the English School of _____ opened in about _____	*Ambig
70. It could have been aborted, but wasn't in the grasp of perception (vision) of the person in the leadership role.	AL
71. The second year I was at this school, they hired a new director. HE was able to straighten out a good deal of these problems. He insisted the two people causing the problems not work at the school as they are board members and it is a conflict of interest. Things improved very much. Decisive and fair treatment of teachers improved. I think that hiring certified and competent administrators is a must! for a successful international school. Our school would never have hired an uncertified teacher; why would two unqualified people think they could run an international school of this size and scope?	AL

74. I hope this information is helpful for your program and I would like to teach English as a Foreign Language again, preferably in Eastern Europe. Good Luck with your research!	*Supplementary
75. All I would say is that I learned much from this situation and have been wary and observant when I accept a new assignment. I really try to go in not expecting much and feel out the school and admin as I go along during the first month or so.	*Supplementary
79. The administration was honest, fair, and very transparent. It's just the administration's style of leading is not what I wanted or needed. Great school but in the end... not what I wanted.	PF
80. Response deleted – respondent ineligible	
81. This school did very little to retain teachers. Teachers stayed because they made friends and liked the host country. The overall feeling was that the school did not treat teachers well.	AL
82. I loved my job, I loved the school, aside from common politics etc. I was just ready to move.	PF
83. Besides 6 out of 7 teachers leaving this school, the secretary went to part-time, and the principal left, as did the headmaster. The founder would not listen to teachers, parents or administrators.	*Owner interference
85. It was a very good school organization wise and benefit-wise. Students from the _____ countries were sometimes very rude.	SD
87. When I arrived at the school the teachers already teaching there said all former foreign teachers in 1st-8th grades leave the school after two years when their contracts are finished (and a few just left anytime). They said the teachers are completely USED UP after two years. This applied to younger teachers as well as older teachers (the group I was in). When my contract was completed my best friend was the ONLY teacher who started with us on our two year contracts who stayed for a 3rd year. (She had formerly been an English teacher in _____, she was enjoying life in _____ and she needed the money). The foreign teachers in the Lycee component of our school often renewed their contracts, as the students in the 9-12th grades got into the school based on very high scores on a national secondary school placement exam (and family money, of course). The secondary students were of a higher caliber of student and were more manageable than the 1st - 8th grade students who were mainly admitted by an English entrance exam and a good transcript if they were transfers. The majority of students in the Lycee (around 600) had attended the school since Kindergarten. The graduates of our school go on to be the leading citizens of _____ (business, law, medicine, science, academics, politics and the arts). This has been an established fact for many maybe 20 or more years. Our school was founded in the 1870's. It became co-ed perhaps in the 80's. The elementary and middle school components were started in 1993. Note that parents enter their children in a lottery to get into the school sometimes before they are born!	SD, AS
88. Not really. Good luck!	*Supplementary
91. It was a great school, community and life but we were not willing to compromise our future financial stability to stay there.	Comp
92. I would return to the school if I marry and have children as it would be a great location to raise a family.	*Supplementary
93. I enjoyed my time there, but knew it was time to move on, in an attempt to broaden my professional horizons and seek advancement that was not possible in this environment.	PA
94. This school has a very high turnover. A number of very experienced international teachers left at the end of yr 1 of a 2 year contract. They have huge issues with retention of staff.	*High turnover
95. I would have stayed had they come to me with some kind of olive leaf, but none was offered, so I left.	*Ambig
96. The school has had very severe problems and is ranked among the poorest	WC

institutions in a number of school review websites. While they were better than some, they have degenerated to the point where potential hires are being encouraged to avoid that school and Kuwait itself, due to recent, unpleasant and dangerous circumstances and actions of _____ parents.	
97. There was a large turnover for very similar reasons as stated in question 19.	*Ambig
100. The student population consisted of about 70-80% _____. These (very rich and spoiled) kids had been at the school since Kindergarten. They had their cliques and did not let any international students in. Instead they would bully them as if their lives depended on it. Since the parents were so powerful, nothing could be done. Taking drastic measures would have meant loss of revenue and the school couldn't afford that. We'll never take another job in a _____ school. Leaving that school was one of the best decisions we've ever made.	SD, WC
101. All internationals schools are NOT the same. Some offer much better packages and quality working environment. European schools in particular offer VERY low paying packages. We have never broken contract but perhaps we have just be very careful/ lucky in our choice of placements.	*Supplementary
102. The desire to gain PYP experience was a major factor in finding another placement. I felt like I was stagnating in _____ very early in my career.	PA
103. Great school, excellent personal support during a period of illness; excellent professional opportunities sad to leave, particularly the country where my children were fluent in the language on departure; a country they most associate themselves with.	*Supplementary
104. I did not relish working for someone who had no professional integrity and respect for her staff. Staff, parents and children were being 'ripped off' and taken for a ride. Her driving force was to make as much money for herself as possible.	*Profit incentive
105. I loved working at that school and I loved the country and life there. I would return there in a heart beat - if salaries were reinstated.	Comp
107. Very happy to have left for educational, health and sanity reasons. Moved to a good school now - a real school.	PF
108. After I had resigned the Principal and Head of Secondary and Primary also decided to leave. With them gone, the buffer between the Business management personal and the school staff disappeared. There has been an increase in the level of discontent of staff because of business decisions coming before the educational welfare of the students and staff.	*Profit incentive
111. International teaching pay/conditions have not kept up with the benefits offered in Australia. Accommodation, lack of superannuation and lack of access to cars etc. do not add up to a quality lifestyle. This is a real issue - younger teachers are happy to work in these conditions but older teachers need to be attracted by comparable or better conditions.	Comp, WC
112. It was a fantastic school and the head teacher shielded us from the owners and their agenda.	*Supplementary
113. This particular school was difficult for many reasons and it was noted that people often chose to leave after their first year. Housing, money, politics, support, feeling appreciated ... are some reasons. I think one has to factor in the cultural constraints and the fact that the school was private and for profit. Just a note: I believe that there are so many other reasons for people breaking contracts or leaving schools at the end of their initial contracts. My observation, although my experience is limited, is that a lot of it has to do with the politics that run the school, the work load, feeling valued and listened to, the lack of administrative consistency and continuity which lead to trust issues, how the school runs in terms of its effectiveness in the use of appraisal systems etc. I think there are a lot of team building elements missing that essentially pull the staff together to work for the best interests of the students they serve. I find it quite sad actually. Good luck with the survey.	AL, HCC
114. I enjoyed working at _____ very much. I believe it is one of the better	*Supplementary

international schools out there.	
115. _____ is HOT	HCC
129. Had fantastic colleagues in science department, would love to work with them again! Think _____ needs to show more support to staff.	AL
130. Of a staff of almost 70 people, 25 left this year.	*High turnover
137. I was there when Sept. 11 occurred, so there was perceived future instability in the region, so personal safety was also a factor criss-crossing the other reasons.	HCC
138. I enjoyed my time there very much.	*Supplementary
139. We liked the school but career prospects for an aspiring head were limited.	PA
141. Conditions for teachers were being regularly reduced and that continued after I left.	*Ambig
142. Response deleted – participant ineligible	
143. Other teachers also left after one year	*Supplementary
144. The quality of the teaching in the secondary section was very poor and all 3 good teachers were leaving	*Colleagues
148. We loved living and working in _____; the kids were fantastic, their parents were very supportive, and staff were professionally talented and very sociable. If my contract and salary had been significantly better, we would have stayed on indefinitely. Since leaving _____ I've taught in 2 more IB World schools in _____ and _____, a total of 7 years. I'll not be renewing my contract in _____ because again, the salary is not enough to comfortably cover living expenses and our mortgage. Sadly, it seems salary and contract packages in international schools the world over are following a downward trend these days and at job fairs, there are only a limited number of schools I can even consider, as most pay less than \$30 000 USD on entry; this is about half what I would be making at home in Sydney and even with the various differences in taxes and costs of living, we still need to maintain a Sydney mortgage and an Australian pension plan. It seems that most international schools are specifically targeting younger teachers, leaving mature and experienced teachers with no choice but to head home to higher salaries and long term financial security. Some of the better IB World schools in _____ offer excellent salaries/contract packages and we may return there if I can land a contract for next SY; we left _____ for personal reasons but can now go back, as that personal issue has been resolved.	Comp
149. Couldn't afford to stay any longer, even though I was asked to stay	Comp
150. A friendly place to work, reasonable workload and comforting support from the management.	*Supplementary
151. The best professional move I ever made = leaving the country and then informing them later. It took them a couple of months to replace me amid a lot of complaints from parents. They have since got their act together re. honesty but are struggling to recruit people. I would like to believe that I contributed to this but if I didn't I would do the same again elsewhere and fight for my integrity again against any school regardless of who they are.	PA
152. I'm so glad I left! I heard through the grapevine, that things have been getting worse with the primary head bullying the staff and the director failed to show up to deal with it. I believe that they were a few lawsuits against the school concerning unlawful dismissal.	*Ambig
158. The school administration was great. That was what made me stay the third year. Although I was an elementary teacher, I taught the high school and middle school principals' children. All admin were very friendly, helpful and made my stay at the school, from the moment I arrived, better than I could have imagined!	*Supplementary
159. No, I would say in general I have been unimpressed with the quality of management in both my international schools, and feel that teaching internationally is a bit like a slippery slope, meaning that the more time spent teaching outside of my home country the more de skilled I become. Furthermore, the chances of getting into a higher quality international school diminish the longer you are abroad. I am	AL

considering returning to the UK to re train in the UK state system the year after next, and then picking up my international career after that. In terms of not staying after my initial contract, I re signed for an extra year just now because I dearly love _____ rather than any thing to do with the school. I would stick to a school long term if, I had greater confidence in the caliber of the people in charge, there were effective professional development systems and levels of resources and my future children were being educated there. I hope to find a school like this in the future and continue working in fascinating environments/cultures and having the great experience of seeing the world.	
161. Difficult to teach within a school whose owners interfere with curriculum, teaching styles and even personal lives of all staff! Had similar difficulties in previous school (taught 3 years in northern _____) and heard MANY similar tales from colleagues who taught in other _____ schools. Very difficult to assess quality of both home and work life of schools in advance, came across many disappointed teachers who felt they'd been bought in as a "English-speaking status symbols" and were not respected as professionals	*Owner interference
164. Loved the school and now that all has cleared, I would like the opportunity to return. I continue to be in contact with them as we "speak". Good luck with the dissertation. Cheers, _____.	*Supplementary
165. This school was new and required more experience amongst senior management than it had.	AL
166. Huge lack of appreciation	AL
168. The school has had major problems with the local teachers' union, and as a result, the salary scale has been virtually unchanged in over ten years. Compensation is inadequate. Very complicated situation, but the end result is that the school has had major conflicts between overseas and locally hired teachers. Ironically, I left _____ in 1997 but have been living in _____ again 2002 – present, as my husband's work is here, so I continue to know about the school. I worked at _____ again in the fall of 2002 for someone on emergency leave. I discontinued working there the second time as the salary really wasn't worth my while, and I now have two young children and prefer to stay home as a full-time mom.	Comp
169. A school with great potential and fantastic kids.	*Supplementary
170. This was a good school and I was happy to be there. The decision to leave is always difficult but there is also the danger of getting stuck in a rut. The rate of turnover interests me though; I started a thread on the TES staffroom website (Overseas message board) and had some interesting comments. They may also interest you in your study. See this url if interested http://www.tes.co.uk/section/staffroom/thread.aspx?story_id=2389013&path=/Teaching%20Overseas/	*Supplementary
173. I enjoyed teaching there, the pupils were great, but management was not supportive enough for me to stay.	AL
174. If it was standard practice to have 4 year contracts, we would have stayed for 4 years. When we were young, we thought that when you signed for 2 years, then you stayed for 2 years. We later learned that if you stay for much longer than 2 years, it gets hard to leave. However, our goal, then, was to see the world and teaching overseas gave us the means to do that. As we are older now, and have kids, we tend to want to stay a bit longer in each place, but have still not stayed more than 4 years.	PF
178. Most sensible decision of my career. Have blotted out all memory of what was a nightmare year.	*Supplementary
179. As the school was a profit school and not part of any group ,such as the CIS, some of the things regarding fees paid by the parents, child expectations and general treatment of the staff and parents were shocking.	*Ambig
180. This was and is a great international school in a wonderful country. I left when on top and believe that the school is going from strength to strength.	*Supplementary

181. The experience caused me to lose faith in the accrediting associations. The school should never have been accredited or remained so considering the facts and misrepresentations.	*Supplementary
183. I loved the school, the students, the faculty, the package and the life style. The primary reason for leaving was the air pollution.	HCC
184. Many of the times I have left International Schools was because I wanted to explore a new country, or needed a contrast to a hardship posting but this school was definitely because of the administration attitude and broken promises. Everything else- country, travel opportunities, friendships, colleagues- was great!	AL
188. I wasn't ready to leave _____. Unfortunately, the school won't offer me what I specialized in. The packages are poor due to the lack of subsidies.	Comp
190. This was my second international school that I left after one year: sadly the first (in ___) was due to family illness and this was due to my desire to achieve savings toward property. I aim to stay in my new school for four years.	PF, Comp
191. My contract renewal meeting took place in November of my second year and the option was for a further two year contract, so I was agreeing to nearly three more years from when I made the decision. As I was unsure about the job at the time I decided to leave. If I had had to make the decision a few months later I would have stayed. By the time I left in the summer I did not particularly want to. If there had been an option for a further year rather than two I would have taken it. A year into the job seemed too early to make a decision to stay a further two years at the end of the initial two year contract.	*Supplementary
192. It was a good school which treated its teachers well (perhaps rather too well – it seemed to attract a lot of slackers who plan to stay until they die). It also pays well for Europe, although I am moving to ___ where the pay is considerably better. I am not one of those teachers who expects a ___ pay packet in a European school, but obviously it is an issue for recruitment at the school when they are competing for teachers with ___ and _____. I have no regrets about taking the position there and have received unparalleled professional development opportunities while working there. Really I think it was just time to move on.	PF
193. I wish my personal circumstances had been such that I could have stayed longer	PF
194. This _____ school is reputed to be one of the best my leaving was motivated by the conditions in the country and the attitude, behavior and culture of the natives.	HCC
195. This school has a huge reputation. People from as far as Malawi, Malaysia, and China have all heard of this scary school. In fact, if I say it was in _____, then I know you've heard of it, too.	*Supplementary
196. I enjoyed my time there and have not ruled out possibility of returning to Africa. Funny thing is I was happy at this school but in other international schools I have taught where I have stayed more than one contract, it is the professional attitude of the staff, or lack there of which is important in my decision – think there is an expectation to work hard and contribute to school – not always appreciated by staff.	*Colleagues
197. Overall, I had an great experience working in _____. Actually, I am heading back to work there for another 2+ years as a Kindergarten teacher.	*Supplementary
200. The school has LOTS of potential. I would have loved the opportunity to explain to the owners why there were 34 staff leaving this year....but I'm sure they would not be interested...saving face & all that jazz.	*Owner interference
201. Many of the teachers were _____ nationals and are under trained for the teaching positions they hold-they are cheap to employ so are often hired over fully trained and qualified international teachers, the foreign teachers end up doing much of the work	*Colleagues
202. I think I have just about covered it!	*Supplementary
203. I was very sorry that the public-private partnership, which had worked so well, and made the school unique, was broken up in a manner which upset the whole	*Supplementary

staff, many of whom had invested so much in both French National (BOI) and IB programmes over the years.	
205. I was getting tired of a lonely life and wanted to get married and settle down.	PF
206. The best of my life and energy went to teaching and I feel I was extremely unfairly treated in the last year. There were blatant signs of discrimination: gender, age and nationality in the last school; but also gender discrimination in the other international school before that. My experience of international schools is that the celebration of differences remains very tokenistic and reserved to the student population only. There is little tolerance of diversity in the teacher population (except may be for those employed to teach their mother tongue) from management who remains overwhelmingly representative of-and biased in favor of their American, Canadian, English or Australian culture and colleagues. The _____ School in _____ for instance is a far better model of a truly international school than the so called international school of the same country. Will the recent change of management bring some improvement? It is unlikely since much remains to be done in the training and choice of managers in order to improve their appreciation and outlook on what could truly qualify as international approaches to teaching. International schools should put international education at the centre of their endeavor and not only seek to reap financial benefits from a multi-national student population	AL
207. The week I arrived I was told that the future was uncertain then was sent on a training course for a week, I didn't know if the school would be open when I got back! In fact it was. I handed in my notice and was asked to stay till the end of the year, not term. I did this as a good will gesture, but that made it difficult for me to find a job on returning to the UK. I had not been given a relocation package, or any incentives to go there and no help to depart. In fact I think I acted most properly but was treated quite shabbily, I did not even get assistance to find an apartment. The school was not run on a fair or diplomatic basis, it just gave the appearance of being so. The atmosphere was one of gossip, rumor and the boss was something of a bully. Meetings were scheduled on my days off (I was part time) and I had to come in, unpaid, to attend or else knew nothing of what was going on.	AL
209. Several other staff who had been at the school longer were also leaving for the same reasons and I feel unless staff/administration/management relationships improve others will quit next year.	AL
210. I think most of the problems stemmed from the For Profit status of the school.	*Profit incentive
213. I am happy not to work there anymore! The school had an amazing potential with motivated staff, good facilities, but bad administrators sank the school. 32 teachers out of 45 left the school this year and the only thing that was said in a meeting is "we can easily replace all of you".	*High turnover, AL
214. I gave this proprietary school a chance, even having heard horror stories about for-profit schools. But after my experience there, I will never work for a proprietary school again.	*Profit incentive
217. Enjoyed all else.	*Supplementary
219. It was also time for me to change country – culturally ready to go!	PF
220. As with most things – it turned out to be a good decision and we moved on to bigger and better things, so actually a blessing in disguise!	*Supplementary
222. The HOS and principals have a reputation for unprofessional behavior	AL
223. At job fairs, the full contract should be available for perusal – not just a commitment to sign	*Supplementary
225. Response deleted – participant ineligible	
227. Most people newly hired left at winter break. I stayed the full contract time, but I do regret that.	*Supplementary
228. I loved living in _____ and working at the school. The atmosphere in the school was very welcoming and the parents and students were lovely. The sole reason for my leaving was financial. I just couldn't afford to live in the city on that	Comp

salary.	
231. This teaching assignment was my first as a head teacher. I found the general teaching practices in the school to be old fashioned and I felt overwhelmed by the workload. I spent the first year of the contract wondering "What is wrong with me?" because I did not feel I could conform to the expectations. During the second year, I realized it was not me. That particular school had no right to hire a brand new teacher, as they did nothing to make sure I could handle the work once I arrived. I was even given classes outside my subject area that my veteran colleagues refused to teach.	WC
233. YES! It was the first time in my life I had an exit interview with CIS! The school needs a Principal with true experience/leadership qualities and international experience! How can they suddenly change 900 students to PYP with no staff training, no resources or understanding of the system. Sadly one person left who took the blame for most problems but the Principal should also be accountable! 27 staff left! So sad the school messed up children's education! Now they are making a new school for National Curriculum. Why didn't they just build a new school for PYP instead of messing up the old school and now building a new one!	AL, WC
234. The situation was intolerable. The only people who stayed were those married to _____ with no other options.	*Ambig
235. Would never work or recommend anyone to work there again!!	*Supplementary
236. I am very happy to be teaching where I am now!!	*Supplementary
237. I loved the school in _____ - was there 9 years - would have stayed for ever if family were nearer. They all loved _____ too!	PF
239. We loved our school and our life in _____. We considered staying another 2 years and we have also considered returning to the Int'l school 'system' sometime in the future. We think that annual home leave is important in a country that is very different from the home country.	*Supplementary
241. The only benefit from those two years was that I gained experience to allow me to be a more interesting candidate at other schools.	PA
243. School is crumbling and with each new director, principal, board things get forgotten, changed without thought as to the long term future of the school. It is very unstable and has had financial problems and this affects staff morale so much that many people who can leave and many want to but can not. Many people are stressed and are not being supported.	*High turnover
247. The students were great and I did not want to leave the school because of them, which makes the situation very unfortunate.	*Supplementary
250. I believe that it is a very good school where teaching staff enjoyed working with the students. It is a dynamic learning institution, especially considering its rapid growth, but it was not the place for me at this stage of my career. Had I worked fully in one of the other departments of the school, e.g. Math or Humanities, my responses may well have been very different.	PF
251. The Head covered up an incident of a student who cheated in an IB exam so she would get a monetary prize awarded by the PTA. The Head has since lost his job.	*Supplementary
254. Many teachers left. There was nearly 50% turnover.	*High turnover
255. I do not miss it. I do not miss _____. I do not miss the food. I do not miss (trying) to learn the language. I miss the students.	HCC
256. I returned to the school as an administrator and have been there three years now. No intention of leaving just yet! Very happy! I would very much like to see a copy of your findings if at all possible. I realize that giving my email address will identify the school. I trust that all comments will be treated in confidence. Thank you. Good luck with this important study.	*Supplementary
257. I would recommend always traveling to the school before signing a contract to experience the everyday workplace before deciding.	*Supplementary
259. I don't think this cycle is going to be abated while new recruits eager for	*Supplementary

international experience are readily available: administrators can feed off of that while ignoring systemic problem of high turn-over rates among even experienced teachers.	
260. It was very sad leaving, the faculty of foreign teachers and _____-native teachers worked collectively to provide an effective bilingual education. I would return to the school if there was a drastic change in management. I was forced to take unpaid leave and pay for my own flights and costs, to present a discussion paper at an international conference in another country. The three-day conference was over a weekend and I was charged for being absent from the school for three full teaching days.	AL
262. This is GOOD SCHOOL - but much thought needs to be given with regard to retaining good staff	*Supplementary
263. I enjoyed my teaching although I felt that the facilities/ resources could have been much improved.	WC
264. Overall my international school teaching experience was positive and I would do it again perhaps in a different school in another country.	*Supplementary
265. I was relieved to leave this school as it drained the life out of me. It was a dull, grey place from which a passion for educating young people had been sucked. I have recently worked at another international school where teachers were housed in a dreadful part of the city where very few residents actually spoke the language of the country, whilst the administration lived in lovely circumstances. A number of colleagues and I left the school at the end of a 1 year contract as we felt that we had been treated very poorly. At another school I was given a nice apartment but in the middle of a building site. It's really important for schools to help teachers to find homes in suitable areas. It's really hard to do this at the start of the school year when there are meetings to attend every day.	*Supplementary
271. My partner and I later regretted leaving	*Supplementary
272. Nice staff, great kids, was being run by two managers who could not organize their way out of a paper bag. Head of secondary was great but his hands were tied.	AL
277. We did not want to leave the country or the school. It was the best school environment, package etc we had ever had. We left because I was offered a position of Special Needs Coordinator in _____.	PA
280. The student culture of violence and bullying was not addressed in a meaningful sense. Moreover the parents and alumni say they want to make positive changes but do not support actual changes made.	SD, WC
282. We would quite like to go and work there again some day.	*Supplementary
284. I loved the school. One of the main reasons I became an international teacher was to see the world and experience different cultures. I had spent 5 years in _____ at 2 different schools and wanted to return to _____. I try to spend at least 3 years at a school. I feel I need at least that amount of time to make a significant contribution.	PF
285. Things remain so bad at this school _____ that I have blacklisted it with various sites to warn others. Others have done the same in the hope that what was once a lovely school will receive the enlightened leadership it deserves.	AL