UNIVERSITY OF SOUTHERN QUEENSLAND

THE ASSOCIATION BETWEEN CHANGE STYLES AND JOB SATISFACTION AMONG TEACHERS WORKING IN INTERNATIONAL SCHOOLS

A dissertation submitted by

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ABSTRACT

This research was conducted among the population of teachers working in international schools around the world, focusing on change, job satisfaction and the transition process. Change style is believed to be an innate aspect of personality, which influences the preferences, attitudes and emotions surrounding change (Musselwhite, 2004). Although these change style preferences are manageable and fluid within our lives, knowledge of them can assist in greater self-awareness and professional satisfaction.

The purpose of the study was twofold. First, it aimed to determine if an association exists between an individual's change style and job satisfaction. Secondly, it aimed to provide a more comprehensive understanding of cultural, technical and political factors connected with professional satisfaction and the relocation process.

The research was guided by an interpretivist lens. An exploratory case study was conducted, incorporating both qualitative and quantitative data collection and analysis. Quantitative data collection included a psychometric assessment tool on change styles and a survey questionnaire, completed by 204 respondents. The qualitative element consisted of semi-structured interviews with seven volunteers, identified from the quantitative data set. Communication with participants was conducted through the Internet so as to reach a globally diverse sample of teachers. Qualitative responses were separated by themes, which in turn were refined into broader categories, leading to systematic interpretations of change styles among this specific group of international teachers. Quantitative data provided descriptive statistics with which to compare

qualitative interpretations. Quantitative and qualitative data were compared and contrasted throughout, leading to greater credibility and applicability of the study.

The research contributed to existing knowledge in three ways. Methodologically, it demonstrated the value of using mixed data sets in interpretive inquiry. Theoretically, it added to the existing research into and application of change styles. Empirically, it offered understanding and interpretations of international school employees as they experience the relocation process and job satisfaction. Generally, the research contributes to a broader understanding of international school teachers which could enhance professional development opportunities and self-awareness and thereby promote increased levels of job satisfaction.

CERTIFICATE OF DISSERTATION

I certify that the ideas, experimental work, results, analyses, software and conclusions reported in this dissertation are entirely my own effort except where otherwise acknowledged. I also certify that the work is original and has not been submitted for any other award, except where otherwise acknowledged.

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CHAPTER 1: INTRODUCTION

1.1 Setting the background of change

Change is inevitable. Throughout the course of life we all experience change, be it seasonal, episodic, mandated, or self-inflicted. With change come emotions (Hargreaves, 2004) and emotions can be both productive and positive or the contrary. People are not simply victims of change, but also initiators of it in their own lives, organizations and groups. Some people prefer change to occur in an evolutionary manner: a gradual creation of something different with little interruption. Others prefer a more radical approach, relying on intuition and motivation to alter the *status quo* quickly. Still others prefer to maintain harmony, view all perspectives and make gradual, but productive, change (Musselwhite, 2004).

Change is known as a process, not an event (Bridges, 2003; Goodson, 1988; Senge, 1990), which alters the human experience. Surrounding any change is a transition process, which is ultimately important to the emotions, performance and satisfaction of an individual. As the global economy, technology, business and education continue to evolve at a rapid pace, change and transition have been the topic of significant research (Abrahamson, 2004; Bridges, 2003; Discovery Learning, 2000; Guichard & Lenz, 2005), including educational change reform (Darby, 2008; Day, 2002; Hargreaves, 2005; van Veen, Sleegers & van de Ven, 2005, to name a few). Educational research has demonstrated that teachers do not all respond in the same way to educational change (Hargreaves, 2005). Such factors as teacher gender (Datnow, 2000), subject specialty (Goodson, 1988) and personal orientations to change (Hall & Hord, 1987) can all affect how teachers respond to specific educational change and change in general. Until

recently, most research displays teachers' reactions to change and reform as cognitive, failing to incorporate the various emotions that seem to be involved (Reio, 2005).

Given that human interaction is so central to teachers' practice and that educators often become personally engrossed in their work, recent educational research asserts that emotions comprise a vital element of teachers' satisfaction and identity (Hargreaves, 2001; Nias, 1996; Sutton & Wheatley, 2003). For these reason, the topic of emotions and change are believed to require more in-depth analysis (Day, 2002).

In response to this, research in the area of teacher emotions, particularly as related to educational change and reform, has grown in the past decade (Lasky & van Veen, 2005). In a special edition of *Teaching and Teacher Education* that focused on viewing teacher identity and educational change through the lens of emotion, Lasky and van Veen noted: "The analysis of teachers' emotions while implementing reforms can provide deeper understanding of the ways teachers experience their work and educational change and can thus inform such areas as change theory and professional development" (p. 895).

Often teachers' emotions reveal themselves as physical symptoms, negatively as stress or illness, or positively as energetic enthusiasm. Lazarus (1999) describes negative emotions as those caused by harmful relationships between the individual and the environment and positive emotions as beneficial relationships between the individual and the environment. Examples of negative emotions include anger, anxiety, guilt and shame. Happiness and enthusiasm are considered positive emotions (van Veen, Sleegers & van de Ven, 2005). Often, especially in the case of negative emotions, reactions are recognized only at critical moments in the change process. Frequently teachers who show signs of stress or resistance to change are characterized as traditional, conventional,

lacking in knowledge or passive (Hargreaves, 2005). It follows, then, that this interplay

of emotions, change and self-identity contributes directly to teachers' commitment and

motivation, thereby leading to an indication of job satisfaction (Hargreaves, 2005). The

more a teacher experiences positive emotions, the greater the level of satisfaction; by

contrast, the experience of negative emotions results in less reported satisfaction. It thus

follows that a better understanding of emotions and perceptions of the change process

could offer insight into the concerns, needs and interests of individuals as they experience

change and as that change relates to job satisfaction.

Change and teacher's responses and emotions to them can be viewed from a

variety of perspectives, among them psychological (Fullan & Stiegelbauer, 1991), social-

psychological (van Veen, Sleegers & van de Ven, 2005), social-constructionist

(Hargreaves, 2005) and cognitive-psychological (Frijda, 1986; Lazarus, 1991).

Regardless of an individual's experience with change, it is recognized that personal,

social and organizational elements both influence and are influenced by the process

(Hargreaves, 2005). In addition to these external influences, Carl Jung theorized that

humans are born with particular archetypes or innate modes of thought, unconscious in

the individual (Corey, 1996). This means that we are born with natural preferences or

tendencies in experiencing and interpreting the world around us. Based on this theory,

research in the area of personality has developed (Discovery Learning, 1990; Myers, et

al., 2003) proposing that personality is an inherent function of the unconscious, subtly

guiding our thoughts and behaviors as we progress through life. Jung maintained,

however, that the nature of humans is to be constantly developing and growing towards a

higher level of self-actualization (Corey, 1996). This implies that, while humans are born with certain preferences, knowledge and understanding contribute to individual potential.

Though change has been the topic of much research, the human relationship with it is less understood (Musselwhite, 2004). One organization incorporating Jung's theory of personality in its work with change and organizational leadership (Discovery Learning, 1990) has developed an assessment tool, the Change Styles Indicator (CSI), which identifies individuals' change styles, believed to be an innate function of personality. A person's change style preference, that is their most natural tendencies in managing change, is believed to be the guiding force in responding to and coping with the change process. To date, much of the work of Discovery Learning has focused on the significance of the change styles of individuals within business organizations, the underlying premise being that greater understanding of these change style preferences leads to enhanced awareness of ourselves and others, thereby contributing to improved leadership, performance and satisfaction in the personal and professional domain (Musselwhite, 2004).

In a simplistic sense, some people are seen as "pro-change", while others are termed "change-resistors" (Musselwhite, 2004, p. 17). However, these ideological terms confuse change preference with change competency and imply judgment (Musselwhite, 2004, p. 18). We are all products of the cultures in which we grow and live, influencing our perceptions and reactions in managing the world around us. Nevertheless, Jungian theory leads to the assumption that as an innate function of personality, the biological wiring of our change preferences transcend environmental and cultural factors, deserving to be understood and managed more than judged and controlled (Musselwhite, 2004). As

Lawrence (1993) argues, innate personality characteristics cannot be judged better or worse; consequently, we cannot deem one person's approach and reaction to change superior to another's.

It is clear that an increased understanding of others provides the greatest potential for positive outcomes (Kroeger & Thuesen, 1998). Musselwhite (2004) believes that understanding and accepting the various ways in which people frame change are critical to the effectiveness and success of organizations. It is the responsibility of leaders to embrace change that works for common goals and to respect the change preferences of individuals in an organization as they reveal themselves in the form of differing ideas, emotions and behaviors (Musselwhite, 2004).

1.2 Impetus for the study

In a world of unrelenting and even repetitive change (Abrahamson, 2004), understanding how teachers experience and respond to imposed educational change is essential. Administrators and educational leaders trying to manage the change process often refer to psychological and developmental stage models of how people respond to change because they provide developmental continuums by which teachers can be measured and by which they can be guided in the adaptation process (van Veen, Sleegers & van de Ven, 2005). Therefore identifying the ways in which individuals view change provides leaders with tools to improve the reform process in schools.

To date, much of the research concerning teacher emotion has been conducted in national schools around the world (Hargreaves, 2005; Schmidt & Datnow, 2005; van Veen, Sleegers & van de Ven, 2005; Zembylas, 2005); however, there has been very little

research conducted in international school environments (Bunnell, 2006a). The term international school is broad and can encompass a wide variety of schools, situated around the world. Specific information about international schools relating to this research is provided in section 2.10. Generally, however, an international school, regardless of its size, philosophy or curriculum, is one which is almost certain to be a mix of cultures represented among students and teachers (Shaw, 2001), many of whom are living outside their country of origin.

Concerning change and teachers in international schools, it is noted that in addition to common fluctuations of a routine school year and possible reform being implemented within the particular institution, teachers in international schools are also expected to manage a great deal of personal, social and cultural adjustment, especially in the time of relocation. Hampden-Turner and Trompenaars (2000) discuss in significant detail the wide range of cultural values, standards and characteristics that make working among various cultures both challenging and exciting, asserting that people tend to prosper in compatible cultures (p. 183). Teachers in international schools work not only with colleagues of numerous nationalities but also within a host culture perhaps completely different from their own. Murray (2002) discusses personal, professional and cultural issues that enhance or impede educational organizations, noting that cultural differences can significantly influence the inertia faced by educational reform (p. 145). Considering also the logistical adjustment and assimilation that accompanies relocation, teachers in international schools appear to manage an inordinate amount of change throughout their careers.

At the least, it is recognized that teachers who choose to work in international schools generally hold internationally-minded cultural values (Jackson, 2005). Communication with coordinators of one international school job fair agency, SEARCH Associates, revealed that recruiters and administrators of international schools seek specific traits when hiring and recruiting. These include (but are not limited to) individuals who are flexible, self-confident, open-minded, self-motivated, and curious (M. Deelman, personal communication, January 13, 2007). This is not to imply that teachers working in national systems don't exhibit similar qualities; however, given the vast amount of change that international teachers must manage, the question arises as to what kinds of people choose to work in international schools.

As previously stated, a majority of educational research concerning change has focused on teachers' perceptions of school reform in national schools (Lasky & van Veen, 2005). In the international school environment, however, change is not limited to school reform, but also encompasses the relocation process as teachers choose new regions in which to live and work. An understanding of the styles and approaches to self-selected change among the international teaching population could prove to be valuable in implementing successful and positive transitions. This study transfers the research and application conducted by Discovery Learning using the CSI from business organizations, where it has been predominantly developed, to the field of education. More specifically, the research focuses on the change styles of teachers in international schools.

The commitment to international education requires that individuals choose, initiate and manage change on a scale and frequency that most professionals, including others in the teaching profession, might never experience. Thus, considering the many

variations on viewing and interpreting change and individuals' emotional responses to

that change, this study proposed to explore international teachers' adjustments and

reactions to school relocation and general satisfaction through the lens of change styles.

1.3 Conceptual framework

The underpinning conceptual framework of the research is centered on the

personality and environmental aspects of international school teachers as they relate to

positive emotions, contributing to job satisfaction and the transition process.

Recognizing the breadth of characteristics that can be attributed to personality, the

research attempted to focus on one particular aspect of these qualities, that of perceptions

of and approaches to change, which were measured with the CSI, a valid and reliable

assessment tool (Discovery Learning, 2000). This innate change style characteristic was

then correlated with elements of job satisfaction to assess if teachers with specific change

styles tended to report positively or negatively.

There are four dimensions within the scope of this research and the subsequent

research questions requiring particular clarification:

- First, the general understanding of change style and its relevance (or lack thereof)
  to the international teacher population;
- Second, change and the transition process. For the purpose of this research change
  has been regarded as the timing and direction of self-determined relocation – in
  other words, the factors and logic that influence a teacher's motivation to move to
  a different international school. The transition process includes factors

contributing to a well-managed, smooth adjustment as individuals experience relocation;

- Third, the understanding of job satisfaction. For the purpose of this research, job satisfaction is related to positive and negative emotions resulting in the change and transition process. Positive emotions are believed to result in reports of greater job satisfaction, while negative emotions contribute to reports of less satisfaction;

- Fourth, the themes of change. Noting the role of situational demands and personal experience in human behavior (Lazarus, 1999), the research endeavored to concentrate on aspects of change common to all school environments. House (1981) suggests that all school change falls into one of three categories: cultural, technical or political. In order to exclude superfluous dimensions of international school situations and provide an organizational framework for analysis, the research applied these specific themes to the understanding of change styles, highlighting aspects within each that contribute to a smooth adjustment process and varying degrees of job satisfaction reported by teachers.

As international schools around the globe emerge at a rapid pace (Brummitt, 2007), knowledge and understanding of those who attend and work in them are needed (Bunnell, 2006b). Referring to previous research on change styles applied to the business population (Musselwhite, 2004), personality characteristics in the general population (Myers, et al., 2003) and representative populations of teachers working in national schools (Macdaid, McCaulley & Kainz, 1986; Rushton, Morgan & Richard, 2007; Zhang, 2007), the study aimed to discover if similar relationships exist among international

educators, and more importantly, to interpret teacher experiences within the framework of change style preferences, the relocation process, and job satisfaction.

The underlying assumptions about change styles and the manner in which different styles manifest themselves in the attitudes and behaviors of individual teachers were guiding factors in the development of the research questions and design.

1.4 Research questions

The theoretical foundation of change and change styles being used in this study contributed to the development of the research questions as well as the methodological structure. Accepting that change styles can be quantified with an assessment tool (the CSI) and that particular attitudes and behaviors of different change styles can be described, two primary research questions guided the study.

1. Among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction?

2. Within the international school environment, how do cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles?

Embedded in these two guiding questions are secondary queries. Regarding research question 1:

- In what way does change style theory transfer from the business population to the teaching population?

- Do international school teachers exhibit similarities with the business sector, in which most change style work has been done?

- What associations exist between change style and job satisfaction – that is, positive and negative responses to the work environment?

- Are significant preferences and approaches to the transition process based on change style recognized in the international school teaching population?

- What other environmental factors, apart from change styles, contribute to positive emotions in the workplace?

Regarding research question 2, the following queries arise:

- What attitudes and perceptions do individuals choosing a career in international education carry with them in relocation?

- How do certain change style types adapt to and manage the change of relocation?

- What factors promote a smooth and successful transition process for each change style type?

- What aspects of change style influences positive and negative emotions concerning the three distinct areas of change as presented by House (1981): cultural, technical, and political?

- Finally, how do change style descriptors translate from the business sector to that of international educators in the relocation process?

Each of these inquires is addressed either directly or indirectly in the research process and results.

1.5 Researcher's personal note

Most research reflects the voice of the researcher (Stake, 1995b). The foundation of this research project, which is sociological and psychological in nature, was derived

from my own educational and personal experience. I am a certified teacher and psychologist, spending most of my professional career working in international schools. I have a keen interest in the study of personality and how it manifests itself in human behavior, groups and relationships. I am trained and qualified in the use of the Myers-Briggs Type Indicator (MBTI) and other personality, educational, behavioral, career, and inter-personal assessments. My training and history contribute to the integrity of this educational research utilizing psychometric tools (Miller & Tyler, 1997).

My background, interests, and personality are apparent throughout the study, adding personal and academic merit to the process and interpretations. Additionally, my intention to continue working in international environments and the area of educational development augments the professional and personal commitment to the research process by directly committing me to the audience for which the results of the study are directed.

1.6 Outline of the methodology

Given the relative dearth of information concerning international schools, and particularly teachers working in them (Bunnell, 2005), this study takes an exploratory approach to the research questions. The research design relies on shared heuristic knowledge of participants, exploring and interpreting meaning from their experiences.

The approach adheres to an interpretivist research design, seeking to understand and interpret rather than explain (Denzin & Lincoln, 2003). The research follows a collective case study design (Stake, 2003) aimed at gathering, interpreting and explaining the experiences of international school teachers currently working in various countries around the globe.

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In order to elicit the voices of volunteers of different change styles, and to represent a broad spectrum of change styles in the international teaching population, both quantitative and qualitative data were gathered. The pilot study, conducted in the spring of 2007 prior to the development of the research project, involved only the collection of quantitative data, which yielded valuable information about teachers, change styles and job satisfaction (Davis, 2007).

At the same time, although the results were considered useful and relevant, the pilot study revealed that quantitative data alone were not sufficient to contribute to the knowledge and understanding of international school teachers' experiences with change. To engage fully with the research questions and the interpretations of those experiences, personal communication and shared heuristic knowledge via the qualitative data were essential.

In this research project, the quantitative data served three purposes. First, it identified a group of teachers from whom to select seven potential volunteers for in-depth interviews from which the qualitative data was derived. Second, it provided descriptive data with which to compare and contrast the results of the qualitative data, enhancing the strength of the overall analysis and conclusions. Third, it elucidated change style tendencies among an ample number of international school teachers, revealing similar patterns described in the existing CSI data, thereby contributing to the legitimacy of change styles among the teaching population.

Theoretical, methodological and empirical aspects of the research combine to form a comprehensive representation of change styles among international school teachers participating in this study, and the significance of their experiences with change.

Figure 1.1 represents the integrated structure of the research, demonstrating the

interrelatedness of theory, method and data.

Figure 1.1   Representation of interrelatedness among theory, methodology and data

Methodology
Quantitative & Qualitative

Research Question 1
Quantitative Data
Extending theoretical foundation of CSI

Exploring heuristic knowledge of teachers and change
Qualitative Data
Research Question 2

Theory
CSI/change
styles

Extending understsanding of
changes styles as experienced by
international educators/ CSI
awareness as theoretical foundation
for school change

Empirical
Data

Quantitative data collection served to provide useful descriptive statistics that delineated specific profiles of international school teachers with varied change styles. Research Question 1 was addressed through descriptive information collected from those quantitative data.

From the quantitative data, seven volunteers were identified for the detailed interviews and the exploration of research question 2. The seven participants represented seven different change style scores, and a diversity of backgrounds. Information for the case study was collected in four segments. First, the initial exploratory phase, including the CSI assessment (Survey 1) and the Personal Information & Rating Scale (Survey 2). Once the seven interview participants were identified, two dialogical engagements followed, including a semi-structured interview and a final, confirming dialogue in which emerging themes and analysis were shared. The process was iterative, interactive and open, allowing for continuous feedback, questions and confirmation of the topics in question.

The quantitative data were analyzed using SPSS software, producing descriptive statistics for contrast and comparison. The interview results were analyzed following rigorous, qualitative analysis procedures, including data reduction and researcher–peer debriefing sessions. The combination of quantitative and qualitative data collection and analysis techniques contributed to a broad perspective of international school teachers, while delineating specific preferences, attitudes, and behaviors of individual change style types.

1.7 Delimitations and limitations of the study

As with all educational research, the methodology and construction of the study exhibit certain delimitations and limitations. In this study these relate to the use of the case study method and the diverse contexts from which the information was drawn. Also deserving of consideration is the way in which results of the study are presented, disseminated and ultimately applied by educators.

The seven teachers engaging in the dialogical process were identified from the larger group of survey participants. Although they were recruited as representatives of differing change style types, their participation was voluntary. The information and meaning ascribed to the information they shared were associated with particular contexts: firstly that of international schools in general, and secondly that of their own personal experience and current situation. Although findings related to each individual's specific context, the research included two individuals from each change style in order to compare and contrast attitudes, perceptions and shared perspectives for a more comprehensive picture of each style. One outlier case, falling midway between two distinct styles, also contributed to the case study and the subsequent results and understanding. While every effort was made to preserve academic rigor, the results of the research present information about specific individuals and their change styles. These descriptions may not be indicative of all international school teachers, nor are they inclusive of the variations within styles. Moreover, this was a foundational and exploratory study whose purpose was the development of fundamental understanding of change styles among international educators and the association between positive emotions (job satisfaction) and the transition process following relocation. As such, the findings should be taken as

necessarily provisional and tentative conclusions existing in a background of interdependent contextual factors.

The strength of the results lies in their contribution to a greater comprehension of international school teachers and the research issues at hand, as well as the contributions that they make to the emergent body of research, literature and knowledge in the international school realm. Additional contributions to the theoretical foundation of change styles and methodological approach of the research are also discussed. Although the findings may suggest characteristics of changes styles as demonstrated by participants in the case study, they are as yet incomplete and not specific. Instead, they represent one small piece of a large, complex puzzle, which can be continued only with further research and knowledge in this steadily growing field.

1.8 Overview of the dissertation

This dissertation is divided into six chapters. Chapter 1 introduced the study, including the impetus and conceptual framework for the study, the research questions, a personal note about the researcher, an outline of the methodological approach, and a brief discussion of the delimitations and limitations of this approach in relation to this particular investigation. It ends with an overview of the dissertation.

Chapter 2 includes a synthesis of the literature pertaining to the research questions and dimensions contributing to the purpose of the study, the design, and the data collection and analysis. It is organized into relevant sections. First, it discusses the change theory forming the foundation of this research. Next, it touches on emotion and its association with change and teacher satisfaction, segueing to the topic of general job

satisfaction, which includes cultural challenges and perspectives. The discussion then moves to personality theory, grounded in the work of Carl Jung, presenting fundamental assumptions about personality and the foundation for the development of the MBTI. Continued explanation of the MBTI is then offered, including its relevance to the research with regard to teaching, satisfaction and work stress, followed by detailed explanation and discussion of the CSI, the primary assessment tool of this research project. Moving from the psychological element of the study to the specific international school domain, the literature review then discusses international schools, their growth and their unique characteristics. Finally, the literature review ends with a short discussion of the teachers themselves, including roles and stress as related to job satisfaction and change. Chapter 2 concludes with a final summation of the research and justification for the study.

Chapter 3 describes the paradigm under which the research was developed as well as the approach, methods and techniques employed. This chapter elaborates the guiding questions of the research, linking them to methodological decisions involved in the research design. The chapter details the progression of the research process, including an explanation of the sample population, the initial quantitative element and the succeeding dialogical process. The chapter includes a description of the analysis of both quantitative and qualitative data, as well as a discussion of the position of the researcher and ethical issues.

Chapter 4 addresses research question 1: Among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction? Quantitative data are presented, detailing the results, and illustrating

descriptive statistics for the greater population of teachers participating in Surveys 1 and 2. A discussion of the outcomes is presented, including significant information about change styles and other factors influencing job satisfaction, as well as relevant findings as they relate to the literature and qualitative data results.

Chapter 5 focuses on research question 2: Within the international school environment, how do cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles? The chapter begins with a description of the interview participants, followed by an overview of the results and interpretations as they emerged from the data. It continues with narration from the dialogical process, leading to the analysis and presentation of emergent themes for each change style type.

Chapter 6 offers a concluding summary of the research process and results. It outlines major findings of the study, explaining how the results contribute to methodological, theoretical and empirical knowledge. In a similar way to the descriptors of change style types in the business population, the conclusion summarizes the characteristics of each type as seen in the international school environment. It discusses the range of preferences, attitudes and behaviors that emerged from the data in terms of cultural, technical and political factors relating to the transition process and job satisfaction. It then offers suggestions for further research, ending with final reflections from the researcher.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This research proposed to answer two research questions. The first seeks to ascertain the connection between an individual's change style and job satisfaction, while the second explores the cultural, technical, and political aspects of change and the transition process contributing to positive experiences among different change styles. Both of the research questions are viewed in the light of a particular population of individuals in a specific domain – that is, among international educators currently working in international schools. The research questions themselves guide the presentation of literature, which formed the foundation of the study.

Focusing first on research question 1, information about change and job satisfaction is presented. Change is discussed first, including various theories of individuals' emotions and responses to the process. Job satisfaction is a tenuous concept, holding different meanings to different people. In this study, job satisfaction is discussed and defined from the perspective of emotional responses experienced by teachers during times of life-encompassing adjustment.

Following the discussion of change theories and job satisfaction, it is necessary to present information about the personality theory and the CSI assessment tool that was used in this study. The ideas of Carl Jung are presented, connecting to the creation of the Myers-Briggs Type Indicator (MBTI), which is grounded in Jung's work. Personality characteristics are related to teaching and job satisfaction, setting the stage for an in-depth discussion of the assessment tool used in this research study, the Change Styles Indicator (CSI). The CSI is discussed with regard to its relationship to the MBTI, its contributions

to the understanding of individual preferences concerning change, and its relevance to this project.

Next, research question 2 is addressed, including information about the target population (international school teachers) and facets of the change process relevant to this study. Concerning aspects of change that lead to positive emotion and job satisfaction, it is necessary to limit the scope of this research to elements present in all international schools. House (1981) has delineated three areas specific to all school reform: cultural, technical, and political. Although this research focuses primarily on individuals and change, these aspects of reorganization are clearly present in the transition process and influence levels of job satisfaction among international teachers. For these reasons, data have been separated and discussed in accordance with these primary themes, adapting them to include specific aspects related to the change in this research. Cultural aspects include age, gender and experience. Technical aspects touch on the elements of orientation, retention and hiring. Political features include elements of school management, support and organization.

Finally, information about international schools, definitions, trends and growth is discussed, followed by a discussion about international school teachers, their roles, stress, retention and hiring.

The review of literature culminates in a final summary of ideas and justification for the study.

2.2 Change: Theories and understanding

In the lives of international school teachers, indeed in the lives of everyone, change is inevitable. This section discusses current theories concerning change as experienced by individuals, including emotional responses and the significance of change in the workplace. This sets the underpinning conceptual framework of the research – that of individual change styles and the change/transition process of international school teachers.

2.2.1 Change theories

Kurt Lewin is known as the founder of social psychology and was one of the first researchers to propose a theory concerning the change process in human systems (Abrahamson, 2004). He proposed that change is a psychological, dynamic process that involves unlearning without loss of ego-identity, then relearning in an attempt to restructure thoughts, perceptions, feelings and attitudes (Schein, 2006, p. 1). Lewin recognized underlying forces in individuals which determine behavior, emphasizing "a preference for psychological as opposed to physical or physiological descriptions of the [change process]" (Neill, 2004, p. 1). Lewin's main premise was that change occurs in a three-step process: unfreezing, movement and refreezing (Schein, 2006, p. 1). In order to unfreeze, individuals must be motivated in the preparation of change, build trust and recognition in others involved in the change and be allowed to contribute to the process (Kritsonis, 2005, p. 2). Movement requires the establishment of equilibrium and refreezing is the process of integrating change into the new system (be it personal or group) such that it is sustained over time. Schein (2006, p. 4) offers:

The main point about refreezing is that new behavior must be to some degree

congruent with the rest of the behavior and personality of the learner or it will

simply set off new rounds of disconfirmation that often lead to unlearning the

very thing one has learned.

Kritsonis (2005) discusses other widely recognized change theories. Lippitt's

phases of change theory focus on the role and responsibility of the change agent more

than the evolution of the change itself. Prochasaka and DiClemente propose a linear

model of change, suggesting that many individuals fail in the initial implementation of

change, returning to the beginning of the adjustment process. These change models share

the notion that individuals universally resist change (Dent & Goldberg, 1999) or that

change is something inflicted on the individual rather than being a process of choice. For

these reasons, Lewin's pioneering work is still generally accepted as a useful lens to

interpret change (Reio, 2005).

Kritsonis (2005, p. 4) also discusses the social cognitive theory of change, which

coincides with Lewin's ideas, proposing, "Behavior change is affected by environmental

influences, personal factors, and attributes of behavior itself". The social cognitive theory

emphasizes the impact of individual self-efficacy or the belief in one's own capability to

perform a behavior, as well as incentive and positive consequences. The positive

consequences can be classified as immediate – for example, feeling energized and happy

- or long-term, such as reduced levels of stress or cardiovascular health (Kritsonis, 2005,

p. 4). In this view, emotion is paramount to the change process and inextricable from the

outcomes, contributing to long-term, sustained behaviors and satisfaction.

Schein (2005) elaborates on Lewin's initial three-phases of change theory, including ideas of self-efficacy, which resonate with the social cognitive theory. He states that in the process of change individuals experience learning anxiety or the feeling "…that if we allow ourselves to enter a learning or change process, if we admit to ourselves and others that something is wrong or imperfect, we will lose our effectiveness, our self-esteem and maybe even our identity" (p. 2). Therefore it is paramount in the change process that individuals create some degree of "psychological safety" (p. 2), both through their own learning and through the help of others.

There is no universally accepted theory of change management and continued study in the field will offer clearer pictures of effective change in different situations (Kritsonis, 2005). For the purpose of this research, the social-psychological ideas of Lewin and the social cognitive theory have been applied because they are most applicable to the population of international school teachers being studied – that is, teachers who choose and initiate change in their own lives by relocating to new and different locations.

2.2.2 Change and transition

Theories of change and contributions to managing transition continue to be a topic of much research. This subsection summarizes the ideas of some of these subsequent additions and how they relate to the ideas proposed by Lewin and the social cognitive theorists. It highlights ideas proffered by different theorists regarding the transition process that accompanies change and it presents the basic needs of global nomads as adapted from Maslow's hierarchy of needs, all of which when combined support the need for further knowledge in the area of change among international educators.

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Bridges (2003, p. 3) explains the difference between change and transition. In his view, change is situational, something that happens and is over. Transition, on the other hand, is psychological. Bridges notes that in managing change and transition it is imperative to engage in the personal and emotional responses of individuals if one desires positive outcomes. It is the process of making people comfortable in their new world and of helping them let go of the old world that encourages progress. Building on this idea, Fullan (2006) also suggests that the key to positive change is helping people feel and be better (p. 36).

Parallel to Lewin's pioneering theory, Bridges describes change as a three-phase process that people pass through as they internalize and come to terms with the new details of the situation. Bridges identifies the three stages as:

1. Letting go of the old ways and the old identity (Ending, Losing, Letting Go)

2. Going through an in-between time when the old is gone but the new isn't fully operational (The Neutral Zone)

3. Coming out of the transition and making a new beginning (The New Beginning). (p. 4)

When individuals are going through the transition process it is recommended that they don't rush or bypass the phases, but embrace and work with them in due time and in ways meaningful to the individual. The three stages will look differently and require different amounts of time for each person depending on her or his own internal and external situations and needs.

Guichard and Lenz (2005) offer another view of change and transition. Their theory states that transitions alter individuals' roles, relationships, routines and

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assumptions. The greater the impact, the longer it may take to incorporate all the changes into the new life structure. Guichard and Lenz describe the "4S system for coping with transition" (p. 22), touching on the degree to which a person's life is altered, where s/he is in the process and the resources that s/he can apply. *Situation* refers to the person's situation, including other stressors. *Self* refers to a person's inner strength and self-knowledge about coping and resilience. *Support* refers to the support that is available and received in the challenging time of transition. *Strategies* refer to the coping mechanisms employed by the individual at each stage of the transition. Though emphasis and approaches vary, each perspective of the transition process stresses the importance of situational factors, self-knowledge, awareness and interaction with others.

Regardless of the stages of change and transition or the level of self-awareness that each individual possesses, the adjustment process of global nomads is believed to follow Maslow's hierarchy of needs (Walker, 2002). Table 2.1 below lists Maslow's hierarchy of needs as related to internationally mobile people, noting that the most crucial element of an individual's development and growth relates to personal and interpersonal aspects of life: survival, safety and the feeling of connectedness.

Table 2.1   Maslow's hierarchy of needs as related to global nomads (*Source: adapted from Walker, 2002, p. 18*)

1. Early survival – source of food, water, warmth 2. Security and safety 3. Confirming love and feelings of belonging 4. Learned competencies – prestige and esteem 5. Self-fulfillment 6. Curiosity and the need to understand

Maslow (1970, p. 97) states:

Any ultimate analysis of human interpersonal relationships will show (1) that

basic needs can be satisfied only interpersonally and (2) that the satisfactions of

these needs are precisely those we have already spoken of as the basic therapeutic

medicines, namely, the giving of safety, love, belongingness, feeling of worth,

and self-esteem.

From the discussion of transition and the needs presented by Maslow regarding global

nomads, it can be concluded that, when discussing the process of transition in the lives of

international school teachers, it is vital to consider their emotional, physical and personal

well-being as much as, if not more than, their professional development.

2.3 Emotion

As previously mentioned, maintaining personal well-being and self-efficacy are

crucial elements to the change and transition process. This section addresses these factors

in relation to emotion.

Self-efficacy is tied to identity, involving the personal, social, moral and

professional concerns of individuals, as well as their own perception that they have power

and are capable of managing their own lives (van Veen, Sleegers & van de Ven, 2005).

At the root of self-efficacy and well-being lies emotion. Therefore a continued

understanding of emotions and their relationship to job satisfaction should provide a

deeper insight into the ways that teachers experience change.

Contemporary psychological emotion theory conceptualizes emotions as

functional action tendencies (Frijda, 2000; Lazarus, 1991) – that is, brief responses to

external activity. Cognitive psychological theoreticians accept that emotions occur in the

interaction between the individual and the social environment and are acknowledged as the outcome of the assessment of the environmental events that are perceived as most relevant to the individual's goals and well-being (Oatley, 2000). Applying this perspective assumes that the understanding of emotion will provide insights into what a person perceives as important, harmful or otherwise challenging in her or his world (Frijda, 1986; Lazarus, 1991).

Lazarus (1999) presents a diagram of social-psychological emotion theory as seen in Figure 2.1 below, indicating the interaction between situational demands and what he terms "ego-identity", including such elements as esteem, moral values, life goals and other people's well-being. The interaction of these social and psychological demands leads to appraisals or judgments of a situation, thereby influencing emotion. Emotion, then, is believed to guide our actions and behaviors.

Figure 2.1:   Schematization of Lazarus' social-psychological emotion theory

Ego-identity:

Self- & social esteem
Moral values
Ego-ideals
Essential meanings/ideas
Other persons' well-being
Life goals

Situational
demands (SD)

Appraisals:

Goal relevance: are SD relevant for the person's ego-identity?
Goal congruence: are SD congruent with ego-identity?
Goal content: which aspect of ego-identity is affected by SD?

Blame or credit: who is accountable for SD?
Coping potential: what can be done to change the SD?
Future expectancy: will the SD continue?

Emotions

Emotional understanding does not take place in the same linear phases that Piaget proposes of cognitive understanding (Denzin,1994; Huitt & Hummel, 2003). Instead, emotional understanding occurs instantaneously, as people reach into their past emotional experiences and read the emotional reactions of those around them. These emotional responses, sustained and managed over time, contribute to the overall well-being and satisfaction of individuals in any given situation.

In the specific area of educational change and reform, noteworthy research has been conducted (Hargreaves, 2005; Kimonen & Nevalainen, 2005; van Veen, Sleegers & van de Ven, 2005) focusing on the various elements of change as experienced by teachers during periods of school reform. Despite the many approaches and conceptions of change in this arena, one feature that they all hold in common is the personal and emotional element of the individuals involved. Fullan (2006) calls this element "motivation" (p. 35) and believes that the solution to motivating people is to know what others need and how

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to respond within the culture and system of the organization or process of change. More about the involvement of school administration and management is discussed later; however, the focus now turns to job satisfaction.

2.4 Job satisfaction

Job satisfaction is a tenuous concept, distinctive to each individual and guided by both psychological and sociological factors. It is defined as an effective or emotional response to various facets of one's work (Kreitner & Kinicki, 1998). It is a favorable or unfavorable subjective feeling with which one views one's job, resulting in the congruence of job requirement, demands and expectations (Bindu & Sudheshkumar, 2008). One of the limitations of the research to date is that job satisfaction has been viewed primarily as a perception gleaned from outside pressure and individual life circumstances. However, if it is accepted that emotions guide feelings towards these pressures and circumstances, it can be asserted that emotions also channel behaviors and acuity and thereby contribute to the general level of satisfaction that one experiences.

If it is recognized that emotions guide job satisfaction, the theories previously discussed can be applied to the overall interpretation of job satisfaction. Likewise it can be concluded that an individual's report of job satisfaction will be directly related to emotion, meaning that a higher report of job satisfaction implies more positive than negative emotions. Owing to the fact that one of the primary goals of this study was to explore the association between change styles and job satisfaction, the focus of the research remained on job satisfaction, not the underlying emotions guiding it. From this perspective, the topic of job satisfaction can now be reviewed.

Twenty years ago in French-speaking Switzerland, Michael Huberman (1989) conducted one of the most extensive studies concerning the professional life cycles of teachers and their changing perceptions of satisfaction. He used the concept of career as a unit of analysis in the study, noting:

> The concept of career contains in itself both psychological and sociological variables…. We can explore the trajectory of individuals in organizations and thereby understand how the characteristics of these individuals influence that organization and, at the same time, how they are influenced by it. (p. 4)

The study spanned five years and consisted of 160 interviews of five to six hours each, with 30 pages of transcribed notes per respondent. Also included were statistical analyses, qualitative analyses and over 700 pages of reports. The culminating work, *The Lives of Teachers* (1989), has been translated from French into many other languages and the relevance and impact of themes transferred worldwide.

Huberman's data (1989) suggest that in general teachers pass through a professional cycle, identifying them as career phases or themes, including: career entry, the stabilization phase, diversification, reassessment, serenity and distance, conservatism and finally disengagement. The stabilization phase is described as a period in which most or even all, of the conditions leading to professional satisfaction are united and continue to be present during all subsequent stages of the career. These include (p. 249):

- An enduring commitment to the profession after being appointed with tenure
- 'manageable' classes and where one can maintain good relations with pupils

- good relationships with colleagues

- a balance between school and home life/personal interests.

As teachers stabilize, psycho-social influences, including relationships, personal engagement and commitment, as well as a balance between professional and personal lives, can be seen. Although teachers seem to traverse similar career phases, they do not all experience them in the same manner or at the same pace. In the interviews and reporting of experiences, Huberman (1989, p. 262) comments on the overwhelming "unconsciousness" of participants in his research who seemed completely unaware of their own mental and emotional processes when describing their professional evolution. In addition, Huberman's team was struck by the fact that a significant number of informants expressed appreciation for the opportunity to share their experience, thus gaining better insights into themselves, their profession and their lives. This suggests that self-awareness and understanding can lead to more positive experiences among teachers, both professionally and personally.

In the 1993 English translation of *The Lives of Teachers*, Andy Hargreaves comments in the foreword:

> Teachers teach in the way they do not just because of the skills they have or have not learned. The ways they teach are also grounded in their backgrounds, their biographies, in the kinds of teachers they have become. Their careers – their hopes and dreams, their opportunities and aspirations, or the frustration of these things – are also important for teachers' commitment, enthusiasm and morale. So too are relationships with their colleagues – either as supportive communities who work together in pursuit of common goals and continuous improvement, or as

individuals working in isolation, with the insecurities that sometimes brings….

Teachers don't just have jobs. They have professional and personal lives as

well…. Understanding the teacher means understanding the person the teacher is.

The rapidly expanding field devoted to studying teachers' lives and careers

addresses this important challenge. (p. vii)

Parallel to these suggestions, this study engages with the personal and professional lives

of international school teachers, seeking to contribute knowledge to the process of change

and elements that generate positive transitions and lead to increased job satisfaction.

Further research concerning teachers and satisfaction suggests that, when teachers

and students enjoy positive communications, teachers exhibit greater job satisfaction and

less burnout (den Brok & Koopman, 2007; Huberman, 1989). Hargreaves (2004) notes

the different types of emotional engagement characterizing secondary and elementary

school teachers. Those at the high school level seem to derive satisfaction from activities

outside the classroom, including their interactions and achievements with students in

relation to behavioral, social and extracurricular activities. By contrast, teachers at the

elementary school level seem to gain pride and satisfaction from working with colleagues

for the benefit of their students in relation to learning and instructional improvement.

This again suggests that teachers experience greater satisfaction when they are engaged

positively with their students, their colleagues, the school environment and their own

personal needs.

Literature confirms (Hargreaves, 2004; Huberman, 1989; Kreitner & Kinicki,

1998) that both psychological and sociological factors contribute to the interplay of

emotions, attitudes and behaviors leading to personal and professional satisfaction. In this

study, the concept of satisfaction was limited to the professional environment and condensed to aspects of three major elements of school change as proposed by House (1981): cultural, political and technical. While research and the literature discuss in detail the social and situational elements contributing to positive emotions and thus to increased satisfaction, to date there has been little research that touches on the psychological elements contributing to positive emotions and job satisfaction.

This gap in the literature has contributed to the goals of this study. The first research question considers the association between the psychological element of change styles and job satisfaction. The second research question is addressed by exploring job satisfaction and the transition process from the perspective of these cultural, technical and political factors that contribute to positive emotions among teachers.

The literature review now turns to some of these social and situational elements contributing to both positive and negative emotions among teachers and the extent of their possible influence on teacher satisfaction.

2.5 Cultural considerations

Owing to the fact that international schools generally exist in and for multi-cultural environments, cultural considerations are important to consider in the complete picture of the job satisfaction and retention of teachers working in them. Shaw (2001) discusses mixed cultural teams in international schools and the many opportunities for misunderstanding. This cross-cultural theory suggests that people from different cultural backgrounds work differently and therefore culture is central to the organizational management. In this view, Hofstede (1991, as cited in Shaw, 2001) offers five

dimensions of cultural values related to groups, explaining some of the many

misunderstandings and challenges that could occur among mixed-cultural groups. Table

2.2 below summarizes these dimensions.

Table 2.2   Hofstede's five dimensions of cultural values (*Source:* Shaw, 2001, p. 161)

Individualism–collectivism:
The degree to which people see themselves or their collective group as more important. Individualistic societies tend to emphasize the 'I' above the 'we', whereas collectivist societies respect the goals of their own group more than individual achievement.

Power distance (PD):
The amount of emotional distance between employers and employees. In high power distance cultures, employees tend to prefer their managers to lead visibly, and paternal–autocratic leadership styles are seen as caring. In low power distance cultures, the opposite is true; employees express a preference for consultative management styles.

Uncertainty avoidance (UA):
The degree to which people feel threatened by uncertain or unknown situations. People with a high uncertainty avoidance index tend to prefer to know where they are, with rules of precision to guide them, whereas the opposite is the case with those with a low UA index, where more risks may be taken.

Masculinity - femininity:
This is concerned with the degree of achievement orientation built into the culture, taking its name (perhaps unhelpfully) from stereotypical gender expectations. High masculinity cultures value status, challenge and achievement, whereas high femininity cultures value good working relationships and cooperation.

Confucian dynamism (long-term versus short-term orientation):
This dimension emerged after subsequent studies of entrepreneurial development in East Asia, which did not fit into the previous dimensions. It represents an emergence of the long-term orientation of 'virtue' (persistence, thrift, ordering relationships by, and observing, status, and having a sense of commitment to others) out of the more traditional short-term orientation of 'truth' (personal stability, protecting 'face', respect for tradition). The interaction between the two makes up this cultural value.

From this perspective, it is believed that culture is derived from the social environment, devoid of genetic influence and must be managed as such, recognizing and identifying conflict and differences as culturally guided.

Contrary to Hofstede's (1991) cultural perspective, other theories suggest that all organizations operate with a general set of principles regardless of cultural influence. The "contingency theory", for example, searches for similarities among organizations and uses these to identify basic principles of management (Shaw, 2001, p. 159). In this perspective, culture is secondary to group dynamics and organizational processes and should be treated as a less important dimension in understanding group interactions.

This study acknowledges the various cultural aspects that influence group interactions and job satisfaction; however, it leans towards the contingency theory, noting that culture, while important to collaboration, is secondary to inherent personality characteristics, which are not learned but instead traits to be understood. Most of the teachers participating in the qualitative element of the study were from native English speaking cultures, including Canada, the United States, the United Kingdom and Australia. Certainly, cultural differences exist among these English-speaking backgrounds, yet such societal variations fluctuate with the coming and going of individuals in the organization.

Contrary to this cultural disparity, the underpinning concept of change in this research is that which can be attributed to the function of personality, that which remains constant and must be managed within any cultural setting. This underlying psychological element suggests that the emotional response as proposed by Lazarus (1999) in Figure 2.1 (p. 29) is influenced by another dimension, that of personality or personal characteristics

that define how a person views the world and interacts with it. In order to contribute to the existing gap in this realm of literature, the research endeavored to enhance the understanding of this psychological dimension.

The literature review now shifts focus to the psychological elements of satisfaction that act as the foundation of the research. From here, the theoretical background of personality is presented, followed by information about established and trustworthy personality assessments, showing general trends in the population, particularly as related to teachers and job satisfaction. Finally, the CSI is discussed, providing an explanation of its development and characteristics of change styles and showing its usefulness and applicability to this research.

2.6 Personality theory: Carl Jung

Swiss psychologist Carl Jung has made monumental contributions to our deep understanding of the human personality. Diverging from the deterministic and psycho-sexual views of Freud, Jung offered a unique perspective of human behavior, emphasizing the integration of unconscious forces with our conscious life. He believed in innate, universal and psychic dispositions called archetypes (Corey, 1996). According to Jung, the influence of archetypes can be detected in the form of myths, symbols, rituals and human instincts. Archetypes are believed to be components of the collective unconscious and serve to organize, direct and inform human thought and behavior.

Jung believed these inherited potentials are actualized when they enter consciousness or manifest themselves in behavior on interaction with the outside world (Corey, 1996). Jungian theory has contributed to many psychological approaches to

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human behavior and has led to the development of an internationally recognized and applied personality assessment, the MBTI, which formed the foundation of the CSI, the assessment tool used in this study. Merging the ideas of Jung's theory and the subsequent ideas of change styles with Lazarus' (1999) social-psychological emotion theory, as shown in Figure 2.1 (p. 29), an adapted perspective of emotions and individuals' reactions to them emerges. With change styles situated at the core of human activity, as a subconscious function of personality, we see its possible influence on ensuing emotions. See Figure 2.2 below.

Figure 2.2:   **Schematization of social-psychological emotion theory, including change style**
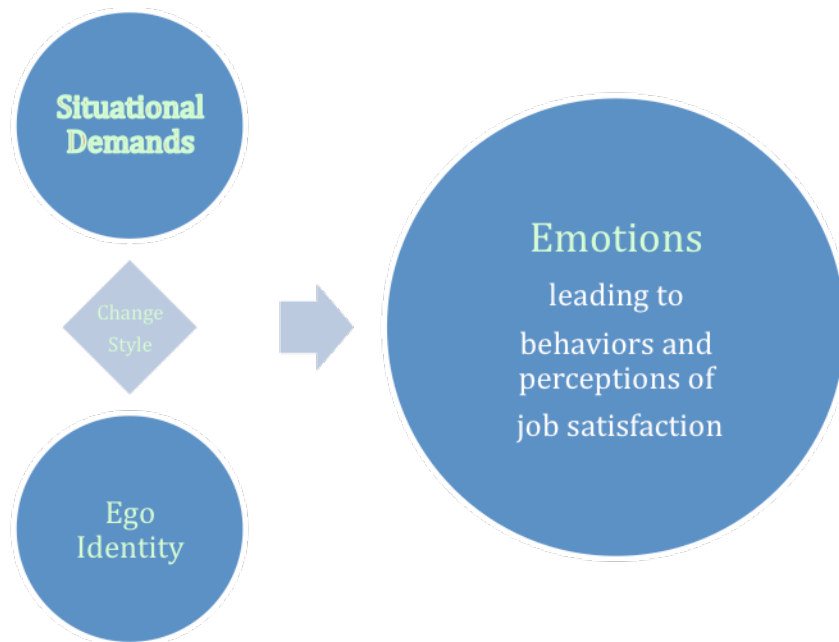
It is proposed that the emotions elicited from the interaction of these many elements guide behavior and, with regard to this research, contribute directly to the interpretation and reporting of job satisfaction. Based on this perspective of human emotion and behavior, it is now important to discuss the psychological aspects of change

that guided the research questions. The next sections discuss the MBTI and the CSI as they relate to each other, to teachers and to the inquiries of this study.

2.7 Myers-Briggs Type Indicator (MBTI)

Personality tests have become mainstream in today's society, ranging from online quizzes that satiate simple curiosity to highly reliable instruments used for psychometric analysis. Krauskop and Davis (1969) pioneered preliminary ideas about polarities among people, including the descriptions "flexible/inflexible" and "reserved/open". At the same time and in the same publication, Cartwright (1969) identified a method by which to identify risk-takers. These preliminary personality studies have evolved and contributed to the eventual development of the most widely used personality test today, the MBTI.

Created by Katherine Cook Briggs and her daughter Isabel Briggs Myers, the MBTI's development was based on Carl Jung's psychological typology, theorizing that people are wired with certain personality preferences from birth. Growing evidence regarding the biological basis of psychological type gives credence to Jung's assumption that type is universal (Myers, et al., 2003). In other words, evidence shows that human personalities are structured in accordance to type (as is described later in this section). This premise is supported by the fact that many translations of the MBTI are being used successfully and many more are being developed worldwide. Those using the tool in other countries and cultures reports analogous results in applying personality type concepts. Although all four dichotomies (discussed) below and all 16 types are recognized worldwide, the expression of these characteristics and traits varies considerably. Most of the research to date has been conducted in the United States;

therefore the literature reflects behaviors and trends as portrayed in United States traditions. In spite of this, given that this research was conducted among English speaking individuals, from predominantly English speaking countries, and that the MBTI has been successful on a global scale, the results are considered trustworthy and consistent with MBTI research.

While MBTI personality preferences do not script behavior, our natural tendencies are a guiding force in our conscious and subconscious beliefs, actions and conduct. Self-awareness is the ultimate tool in developing other, less developed preferences and in applying them in appropriate circumstances – specifically in relation to this research, change and the transition process.

The MBTI is a self-report inventory that helps identify personality characteristics. It measures four bi-polar dimensions of personality and is the frequent choice of educational researchers because it is particularly suited to applications in teaching and learning (Rushton, Morgan & Richard, 2007, p. 433). It is the most commonly used tool to identify individual learning preferences and teaching styles. The four scales indicate a person's psychological preference for consistent and enduring patterns of how the world is viewed, how information is collected and interpreted, how decisions are made and how individuals live out lifestyle choices.

More specifically, the four dichotomies are termed respectively: *Extraversion (E)* or *Introversion (I)*, *Sensing (S)* or *Intuition (N)*, *Thinking (T)* or *Feeling (F)* and finally *Judging (J)* or *Perceiving (P)*. Table 2.3 gives a brief description of these four dichotomies.

Table 2.3   MBTI Scales: A brief description (*Source:* Rushton, Morgan & Richard, 2007, p. 434)

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Myers-Briggs Type Indicator Scales
A brief description

Extraversion (E) and Introversion (I)
Extraverted individuals obtain information through an orientation towards the outer world of people, events or things. They enjoy meeting new people, thinking aloud, and being active. Introversion types seek the introspection of ideas, thoughts, and concepts. They prefer to process their thoughts internally before speaking, have few close friends, and often seek conversations that tend to be deeper in nature.

Sensing (S) and Intuition (N)
This relates to individuals' preferences about how they receive and make sense of information or data from the external world. Sensing types are more aware of their senses in relation to their environment, are often factually based, focus on practical, concrete problems, and generally believe that if something works it is best left alone.
Individuals who have a tendency to understand the world through an Intuitive process prefer to live in a world of possibilities and options, often looking toward the future. They also tend to focus on complicated, abstract problems, seeing the big picture, sometimes at the expense of the details.

Thinking (T) and Feeling (F)
This relates to the rational processes by which we come to certain conclusions and judgments regarding the information collected. Thinking types (T) prefer to focus on making decisions based on impersonal, objective positions.
Feeling types (F) have a tendency to respond well and easily to people's values and are adept at assessing the human impact of decisions.

Judging (J) and Perceiving (P)
This relates to how we 'live our life outward'. Judging types prefer to live structured, organized lives. They also tend to be self-disciplined, enjoy making decisions, and thrive on order.
Perceiving types prefer to live a lifestyle that is more flexible and adaptable. They tend to thrive on spontaneity, prefer to leave things open, require more information in order to make decisions, and often get things done at the last minute.

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The four dichotomous pairs produce 16 combinations of personality 'type', each representing dynamic exchanges with the inner and outer worlds. While the MBTI can be applied in numerous professional and personal settings, Fairhurst (1995) suggests that in the field of education knowing one's personality type and temperament helps teachers recognize differences among and between themselves and students' learning styles. Additional research suggests that among educators, temperaments and personality traits

are strongly correlated with such phenomena as teacher caring and burnout (Teven, 2007), teacher leadership and orientation to change (Rushton, Morgan & Richard, 2007) and teacher styles (Zhang, 2007).

Rushton, Morgan and Richard (2007) suggest that the two most significant dichotomies as they relate to teachers and teaching are *Sensing* and *Intuition* (our preference for taking in information from the outside world) and *Judging* and *Perceiving* (our orientation towards the outer world). *Sensing (S)* individuals experience the world through the five senses, relying on facts and practicalities. *Intuitive (N)* individuals, however, prefer to live in a world of possibility and look to the future. Comparing the *Judging* and *Perceiving* types, we see that *J*s prefer structure and organization. They tend to be self-controlled and decisive. Conversely, *P*s are more adaptable and facilitative, always open to new input. They hesitate to make decisions and often procrastinate until the last minute. Two studies by Lawrence (1979) and Macdaid, McCaulley and Kainz (1986) reveal the most common typology of teachers as –*SFJ*, with Extraversion and Introversion being divided equally among them. Further to this, Rushton, Morgan and Richard compared the typology of award-winning teachers in Florida with that of the general population of teachers in the USA. In addition to the MBTI, individuals in this study were asked to take the Beiderman-Sensation Seeking Scale (1994) in order to assess if risk-taking behavior is more common among award-winning teachers than non-award winning teachers. The results showed that no one in the sample population scored as a high risk-taker. Among the teaching population in this study, it seems that the majority are considered moderate risk-takers; thus, while they may seek unique and creative ways to achieve goals, they also attempt to minimize discomfort.

The same study also revealed that a small percentage of teachers showed preferences for Intuition and Feeling. This type of teacher is considered to be the "Idealists" or "Advocates"; they take pride in their identity and are committed to seeing their students express themselves as individuals, as well as teaching content (Rushton, Morgan & Richard, p. 439). Other research suggests that teachers who have a preference for extraversion, intuition, feeling and perceiving typologies are generally enthusiastic and energetic individuals who lead spontaneous, adaptable lives. For *ENFP*s, change is an important element; therefore they tend to be optimistic and imaginative and have an open eye to the future. They are at their best when situations are fluid and seem to be catalysts for change, while also independently minded and intolerant of routine (p. 439).

Clark and Guest (1995) suggest that the changing classrooms of tomorrow will require a type of teacher open to change and reform. While the traditional –*SFJ* types have been called "stabilizers", the evolving role of teachers as motivators, mentors, counselors and guides requires individuals who revolutionize, take risks and can act as trouble-shooters. A major conclusion of the aforementioned studies is that, while individuals might not exhibit the exact personality traits found to be illustrative of teacher leaders, knowledge and understanding of one's type are advantageous in the field of education.

Van Oord and Den Brok (2004) discuss various research investigating teachers' and students' views of preferred teaching in terms of the teacher–student interpersonal relationships. A description of preferred teaching in terms of interpersonal behavior includes teachers who are seen by both students and teachers as good leaders and as those who help and understand students, provide responsibility and freedom and are not

admonishing (Wubbels & Levy, 1993). This supports the -*NFP* typology of teacher

leaders and indicates that teachers of tomorrow need to expand their preferences to meet

the needs of their students and global citizenship. Van Oord and Den Brok conclude that

knowledge of preferences of students with respect to teacher–student interaction, as well

as differences among cultural groups and gender relations, could be a valuable reflection

tool for students and teachers alike.

Related MBTI research in the area of health and stress indicates that *Sensing*

types, particularly *Introverted Sensors (IS)* and *Sensing Judgers (SJ)* types, were the most

overrepresented in studies of coronary heart disease (Myers, et al., 2003, p. 235).

Generally, however, *Perceiving* types *(Ps)* reported higher stress relating to work while

Judging types (*Js*) associated higher stress levels with health and balancing work and

home.

Other studies concerning job satisfaction and turnover reveal similar results.

Hammer (1996, *emphasis in original*) summarizes the studies of job satisfaction to date:

"Overall *Introverts* and *Perceiving* types seem less satisfied with their work than do

Extraverts and *Judging* types...". Appendix A outlines the 16 types in relation to their

expressions of job satisfaction and likelihood to leave, as well as highest and lowest

income levels. Although the results are representative of a United States sample, they

offer some indication of the levels of job satisfaction among different typologies. Of

particular importance to this research are the reports of job satisfaction by the most

common teacher types: Sensing Judgers (*SJ*) and Intuitive Perceivers (*NP*). Generally, it

seems that *SJ*s report higher levels of job satisfaction, while *NP*s report lower levels of

job satisfaction. This could be important to the overall management and support of

teachers as they enter new international environments, each with his or her unique expectations and personality preferences.

Research on job turnover, while limited, has primarily focused on job fit/misfit and job satisfaction. Hammer's (1996, p. 47) review of job turnover supports the theory that individuals whose type preferences do not match their working environments are more likely to leave. Garden (1989) suggests that organizational size and the type of managers are also important factors. He found that *Introvert*, *Intuitive* and *Perceiving* preferences reported a greater likelihood of leaving a large company, whereas *Sensing* and *Judging* types reported a greater likelihood of leaving smaller companies. This reflects the general tendency for *Perceiving* (and especially *Introverted-Perceiving*) types to seek autonomy and variation, more common in smaller companies, while the *Sensing-Judging* types tend towards the often more detailed structure of larger corporations. Transferring this information to the international teaching population, one could expect that *SJ* types would be happier in larger schools, while *NP* types would be more adapted to the autonomy and freedom often found in smaller school communities.

Further research on teacher burnout and job satisfaction (Teven, 2007) indicates that subordinates' perceptions of supervisor goodwill are often positively related to employee job satisfaction. As well, recent studies suggest that teacher temperament (manner of emotional responses, or aspects of personality) is the central variable determining whether an individual teacher will experience burnout. "Personality factors explain why individuals in the same work environment, having the same supervisor, and possessing similar educational backgrounds and experience respond differently to stress

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and burnout. Teacher personality is antecedent to individuals' caring and burnout orientations" (Teven, 2007, p. 392).

Although numerous factors contribute to an individual's job performance, satisfaction and retention, MBTI research offers a valuable conceptualization of the role of personality/type preference, as well as implications for the use of this knowledge in job choice and expectations.

With regard to this study, MBTI personality theory is the foundation for insight into teachers and their preferences, needs and expectations. MBTI research supports the premise that at least a large part of our approaches and attitudes to life, work and change is innate and therefore predictable. Critics of the MBTI (Pittenger, 1993) assert that there is insufficient evidence to justify all 16 unique types of personality, particularly scales of introversion and extraversion. While some critics argue certain aspects of the validity of the MBTI, they have also acknowledged the varied definitions and procedures used in the validation process, concluding that, while the tool may not be fully authenticated in all areas, nor can it fully predict all human behavior, it holds useful applications for a selection of settings. This research did not aim to predict teacher responses concerning job satisfaction. Nevertheless, one of its goals was to develop a deeper comprehension of types and characteristics as related to international teachers, job satisfaction and the transition process. For these purposes, MBTI research and literature are considered an applicable foundation of change style theory, guiding the use of the CSI, which is discussed next.

2.8 The Change Styles Indicator (CSI)

Discovery Learning has developed an assessment tool reflecting a strong

link with the MBTI. The CSI assesses an individual's change style, commenting on both

perceptions of and approaches to change. Developed in the United States, it has been

used extensively in the business sector to score individuals' change style preferences on a

continuum of $66 - 0 - 66$. The extremes denote the "Conservers" and the "Originators",

with the pure "Pragmatist" falling at center zero, as shown in Figure 2.3 below.

Figure 2.3   The change styles continuum

-66	0	+66
Conserver	Pragmatist	Originator
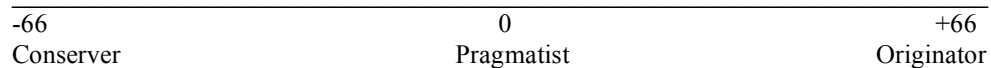
The CSI, while allowing for diversity among people and the strength of their preferences,

attempts to categorize the change styles of individuals into descriptions and suggestions

of behavior and preference.

Although a relatively new assessment tool, it has been translated and applied in a

number of cultural environments and continues to expand globally (Musselwhite, 2000).

As is established in Tables 2.7 (p. 53) and 2.8 (p. 54), change style distributions among

the general population follow similar patterns to that of the MBTI in that certain

typologies appear to be more common than others. In relation specifically to change

styles, the majority of people fall in the Pragmatist range, while fewer individuals extend

to the extreme Conserver and Originator ends of the continuum.

At the outset of this study in February 2007, Discovery Learning had published

CSI related research and developments designed to enhance organizational leadership and

management in the corporate environment. Owing to its concentrated application in the

business sector, there is to date no significant educational critique of the CSI. One of the

primary research goals was to contribute data regarding the applicability of the CSI

among a different population: specifically, teachers working in international schools. The

CSI was chosen for a number of reasons, including its association with the MBTI, its

explicit relationship to change and its condensed assessment format and online

accessibility. As this project neared completion 20 months later, Discovery Learning

expanded its training programs to include employment sectors in the areas of health and

education (Discovery Learning, n.d.). In order to maintain continuity and consistency in

this research project and owing to the fact that this study focused on international

educators, new developments at Discovery Learning were not incorporated or applied.

Although application of the CSI continues to expand, with regard to this study the most

important element of current CSI research lies in its applicability and relatedness to the

MBTI and its defining characteristics of change style types throughout the general

population.

The 16 MBTI types show a clear relationship with the three dimensions of the

CSI. The only MBTI dichotomy not revealing significant correlation with the CSI is that

of *Thinking/Feeling*. However, the *E/I*, *S/N* and *J/P* dichotomies show clear interactions

with the CSI preferences, especially at both the ends of the CSI scale: strong Conservers

and strong Originators. The strongest Conserver scores on the CSI are *Sensing-Judging*

types, whereas the strongest Originators are the opposite, *Intuitive-Perceiving* types.

Appendix B shows MBTI types in order of CSI mean score, representing the relationship

of the two scales and thus extending its reliability and applicability to this research. In the

results and conclusion chapters, CSI terms – Conserver, Pragmatist and Originator – are

used primarily in lieu of MBTI terminology; however, it is important to know the association between the two with regard to semantics and information revealed through the research.

Acknowledging the *Sensing* and *Judging* type tendency among educators (Rushton, Morgan & Richard, 2007), it was expected that the research would identify a large number of Conservers among the international teaching population. Based on the established work of the MBTI and CSI, it was equally predicted that strong Conservers would have more traditional and guarded approaches to the course of change, thus bringing specific needs and expectations to the transition process and to elements of job satisfaction.

CSI research, conducted by Discovery Learning, reports that 50% of the population fall in the middle pragmatist range, while 25% of the population fall at either end of the continuum. This distribution was verified by using three methods of placing individuals into a change style: the CSI score, self-selection and placement by a colleague (Discovery Learning, 1990). Table 2.4 shows this distribution.

Table 2.4   Change style preferences distribution: Three perspectives (*Source: Discovery Learning, 1990, p. 2*)

Three Change Style Preference Categories	Left Side Continuum (Conservers)	Mid Range Continuum (Pragmatists)	Right Side Continuum (Originators)
A. Distribution based on CSI	23%	53%	24%
B. Distribution based on self-description	16%	68%	15%
C. Distribution based on colleague's description	24%	52%	23%

The three methods of distribution show that the CSI is a reliable tool, with individuals scoring quite consistently as others perceive them. Although the self-description rating shows slightly reduced consistency with other scores, it is important to recognize the continuum of the CSI scores, and the likelihood that individuals self-rate somewhat towards the center of the scale (closer to Pragmatist 0), while still falling within an acceptable range of scores and descriptors of either Conservers or Originators at either end of the continuum. Thus, in spite of slightly inconsistent self-description scores, the data are considered dependable. Similar to the information in Table 2.4, the participants interviewed in this research demonstrated corresponding patterns, such that individuals self-validated their CSI scores and the subsequent descriptors relatively closely to those indicated by the assessment tool.

Beyond the distribution of change styles, it is important to note differences in the attitude and behavior of individuals at different positions on the continuum. Table 2.5 shows the observable differences among change style preferences on a seven-point differential scale of adjective pairs, indicating the dichotomous preferences of the two extreme ends of the CSI scale.

Table 2.5   **Adjective pair and change style preference distributions (*Source: adapted from Discovery Learning, 1990, p. 3)***

Adjective Pairs 1-7 Scale Means	Conserver Mean	Pragmatist Mean	Originator Mean	Difference High/Low
Cautious / Risk-oriented	2.57	3.67	4.58	2.01
Detailed / Big Picture	2.87	3.75	4.58	1.71
Deliberate / Spontaneous	3.11	3.57	4.39	1.59
Past Oriented / Future Oriented	4.03	4.82	5.27	1.24
Bureaucratic / Entrepreneurial	3.80	4.28	4.94	1.14

Disciplined / Undisciplined	2.59	2.85	3.70	1.11
Organized / Disorganized	2.65	2.88	3.61	0.96
Sentimental / Unsentimental	3.04	3.09	3.69	0.65
Practical / Impractical	2.59	2.77	3.18	0.59
Inflexible / Flexible	4.62	5.02	5.09	0.47
Team Oriented / Individualistic	3.20	3.02	3.15	0.18
Mediating / Divisive	4.89	4.86	5.06	0.17

From the above information, we can see that Conservers are perceived to be more cautious, detail-focused, past-oriented, disciplined, deliberate and inflexible; they are more likely than others to preserve existing structures. Originators are perceived to be risk-oriented, big picture thinkers, undisciplined and disorganized and are more likely than others to challenge existing structures, even without a solid foundation for doing so. Pragmatists tend to merge in the middle, seeking resolution and focusing on the people involved in a team.

Looking at change styles relating to the transition process and job satisfaction of international school teachers, it's clear that an understanding of the styles in the organization could benefit the preparation and orientation stages of that process, as well as continued interaction and attention throughout the year. As stated and implied in Tables 2.3, 2.4 and 2.5 (pp. 41, 49 and 50, respectively), an awareness of change styles and how they manifest themselves in a school setting could facilitate more deliberate interactions, leading to more positive emotional responses and fulfillment.

Table 2.6 shows the mean CSI score as related to each of the MBTI scores. Additionally, it shows the percentage of people who report as each type, which resonates

with previous research. It appears that the closer that the scores fall to center 0 on the CSI

continuum, the more likely respondents are to identify themselves as Pragmatists.

Table 2.6   MTBI–CSI Comparison (*Source:* Discovery Learning, 2003, p. 3)

MBTI Type	# of Participants	CSI Mean Score	Conserver	Pragmatist	Originator
General	**Population**		**25%**	**50%**	**25%**
ISFJ	75	CON 17.9	65%	31%	4%
ISTJ	148	CON 14.4	56%	39%	5%
ESFJ	45	CON 13.2	49%	47%	4%
ESTJ	92	CON 7.0	34%	58%	8%
ISFP	25	CON 5.9	32%	64%	4%
ESFP	22	CON 5.3	46%	36%	18%
ISTP	25	CON 3.6	28%	64%	8%
INFJ	23	CON 1.5	31%	52%	17%
ENFJ	33	ORG 2.5	21%	55%	24%
INTJ	75	ORG 3.9	8%	71%	21%
ESTP	38	ORG 5.3	31%	52%	17%
ENTJ	78	ORG 6.3	9%	54%	37%
ENTP	51	ORG 9.9	4%	49%	47%
INFP	42	ORG 10.4	5%	59%	36%
ENFP	73	ORG 11.6	4%	44%	52%
INTP	60	ORG 11.9	0%	55%	45%

A relationship between the CSI and MBTI clearly exists, especially between the

CSI Conservers and the MBTI *Sensor/Judger* as well as between the CSI Originator and

the MBTI *Intuitive/Perceiver* combinations. Overall distributions on the CSI also

coincide with MBTI research. *SJ*s represent 46% of the general population and *NP*s

represent 19%, while CSI distributions show 25% Conservers, 50% Pragmatists and 25%

Originators.

Table 2.7 also indicates clear interactions between *E/I*, *S/N* and *J/P* and CSI

preferences. There seems to be no interaction between the CSI and Thinking/Feeling

preferences. Unique implications may exist for the *E/I* preference, in that *Extraverts* tend

to think out loud, which could create dilemmas for Pragmatists and Originators who are

more verbal and respectively more oriented to team harmony and to shared ideas. On the

one hand, a verbal Pragmatist trying to remain neutral could appear indecisive and overly

accommodating to others in the group. Verbal Originators, however, could appear

impulsive and impractical. This information suggests that CSI scores can in fact identify

preferences towards change and job satisfaction, which if known and understood could

assist administrators in their interactions with individuals on a personal level. Moreover,

it could allow individuals of differing types the structure or freedom consciously to work

in their natural preferences.

**Table 2.7   CSI distribution and mean score by MBTI dimension (*Source:*
Discovery Learning, 2003, p. 4)**

MBTI Dimension	Number of participants	CSI Mean Score	Percentage Conservers	Percentage Pragmatists	Percentage Originators
Extraverts	429	ORG 1.72	21%	51%	28%
Introverts	476	CON 4.7	33%	50%	17%
Sensors	473	CON 10.5	51%	41%	8%
Intuitives	432	ORG 8.0	8%	56%	36%
Thinkers	569	CON 1.1	31%	47%	22%
Feelers	336	CON 2.6	25%	53%	22%
Judgers	565	CON 7.0	37%	50%	13%
Perceivers	340	ORG 6.9	11%	51%	38%

2.8.1 Change style descriptions

Change styles fall along a continuum extending from the Conservers at one

extreme to the Originators at the other, with Pragmatists at the center. Acknowledging the

research and literature about the MBTI and the CSI, the underpinning psychological

premise of this research is that change style preferences exist and can be identified in

individuals. Change styles are a collection of beliefs, attitudes, behaviors and thought processes that describe how people accept, manage and instigate change. Table 2.8 provides a brief description of the three change styles as described by Discovery Learning (Musselwhite, 2004).

Table 2.8   Change style preference distributions and descriptions (*Source: Musselwhite, 2004, p. 36*)

Conservers 25% of general population	Pragmatists 50% of the general population	Originators 25% of the general population
Conservers are similar to farmers, knowing that they will harvest exactly what they plant. Conservers follow a prescribed routine and procedure for growing each crop, working by the seasons and following a predictable process. They learn from their own experiences and those of others. They experiment only in small changes from the proven methods or on small trial plots. They cannot afford to risk the success of an entire season's crop by adopting an unproven method.	Pragmatists are similar to hunters. They know how to track, kill, dress and cure the meats of various animals. Pragmatists know the sight and range of the blowguns and bows and the value of darts and arrows. They know when and where to find the game, but do not always know in advance what game they will find in a day. They understand how their prey thinks and lives, adapting their own behaviors to find that prey. Hunters may set out to track one animal but are open to other possibilities. They seldom go hungry because their goal is to feed their families and the village. Hunters rely on proven tools and techniques. They prefer to stay within the bounds of their territorial hunting grounds. However, in difficult times they develop new techniques and move beyond the safety of familiar territory.	Originators are similar to explorers. Originators head into unknown lands and waters without the least notion of what they will find. They may go for the sake of going. They may adapt to the conditions they find, but prefer to change the conditions to their own liking. They are prepared for the unexpected but do not plan for every eventuality.

Now that the characteristics of change styles have been defined, it is necessary to look more closely at how each style deals with change, as well as other distinctive details concerning the work and personal environment (Musselwhite, 2004).

2.8.2 Conservers

Conservers often demonstrate the following characteristics when facing change:

- Generally they appear deliberate, disciplined and organized.

- They prefer change that maintains the current structure.

- They may operate from conventional assumptions.

- They enjoy predictability.

- They may appear cautious and inflexible.

- They honor tradition and established practice.

Other details about Conservers follow:

- They generally prefer gradual and incremental change. They are evolutionists rather than revolutionists. They prefer to solve problems and improve efficiency while maintaining the continuity and stability of the current structure.

- Conservers prefer a secure work environment that is free from unexpected disruptions and surprise changes. They require predictability and are thus attracted to stable, structured workplaces. They like to be rewarded for contributing steadily and consistently; they appreciate time and space for reflection.

- They appear disciplined and organized, noticing details and acting deliberately. They know the rules and regulations and adhere to them. To the conserver, rules are necessary; without them the world would be chaotic.

- Conservers are skilled at attending to details and facts. This is similar to the MBTI *Sensing* type, as discussed previously. This attention to detail can confuse

their understanding of the big picture; they often assume that others see exactly what they see.

- Conservers prefer tested and proven solutions. They seek foolproof plans that have worked elsewhere, preferring to see evidence. They embrace tradition and conventional methods of accomplishing tasks.

- Conservers prefer to involve groups in making decisions and solving problems. Often this can impede the change process as it requires long, bureaucratic meetings and too much attendant detail. On the other hand, they seek new and better perspectives before initiating a plan.

2.8.3 Pragmatists

Pragmatists focus on outcomes and seek practical, functional solutions to problems. When facing change they:

- May appear practical, agreeable and flexible

- Operate as mediators and catalysts for understanding

- Are open to both sides of an argument

- May take more of a middle-of-the-road approach

- Appear more team-oriented.

Additional, descriptive details about the Pragmatists include:

- Pragmatists are peacemakers. They seek compromise in solutions that provide workable outcomes. They might settle for a less than optimal solution in order to be faced with no action at all.

- Pragmatists often appear reasonable and practical. They listen to supporting arguments, often without regard to politics or ego. The aim is to find practical results that accomplish the goals.

- They are usually agreeable and flexible. They easily see the various sides and can value the contributions of others. This flexibility can appear to be indecisiveness or a noncommittal attitude.

- Pragmatists like change that emphasizes practical and workable outcomes. They focus on results and the effective functioning of the system rather than organizational structure or politics.

- Pragmatists appear to be more team-oriented that the other two styles. They like to hear all ideas before making decisions.

- Pragmatists are less likely than other styles to have a hidden agenda. They seem to have fewer points to prove than do those who are committed to maintaining the *status quo* or challenging it.

- Pragmatists are mediators. They often act as bridges of understanding between opposite perspectives.

- They like action-oriented workplaces that engage others in a harmonious atmosphere. They prefer flexibility and adaptability as responses to pressures that arise. They prefer hands-on experience to theoretical discussion. If harmony is not possible, they tend to withdraw and settle for solutions that are less than ideal.

2.8.4 Originators

Originators are known for experimenting with change simply because it's change.

Commonly they:

- May appear disorganized, undisciplined, unconventional and spontaneous

- Prefer change that challenges current structures

- Will likely challenge accepted assumptions

- Enjoy risk and uncertainty

- May be impractical and miss important details

- May appear visionary and systems oriented in their thinking

- Can treat accepted policies and procedures with little regard.

Additional details include:

- Originators prefer quick and expansive change. They are revolutionary, not evolutionary. They feel the need to discard the old and bring in the new as quickly as possible. They often add onto the ideas of others, although their thinking might not be understood. Their logic, however, makes perfect sense to themselves.

- Originators are often viewed in organizations as the change agent. They may be the instigator of new ways of thinking and accomplishing goals.

- They tend to loathe repetitive tasks. If a job does not require creativity and ingenuity they may look for alternative ways to do it or abandon it altogether.

- Originators may appear undisciplined and unconventional. They often appear to make up rules as they go along and seem disorganized, when in fact their system is efficient for them.

- Originators often challenge existing assumptions, rules and regulations. Tradition and history are less important than future possibilities.

- They are often regarded as visionary thinkers. They frequently try to solve problems in ways that challenge existing norms. They trust that their own evaluations of untested solutions will work.

- Originators may appear impulsive. They often don't consider the consequences of their actions fully and may take unexpected directions.

- They are risk-takers. They are not afraid to take calculated risks to test new methods and ideas as long as they are convinced of the value of the idea.

- They are ideas people. They prefer working alone to collaborating with others as doing so allows for full, creative expression. They favor the ideas, concepts and contributions of individuals more than they regard relationships and interpersonal processes as important.

2.8.5 Summary of change styles and types

Thus far, the literature has attempted to show that innate personality characteristics play a role in the overall perspectives, attitudes and behaviors of individuals and the ways in which they manage situations in both the personal and professional domain. This interaction of psychological and social elements leads to emotional output and thereby contributes to indices of job satisfaction. Although some might argue that change styles or personality types are irrelevant in human behavior, suggesting only generic characterizations, this research upholds the psychological element imbedded in the overall management of change, attitudes and satisfaction.

Therefore research question 1 addresses the relatedness of these two elements directly, asking: among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction?

Given that the first research question contributes a more generalized depiction of change styles and limits the perspective of the interaction of these types with regard to the manner in which individuals in the international teaching population experience them, it is important to explore also elements of research question 2: within the international school environment, how do the cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles?

First, the role of school management and leadership is mentioned, followed by an explanation of the cultural, technical and political aspects of change as relevant to the international school teaching population regarding the change process. Next a clear picture of international schools and growth in this realm is discussed. Finally, the literature review highlights information related to teachers' roles, stress, hiring and retention.

2.9 School change: Cultural, technical and political

In spite of the fact that individuals manage change and personal identity, the task of understanding and adaptation is not for the individual alone. Most of the research concerning change and transition focuses on the individuals experiencing change as well as the role of leaders within the organization of change (Bridges, 2003; Guichard & Lenz, 2005; Senge, 1990). As previously discussed, Bridges, for example, believes that in any type of transition one must move through the three phases of "letting go", "the neutral

zone" and "the new beginning" (p. 5) before one is fully compatible with new ideas, systems and a personal identity within that new situation. As teachers navigate and redefine their own position in a new international school environment, it is the task of the administration to assist in the management of change, both at the time of relocation and throughout the many adjustments within an academic year.

Attention to the politics of a school staff is important to sustain change over time. Schools are filled with micro-political groups based on age, experience, subject expertise, nationality and ethnicity, to name a few. It is important to maintain a sense of shared purpose among key stakeholders in the school (Blandford & Shaw, 2001, p. 90) and to foster that purpose with all members of the organization. Fiedler (1978) proposes that positive group interaction depends in part on the personality attributes of the leader. Therefore the forces operating within personality should be considered and managed, not just among the leaders, but also among those being led.

Personal and professional elements of satisfaction among teachers are influenced by the school's response to the change that they experience, as well as the infrastructure by which the process is organized. House (1981) suggests three components of educational change and reform: cultural, technical and political. Although school reform has been used to refer to reorganization within a school environment, these three elements are also applicable to this research in the sense that they encompass important aspects of the transition process as experienced by teachers when moving to a new location. Distinguishing the transition process through cultural, technical, and political elements of change provides a comprehensive and systematic framework with which to

discuss the themes and interpretations of participant responses; therefore they have been incorporated as such in research question 2.

The cultural perspective draws attention to how innovations are interpreted and integrated within the social and cultural context of schools. This perspective is basically concerned with questions of meaning, understanding and human relationships (Hargreaves, et al., 2001). The cultural transition seems to depend on such factors as identity, age, career stages and the contexts of a person's work. It is an interaction of people and cultures, blending into the historical context of a school and its environment. These elements were highlighted in the studies (Hargreaves, 2005; Huberman, 1989) discussed previously.

The technical perspective assumes that teaching and innovation are technologies with predictable solutions that can be transferred from one situation to another. The focus of this perspective is on the innovation itself – on its characteristics and component parts. It relates to the logistical aspects of initiation, implementation and institutionalization (Anderson & Stiengelbauer, 1994). In the scope of international schools and the relocation of teachers, it involves the process of transition, including orientation programs, initiation and the dissemination of information necessary for new teachers to integrate into the new environment.

Political change moves beyond issues of technical coordination and human communication to encompass power struggles among ideologies and interest groups in schools and societies. This perspective involves the exercise and negotiation of power, authority and competing interests among groups and individuals, as well as the desire to initiate change and the level of empowerment (or disempowerment) that it involves

(Hargreaves, et al., 2001). In the international school community, political aspects embrace such elements as the level of school involvement in teachers' lives, management styles, salary packages, benefits, and geographical considerations.

In the continually evolving international school environment, these cultural, technical and political factors require significant amounts of adjustment by teachers and administrators. They are not only inherent in the school society but also exacerbated by the continued transition of teachers and families moving in and out of the system.

In this research, job satisfaction was compared to the psychological aspects of teachers – i.e., innate change styles – to determine if the two share an association. The psychological dimension and related theory have been presented; now it is important to elaborate more fully on the environment and population in which the study occurred. First international schools are discussed, followed by the social and situational elements contributing to job satisfaction among international school teachers. This includes information about teacher roles, stress and retention.

2.10 International schools

International schools are becoming a focus of much attention as they become closer to the mainstream of educational reality (Peel, 1998). Whereas in 1964 there were only 50 reported international schools (Jonietz, 1991), only 30 years later there were over 1000 such schools on record (Hayden & Thompson, 1995a). The latest data reported over 4,179 English-medium international schools (Brummitt, 2007).

ISC Research was born from the overwhelming need for a single source of comprehensive and up-to-date information concerning international schools (Brummitt,

2007). ISC Research was established in 2004 to map the world's international schools, conduct research, analyze developments in the market and provide online services for suppliers, organizations, parents and schools. It is claimed to be the most comprehensive database of international schools in existence (ISC Research, n.d.). It specializes in providing detailed and current information about new and existing international schools worldwide, including the most up-to-date database of international, English-medium and bilingual schools in the world.

There exist many different classifications of international schools, most of which fall under a conglomerate or association, which insures accreditation standards and objectives. Some of the most common are the International Baccalaureate Organization (IBO), the United World College, and those specific to a governing body, offering a national curriculum and diploma in an international setting, for example, American, British, or Japanese. As the classification of "international school" is broad, for the purpose of this research the definition from ISC has been employed (Brummitt, 2007). Thus, an "international school" is one located outside an English speaking country and in which English is wholly or partly the language of instruction. If the school is located in a(n) (partially) English speaking country, an international curriculum must be offered in order for it to be considered an international institution. An international curriculum is one which does not follow the national curriculum imposed by the country in which the school is situated. It may or may not include some nationally recognized subjects or objectives, but is not limited to their educational plan. With regard to this research, "international teacher" refers to the individuals of any cultural background presently employed in an international school outside their country of origin. As English was the

language of communication in this study, only fluent English speakers were eligible to participate.

With the global market expanding at its current rate, more and more expatriate communities are developing around the globe. In response to the educational needs of children in these environments, international schools have become commonplace. Given the scope and number of international schools, it is calculated that there are over 154,000 teachers serving in them and over one million "global nomads" attending (Brummit, 2007, p. 35).

Taking into account the average annual increase in the number of schools and students since 2000, ISC Research predicts the following trends for the future (Brummitt, 2007, p. 39):

- Over 5000 international schools and two million students by 2010
- 7000 schools and 2.6 million students by 2015
- Nearly 9000 schools and 3.3 million students by 2020.

In terms of staffing, the implications of the estimated growth are enormous. If the same growth model is used, the number of staff needed for international schools will grow from:

- 154,000 in April 2007 to
- 188,000 in 2010 to
- 246,000 in 2015 to
- 303,000 in 2020.

These estimates double the current number of teaching staff in just over 10 years and this figure is considered to be conservative (Brummitt, 2007, p. 39).

The location of international school growth is also significant to note. Brummitt (2007, p. 36) identifies five regions of the world, as identified by the United Nations. In each of these regions, considerable growth was seen between April 2000 and April 2007.

- In Africa, 256 schools grew to 445, with an increase of 73%.

- In the Americas, 314 schools became 516, with an increase of 64%.

- In Asia, 474 schools became 2,057, with an increase of 334%.

- In Europe, 585 schools grew to 1,080, with an increase of 85%.

- In Oceania, 72 schools grew to 81, with an increase of 13%.

Clearly the greatest amount of growth exists in Asia and Europe, with much of the European growth being concentrated in the developing eastern European community.

In spite of the current growth trends, or in essence because of the rapid rate and scope of expansion, research surrounding the functioning of international schools is lacking (Bunnell, 2006a). The narrow scope of the existing literature about international schools focuses primarily on student learning and curriculum development. While these topics are of utmost significance in school governance and improvement, one cannot overlook the intrinsic importance of the teachers who choose employment in this international milieu.

Various facets of international schooling are addressed in the literature, including international curriculum (Carber & Reis, 2004), students (Fail, Thompson & Walker, 2004), the stress of relocation for families (Foreman, 1981) and culture shock for children (Pyvis, 2005). McLachlan (2007) further discusses the impact of multiple transitions on internationally mobile families, noting the significance of the family unit in managing

transition and change. Little of the literature concerning international education and the individuals involved, however, focuses on teachers (Holderness, 2001).

Whereas many original international schools were launched in comfortable areas (Bunnell, 2006a), the sheer increase in numbers of developing international schools presupposes the tendency for their growth in difficult, isolated communities. This transformation requires individuals with a keen sense of adventure, or at the least a solid understanding of their needs, support systems and coping mechanisms. Additionally, in order to facilitate smooth adjustments and promote optimal teaching, school administrators must be aware of the varying styles and expectations of newly hired teaching staff.

Foskett, Lumby and Fidler (2005) believe there is a growing need for more qualitative research in the areas of educational leadership and management, while Gorard, Rushforth and Taylor (2004) consider that there is also a need for more empirical studies. Extending this general trend, the Association for the Advancement of International Education (n.d.) has adopted as one of its goals the support and development of documented research in the international education domain. Hayden and Thompson's (1998) study showed that 40% of the 226 international school teachers who responded to their survey had taught in five or more schools. The Association for the Advancement of International Education's website states that the average tenure at any one school is 3.5 years. Other studies demonstrate that there is a disturbing development among international school teachers not fulfilling a normal two-year contract (Cambridge, 2002). Blandford and Shaw (2001, as cited in Bunnell, 2006a, p. 388) see high turnover as a distinctive characteristic of international schools Given these trends, it

is surprising to find such limited literature addressing role stress, employee commitment and retention (Bunnell, 2006a). For these and numerous other reasons, the call for educational research to make more use of organizational theory and provide a context for understanding the organizational reality of schools (Johnson & Fauske, 2005) extends to the international domain.

Hardman (2001, p. 123) notes that for many students attending international schools the children's most important relationships and activities are centered in and around the school, with their classmates and teachers. For many, the international school represents the only stable environment that they know. As teachers are the most stabilizing force for students, it seems essential to augment the current knowledge and understanding of teachers in this arena and how school systems and programs can enhance their experience with change, transition and job satisfaction.

2.10.1 Teacher hiring and recruitment

Who are the individuals choosing to work internationally? Allen (2000) identifies five categories of teachers who work in international schools (p. 136): teachers who have settled in a host country; teachers who are from the local community; expatriate wives; teachers who are attracted to the country specifically to work at the school; and other transient teachers, who are often seeking short-term experiences and adventure. This study is concerned primarily with the last two categories of teachers – those attracted to a specific school and those seeking short-term employment for other reasons – because it is these groups who re-locate themselves by free will, subsequently leaving them to manage the inherent consequences. During the hiring process, international school heads must

piece together an intricate design of personnel needs and availability. While some

positions are filled by circumstantial and school requirements, most international school

heads are interested in hiring the person first and the teacher second (Hayden &

Thompson, 2000). An intuitive sense of reading people can facilitate a positive match

between teachers and the needs of a school.

The most successful among those making the move to an overseas career are

people who can "take the unexpected in stride, adjust to changing circumstances and

enjoy the ride" (Larsson, 1999, as cited in Garton, 2000, p. 92). Some administrators

claim that personal characteristics are often more important than appropriate teaching

credentials, stressing the desire for teachers who are flexible, adaptable, realistic and who

have a good sense of humor (p. 92). When interviewing teachers to assess levels of

motivation and commitment to a contract, heads of schools are recommended to ask

questions of individual temperament. Temperament is defined in the Merriam Webster

dictionary as "a characteristic or habitual inclination or mode of emotional response".

Temperament is regarded as an aspect of personality, that is, an innate contribution to a

person's way of viewing and acting in the world, and is often used interchangeably with

the word "personality" (Keirsey & Bates, 1984). Individuals with temperaments that are

adaptable and conforming with the lifestyle of a particular area in which they choose to

live and who have a professional focus that regards employment periods of more than

two or three years are seen as most congenial with overseas hires (Hayden & Thompson,

2000, p. 93). Of course it's difficult to ascertain individual temperaments in a short

interview and in fact individuals of any temperament can adjust to and accommodate any

situation. While there is no suggestion of hiring teachers of a specific temperament type,

the literature suggests that individuals of different temperaments seem to manage the challenges and changes of the international school lifestyle differently.

In his studies of emotional intelligence, Gardner (1993, p. 386) explains, "A person with good intrapersonal intelligence has a viable and effective model of himself or herself." Therefore knowledge of individual personality and change styles could play a significant role in enhancing individual choices and preferences, as well as the dynamics in the school environment regarding the transition process. This in turn could contribute to job satisfaction and possibly to retention.

2.11 Teacher roles and stress

Teachers' roles are as abundant as the source of teachers' stress. This section provides a general overview of teacher roles and stress, then touches on three specifically related areas: teacher retention, cultural considerations and job satisfaction.

Spear, Gould and Lee (2000) reveal the primary causes of teacher stress to be work overload, poor pay and negative perceptions of how teachers are viewed by society. Morrow (1994), looking specifically at international schools, found the main stressors to be time constraints and the multiple demands of the job. Not surprisingly, Sullivan and Bhagat (1992) identified an inverse relationship between job stress and satisfaction among international school teachers. Moreover, Bunnell (2006b) refers to several studies concerning the impact of stress on school administrators, students and families.

High stress levels can lead to physical symptoms and emotional distance, which in turn can influence turnover rates. Pollard (2001) indicates higher blood pressure, higher risk of cardiovascular disease and higher total cholesterol in times of increased

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uncertainty at work, noting that the time of most severe stress occurs just before and just after a major change. Certainly, international teachers experience ongoing tension throughout their tenure in a school, especially in the early stages of relocation.

Hargreaves (2004) recognizes the significance of change among teachers throughout a normal academic year as they follow the school routine, graduate students and manage organizational fluctuations. Change and its effects on individuals in any organization require note, but much of the research concerning the byproducts of change in the workplace – emotions, stress and role overload – has been conducted in the business sector (Blackmore, 2004; Brown & Benson, 2005; Pollard, 2001; Sullivan & Bhagat, 1992) or in national schools of different countries around the world (e.g., Bunnell, 2006a; Conley & Woosley, 2000; Hargreaves, 2004).

In the international teacher population, role stress has been identified as constituting four main categories: role ambiguity (the absences of clear and adequate information about the role); role overload (the absence of sufficient resources to perform the role); role conflict (the presence of two or more incompatible work demands); and role preparedness (stress owing to feelings of a lack of competency or preparation) (Bunnell, 2006a, p. 388).

Concerning job stress and dissatisfaction, Conley and Woosley (2000) found that among secondary teachers role conflict and ambiguity were related to dissatisfaction, but not stress. Among elementary teachers, however, both dissatisfaction and stress were felt when teachers perceived themselves in role conflict or ambiguity. This suggests that secondary and elementary teachers operate under different demands and expectations. The study by Conley and Woosley suggests that teachers with varying numbers of higher

order needs (e.g., those who value work autonomy and complex skills) appear to show different effects in the areas of job satisfaction and stress. Those with strong higher order needs tend to lessen their commitment to the organization at times of role overload, while those with weaker higher order needs tend to show signs of stress when forced to manage increased workloads. Educational organizations must concern themselves with these issues in order to increase the attraction and retention of teachers, as well as effective performance, satisfaction and health in performing work activities. Beehr (1995) argues that it is critical for the organization or its agents, to care as much about the individual's health as the individual does, especially if that individual's health is crucial to the well-being of the organization. In international school environments, this personal/professional delineation is difficult. Many international schools are set in communities which make independence outside the school environment difficult, if not impossible. Therefore the personal attention given to faculty is paramount in overall adjustment and happiness.

Studies of teacher stress and job satisfaction seem to demonstrate difference between elementary and secondary educators **(**Kaye, Kennedy & Sears, 1997; Rushton, Morgan & Richard, 2007; Teven, 2007**),** thus indicating the temperament types and natural personality preferences of individuals choosing these respective positions. However, given the literature specifically on teacher stress and role overload it appears that improving self-awareness and thereby coping strategies and support systems, for the diverse personalities and change styles presented among international school teachers could assist in reducing such stress, especially during the early stages of the transition process.

2.11.1 Teacher Retention

The successful staffing of international schools is arguably one of the most important aspects of a school administrator's job description (Hardman, 2001). It is important to reflect the distinctive characteristics and environment of the school and environment when hiring. Challenges for schools include (p. 125):

- Formal and informal skills needed for the curriculum

- Balance of long-term/short-term contracts; optimal contract length

- Maintaining interest in the school so as to encourage extended contracts.

From the applicant's perspective it is important to consider the following (p. 125; *emphasis in original*):

- What am I looking for in a teaching job in an international school?

- Why am I applying for a job in *this* school? What can this school offer *me*?

- What might tempt me to stay longer than my contract offer?

Hardman (2001) conducted a study concerning the views of 30 practicing teachers and managers through a questionnaire. Respondents were from international schools as globally spread as Indonesia, Tanzania, Egypt and Argentina. The aim of his research was to determine, from personal and educational perspectives, views on the length of contract and its impact on students' learning, which factors motivated teachers to take positions at international schools and which of these might encourage teachers to remain in school beyond their original contractual obligation. Results indicate the top three factors to be professional advancement, financial incentives and working climate. Table 2.9 provides a more inclusive list of the factors influencing motivation to join and remain in an international school.

Table 2.9   Incentives and conditions motivating teachers to join and/or remain in an international school (*Source:* Hardman, 2001, p. 125)

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

Teachers reported that the school's working climate is created by feeling appreciated and respected by colleagues and authorities, being an important member of the team, having a well communicated sense of purpose and shared aims, having a sense of security, feeling valued, having good relationships with staff/students and having the feeling of exerting influence (Hardman, 2001, p. 127).

The problem of teacher retention is said by some to be the problem of unscrupulous heads (Frembgen, 2003); however, the effects of role stress, compounded by change styles, could also be a significant factor in job satisfaction and retention. Walker (2002) discusses the advantages of schools not suffering from the problem of debilitating turnover. Hardman's study (2001) reiterates that while there is no simple formula for successful hiring and retention, scrutinizing relevant factors can minimize the

risk of turnover in schools. Therefore it is important to better understand the unique international school environment.

While schools and teachers must consider the various aspects proposed by Hardman's (2001) study, it is also important to be aware of various change styles and approaches to the transition process, which may unconsciously influence attitudes and behaviors towards the environment, relationships in that environment, ensuing emotions and therefore overall satisfaction. Self-awareness and an appreciation of others' change styles have shown to be valuable in generating a more balanced perspective and the implementation of strategies attractive to all members of the community and their various styles (Musselwhite, 2004).

2.12 Summary

To conclude, it is clear that there are many facets contributing to and affecting teacher roles, stress and satisfaction. Administrators and teachers alike must consider the full picture when recruiting and hiring, when choosing countries, cultures and communities in which to work and when contemplating relevant aspects of job satisfaction. Many believe that a solid understanding of the self and those around us can initiate more positive work environments, alleviating some of the normal stressors and improving the overall quality and health of teachers, professionally and personally (Kroeger & Thuesen, 1998; Musselwhite, 2004). This in turn could promote greater retention, improved school environments and consequently greater success in the hiring and employment process. Huberman (1989) acknowledges the difficulty in fully explaining elements of the professional and personal satisfaction of teachers. Obviously

people are different, their personal journeys too diverse, their lives too discontinuous for a single, infallible explanation.

This study did not aim to predict how change styles affect job satisfaction and the transition process. Instead, it sought to determine the existence of change styles in the population of international school teachers and to provide interpretation and understanding of the process as experienced by individuals of different change styles.

2.13 Justification of the research

Drawing on the existing literature, it can be inferred that international education is a unique realm calling for continued exploration in a variety of areas. Current research indicates that the growing trend in international school development will more than double the number of teaching staff in the next 15 years. Stress and work overload, both exacerbated by continual change and transition, are related to low retention rates and job satisfaction among the international teaching population.

 Moving from the school system to the individual teachers in them, personality research, particularly that of the MBTI, suggests that a majority of teachers show a preference towards *Sensing Judgers*. This type of individual reports a preference for regimen and structure, holding traditional, guarded approaches to outside stimuli – all elements scarce in relocation and the international school environment.

The MBTI correlates to the more recent and specific personality tool, the CSI. Owing to the fact that the MBTI is a time intensive assessment tool, which can be administered and scored only by qualified practitioners, the CSI was the personality indicator employed in this research. It simplifies the 16 MBTI types to a continuum,

identifying individuals according to their perception of and approach to change, ranging from Conservers to Originators, with Pragmatists in the center. Knowledge of change styles provides a clearer focus for understanding and appreciating differences. The CSI has been tested and applied globally; additionally, it correlates highly with the MBTI in the aspects of personality important to this research.

Strong Conservers on the CSI share the *SJ* typology of the MBTI and strong Originators tend to be similar to *NP* types. Given that change is intrinsic in the international school setting, it is also important to explore the relationship between international school teachers' approaches to change and job satisfaction.

In order to understand better the varied needs and responses of others, or that which contributes to their emotional and long-term satisfaction, we must of course consider social and personal influences, such as age, gender and environment. All of the ideas and perceptions of change, transition and emotion, as discussed above, maintain that change management relies not only on the individual but also on how the system of change responds to the needs of the individual. In the context of this study, this translates to the involvement of the school in the transition process of new teachers.

Considering the many aspects of existing literature, the design of this research was conceived with the underpinning belief that change styles are a distinct aspect of personality, which can be identified and understood in different contexts. The CSI has been used as an indicator of these change styles and results are viewed through an interpretivist lens to contribute to the current knowledge and application of the CSI to a broader population of individuals, specifically teachers in international education. An understanding of how change styles manifest themselves in and among international

educators leads to greater awareness and a wider understanding of factors contributing to

a positive transition process, which contributes to job satisfaction and possibly to

retention.

CHAPTER 3: RESEARCH DESIGN

3.1 Introduction to research design

This study is primarily concerned with the change styles of teachers working in international schools and the relationship of those change styles to the transition process and the teachers' overall job satisfaction. The underpinning assumption is that change style is an innate function of the personality, influencing the thoughts, attitudes and behaviors of individuals. However, it is recognized that independent cultural, environmental and personal factors also play a significant role in the lives of teachers, transition and change. Following House (1981), cultural, technical and political factors surrounding the individual and the school environment have been applied as thematic divisions for the purpose of adding structure and coherence to the analysis.

The research questions aim to determine if change style is associated with job satisfaction among international school teachers and to elicit relevant themes and issues associated with satisfaction and a smooth transition process. The research questions follow:

1. Among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction?

2. Within the international school environment, how do the cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles?

The research design facilitated open communication and the easy disclosure of shared experiences, allowing for the information to be viewed as comprehensively as possible. In order to look closely and openly at the phenomenon in question, that is the

association between change styles and job satisfaction, the study was conducted by means of interpretivist inquiry, using a case study method. Both quantitative and qualitative data were collected, analyzed and used in the exploration. The study began with the collection of quantitative data in the form of two surveys, which were completed by 204 international school teachers from around the world. This exploratory phase provided a sufficient number of potential participants with whom to conduct interviews in the subsequent stage of the research. Chapter 4 presents the results of the quantitative data, which acted as a means of comparison, supplementing and extending the results of the seven personal interviews that followed. Results from the dialogical segment are presented in a narrative style in Chapter 5, interpreting themes and outcomes emerging from the research process.

Chapter 3 first explains the background of the pilot study, offering further justification for the paradigm and method presented. Next it outlines the method of the research design, data collection and analysis. It then discusses other pertinent issues such as the position of the researcher, ethical considerations and the sample population.

Table 3.1 below outlines the research methodology and sets the stage for the explanation to follow.

Table 3.1   Outline of research methodology

QUESTIONS	DATA COLLECTION	DATA ANALYSIS	EXPLANATION
Interpretivist Paradigm of Inquiry	Mixed data collection techniques	Process of analysis	How this addresses the question?

Q1. WHAT?
Among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction?
	Phase 1: Quantitative Data
	2 sets of data (Surveys 1 and 2) collected from 204 participants
	
	Random sample of volunteers, including specific traits:
	  Int'l school teachers
	  Varied country of origin
	  Living outside country of origin
	  Employed globally
	  All educational levels:
	    Elem, JHS, Secondary
		Analyze using SPSS Software
		
		Chart of Association
		Showing association between
		  CSI-Job Satisfaction
		  CSI-Educational Level
		  CSI-# int'l schls employed
		  Job Satis-Gender
		  Job Satis-Age
		  Job Satis-Yrs Int'l
		  Job Satis-Educ Level
		  Job Satis-# Int'l schools
			Provides descriptive information from the general population of teachers offering an overview of change styles and data for comparison and contrast
			
			Identifies individuals for interviewing
			
			BUT… provides no understanding or explanation of results based on personal and common experience of international school teachers
			
			THEREFORE... proceed to Q2.

Q2. WHY?
Within the international school environment, how do cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles?
	Phase 2: Qualitative Data
	Personal interviews providing explanation and interpretation of int'l school experience
	
	Seven volunteers from phase one, demonstrating diverse changes styles, geographic locations, ages, genders, level of teaching, # of years international experience
	
	Two dialogical interactions, conducted via Internet capabilities:
	  Semi-structured interview
	  Personal interview
	
	Using own knowledge and shared international experience to engage in interview process and provide a deeper understanding of individual experiences
		Analysis and interpretation by researcher, using data reduction techniques, peer debriefing and participant validation
		
		Noting common experiences, special circumstances and diverse points of view to identify themes and important aspects of change process
		
		Verifying aspects of shared experiences
		
		Recording responses accurately and maintaining audit trail of all communications
			Provides conceptual understanding of international school teachers' shared and diverse experiences
			
			Identifies attitudes, expectations and behaviors specific to different change styles
			
			Insight into positive and negative aspects of change
			
			Guidelines for professional growth and development using personality characteristics as a foundation of exploration
			
			Suggestions for continued study in professional leadership and international education systems

3.2 The background of the pilot study

The pilot study was conducted prior to the commencement of the research project reported here in order to obtain a preliminary view of the change styles as they relate to job satisfaction and to uncover obstacles and considerations for the larger scale endeavor. The pilot study was conducted in a small, private, international school in which I, the researcher, had previously worked. In that study, 15 participants completed the CSI and Personal Information and Rating Scale and their scores were correlated to determine if there was a relationship between job satisfaction and change styles.

The pilot results demonstrated a correlation between change styles and job satisfaction, indicating that the higher the individual scored towards the Originator end of the continuum, the lower the job satisfaction score. These results corresponded to MBTI literature (Myers, et al., 2003), revealing that *Judgers* (Conservers) generally report greater levels of job satisfaction than *Perceivers* (Originators) (see Appendix A). However, as the pilot study was a small-scale endeavor, its results, while noteworthy, could not accurately predict the outcome of a more global investigation.

In reviewing the quantitative results of the pilot study, I realized that, while the data confirmed the applicability of change styles among international school teachers, the information offered little to the understanding and knowledge of how they manifest themselves in positive emotions towards the school and in satisfaction. As I knew some of the participants personally, I was able to communicate with them about their responses, gaining insight into personal circumstances, including age, level of international school experience and situational challenges. This deeper communication uncovered potential explanations of the results, offering a base for the interpretation of

elements leading to positive experiences and interpretations of satisfaction within the school environment. Additionally, it established the perspectives and attitudes of people of different change styles, clearly identifying themes relating to school involvement, personal time, preparedness for classes and community interaction. I considered these thematic elements to be relevant and beneficial to the international teaching community in expanding the understanding of how teachers experience the transition process and interpret school support, both of which seem to contribute to positive reports of job satisfaction. For these reasons, the research project evolved from a positivist approach, relying simply on quantitative data, to a new interpretivist paradigm, involving the exploration and interpretation of data by means of a case study. The research maintained its component of quantitative data collection in order to explore the phenomenon of change styles from a universal group of teachers and to elicit a smaller number of interview participants. Additionally, the quantitative data were believed to be a valuable means of comparison with results of the subsequent interviews. Details about the research methodology are presented below. Ultimately, the goal of the design was to discover relevant and useful interpretations of the change process and change styles as experienced by international school teachers.

3.3 Research paradigm

Popper (1963) argues that it is impossible to start with pure observation – that is, without anything in the nature of a theory. All investigators start their queries with an ontological framework, a frame of reference from which they are able to observe, select and make conjectures. The guiding principles of the researcher are combined beliefs about ontology, epistemology and methodology (Guba & Lincoln, 1994). These basic

beliefs shape how qualitative researchers see the world and act in it, binding them within a "net of epistemological and ontological premises which – regardless of ultimate truth or falsity – become partially self validating" (Bateson, 1972, p. 314). Denzin and Lincoln (1994) refer to this net as a paradigm (p. 13) or the lens through which the researcher conducts the research.

In this study, the researcher operated from a relativist ontology (Guba & Lincoln, 1994), acknowledging the multiple realities of human behavior. One of the factors contributing to individuals' actions and preferences in relation to transition and job satisfaction is considered the innate psychological construct of change styles (Musselwhite, 2004), as related to personality. In the context of this research, other realities are identified in terms of the cultural, technical and political aspects of the school environment.

Epistemology informs ontology (Husen, 1997). The subjective epistemological underpinning of the research requires an inductive methodology in order to create meaning from the relationship among the researcher, what is known (change style) and the unique experiences of those being studied.

From this ontological and epistemological foundation, the research paradigm develops. Husen (1997) states that "a paradigm determines the criteria by which one selects and defines problems for inquiry, including how one approaches them theoretically and methodologically." The research paradigm in this study was interpretivism.

Denzin and Lincoln (1994, 2005) identify four major interpretive paradigm structures: positivist and post-positivist, constructivist-interpretive, critical and feminist

(1994, p. 13). Schwandt (1994, 2007) discusses the subtle differences between constructivist and interpretivist approaches, but views both as similar in their common goal of "understanding the complex world of lived experience from the point of view of those who live it" (1994, p. 118). It appears that the words themselves (constructivism and interpretivism) are often used interchangeably among researchers (Denzin & Lincoln, 1994, 1998, 2005; Lincoln & Guba, 1985; Schwandt, 1994, 2007; Stake, 1995a) in so much as they represent a humanistic, naturalistic approach to inquiry. That is, they "merely suggest directions along which to look rather than provide description of what to see" (Schwandt, 1994, p. 118).

For the sake of this study, the term "interpretivist" paradigm is used rather than "constructivist", acknowledging that at the basic premise the meaning and processes are similar. Interpretivists seek to gain knowledge through the subjective experiences of individuals. Stake (1995a) believes that researchers do not choose to be interpretivists or constructivists; rather, it is something intuitive more than rational.

Recently a respect for naturalistic research has evolved, thereby affecting how researchers discipline themselves to produce credible and useful interpretations. "Increasingly, personally constructed knowledge is seen not only as credible evidence but [also] as the *product* of good research" (Stake, 1995b, p. 59; *emphasis in original*). Information gathering and interpretation in interpretivist research rely on iterative processes; therefore understanding and knowledge are products of dialogue and negotiated meaning (Lincoln & Guba, 2003). Carnwell (1997, p. 33) describes this as "exploring the multiple realities of the actors in a changing social scene by engaging them in dialogue and being open to their interpretations of the world".

Interpretivist inquiry does not stipulate methodology. In fact, the aim of interpretivist research can be attained through a variety of methods. At the base, however, all interpretive inquirers "watch, listen, ask, record and examine. Interpretivists place priority on subjective experience, yet seek to disengage from the experience and objectify it" (Schwandt, 1994, p.122). Additionally, the axiology of interpretivist inquirers relies on empathy, respect and trust, presupposing human interaction and interpretation. I acknowledge that personal influences and worldviews negate the possibility of pure objectivity; however, I have endeavored to complement subjective judgment by means of peer debriefing and continuous consultation with other professionals. Lincoln and Guba (1985) suggest that in case study research the researcher should maintain an accurate and organized audit trail in order to enhance the trustworthiness of the study. Owing to the fact that much of this study was conducted online, primarily via email communication, an audit trail has been relatively simple to maintain. All email correspondences have been saved and records and summaries of all personal communication have been filed for necessary reference.

The interpretivist paradigm coincides with the aims of the research: to elicit meaning and understanding about the concept of change style as it plays out in the individual lives and experiences of those being studied. The researcher attempted to make meaning of the multiple realities of job satisfaction, influenced by cultural, technical and political factors. The interpretation of these constructed meanings can lead to the enrichment of the knowledge concerning international school teachers. Stake (1995a) states that "with each interpretation, new knowledge is constructed" (p. 59).

3.4 Case study

The inductive nature of the research supports a case study method, in which in-depth investigation of the interdependencies of parts and patterns of individuals' experiences can lead to understanding. While the techniques used in investigation may be varied, the distinguishing feature of a case study is the belief that human systems are not a loose collection of traits, but that they develop a characteristic wholeness (Sturman, 1997). Case study methods include both the particular and the universal and move between the two fluidly as the research is conducted, highlighting the phenomenon being studied and how those who are directly involved make sense of it (Johnson, 1996).

Case studies are believed to provide not only the means by which existing theories and conjectures can be tested but also the capacity to develop new theoretical positions. This is possible when the study provides a detailed description and understanding of the case being studied and if the researcher remains open to new ideas that may challenge existing propositions (Sturman, 1997). This particular study was concerned with the interpretation of the ways in which change styles manifest themselves in the international teaching population, especially during times of relocation and as related to job satisfaction. No new theories were developed, however, the data contributed significant evidence and insight to existing theories of change styles, as Chapter 6 elaborates.

Stake (1995b, 2003) adapted case study as a means of orienteering in areas of limited understanding. Case study promotes the uniqueness of individual cases more than their commonality. The studies can be conducted in many different ways, most seeking representations of personal experience, the complexity of problems and situational

constraints through interpretive methods. Case study methods assign attention to lived experience and the dynamics of individual human action over time.

Stake (1978) discusses data collection and reporting in interpretivist case studies:

Data are likely to be gathered at least partly by personalistic observation; and a writing style that is informal, perhaps narrative, possibly with verbatim quotation, illustration and even allusion and metaphor. Comparisons are implicit rather than explicit. Themes and hypotheses may be important, but they remain subordinate to the understanding of the case. (p. 24)

This research was a collective case study involving two phases of data collection and analysis. Phase 1 consisted of information gathered from the global population, while phase 2 concentrated on seven individuals who were interviewed in relation to the research questions. Stake (2003) believes that collective cases help to inform general conclusions about the issues being studied through understanding respective cases or instances of the issue. Case studies do not need to seek frequencies of occurrence; therefore quantity can be replaced with quality and intensity (Cohen, Manion & Morrison, 2007, p. 258). Separating the "significant few from the insignificant many" is a hallmark of case study research, offering insight into the real dynamics of situations and people.

The relative strengths and weaknesses of the case study are outlined in Table 3.2 below.

**Table 3.2   Strengths and weaknesses of case study (*Source:* Cohen,
              Manion & Morrison, 2007, p. 256)**

Strengths
- The results are more easily understood by a wide audience (including non-academics) as they are frequently written in everyday, non-professional language.
- They are intelligible and more easily applied to one's own worldview.
- They catch unique features that may otherwise be lost in larger scale data (e.g., surveys); these unique features might hold the key to understanding the situation.
- They are based on the real experiences of others.
- They provide insights into other, similar situations and cases, thereby assisting interpretations of other, similar cases.
- They can be undertaken by a single researcher without needing a full research team.
- They can embrace and build on unanticipated events.

Weaknesses
- The results may not be generalizable except where other researchers/readers see their application.
- They are not easily open to cross-checking; hence they may be selective, biased, personal and subjective.
- They are prone to problems of observer bias, despite attempts made to address reflexivity.

The strengths are justified in the outcomes of the study in that the results are interpreted by their respective researchers and are easily understood by readers as they associate the information with their own lives. This distinctive feature of the case study method allowed a wider interpretation of situations within the lives of international teachers, experiences and circumstances. This study was conducted by myself, an independent researcher, among a group of teachers situated around the world. In spite of the geographical distances, personal communication was made with each of the 204 participants. These interactions lead to an iterative process of dialectical communication with the seven volunteers. The communication generated ideas and themes, which were shared and re-discussed in an open manner. This provided new avenues for organizing, structuring and drawing further conclusions, which were again presented to participants in a follow up interview and through email discussion. Kemmis (1980, as cited in

Sturman, 1997, p. 62) calls this "iterative retroduction": "With each cycle of retroduction 'surprises' are encountered and new hypotheses (interpretations) are advanced. These, in turn, suggest new implications and avenues for disconfirmation, which when pursued may generate new surprises. Additionally, it is hoped that the narrative description of results in chapter 5 preserves the voice of the participants and renders the study easily understood and integrated by non-academic readers.

The potential weaknesses of the case study were also addressed. The comparison of quantitative and qualitative data demonstrated that the results, while perhaps open to varied interpretation in the eyes of the researcher, reveal both consistent and inconsistent findings. Continued interpretation of and justification for these results are discussed in the results and conclusions chapters, however, this discrepancy highlights the challenge of generalizing human behavior and the diversity of personal experience. The case study, while not allowing oversimplification, indicated distinctive and consistent change style behaviors and attitudes among teachers of the same type. The results allow a preliminary understanding of the research questions and continued contribution to the knowledge of change styles among international teachers. Researcher bias in relation to individuals and schools was alleviated by the fact that the participants worked in different locations, indeed different countries, from me, the researcher. Lack of knowledge of specific systems, individuals and communities allowed me to incorporate the shared experiences of the participants without pre-conceived ideas or prior assumptions. Additionally, I engaged in peer debriefing in order to maintain a reflective stance in relation to the collection and interpretation of the data. The peer debriefing process is described in detail later in this chapter.

This section has outlined the case study design employed in this research. Following is an explanation of the sample population and continued explanation of the process by which the case study was conducted.

3.4.1 Sample population

In the process of collecting data for the research the question of numbers arose. What was an appropriate number for the quantitative element, which served to establish a sample population of international educators? What was an appropriate number for the qualitative element in order to represent different change styles fairly? Cost, time and balance are important factors to consider when identifying a research population (Keeves & Sowden, 1997). While it is acknowledged that 200 is a small sample in relation to the number of international school teachers in the world, for the sake of this doctoral research 200 was considered sufficient to represent individuals from all continents of the globe, all educational levels, a diverse range of ages and levels of international experience and a representative group of each change style from whom to choose seven interview participants. Section 3.9.3, *Ethical considerations,* clarifies the manner by which the random selection of teachers was solicited and the process by which the anonymity and welfare of human participants was insured.

The seven volunteers contributing to the dialogical stage of the research spanned the change style continuum, offering a voice of shared experiences from the Conserver, Pragmatist, Originator and Pragmatist-Originator points of view. Each of the participants responded positively to the last question in survey 2, which asked if they would be willing to participate further in the research. Initial contact with a number of individuals

willing to continue with the research was eventually condensed to this small group, owing in part to their open and expressive manner of articulating experiences. As the study relied on shared, heuristic knowledge of those involved, it was important to elicit individuals who were uninhibited in the dialogical process. In the interest of detailed reporting of interpretive data, fewer is better (Keeves & Sowden, 1997); therefore seven was considered an appropriate number for this phase of the research. Hammersley (2000, 1996) offers that comparing cases studied with the population to be represented provides the confirmability necessary in interpretivist inquiry. This study compared and contrasted data from those participating in the dialogical process with those of the larger sample group of 204, thus contributing to its overall confirmability and application to the international teaching population.

3.5 Incorporating quantitative data in the research design

Although the research was conducted from an interpretivist paradigm, change style theory acted as a foundation for the study. Previous research (Discovery Learning, 2000; Musselwhite, 2004) concerning change styles, as a particular aspect of personality, has demonstrated comparable patterns of behavior from people with similar styles. This study utilized this knowledge as a basis of the research design and as a foundation from which to understand and interpret data. It would have been possible to transfer the psychology of change styles (as assessed in the CSI) to the transient and culturally diverse existence of international school teachers, assuming that they exhibit the same patterns as individuals in the population of people from which CSI research was formulated. However, this approach would have been inadequate for concise

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understanding and interpretation of the phenomenon of change styles as presented by international school educators.

In order to explain and to explore the theories of change styles and extend the basis of the results, it was necessary to incorporate quantitative data collection and analysis techniques into the study. It is accepted that qualitative research is useful in developing concepts and theories that can be further tested through quantitative approaches (Sturman, 1997). Mixed data sets are often useful in that surveys can be used to provide a broad picture of a phenomenon and a qualitative study can cover a limited area of the same issue in more depth.

Quantitative methods may be used for exploratory purposes with an inductive theoretical drive, sometimes referred to as "fishing trips" (Morse, 2003, p. 193). The direction of the researcher's thinking when conducting a single study might not be continuously inductive. Creswell (2005) discusses the merging of quantitative and qualitative data. An explanatory design begins with quantitative data and then explains those results with a follow up, qualitative phase. An exploratory design begins with qualitative data collection and then conducts a larger follow up quantitative study to generalize from the sample population.

The quantitative data in this study served both exploratory and explanatory functions. The quantitative element was necessary to generate a sample population of international teachers of varying change styles. From this group, individuals could be identified for the qualitative element. Additionally, the quantitative data were revisited in the light of the qualitative results to contribute to the value of the developing theory.

These results are discussed in Chapter 5. Morse (2003) explains that mixing data sets in meaningful ways at specific stages in the process helps to strengthen the research:

> The major difference between a single study using multiple strategies (mixed method design) and a research program using multiple methods is that in a single study the less dominant strategies do not have to be a complete study in themselves. That is, strategy may be used to develop indicators or to 'test the waters' to follow a lead or hunch. (p. 195)

Quantitative data were utilized in the comparison between the data formation and analysis stages. This means that the basic results of the quantitative data were measured against the commentaries on the qualitative data to provide insight into the credibility and applicability of the interpretations. Comparing the quantitative and qualitative data builds on the strengths of each type of data set, neutralizing the problems that may occur when a single technique is used (Carnwell, 1997).

3.6 Information collection

The collection of information was conducted in two phases, starting with quantitative data among a group of 204 and moving to qualitative interviews with seven individuals. Cohen, Manion and Morrison (2007) describe the continua of data collection, types and analysis in case study research (p. 262). This research, being conducted on a global scale, engaged in both structured and unstructured data collection, data types and data analysis. Data collection and analysis of a more unstructured nature require an onsite, ongoing presence, not feasible for this particular study. Table 3.3 below demonstrates the collection, types and analysis of data utilized in case study research.

Table 3.3   Continua of data collection, types and analysis in case studies
(*Source:* Cohen, Manion & Morrison, 2007, p. 262)

	Data Collection	
Unstructured (field notes)	interviews – open to closed	Structured (survey, census data)
	Data Types	
Narrative (field notes)	(coded qualitative data and non-parametric statistics)	Numeric (ratio scale data)
	Data Analysis	
Journalistic (impressionistic)	(content analysis)	Statistical (inferential statistics)

Although employing one type of data in the collection and analysis stages is acceptable in case study research, this particular study engaged in each of the data types, collection and analysis processes. The convergence of differing types of data, collection and analysis by way of the research design improves the confirmability of the study and adds to the trustworthiness of the results. It allows the researcher and reader to interpret the themes and experiences of the case study participants, while also comparing and contrasting them with others of the same change style in a slightly larger population.

Table 3.4 below provides a brief overview of the information collection process, including the initial quantitative survey phase.

Table 3.4   Information collection process

	Technique	Information Sought	Method of Collection	Level of Structure	Research Questions 1 or 2
1	Survey 1	CSI – providing score for participants	Internet	Highly Structured; 204 participants	RQ 1
2	Survey 2	Personal Information & Rating Scale: General information about participants; job satisfaction score Identification of possible issues regarding the research questions	Internet	Highly Structured; 204 participants	RQ 1; Contributing to RQ 2
3	Semi-Structured Interview	Self-validation of CSI score Examples of personal experience with the phenomenon in question Guided questions eliciting experiences and meaning of those experiences	e-mail	Semi-structured with 7 volunteers	RQ 2
4	Personal Interview	Confirmation of emergent understanding of personal experiences Development of understanding Further elicitation of information, including revision of current understanding	Internet: e-mail, asynchronous chat	Unstructured with 7 volunteers	RQ 2

3.6.1 Quantitative data collection

The quantitative data were collected in two steps. First, the CSI was administered to determine participants' change styles (as discussed previously). The distribution, data collection and reporting of CSI results were administrated by the researcher through the Discovery Learning website. All questions in the CSI are forced choice, requiring participants to score their preferences within a three-point margin. A sampling of the CSI questions can be found in Appendix C. The CSI scores were recorded in order to identify a diverse representation of change style types.

Participants were also asked to complete the Personal Information & Rating Scale (Survey 2), a questionnaire created by the researcher on surveymonkey.com (see Appendix D). Information requested in the survey relates to ideas shared by House (1981) concerning the cultural, technical and political aspects of change, as explicated in

the literature review. It consists of 17 questions requesting personal and logistical information about participants and their experience in international education. The survey includes a Likert scale of job satisfaction, asking participants to rate a series of 22 statements about their work experience, ranging from Strongly Disagree – Disagree – Neutral – Agree – Strongly Agree. These statements reflect common international school challenges, as well as ideas presented by Wiesbord (1987, p. 305), who suggests that, in assessing job effectiveness and satisfaction, individuals are constantly resolving the following issues: Am I in or out? Do I have any power and control? Can I use, develop and be appreciated for my skills and resources?

The Likert rating scale of job satisfaction (Question 14) has been tested for internal reliability using Cronbach's Alpha, showing a very high score of .940. Thus, by statistical standards, it is significantly reliable in its construction and assessment of job satisfaction.

This phase of the research included data collected from 204 participants, providing the CSI score, the rating of job satisfaction and general information about participant, including such aspects as country of origin, age, gender, number of international schools where employed and job satisfaction scores. The number of participants in this initial phase restricted many statistical analyses, yet allowed for constructive, descriptive figures to be used in data comparison. This preliminary information also eliminated the need for demographic discussion during the succeeding interview process, preserving time for open sharing and dialogue.

3.6.2 The dialogical process

Dialogue is one method of understanding. The emic nature of the research presupposes the lack of defined results and conclusions; instead it remains open to constant communication, interpretation and re-interpretation through researcher - participant dialogue. In qualitative inquiry, the initial purposes do not remain static and controlled but deepen and expand throughout the process (Cathro, 1995). Interpretivists believe that to understand the world of meaning researchers must elucidate the process of meaning construction and explain what and how meanings are represented in the language and actions of those being studied (Schwandt, 1994).

Each phase of information collection allowed the researcher to access the heuristic knowledge of participants through either quantitative or qualitative techniques, thus creating opportunities to compare the data and narrow ideas and themes into a manageable process. The compilation of the larger sampling of quantitative data, which has already been described, provided general information about the participants' change styles and their perceptions of job satisfaction and the transition process.

Following this, seven participants were chosen in order to represent each of the three change style types on the CSI continuum. One of the participants was considered an outlier voice, representing the views of those falling between two scores. The participant voices included: two rather strong Conservers, one at Pragmatist zero and another at a close scoring -2, two others rating Originator preferences and one scoring as an Originator with Pragmatist tendencies. Additional demographic detail is provided in Chapter 5. This small group of volunteers shared their heuristic knowledge through a two part dialogical process, which focused on developing an understanding of the

phenomenon being studied through the exploration of their experiences. The method consisted of two cycles of iteration, both of which included two-way communication.

Acknowledging the precepts of interpretivist inquiry, I endeavored to avoid pre-determined knowledge and ensure that questions did not hinder the dialogical process, but instead contributed to an open exchange of ideas (Schwandt, 1994). To this end, the interview questions were open-ended, embracing general situations and not specific instances, unless offered by the participant. Thus, for example, instead of asking "What can the school do to make your transition easier?", I asked, "What role does the school play in the transition process?" This allowed participants to interpret and respond with their own beliefs articulated from personal experience.

By incorporating the perceptions of seven participants at varying scores on the CSI continuum and by allowing for a flow of communication, I gained a more comprehensive interpretation of the experience of international school teachers as they view the transition process and job satisfaction. Personal stories and examples highlight the raw data, adding depth to the overall interpretation. Extraordinary circumstances and unusual responses were dissected for meaning, which either confirmed or refuted developing themes.

In order to maintain authenticity and improve understanding and interpretation, the dialogical process involved extensive confirmation of points between researcher and participants. The researcher checked ambiguous statements with the participants, summarized each phase of the process and confirmed the emerging themes in the final interview. It is the researcher's responsibility to be true to the growth and development of

the study in question and to be aware that the initial purposes do not remain static but instead deepen as the process is carried out (Cathro, 1995).

Further explanation of the dialogical process follows.

3.6.3 Semi-structured interviews

Semi-structured interviews were conducted with the seven volunteers, aiming to validate their CSI score and expound on their experience with the transition process and job satisfaction. Questions were drawn from information provided in Survey 2, eliciting deeper elaboration about issues contributing to enhanced job satisfaction, the process of transition and the school's role in supporting teachers during relocation, the choice to work internationally and general motivations behind the choice of schools and location of employment.

The interviews were conducted via e-mail, giving participants time to reflect and formulate responses, including personal examples and heuristic knowledge. Conducting the semi-structured interviews in this way was seen as an important dimension of the process because the questions required the consideration of past and present experiences, as well as future plans. The asynchronous communication allowed participants to respond at their convenience, thus not rushing the reflection process and allowing a more thorough contribution of their experiences. Through the semi-structured interviews, both the participants and the researcher began a more personal, open method of exchange not possible in phase 1 of the study.

Tentative themes were identified in responses from each participant. This aided in the development of the personal interview to follow.

3.6.4 Personal interviews

The personal interview offered an opportunity for researcher and respondent to communicate in a more collaborative manner via the Internet. Although responses naturally incorporated elements of the cultural, technical and political themes proposed by House (1987), details concerning these subjects were corroborated within the discussion. In addition, apparent attitudes and perceptions of individual change styles were reflected back to the participants for confirmation and elaboration. Finally, anomalous responses found in Survey 2 were discussed, either offering the reconciliation of meaning or highlighting the nature of the anomaly.

This stage was seen as critical to the process as it allowed participants to question the researcher about personality theory and emerging themes, thus stimulating the formation of additional questions. One participant was particularly interested in how her style played out in different areas of her life. This topic was explored, leading to a more comprehensive interpretation of change styles and how individuals unconsciously manage themselves in accordance with situational factors. This is discussed more fully in Chapters 5 and 6.

The goal of inductive research is not to look for answers but to look for more questions (Carnwell, 1997). Additionally, Stake (1995a) believes that it is important to understand what potential readers (and participants) already know, how they construct the world and how new data and new interpretations can facilitate or change that construction. In short, it calls for new interpretations of interpretations. Throughout the interview process, open dialogue allowed participants and myself greater insight into preconceived knowledge of personality and self-awareness concerning the transition

process and job fulfillment. This supported continued interpretations and questions, leading to the final interpretation of results.

After the personal interviews, all information was revisited in an attempt to form more conclusive understanding of the ideas presented. In organizing the data into themes, the researcher first looked at each change style type – Conservers, Pragmatists, Originators and Pragmatist-Originator. Comments for each type were then separated by the pre-established topics offered by House (1981): cultural, technical and political. More extensive explanation of the data analysis process follows.

3.7 Data analysis

This study engaged in two distinct types of data collection and analysis. The results of the quantitative data are discussed in detail in Chapter 4, while results of the qualitative data are discussed in Chapter 5. A concise explanation of the evaluation of both data sets is now offered, as well as the overall process by which academic rigor and valuable outcomes were achieved.

This project embraced the principle of comparison of data by way of multiple data sources, data collection methods and data comparison. The analysis stage involved the convergence of statistical figures gleaned from the quantitative element and themes emerging from the qualitative process. One outlier case, the Pragmatist-Originator, helped to authenticate the results by demonstrating a substantial mix of two change styles. The interaction of data served both to confirm the results and to identify areas of divergence, thereby contributing to increased understanding of the research questions and their responses.

The first step in the analytic process was fairly straightforward, involving the formulation of descriptive data collected from Surveys 1 and 2. Owing to the relatively small sample population from whom quantitative data were derived, detailed statistical functions were not viable. However, pertinent descriptive analyses were performed from the 204 sets of responses. In order to preclude unbiased, human error, the quantitative data were examined using SPSS statistical software, producing descriptive information germane to the overall evaluation of results. Chapter 4 expands on the quantitative conclusions, including specific descriptions of particular functions executed in this phase of the analysis.

The second step of the analysis process involved qualitative data, which included organizing, accounting for and explaining results. The analysis must make sense of the data in terms of the participants' definitions and understandings of the situation. It looks for patterns, themes, categories and regularities (Cohen, Manion & Morrison, 2007, p. 461). Specifically in this study the analysis of qualitative data consisted of identifying themes from information gathered in the interviews. Once specific change style topics were identified, the results of both data sets were compared in order to detect consistent and inconsistent responses between the participants taking part in the interviews and the larger population of international school teachers.

Detailed explanation of the management, coding and analysis of qualitative data follows in Section 3.8. Prior to that, the process and logic applied to this analysis component of the study is addressed.

Lincoln and Guba (1985) comment on three activities that increase the probability of credible findings, those being prolonged engagement, persistent observation and

triangulation of data from different sources. This study spanned the course of a full academic year, engaging in the changing attitudes and perspectives of those involved. My position as a researcher contributed to the interaction, as I am a member of the international teacher population. This allowed me to engage fully in the research, while at the same time to distance myself from the immediate location of the participants. Although I was not present in the schools of those interviewed, I attempted to achieve persistent observation by noting the transitions and styles of teachers in my own environment and relating them to the shared experiences of others. Additionally, the study incorporated two salient data sets, interviews and surveys, thus adding depth to the study.

Lincoln and Guba (1985) also discuss the applicability, consistency and neutrality of naturalistic inquiry. Applicability or transferability is achieved when the researcher provides sufficient descriptive data to make judgments of similar situations. Results of the combined data sets in this research (discussed in detail in Chapters 4 and 5) suggest that change style attitudes and behaviors are distinguishable among international educators and that the study is applicable to the majority of international school teachers. Consistency was demonstrated by including two participants from each change style in the dialogical process. The participants for each change style reported analogous responses in terms of their preferences and approaches regarding school change.

I strove for neutrality in the dialogical process by way of continued peer debriefing and consultation. As discussed previously, distance between participants and myself contributed to the breadth and depth of the communication. Although my familiarity with international school systems allowed a notable depth of understanding of

participants' experiences, I endeavored to rely on the direct knowledge and information offered by participants for the process of analysis.

Lincoln and Guba (1985) suggest that member checking is a valuable way in which to achieve credibility. Member checks are described as the process by which "data, analytic categories, interpretations and conclusions are tested with members of those stakeholding groups from whom the data were originally collected" (p. 314). Member checks serve a number of purposes, including the assessment of intentionality; the opportunity to correct errors of fact and challenge wrong interpretations; the opportunity to volunteer additional information; the opportunity to summarize and verify what has been shared/learned; and the opportunity for the respondent to assess the overall adequacy of and to confirm individual data points.

In an effort to ensure credibility, member checks were initiated throughout the dialogical process. The emergent themes, categories and interpretations were shared with the participants for feedback and confirmation. In doing so, new and specific questions developed, which contributed to increased understanding of shared experiences. In this case study, one particular example of a valuable member check transpired when I shared surfacing themes with a Conserver. I suggested a summary statement, "You tend to be a perfectionist." The Conserver countered that the goal was not to be perfect, but to have all the necessary information available to make the best decisions in any given moment. This changed the interpretation from one of perfection to that of being focused on details for the sake of peak performance.

Peer debriefing is another manner by which to increase the neutrality and credibility of naturalistic inquiry. Lincoln and Guba (1985) describe peer debriefing as

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the process of the researcher exposing him/herself to a peer in order to explore aspects of the inquiry that might have been overlooked by the researcher (p. 308). Peer debriefing serves multiple purposes. First, it helps keep the inquirer honest by obliging him/her to view a 'devil's advocate' position. In this way the researcher's assumptions, judgments and values are at least brought to light. Second, it provides the opportunity to test emerging themes and conclusions. Third, it provides an opportunity to test or develop emerging designs or avenues of inquiry. Finally, debriefing provides the inquirer with an opportunity to clear his/her mind from emotions and feelings that might be clouding good judgment.

I engaged in peer debriefing sessions with a colleague in the international community who was also pursuing doctoral studies and who was thus aware of the academic rigor required in educational research. The debriefing sessions are discussed later in this chapter.

Throughout the study, appropriate analytical techniques were enacted in relation to both quantitative and qualitative data. This section has described the overall manner by which both data sets were analyzed, concentrating on elements considered vital to contributing to valuable, trustworthy outcomes. The next section elucidates the specific means by which the qualitative data were dissected and understood.

3.8 Interpreting qualitative data

In order to be credible, a case study must achieve a level of precision, which while different from that of quantitative data can be achieved in its own form. Sturman (1997, p. 65) refers to this as "disciplined subjectivity" and requires that evidence must

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be open to scrutiny and reported in a way that conveys trustworthiness. Elements of this include transferability, dependability and confirmability. Consistent with the framework identified by Keeves and Sowden (1997), each step of the dialogical progression involved an iterative process of data reduction and coding including consistent checking and rechecking of topics emerging from the rich knowledge of the participants' experiences. Themes were identified and organized both within and among each of the three change styles. Meaning was extracted at each level of the dialogical process to draw preliminary and final conclusions. The extraction of meaning included (see Keeves & Sowden, 1997):

1. Noting patterns in the recurrent use of language and descriptions by participants, which were then confirmed with the individuals. This involved the identification of apparent patterns of response to fixed questions as well as implied descriptions revealed in the less structured interviews, which allowed for reflection and articulation. An example related to the word choice patterns that differentiated each type. Conservers were more likely to use the words "organized" and "prepared"; Pragmatists used "group" and "team" in their descriptions; while Originators were most likely to use "boredom" and "adventure".

2. Combining or splitting categories, involving the identification of divergent meanings from the participants' shared experiences and recognizing anomalous issues materializing in the collection and development of data. The development of themes was ongoing in that it required the accommodation of emergent issues and the accumulation of information throughout the process and across the multiple cases in the study. In this study, one example involved interviews and information shared by the Pragmatist-Originator, who shared a variety of preferences that fitted both categories. Eventually it

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became clear that this participant's behaviors were different in the personal and professional domains. This split of categories aided the overall understanding of change style strength and the ways in which our preferences manifest themselves in different areas of life.

3. Noting relations, which required examining factors that varied directly or indirectly. This was achieved late in the process with the integration of the shared experiences of the issues in question. In part, this involved comparing the qualitative results with descriptive statistics generated by Surveys 1 and 2. By comparing job satisfaction scores, ages, number of years in international schools and other factors, the researcher was able to note relationships between and among the participants with regard to these elements. Some relationships were evident without descriptive statistics – for example, that Conservers generally had higher job satisfaction scores and that age was a relevant factor. Noting such relations prior to the full evaluation process aided in the organization of large numbers of data.

4. Building a logical chain of evidence, achieved by noting a progressive relationship in the chain of factors leading to job satisfaction. These included cultural, technical and political factors contributing to the positive and negative experiences of participants. In order to gain further insight into the evidence presented, I divided statements, words and shared information into categories (cultural, technical or political) and then reviewed commonalities and differences among change styles. The literature concerning the CSI and MBTI contributed to the understanding of logical topics and patterns, which became the emergent themes as shared with and confirmed by, participants.

The meanings resulting from these techniques were confirmed and enhanced by the use of the following techniques, also suggested by Keeves and Sowden (1997):

1. *Checking for representativeness.* This includes the extent to which those involved in the study were seen to represent a consensus position. This technique involved confirming themes and understandings with the group to establish that the interpretations of the data were consistent with the experiences and understanding of the group. Participants represented a variety of ages, backgrounds, levels of experience, gender and change styles. Additionally, two participants represented each change style, thus allowing further confirmability of results.

2. *Triangulation.* This method references a particular point against two other points. In this study, the two forms of triangulation included methodological triangulation, which involves using multiple techniques for gathering and assessing information (CSI assessment, surveys, semi-structured and unstructured interviews) and data triangulation, involving the multiple cases of individuals contacted at different times of the year and from geographically diverse locations. Qualitative data were weighed against descriptive statistics collected during phase 1 of the study; additionally results were compared with characteristics and behaviors as described in the literature concerning the CSI and the MBTI.

3. *Getting feedback from respondents.* This was the most common technique used throughout the process. Participants were presented with results, tentative conclusions and explanations and asked to confirm (or challenge) the surfacing results. This proved to be a valuable means by which to gather further information, thereby adding to the richness and comprehension of the issues. After each dialogue, the understanding of

shared knowledge was summarized and sent to participants to reflect upon and respond to.

4. Making contrasts and comparisons. The use of multiple cases – specifically two from each change style – allowed the detection of points for contrast and comparison in the development of themes and conclusions. Additionally, one outlier participant, the Pragmatist–Originator, was a valuable representative for those falling at varying points on the continuum.

5. Checking rival explanations. Similar to the investigation of outlier cases, the exploration of rival explanations was useful for developing a more comprehensive understanding of definitional misunderstandings and processes. Constructs and ideas such as job satisfaction and administrative duties were dissected, resulting in better conception of the experiences and knowledge reported. One example involved the researcher explaining the wording of a question, which was not clear to the participant. In another instance, a volunteer described an ambiguous situation, which was checked and deemed relevant to the study.

At the conclusion of each dialogical process and again after all information had been collected, confirmed conclusions of each of the respondents were reviewed and subjected to the procedure described above: reduction, examination and conclusion drawing. The final analysis was an interpretive process, using a combination of both data sets and successive phases of the case study to interpret the shared experiences of international teachers in the light of the issues related to the research questions. The persistent method of data analysis is believed to contribute to the trustworthiness of the results.

3.9 Additional considerations

In addition to the research dimensions described above, other elements were considered for increased academic rigor, including the position of the researcher, peer debriefing and ethical considerations.

3.9.1 Position of the researcher

Qualitative researchers generally report that they enjoy working with data from their research, not simply abstract ideas (Strauss & Corbin, 1998). While those conducting purely quantitative studies could assert the same, qualitative researchers seem to relish the interplay between the data and themselves, their experience with the data, the collection of data and what can be done with them. Such researchers tend to be flexible and open, tolerant of ambiguity and engaging in self-reflection. This description portrays me as a researcher, conveying that the study was conducted with academic rigor, personal interest and connection with the ideas presented. My vocation in education and psychological studies, combined with personality training seminars and an international career, provided a strong background for the development of this study, as well as an empathetic lens with which to analyze the data.

Cohen, Manion and Morrison (2007) suggest that qualitative researchers must adhere to the following, which I have also strived to do throughout the research process:

Tolerance and openness to data and what is emerging; tolerance of confusion and regression; resistance to premature formulation of theory; ability to pay close attention to data; willingness to engage in the process of theory generation rather

than theory testing; ability to work with emergent categories rather than preconceived categories. (p. 492)

Lincoln and Guba (1985) suggest that a researcher must be engaged in the study long enough to detect and adjust distortions that might emerge in the data:

First and foremost the investigator must deal with personal distortions. The mere fact of being a 'stranger in a strange land' draws undue attention to the inquirer, with its attendant over-reaction. It seems likely that, unless the inquirer began as an accepted member of the group or agency being studied, distortions can never be overcome. (p. 302)

As a member of the international school community, having experienced multiple transitions in my career, I was an empathetic member of the group, while maintaining an independent view as an outsider to the particular schools/individuals involved.

In interpretive research credibility is considered a social construction (Page, 1997, p. 151). It is a judgment produced in the relationship established between the author of a text and the participants and readers. It may change over time or with new information. Cohen, Manion and Morrison (2007, p. 257) remind us that the reader of a case study must be aware that the process of selection (of data and analysis) has already taken place. Only the author knows what has been selected in or out; even the participants might not know. Therefore it is important that the researcher is clear on what is knowledge and what is inference, both to him/herself and to the readers. They also caution the researcher to be intensely self-aware, as the results of the study may say more about the researcher than about the data (p. 469). They suggest that the researcher make memos throughout the study, which aim towards reflexivity.

With regard to this study the researcher engaged in peer debriefing, serving to maintain a degree of detachment and self-awareness. An audit trail of participant correspondence was kept for the sake of revisiting and memos were constantly noted and filed. Additionally, I was in constant communication with my supervisors through email and teleconferences, which contributed valuable insights and discussion towards the process and understanding of data collection, analysis and explication. Several drafts of the thesis were shared and discussed in order to ensure that all elements of the study were clear and that the writing elucidated important details otherwise lying implicit in my own mind.

3.9.2 Peer debriefing

As noted above, I engaged in peer debriefing sessions with a colleague in an attempt to maintain an appropriately detached point of view, as well as to illuminate and challenge unconscious predeterminations and beliefs about the phenomena in question (Cohen, Manion & Morrison, 2007).

Bresler and Ardichvili (2002) point out that, when an interpretivist or constructivist worldview is used, it is essential that the researcher examine self-interaction with the data. Interpretive research begins with the biography of the self, the researcher (Denzin, 1989). The types of knowledge, values and identifications that researchers possess are central in shaping interpretations and understanding. Researchers can never be free of the hermeneutical interpretations of the phenomenon being investigated. As discussed previously, my position as a researcher has been influenced by my own experience in international schools, as well as my background and interest in

educational psychology, counseling and the study of personality. Living and working globally for the last 15 years have provided a solid base of cultural awareness and group dynamics, yet I am aware that I have merely skimmed the surface of the knowledge that these experiences provide. While my interpretations will undoubtedly be guided by my own familiarity, I have endeavored, in the ways discussed previously and by peer debriefing, to reduce this impact and instead to elucidate the experiences of others.

The peer selected for the debriefing sessions was a colleague at and an administrator of the school in which I was employed at the time of the data collection. The administrator was also pursuing doctoral studies and therefore considered well-informed about the level of academic rigor required. Additionally, the administrator's job encompassed hiring and orientation programs for new teachers so his interest in the research was genuine.

Before the commencement of the research study, I took the CSI, scoring as a very high Originator. Though my results were not included in the data and analysis, the fact that my CSI score was among the highest Originator scores of those collected reinforced that my perspective was distinctive and that I needed to work to remain as neutral as possible in the interview process. In many ways it was a liberating experience because it allowed me to empathize at a deeper level with the stories and thoughts of others. My debriefing peer complemented my CSI score, scoring as a slight Originator, but closer to Pragmatist zero. As we discussed the issues and as he shared his vision of my behaviors and attitudes, I understood clearly how our innate preferences dominate our lives and how important it is to have a greater awareness and appreciation of ourselves and of others.

Prior to the actual debriefing sessions, my peer and I identified some of my own defining characteristics and traits. These include: short term contracts, thus changing schools and job titles often; looking for new ways to operate even if the established system works; arguing points sometimes not recognizing that I'm in agreement with others; being very flexible, open and candid; generally being congenial to all, if not engaged in the daily dramas of the school environment; sometimes so lost in my own ideas and re-creations that I forget important details; always looking to the future and what could be; a preference for small, intimate schools where my contributions are felt; a preference to try to learn the language and engage in life outside the school community as much as possible; and a preference to have my personal space comfortable and in order before devoting extra time to the job. These were among many others that we identified but they were the most specific and the most closely related to the international school work environment.

Once the project was underway, I met my peer on three different occasions to discuss the significance of the data. The first time was at the beginning of the data collection phase when respondents were filling out the initial two surveys (the CSI and the Personal Information and Rating Scale). The discussion at this time was about the differences among people of differing change styles and how they played out in the behaviors and attitudes of international school teachers. We were able to identify on our staff possible examples of the different change styles based on individuals' reactions and actions concerning change within the school. From this discussion I noted several characteristics that might present themselves in a teaching/international school situation. These notes did not serve as guidelines for developing theory; instead they offered a

conceptualization of the change styles with relevant examples in mind. The basic

summary of these notes follows in Table 3.5 below.

Table 3.5   Peer debriefing notes about change styles

Conservers	Pragmatists	Originators
Stay in one school longer than others; prefer to spend a lot of time in the classroom/planning before students arrive; will report greater job satisfaction; will find change difficult and voice negativity; will appear stressed more than others; will meet deadlines; will support tried and true traditions of the school without question; will be less involved in the community until they feel comfortable in their professional role; need their home space to be comfortable, but this is secondary to feeling comfortable in school	Will not complain about many things, but appear to adapt as changes are made; will voice both positive and negative viewpoints about school policy, tradition, etc.; will be seen as the 'go to' person for others in the school; will seek approval before making changes within their own domain/department to be sure it's acceptable; will appear more relaxed and social, but prefer to manage time in the classroom before students arrive; will feel stress if they don't have a working knowledge of most school policies; will find solace in their personal lives but as mediators will be usually be the social glue	Will immediately find things that they feel need to be changed; will focus more on their home and personal comfort before expending time in classroom preparation; will seem to be disagreeable to some because they voice their thoughts more openly; will report least amount of job satisfaction, even if they never leave; will plan more out of class projects and activities; will engage in the local community more than others; will not stay in a school long-term unless there are very relevant reasons

In retrospect, the ideas that we had about the different types overlooked many

areas of job satisfaction and explanations of the transition process that the case study

provided. The peer debriefing, however, did create greater clarity about change styles and

the behaviors and traits demonstrated by various individuals.

The second debriefing session occurred mid-way through the data collection

phase, after the case study participants had been identified and contacted. At this point I

was acutely aware of my own change style and how it manifests itself in my thoughts,

actions and attitudes about the schools in which I work. As I continued to learn about

personality characteristics, I found it difficult not to characterize colleagues in my mind. I

knew that in order to remain as open as possible I needed first to identify the positive and

negative traits that I demonstrate in relation to the transition process and job satisfaction.

For example, I recognized that, in my eagerness to understand and engage in the community around me, I often isolate myself from the collegial group with which I work, creating a distance that could be perceived as indifference. In this greater self-awareness I endeavored to remove at least some prejudgment and expectation from the dialogical process with participants. I attempted to hear their stories through their lived experiences without assuming or implying pre-determined ideas. While this is a lifelong endeavor, the process of acknowledging and discussing existing ideas and pre-conceived thoughts allowed me to filter information and analyze with a greater breadth of self-awareness.

The third and final debriefing session occurred at the end of the research project, once data had been consolidated and themes were emerging. We compared the information that I had accumulated to that of the original debriefing session to determine how accurate our thoughts were and what we had overlooked as significant points, which included such matters as: what individuals need and expect in the way of administrative guidance and support; how much voice they would like to have in school decisions; and how they define priorities.

In addition, we discussed the significance of the change styles and how they could be incorporated more effectively both into the orientation process and throughout the year. I contend that personality seminars would be beneficial in all workplaces but particularly in international school settings owing to the fact that culture, age and background often become the scapegoats of professional misunderstandings, when in fact style preferences exist. Self-awareness and awareness of others are important in understanding, tolerance, improvement and satisfaction.

3.9.3 Ethical considerations

Prior to beginning the research study, the researcher requested and gained ethical consent from the University of Southern Queensland Ethics Committee (see Appendix E). From this point the researcher was able to begin searching for international teaching volunteers.

To this end two documents were released when accruing volunteers for the quantitative element of the research. The first document was sent to the principal or head of a multitude of schools, requesting permission to approach the staff for participation (see Appendix G). Initially, I sent the information to international colleagues with whom I had worked in the past and who were at that moment located in many different countries. One principal subsequently posted the 'Consent Form for Participating Teachers' (Appendix G) on a web-magazine, offering a brief explanation and my contact details. In reality, the initial mode of contact, while minimal, was very effective and the word quickly spread around the globe. Eager teachers made contact, expressing their willingness to participate in the research. Owing to the fact that I had no control of how the information spread, I accepted the first 200 volunteers as they presented themselves, making sure that there was at least some representation from the major regions of the world. To this end, I kept a list of schools and countries of volunteering educators. As I noted under-representation in certain areas, I intentionally made an effort to solicit participants from schools in that region, relying on previous contacts and former colleagues as a medium for disseminating information about the research. Nonetheless, given the random selection of volunteers, the research does not represent the complete population of international school teachers, and the limitations therein are acknowledged.

The second document was a consent form for participating teachers (see Appendix H). However, owing to the fact the research was conducted via the Internet from distant locations, official signatures were impossible to obtain. At the same time, as word of the research spread , participants who contacted me were assumed to have read the researcher aims and process, thus a positive reply offered consent.

Participants for the dialogical process were recruited based on their responses to the last question on Survey 2 inquiring if they were willing to be contacted for further information. A description of the goals and the ensuing process was provided to the seven volunteers before they engaged in the progression of interviews. It is important to consider risks to the participants: privacy, peace of mind, knowledge of how the information will be used and implications of that knowledge (Eisenhart & Howe, 1992, p. 669). Participants were informed that all information would be utilized purely for the purpose of this particular research study and that any reports of shared experiences would remain strictly confidential. Knowledge of the CSI scores and reports generated by Discovery Learning presented no potential risk to participants; on the contrary, it offered volunteers significant insights into their own nature and preference. In the goals of the study being reported, it was explained that 'better' or 'worse' change styles do not exist. Rather, the purpose of investigating change styles among teachers was to understand differences among them, not to isolate and predict. Sturman (1997, p. 65) believes that ethical problems are usually resolved through negotiations between researchers and those who are researched. This may take the form of an official contract or may be informal, involving discussion of the content of written reports. Owing to the fact that

communication had been established at this point in the process, the consent was obtained informally, via email.

The seven participants were made fully aware of the purpose and intended outcomes of the study and the results and the evolution of the research process. Participants had the right and opportunity to withdraw at any time; however, each of the seven participants completed the study, expressing keen interest in the final results. As suggested by Huberman (1989) in his extensive study of teachers, participants in this research also expressed gratification at the opportunity to contemplate their own behaviors and attitudes concerning the research topic. This further demonstrates the implications for self-knowledge and professional development in these areas.

3.10 Summary

This chapter identified the research questions that guided the study and presented a rationale for using an interpretivist paradigm and case study method to answer them. The chapter explained and discussed the use of two types of data collection and analysis, highlighting the exploratory and explanatory value of the quantitative data. An overview of the context and methods of data analysis was discussed. Additional considerations of the research design and implementation were addressed, including the position of the researcher, peer debriefing and ethical considerations. The sample population was discussed in general terms as more detail is provided in subsequent chapters. More information concerning the analysis of both types of data is presented in Chapters 4 and 5, along with the emergent results and themes.

CHAPTER 4: RESULTS - RESEARCH QUESTION 1

4.1 Overview

As discussed in Chapter 3, both quantitative and qualitative data were collected and analyzed in this study. Quantitative data provided information by which to evaluate qualitative results and also served as an exploratory method by which to identify participants for the dialogical process. From the 204 respondents who completed phase 1 of the research, seven participants were selected and contacted for continued in-depth inquiry. The qualitative data gathered in the dialogical process identified themes, perspectives and approaches to change in the three specific areas – cultural, technical and political. These divisions were addressed in research question 2 and are discussed in detail in Chapter 5. In order to contribute a more comprehensive view of the research questions, a statistical analysis was performed on the quantitative data gathered in Surveys 1 and 2 using SPSS software. These results are presented and discussed in relation to research question 1, the ensuing qualitative data and their relevance to the goals of the study.

This chapter focuses primarily on research question 1, providing basic demographic information about the 204 participants completing Surveys 1 and 2, including such factors as distribution of gender, ages, number of years working in international schools and teaching level. Descriptive analyses concerning research question 1 are provided, first looking at the CSI scores in relation to job satisfaction and then presenting statistics about the association between job satisfaction and gender, age

and teaching level. The analysis then looks at teachers' responses to change and factors contributing to a smooth transition process.

Chapter 5 focuses on research question 2, presenting larger themes and interpretations. As the research involved mixed data sets, which have been compared and contrasted for enhanced meaning, Chapters 4 and 5 focus respectively on research questions 1 and 2; however, considering the data are so interconnected, results have been interpolated throughout.

An overview of the quantitative data shows that, contrary to the outcome of the pilot study results, the broader research population identified no significant association between change styles and job satisfaction. The data were consistent with the literature review and ideas presented in Chapter 2 regarding such topics as age and career stages (Hargreaves, 2005; Huberman, 1989; Van Veen, Sleegers & van de Ven, 2005) in relation to emotion and job satisfaction. The results indicate stability of change styles across different populations of people, specifically between the business sector with which Discovery Learning has largely applied change style theory and international education, the heart of this research. A similar frequency of Conservers, Pragmatists and Originators is evident in both groups. Seemingly among international educators change style does not dictate the regularity and predictability of change; however, as the qualitative data elaborate, it does imply a consistency of preference and process in managing change. Although the data do not offer comprehensive outcomes, they do contribute to the understanding of international school teachers who choose a lifestyle complete with change and uncertainty.

From now, this chapter presents results and discussion of the data addressing

research question 1, relating it to the literature review presented in Chapter 2. Qualitative

results, as they interact with the discussion, are interspersed throughout. First, it is

important to understand the population of educators who participated in the study.

4.2 Demographic information

The descriptive statistics show significant diversity among those participating in

phase 1of the study. A total of 204 respondents volunteered, among whom 67 were male

and 137 female. Ages ranged from 20 to over 61. All educational levels were represented

as well as non-teaching staff, including administrators, information technology

specialists, student support and librarians. The duration of international school

employment ranged from less than one year to more than 10 years. Nearly half of the

respondents claimed the United States as their country of origin, with a majority of those

remaining divided among the United Kingdom, Canada and Australia. A small

percentage was from New Zealand. Other respondents were from various countries

including (in alphabetical order, not in order of frequency): Bolivia, Brazil, China,

Denmark, France, India, Ireland, Jordan, Latvia, Lebanon, the Netherlands, Nigeria,

Paraguay, South Africa, Sri Lanka, Syria, Turkey, Uruguay and Venezuela. All were

fluent in the English language.

The geographical areas in which respondents reported having worked included all

major regions of the world (as categorized by the United Nations and included in Survey

2): Africa, Eastern Africa, South-Central Asia, South-East Asia, Eastern and Southern

Europe, Northern and Western Europe, the Caribbean, South and Central America, North America, Australia and Micronesia/Polynesia/Melanesia.

The random selection process of phase 1 produced a diversity of participants, providing a significant representation of perspectives associated with job satisfaction and change styles. Tables 4.1, 4.2, 4.3 and 4.4 below provide the frequency of participants regarding, respectively, gender, age, number of years working internationally and teaching level. A brief explanation of each table is included. Gender is considered first.

Table 4.1   Distribution of gender

		Frequency	Per cent
Valid	Male	67	32.8
	Female	137	67.2
	Total	204	100.0

Not uncommon in schools globally, where more women than men choose the teaching profession, females represented 67% of the respondent population. The 33% male response rate was acceptable for this study, providing an essential viewpoint for both genders. In order to maintain a proportionate perspective, two out of the seven participants were men, representing a 35% male participation rate in the qualitative study.

Table 4.2   Distribution of ages

		Frequency	Per cent	Cumulative Per cent
Valid	20-25	5	2.5	2.5
	26-30	15	7.4	9.9
	31-35	40	19.6	29.4
	36-40	31	15.2	44.6
	41-45	43	21.1	65.7
	46-50	22	10.8	76.5
	51-55	21	10.3	86.8
	56-60	19	9.3	96.1
	Over 61	8	3.9	100.0
	Total	204	100.0	

The frequency of ages demonstrates an extensive distribution. As expected, few respondents were in the 20-25 year range, as most international schools require at least two years of experience before hiring for an overseas assignment, thus limiting this age group in the overall international population. A small number of respondents were over 61. This likely reflects the retirement laws in many countries, where it is not uncommon for individuals to be forced into retirement from the age of 60. All other age groups were equally represented, providing a balanced perspective. Among the seven volunteers taking part in the interviews, one participant was over 61 offering a valuable point of view to the research study in terms of experience and career stage.

Table 4.3   Distribution of number of years working internationally

		Frequency	Per cent	Cumulative Per cent
Valid	Less than 1 year	14	6.9	7.0
	1-3 years	29	14.2	21.2
	4-6 years	35	17.2	38.8
	7-10 years	53	26.0	65.2
	More than 10 years	70	34.3	100.0
	Total	201	98.5	
Missing	Did not answer	3	1.5	
Total		204	100.0	

A large number of participants who contributed to the data in phase 1 of the study reported having worked in international schools for more than 10 years. This is significant for this research in that the wide range of experience of those involved in the study provides a realistic view of international school issues. There was a significant representation of all periods of time spent in international schools, the least represented being "less than one year". The low representation of those new to international education may be due in part to the amount of stress and distraction and the lack of confidence that one experiences in the first year abroad. As well, information about the research was disseminated in part by word of mouth, not reaching the entire population of available teachers. In fact, the representation of experienced teachers contributed to the accumulation of shared information in terms of knowledge and perspective. Table 4.3 shows that three of the respondents did not answer the question concerning number of years spent in international schools, identified in the table by "missing". For the purpose of the interpretation of results, the 1.5% unaccounted for in the population of 204 does not warrant an element of concern. In other words, the descriptive statistics are

considered applicable to the study's overall interpretation of results.

Table 4.4   Distribution of teaching levels

		Frequency	Per cent	Cumulative Per cent
Valid	Elementary	71	34.8	34.8
	Middle/Junior high school	42	20.6	55.4
	Secondary	67	32.8	88.2
	All levels	24	11.8	100.0
	Total	204	100.0	

Table 4.4 reveals that teachers from all educational levels participated in the study, with significant representation in each. Owing to the fact that middle/junior high schools are loosely defined in the international community and that many teachers combine teaching responsibilities to include both middle school and elementary or secondary responsibilities, it is not surprising that there was slightly less voice from this group. Generally, there was a relatively high proportion of respondents for each group, suggesting credible and consistent points of view.

In addition to the demographic data already presented, most of the questions included in survey 2 are discussed in this chapter. Some questions, however, were not considered pertinent to the overall outcomes of the study during the analysis stage. These questions, while not otherwise discussed in the results, are presented as part of the complete survey in Appendix D.

4.3 Overview of research question 1

Descriptive analyses were performed on the quantitative data collected from Surveys 1 and 2. "Descriptive" implies that the quantitative data served as an exploratory method in which to identify teachers for the interviews and a way in which to compare and contrast results for amplified confirmability. SPSS software was utilized to calculate these descriptions in a manner devoid of human error. Some of the descriptive statistics have already been presented above in Tables 4.1, 4.2, 4.3 and 4.4 (pp. 123, 124, 125 and 126, respectively).

Research question 1 asks: among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction? Embedded in this research inquiry are several underpinning assumptions and extended questions.

1. Is the concept of change style identifiable in the international teaching population?

2. Is the concept of change styles fluid – that is, does it present itself in the same patterns as seen in the population among whom the original change style theory was developed?

The quantitative data also offer a perspective on the following inquiries:

3. What is the association between change styles and the academic level in which a teacher teaches (i.e., elementary, middle, secondary)?

4. What is the association between change styles and the number of international schools in which a teacher has worked?

5. Are change style preferences significant in the overall adjustment of teachers? In other words, do individuals of different change style have different preferences in managing the transition process?

Finally, regarding information from previous studies, the data also present information concerning other dynamic elements of job satisfaction, including age and gender.

Each of these questions and assumptions concerning the psychological element of change styles in relation to international teachers and job satisfaction will be addressed in turn. Quantitative data are the primary source of results and discussion for these questions; however, as the research relies on mixed data sets and analysis, qualitative data and results are interjected as necessary, serving as a method of comparison and confirmability of results.

Before the first research question concerning change styles and job satisfaction is answered, it is necessary to establish the existence of change styles within the international teaching population. Therefore information concerning the underpinning assumption of change styles is presented first, followed by results directly related to the research questions.

4.4 Change styles and international school teachers

This section addresses the two questions previously listed: Is the concept of change styles identifiable in the international teaching population? Is the concept of change styles fluid - that is, does it present itself in the same patterns as seen in the population among whom the original change style theory was developed?

The two questions related to the underpinning assumptions of the research are addressed together for the sake of clarity. The quantitative data show that the concept of change styles is definitely identifiable in the international teaching population. Among the 204 respondents, changes styles at every point on the continuum were represented. The breakdown of CSI scores in the population of teachers responding to this research can be seen in Figure 4.1 below. The vertical axis denotes the frequency of change style scores while the horizontal axis represents the change style continuum, with extreme Conserver scores on the left moving towards extreme Originator scores on the right.

Figure 4.1   Distribution of CSI scores among the respondent population
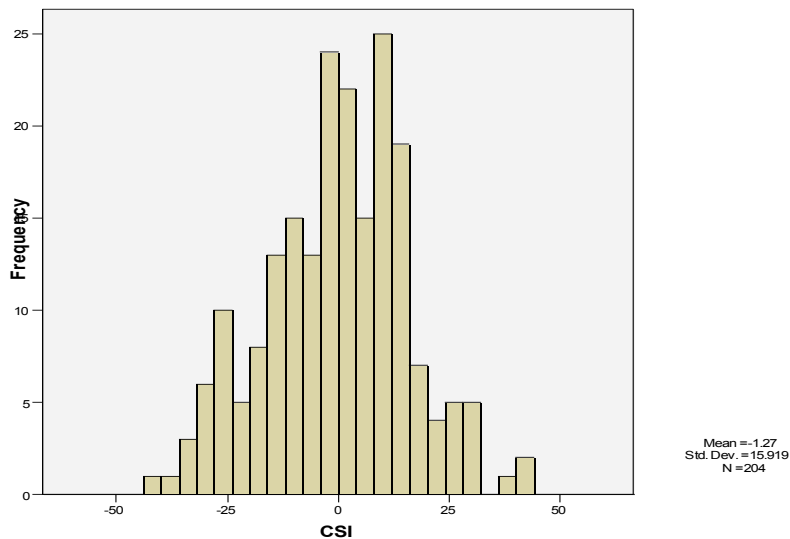
This graph clearly demonstrates that CSI scores are similar to the patterns described by Discovery Learning (2004) in Table 2.7 (p. 53), with the largest percentage falling at or near Pragmatist zero and an even distribution of Conservers and Originators at either end. Although many of the statistical data of the CSI have been amassed from

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individuals in the business sector, these results show that the patterns of change styles are consistent across groups of people. Specifically in relation to this research, we can conclude that change styles among international school teachers are evident and follow a similar pattern to that of the original population among whom change style theory was developed.

MBTI research suggests that a common typology of teachers is Sensing Judgers (*SJ*) (Rushton, Morgan & Richard, 2007), which corresponds to the change style type of Conservers. Among the population of teachers participating in this study, a slight skewing towards the Conserver end of the continuum is evident. Although it cannot be generalized that international school teachers tend to be Conservers, it is important to note the distribution of change styles for future implications of development and research.

Now that it has been established that change styles are evident among international school teachers and that they follow similar patterns to the population of individuals among whom the original research was conducted, the reporting of results turns to the first research question and to the inquiries that followed.

4.5 Change styles and job satisfaction

This section addresses the following question: among teachers working in a sample of international schools, how does the innate function of change style associate with job satisfaction?

Considering the MBTI literature presented in Chapter 2, it is possible to expect that different change style types would report different levels of job satisfaction. Hammer

(1996) found in a sample population that *SJ*s were more apt to report satisfaction and retention, while *NP*s were more likely to express reduced satisfaction and lower levels of retention. Based on this information, it could be assumed that the research would show an association between job satisfaction and change styles. More specifically, Conservers (coinciding with *SJ*s) would report greater scores of satisfaction, while Originators (*NP*s) would report lower scores of satisfaction.

Simply to affirm or deny an association between change style and job satisfaction, it was necessary to perform Pearson's correlation calculation. This function correlated the score of the CSI with the mean score of job satisfaction. The job satisfaction score was derived from Question 14 in Survey 2, which consisted of 22 statements. Responses to each statement were chosen from a Likert scale ranging from 1 (Strongly disagree) to 5 (Strongly agree). The job satisfaction scale was tested for internal reliability using Cronbach's Alpha, showing a very high score of .940. Thus, by statistical standards, it was significantly reliable in its construction and assessment of job satisfaction.

In direct response to research question 1, the Pearson correlation performed between the CSI score and the rating of job satisfaction shows no significant relationship. That is to say, among the teachers participating in this study, change style does not appear to have a clear and significant association with job satisfaction.

This result does not coincide with the outcome of the pilot study, nor does it represent the same findings among the seven individuals interviewed. However, we must conclude in this study, and among this population of teachers, that there is no association between change styles and job satisfaction. In light of the contradictory results, it is important to consider the influencing factors, among which include the random

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population of participants and the number of respondents to the quantitative data. Moreover, there are countless situational and life influences that affect job satisfaction in any given moment. Personal relationships, school atmosphere or general stress and mood could have affected the way in which the surveys were completed and thus the final outcome.

It is possible, as the Pearson correlation suggested, that change style and job satisfaction are absolutely unassociated. However, when comparing data from the large population of respondents and the seven interview participants, an inconsistency is apparent. Results from the case study indicate a slight association between job satisfaction and change style; that is, the higher the CSI score (i.e., the stronger the score towards the Originator side of the continuum) the lower the job satisfaction score. In other words, the qualitative data suggest that Originators tend to report slightly less satisfaction than other change style types. Although more information and a description of the participants are presented in Chapter 5, the job satisfaction scores of the seven teachers interviewed are reported here as follows:

Conserver 1	3.8
Conserver 2	3.95
Pragmatist 1	4.0
Pragmatist 2	3.55
Prag-Origin	3.45
Originator 1	3.36
Originator 2	3.09

Clearly among the individuals who participated in the dialogical process, job satisfaction scores fall slightly as CSI scores rise. The only exception to this trend is Pragmatist 1 (P1), whose job satisfaction score was the highest of the group. Dialogue with P1 about the nature of her job satisfaction revealed that she was particularly pleased

with her school at the time of the surveys because they had granted her a leave of absence to participate in grass roots volunteer work with the option to return upon completion of the project. She stated:

> After working at [school] one year, I had considered leaving – I really missed my work in [country]. The school was very accommodating and offered me the opportunity to do a five-month volunteer stint in [country] with an NGO [non-government organization]. That earned it a lot of my loyalty points. My contract is three years – and so I will finish one more year here. Then…it's still up in the air.

This suggested that, while she was not wholly content in her present situation, loyalty to and appreciation of the school were likely to have affected her overall satisfaction score.

Conley and Woosley (2000) similarly suggest that the job of the school is to care about the well-being of teachers as much as or more than the teachers themselves. In this particular case, the school's acceptance and support of an individual's personal growth and development produced a positive outcome, retaining a (seemingly valued) teacher and promoting the school's goodwill to future prospective hires. By the end of the research process, P1 confirmed her decision to stay at the current school for another academic year.

Although the Pearson correlation revealed no significant relationship between change styles and job satisfaction among the 204 participants, the general trend from the seven teachers interviewed indicated that Originators expressed slightly less job satisfaction than Conservers and Pragmatists and Pragmatists showed slightly lower job satisfaction scores than Conservers. A close look at the job satisfaction scores in Survey 2 reveals that Originators were more likely to use the extreme ratings on either end of the Likert scale (1 being "Strongly disagree"; 5 being "Strongly agree") than either Pragmatists or Conservers. Following this pattern in turn, Pragmatists used a larger

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variety of scores than did Conservers. In essence, Conservers responded to the questions about job satisfaction with consistently less diverse responses than the other change style types.

Results from those participating in the dialogical process also suggested that, while each individual appeared relatively satisfied in her or his work, Originators and Pragmatists were more inclined to voice particular elements of dissatisfaction; likewise they were more likely to connect job satisfaction to their personal/home situation and comfort. Conservers, on the other hand, were more likely to separate their personal and professional lives, thus focusing only on the work environment in the interview process. Additionally, the Originators were more vocal, inquisitive and skeptical than the other types during the dialogical process. This implies that, while they may not report low ratings of job satisfaction, their attitudes and approaches to the work environment differ from those of other change styles.

An example from the interviews showed a long digression by one Originator when posed a specific question. The researcher asked: "It seems you prefer some anonymity in your work – at what point do you welcome or accept administrative interference?" The Originator answered:

> Your use of the word 'interference' depends. I would consider interest and support IF (and a big IF) the purpose of their involvement is perfectly clear and I trust the situation. And here I must digress for a moment: In studying group dynamics of families, organizations, other structured groups, it has been well documented that if you have a dysfunctional dynamic going on, part of the way to identify that it is dysfunctional is always the need for a 'scapegoat'…

This respondent wrote three more paragraphs on the topic before finally concluding with:

> So in answer to your question, about administrative feedback – I accept it anytime the purpose is clearly understood and the climate is safely supportive… There must be commitment that the things that are identified as needing improvement are clearly defined and clearly evaluated and steps for improvement are clear cut and achievable in the workload. For an example if I am told that my organizational skills are weak or missing but at the same time I have been given five out of five different classes at the IB level to prepare (for example) which means five different preps every day … then that is not a realistic evaluation. On that note, I think it should be a law that counselors and administrators go back into the classroom, full load, every five years to remember what it is like….

Clearly this respondent had strong opinions about the question and did not hesitate to expound on them, nor several other points in the process. Conservers on the other hand generally answered the questions, following the topic presented.

It is evident from the quantitative and qualitative results that, while we cannot conclude that change styles are associated with job satisfaction (in fact, individuals of all change style types can report similar job satisfaction scores), there is definitely a difference in the manner of achieving job satisfaction and in the expression of ideas and opinions about it.

Given the inconsistencies between the quantitative and qualitative data results, as well as the factors that could have contributed to them, it is difficult to interpret whether there is a direct relationship between change styles and job satisfaction. The combined results could be interpreted in a number of ways. Within the scope and understanding of this research, the conclusion is that, while change styles do not seem to be directly associated with job satisfaction, they are in fact associated with the manner in which individuals perceive and manage change, which contributes to their rating of job satisfaction. Taking into account the result of research question 1, the primary issue then becomes not how change styles influence job satisfaction, but how individuals with different change styles achieve satisfaction in the change process. This is discussed in

detail in Chapter 5, with regards to research question 2. For the remainder of this chapter, each of the questions listed previously in Section 4.3 is now discussed in more detail.

4.6 Change styles and academic level

The questions asks: what is the association between change styles and the academic level in which a teacher teaches (i.e., elementary, middle, secondary)?

As discussed in Chapter 2, MBTI research suggests that the type most common among teachers is *Sensing-Judgers* (*SJ*), (Rushton, Morgan & Richard, 2007), which would correspond to teachers on the Conserver end of the change styles continuum. The discussion also indicated that elementary school teachers, who value tradition, structure and stability, were more likely to identify themselves with the –*SFJ* type, suggesting that a larger percentage of Conservers would be elementary teachers. Likewise, *Intuitive-Perceivers* (*NP*), corresponding to the Originator side of the change style continuum, would more likely be teachers at the secondary level.

In order to answer this question a Pearson correlation was performed on the quantitative data of 204 participants. The Pearson correlation revealed no significant relationship between the CSI score and teaching level. Therefore, from the population of teachers participating in this study, we can conclude that among this group of international teachers there is no distinctive change style type corresponding to different teaching levels.

Although the results do not coincide with MBTI research to date, the population of teachers participating in this study can still be distinguished as a small, representative group of international educators. More in depth research might reveal different results.

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Alternatively, it is possible that international school teachers do not necessarily follow the patterns of national teachers working in the same academic areas.

4.7 Change styles and number of schools

What is the association between change styles and the number of international schools in which a teacher has worked?

Hardman (2001) suggested in his study that some teachers choose to relocate because of financial, family or professional reasons, while others move because the moment is right or because they prefer new horizons. Change style research indicates that Originators are naturally inclined to pursue and initiate change more than other types. Therefore it could be inferred that Originators would be the most likely to have worked in many locations.

A Pearson correlation was performed on the 204 respondent results, indicating no significant relationship between the CSI score and the number of international schools in which a person had worked. In a similar way to the question in Section 4.6 above, concerning change styles and the level of teaching, we can conclude from this population of international school teachers that no association existed.

It is possible that further dissection of the results would lead to a more comprehensive picture of individual teachers' overall international careers, but this study did not allow for the evaluation of the number of schools in which respondents had worked as compared to the total number of years that they had spent in international education. While not imperative to this study, such a distinction might be a direction for future research. This is discussed in more depth in Chapter 6.

4.8 Change styles and adjustment

The posed questions were: are change style preferences significant in the overall adjustment of teachers? In other words, do individuals of different change style have different preferences in managing the transition process?

Change and the transition process were crucial elements in the development of this study. What specific aspects of the transition process are important? How can the school facilitate a smooth transition? What factors are important to different change styles? Moving focus from the specific association between change styles and other related factors, the next section addresses the attitudes and behaviors of teachers of different change styles. The results of this question contribute to the overall study by offering quantitative evidence supporting the value of the case study and its ensuing results.

The quantitative data suggest and the qualitative results confirm, that change styles undoubtedly influence the adjustment and preferences of individuals in the transition process. Detailed results regarding research question 2 are presented in Chapter 5; however, prior to that narrative, quantitative data show the responses of the 204 participants regarding the most important elements in the transition process.

Question 16 in survey 2 asks: "When moving to a different international school/location, which of the following factors are most important in a successful transition?" Each respondent chose the three most important factors, with an option to add their own ideas. Figure 4.2 below reveals what percentage of international teachers participating in Survey 2 chose each answer.

Figure 4.2   Percentage of teachers choosing factors of successful transitions
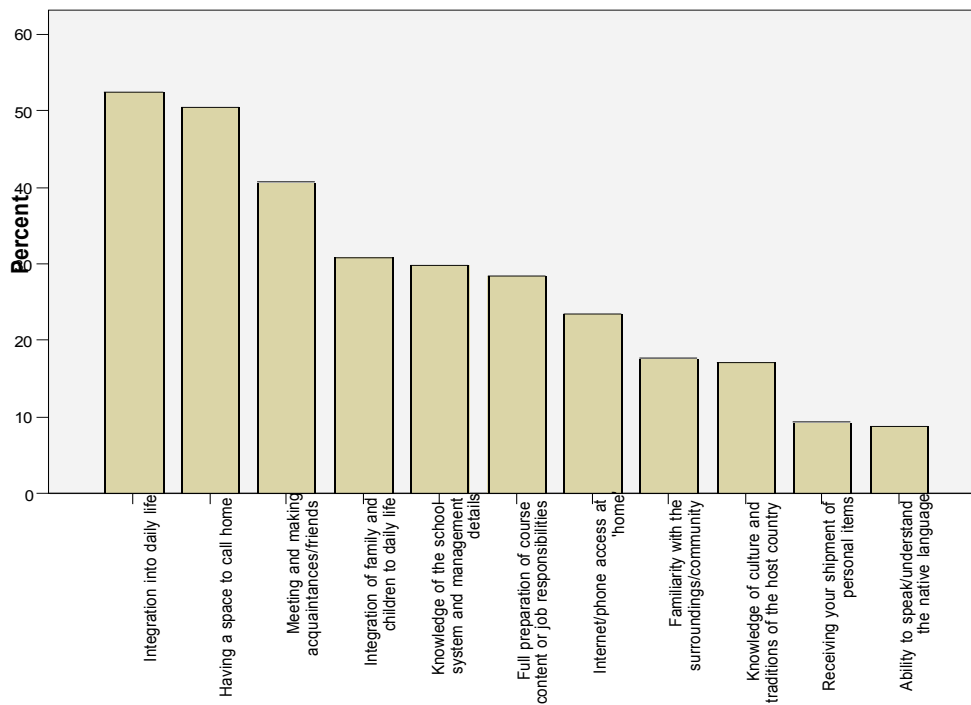
Reviewing the information gleaned from the data, it is not surprising that the three

most common choices leading to a smooth transition are "integration into daily life",

"having a space to call home" and "meeting and making acquaintances and friends".

Clearly personal comfort, necessities and social connections contribute to overall

satisfaction. As suggested in Maslow's hierarchy of the needs of global nomads (Walker,

2002), the three most crucial elements of a person's growth and satisfaction are "early

survival, security and safety and confirming love and feelings of belonging" (refer to

Table 2.1, p. 26).

Owing to the fact that the job itself is the primary reason for relocation, one might have imagined professional obligations to be higher on the list with regard to a smooth transition. Keeping in mind that the fourth and fifth responses were nearly identical in number, the chart indicates that, after the three basic needs as described by Maslow (Walker, 2002), professional obligations are the most common elements leading to a smooth transition. Regarding the fourth item, "integration of family to daily life", it is important to remember that only respondents with families selected this in their top three choices. This coincides with Maslow's basic needs for the family as an extension of the self. The third most common answer, "meeting and making acquaintances/friends", reflects the importance of the team and camaraderie, which can be considered a very Pragmatist characteristic. Owing to the fact that a majority of respondents scored one standard deviation from Pragmatist zero, these results correspond with the expected responses.

Contributing to the analysis and understanding of the responses in Figure 4.2 above, the range and mean of CSI scores of those choosing each response are displayed in Figure 4.3 below.

Figure 4.3   Range and mean of CSI scores in transition choices
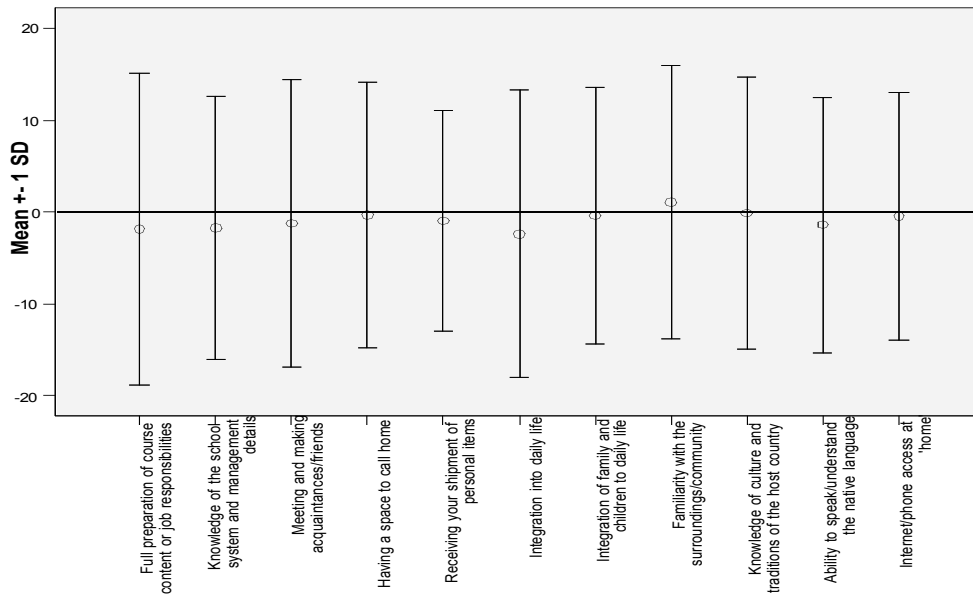
Notable in this figure is the mean score of respondents choosing the options "full preparation of course content or job responsibilities" and "knowledge of the school system and management details". While the range included all change style types, noticeably more Conservers than Originators chose these answers. On the other hand, Originators tended to be the most likely to choose "familiarity with the surrounding community" and "knowledge of the culture and traditions of the host country". These statistics resonate with the shared experiences of those participating in the dialogical process, in that the Conservers were most interested in managing classroom and school details, Pragmatists were most concerned with personal relationships and team spirit and Originators reported a greater need for integration to personal life and the community around them. The limited number in the sample population precludes extensive statistical

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analysis; however, results from the 204 participants in this study show a trend, which if tested in the greater population of international school teachers might reveal more significant findings.

Based on these initial quantitative data, it is clear that change styles do contribute to the preferences and attitudes of international school teachers in the transition process. This evidence is expanded in the qualitative results, contributing to the second research question and primary goals of the research.

4.9 Job satisfaction – descriptive results

Previous quantitative results have presented information concerning change styles in relation to a number of different factors, including job satisfaction, teaching level and number of international schools. Additionally, results indicate a distinct connection between change styles and the manner in which teachers approach and manage the transition process.

The secondary goal of the statistical analysis was to offer a slightly larger perspective on sociological elements of job satisfaction. House (1981) presents three categories of educational reform (cultural, technical and political), which were discussed in Chapter 2 and which were adopted as the guiding element of Chapter 5 in relation to research question 2. However, it is necessary to note here that House's 'cultural' category includes factors related to identity, age, career stages and the context of a person's work. While there are numerous factors influencing job satisfaction among teachers, for the purpose of this study only these particular cultural components were reviewed with regard to job satisfaction: gender, age and the level of teaching (elementary, middle,

secondary). These elements were included in this study because they are universal among international school teachers – that is they are definable and recognizable in the entire population of teachers participating in this study. Other cultural elements, while influencing an individual's job satisfaction, are specific to the individual and her or his situations. Chapter 5 discusses other cultural issues related to change styles and the transition process; however, as this information relates to research question 1 it is included now. This section discusses these and other results in more detail.

A T-test was performed to compare the means of job satisfaction scores between the gender groups, male and female. The mean score of job satisfaction for males was 3.82 and for women 3.97. Although females showed a slightly higher mean, in actuality, the statistic reveals no significant difference between males and females with respect to job satisfaction. When job satisfaction scores among the interview participants are considered, a similar result is revealed. That is to say, there is little significant difference in reports of job satisfaction between men and women of the same change style. In fact, both males in the study reported a higher job satisfaction score than the female participant in their change style range. While gender might be a significant factor in job satisfaction in some populations, this study revealed that, at least among this population of educators, men and women are equally satisfied (or dissatisfied) in their work.

Next the relationship between job satisfaction and age was analyzed using a Pearson correlation. This revealed a positive significant relationship between the two; that is to say that, among this population of international teachers, as age increased, so too did scores of job satisfaction. Figure 4.4 below suggests that the only notable difference among age groups was between the 20-25 age group and everyone else. Thus,

while job satisfaction seemed to increase with age, only the youngest teachers (age 20-25) showed a significant difference in satisfaction compared to other ages. In this study, it shows that young teachers report a significantly lower job satisfaction score than any other age category. Figure 4.4 shows the mean job satisfaction score in relation to age.

Figure 4.4   Association between job satisfaction and age
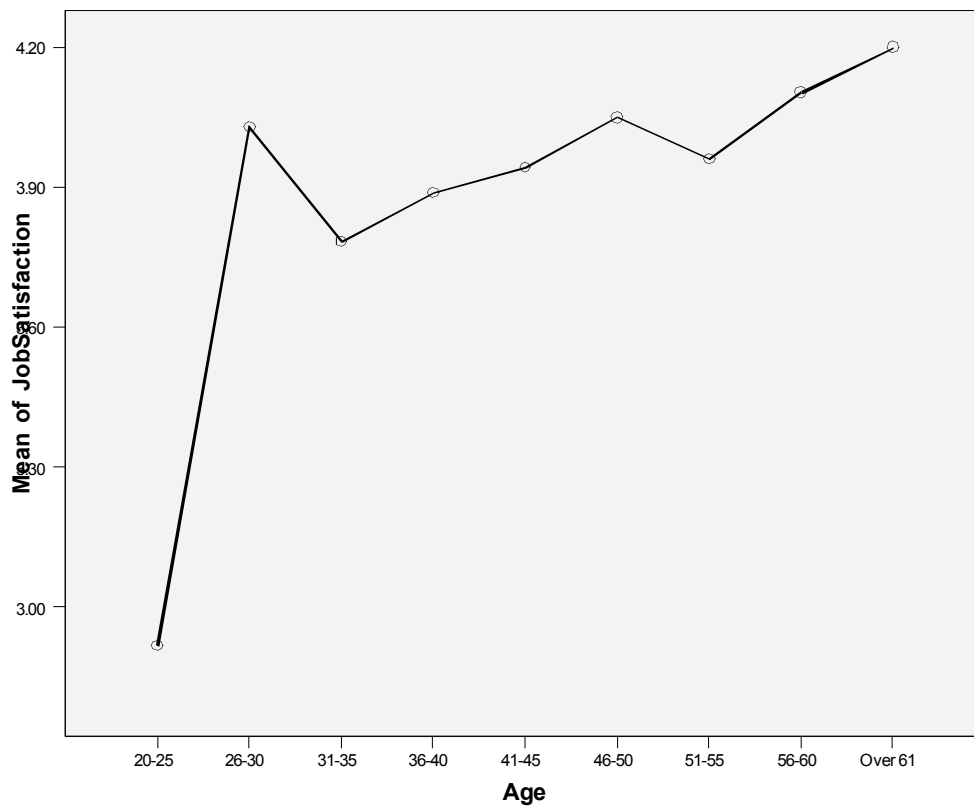
Although a positive relationship was shown between job satisfaction and age, it is important to note that this result may or may not be related to the international school environment. Huberman (1989) discusses the career paths and trends in the developing lives of teachers, finding that the first years of teaching are often equated with confusion

and discovery, eventually leading to stabilization. Given the added responsibilities and personal adjustments that accompany international living, it is not surprising that the job satisfaction scores of new teachers were significantly lower than those of other age groups. Corresponding to Huberman's work, as well as Hargreaves' (2005), we see that, as individuals grow older, the level of professional satisfaction also increases. Dips and reports of dissatisfaction can be attributed to any number of situational factors. One particular example was revealed in the interviews.

Among the seven participants one inconsistent instance emerged in which the oldest member of the group reported a significantly lower job satisfaction score than might have been expected given the literature (Huberman, 1989) and the results of the quantitative data. The dialogical process revealed that in this individual's school there had been an unprecedented number of non-renewed contracts, which in the eyes of the individual were unwarranted and unfair. In addition, this person had changed job responsibilities, which she found to be an overwhelming challenge that ultimately influenced her overall satisfaction for the year. In this instance, it is clear that age did not predict satisfaction or lack of satisfaction; however, it did substantiate previous literature proposing that, as self-identity and ease in the teaching career increase with age and time, higher scores of job satisfaction are reported.

Next, in order to recognize if there was an association between job satisfaction and teaching level, an ANOVA test was performed. An ANOVA compares the means of more than two groups to determine whether differences among groups are significant. Thus, in comparing teaching level to job satisfaction, results indicated that, while elementary teachers' mean score of job satisfaction was higher than those of other

teaching levels, no significant relationship among the groups exists. As stated above concerning gender and job satisfaction, while a slight association might be indicated from this population of teachers, the level of significance and the relatively small number in the sample population does not support a generalized conclusion. Figure 4.5 below shows the distribution of scores between job satisfaction and teaching level.

Figure 4.5   Association between job satisfaction and teaching level
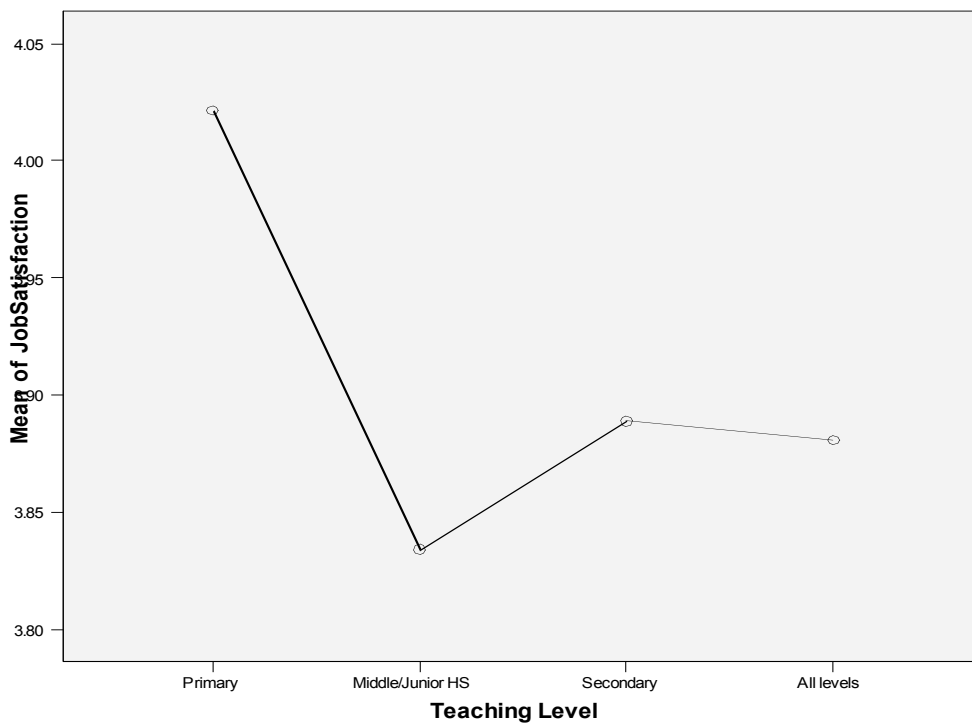
In the figure above, "all levels" includes individuals whose jobs fell in two or more academic levels and might include administrators, information technology specialists, student support or other specialized teachers. Although no significant relationship was revealed between teaching level and job satisfaction, it is interesting to

note the higher mean job satisfaction score among elementary teachers. This result

corresponds to MBTI literature (Myers, et al., 2003), which found the most common

elementary teacher type to be *Sensing/Judging*, similar to Conserver types on the CSI.

Referring again to the results of the qualitative data, we can see that Conservers reported

slightly higher job satisfaction scores; additionally, the highest job satisfaction score

reported in the case study was by an elementary teacher. While these results are not

transferable beyond this population of teachers, the comparison of the two data sets

shows similar results in the scope of this study.

4.10 Summary of results of research question 1

Although the quantitative results representing this population of international

educators show some inconsistent and statistically insignificant results overall, the

outcome does not diminish the value and applicability of the research, nor the importance

of change styles. Although we cannot claim from the population of teachers involved in

this study that change styles are associated with job satisfaction, the level of teaching or

the number of international schools in which one has worked, we can see from the

population of teachers participating in this study that change styles are important in the

attitudes and perspectives of a smooth transition process (see Figure 4.2 and 4.3, pp. 139

and 141, respectively).

Owing to the fact that the study engaged in two types of data collection and

analysis, it is impossible to isolate the data sets or the results obtained from each.

Therefore, while the quantitative data show no significant relationship between change

style and job satisfaction, the qualitative data indicate a slight contradiction, that as

change style scores increase, reports of job satisfaction decrease. In other words, as change styles move closer to the Originator side of the continuum, scores of job satisfaction are lower. Likewise, quantitative results indicate no association between change style and teaching level, whereas the qualitative results indicate that Conservers are more likely to work in elementary settings.

Acknowledging the contradictions in the comparison of data, it is important to consider possible reasons for the inconsistencies: perhaps the random population of educators was not indicative of the broad group of international teachers; or perhaps the population size was too small for a global study. A number of reasons could be attributed to the outcomes. However, in the scope of this research, the quantitative results offer valuable insights into the psycho-social interactions of individuals as they experience change in the international school environment.

Although the quantitative results indicate that change styles are detectable in teachers' experience with transition, the data confirm the premise that sociological factors also play a significant role. As discussed in the literature review, age (Datnow, 2000), gender (Hargreaves, 2005) and career stage (Huberman, 1989) seem to be related to positive emotions and job satisfaction. Additionally, responses from Figure 4.2 (p. 140) suggest that teachers working in international schools follow Maslow's hierarchy of needs of global nomads (Walker, 2002), desiring to manage their personal needs for safety and belonging, followed by professional obligations.

As Chapter 5 reveals, change styles offer a significant way in which to categorize and describe the perspectives on and the approaches to change of international school teachers. Outcomes of comparing and contrasting data sets support the social-

psychological emotion theory proposed by Lazarus (1999), suggesting that situational factors and ego-identity contribute to the appraisal of a situation, which consequently leads to positive or negative emotions, which thus contribute to job satisfaction (refer to Figure 2.1, p. 29). Additionally, based on the data presented in Chapter 5, we can conclude that change styles are detectable in the way in which they interact with the situational factors such as age, gender and career/life stages. For these reasons it is important to augment our knowledge of the enactment and significance of change styles as they influence perceptions, attitudes and behaviors in the change process.

CHAPTER 5: RESULTS – RESEARCH QUESTION 2

5.1 Overview

Chapter 3 outlined the general approach, paradigm, method and techniques for the collection and analysis of data in this study. Chapter 4 presented results regarding research question 1. Chapter 5 now discusses results surrounding research question 2, focusing on the qualitative data collected in the dialogical process. As the quantitative and qualitative data are so interconnected, some ideas in the discussion of the comparison of data are found in both Chapters 4 and 5.

Hargreaves (2005) discusses the influence of educational change on teachers, stating:

> When educational change occurs or is attempted, teachers do not all respond in the same way. Teachers' gender (Datnow, 2000), subject specialty (Goodson, 1988), and personal orientations to change (Hall & Hord, 1987), for instance[,] can all affect how they respond to specific educational changes and to change in general. (p. 967)

With regard to these points, the quantitative results regarding gender, teaching level and change styles have already been presented and discussed, commenting on the relationship between each of these elements and job satisfaction. Specifically in relation to change styles, Chapter 4 also confirmed the patterns and frequencies found in the international teacher population, as well as other general tendencies concerning change style preferences and the transition process. All of this information combined indicated that change styles do not show a significant association with job satisfaction; however, they are still valuable in understanding the transition process as experienced by

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international teachers during relocation. In addition, social and situational factors, including personal, family and professional situations (to name a few), were identified as important to the overall transition process.

Research question 2 focuses on specific elements of change common to all teachers in any location at any time of their teaching careers. This chapter separates the few from the insignificant many (Cohen, Manion & Morrison, 2007) by exploring the results of the qualitative data regarding specific perceptions and attitudes towards change that influence the transition process. Though I acknowledge the extent of information that could be embraced in the topic of change among international school teachers, for the fulfillment of the requirements of this study it was necessary to limit the scope of the investigation. Therefore, owing to the fact that the research is based on change styles as they contribute to positive emotion, specifically in relation to the transition process, research question 2 maintains a focus on the elements consistently present in any relocation, for any teacher, at any given time in their careers. The information presented in Chapter 5 are separated into the three categories offered by House (1981): cultural, technical and political. Additional elements not fitting into these three categories are noted and recognized at the end of the chapter.

Chapter 5 now addresses research question 2, which asks: within the international school environment, how do the cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles? There are two underlying assumptions of this research question. The first is that sociological factors are important in the interpretation and experience of positive emotions (leading to job satisfaction), including such factors as age, gender, career stage and subject specialty.

The second assumption, as suggested by Hargreaves (2000, 2005), is that innate elements of the individual also play a significant role in the preferences and perceptions of the emotional experience. Particular to this study, it is understood that the psychological construct of personality may be important in the emotional responses of individuals, which contributes to the interpretation of satisfaction.

In this chapter, the qualitative results are presented in narrative form, using as much literal, direct transcription from the participants as possible in order to portray the genuine voices of the volunteers. First, demographic information about the seven participants is presented. Next the responses of each member are grouped and presented as "Conservers", "Pragmatists", "Originators" and "Pragmatist-Originator". In order to augment the flow of the narrative reporting style, each set of change style responses is presented, followed by a discussion including a review of the primary characteristics, the emerging themes as experienced in the international school population and a synthesis of results. Many of the data have been directly transcribed from notes from the dialogical process. Cohen, Manion and Morrison (2007) suggest that portraying the richness of the case is crucial to case study reporting (p. 253) and narrative writing can add to the depth of the results. The results are presented in interview form as communication was guided by each individual participant's unique experiences and responses. For this reason, the reporting of data, while similar, does not follow an identical pattern for each change style. The chapter ends with a summary of the data regarding research question 2.

5.2 The interview participants

This section offers a brief overview of the qualitative segment of the study, focusing on the seven participants and the demographic data. Each of the seven participants represented a voice from a different perspective on the CSI continuum. They were paired into respective change styles, with two Conservers, scoring -34 and -22; two Pragmatists, scoring 0 and -2; two Originators, scoring +28 and +34; and one "Originator with Pragmatist tendencies" scoring a +12.   These participants were chosen because of their CSI scores and their willingness to invest time in the research process beyond the initial surveys (the CSI and Personal Information & Rating Scale). Both males and females were included, representing a diverse background of ages, levels of teaching, roles in the school, home countries and geographical areas of employment. In order to maintain anonymity, they were called respectively C1, C2, P1, P2, O1, O2 and PO.

Demographic data about the seven participants are shown in Table 5.1 below. It includes basic information while upholding the anonymity and confidentiality of the participants.

Table 5.1   Demographic data about the interview participants

Conserver 1 (C1)	Gender: Female Age: 51-55 Country of Origin: United Kingdom Continent currently working in: Asia Number of years in international education: 7-10 years Total number of international schools in which employed: 5 Teaching level/Position: Middle/Junior high school CSI Score (-60…0…+60): -34 Job Satisfaction Score: (1…5): 3.8
Conserver 2 (C2)	Gender: Male Age: 26-30 Country of Origin: United States

	Continent currently working in: Western Europe Number of years in international education: 4-6 years Total number of international schools in which employed: 1 Teaching level/Position: Secondary CSI Score (-60…0…+60): -22 Job Satisfaction Score: (1…5): 3.95
Pragmatist 1 (P1)	Gender: Female Age: 41-45 Country of Origin: Canada Continent currently working in: Southeast Asia Number of years in international education: 7-10 years Total number of international schools in which employed: 5 Teaching level/Position: Elementary CSI Score (-60…0…+60): 0 Job Satisfaction Score: (1…5): 4.0
Pragmatist 2 (P2)	Gender: Female Age: 36-40 Country of Origin: United States Continent currently working in: Africa Number of years in international education: more than 10 years Total number of international schools in which employed: 5 Teaching level/Position: Secondary CSI Score (-60…0…+60): -2 Job Satisfaction Score: (1…5): 3.55
Originator 1 (O1)	Gender: Female Age: over 61 Country of Origin: Canada Continent currently working in: Western Europe Number of years in international education: more than 10 years Total number of international schools in which employed: more than 5 Teaching level/Position: Secondary CSI Score (-60…0…+60): +28 Job Satisfaction Score: (1…5): 3.09
Originator 2 (O2)	Gender: Male Age: 41-45 Country of Origin: Ireland Continent currently working in: Eastern Europe Number of years in international education: more than 10 years Total number of international schools in which employed: 3 Teaching level/Position: Middle/junior high school CSI Score (-60…0…+60): +34 Job Satisfaction Score: (1…5): 3.36
Pragmatist-Originator (PO)	Gender: Female Age: 41-45 Country of Origin: New Zealand Continent currently working in: Northern Europe

	Number of years in international education: 7-10 years
	Total number of international schools in which employed: 2
	Teaching level/Position: Elementary
	CSI Score (-60…0…+60): +12
	Job Satisfaction Score: (1…5): 3.45

Collection of data occurred over the 2007-2008 academic year (September 2007 –

June 2008), with different participants engaging in the research at varying times

throughout. The final interview session, however, was conducted with each participant

during the final term of the school year just before the summer holiday, in May or June

2008. This aimed to provide consistency in the concluding dialogue as each participant

was experiencing similar types of stress and responsibilities that accompany the end of

the year, including grading, comments, packing, preparing for summer holiday and

saying goodbye to students and colleagues. By chance, all seven participants were

planning to return to the same international school at which they had worked during the

research process in the new (2008-2009) academic year. This stability contributed to the

final results in that their engagement with the research was relaxed and open, without the

added dimension of managing relocation.

As Huberman (1989) discovered about the educators in his study who expressed

appreciation of and positive sentiments about the opportunity to engage in dialogue about

their careers and life stories, so too did the participants in this study (in both the

quantitative and the qualitative phases). One such response came unsolicited from a

volunteer scoring as a strong Conserver:

> The results of the CSI are interesting and I should admit it is quite accurate and
> in a way helpful to explain why I feel the way I feel in my current job situation.
> Parts of the strengths seemed to be what people I work with say I am good at, but
> on a personal level I find them as more of what I hope to do rather than what

actually occurs. As for the challenges, I would highly appreciate solutions to them!

In a similar way, the relationship between myself, as a colleague in international education and the participants touched on something beyond the guiding questions. At the end of the final interview, each participant expressed a desire to be informed of the outcomes of the research in order to incorporate the ideas into their continued professional and personal lives. Such emotive statements suggest that those who engaged in the research did so because of their commitment to and their interest in education, as well as in their own self-awareness. This seeming dedication to the research contributes to the trustworthiness of the results of the study.

Once the interviews were completed and all data collected, the next step was to summarize and make meaning of the results following the process described in Chapter 3. A summary of these results follows.

5.3 General results

In this phase of the study, the seven individual participants provide a wealth of information about change styles, the transition process and job satisfaction as related to the research questions. Significant themes in and interpretations of the change process as experienced by international school teachers have been revealed. These findings resonate with previous research and contribute to the continued exploration of the understanding of international school teachers.

The evaluation of quantitative and qualitative data revealed some slight inconsistencies which lead to suggestions for further research, discussed in Chapter 6. However, focusing on the data collected, the research presents a holistic view of the

attitudes and perceptions of different change styles, insights into what constitutes a smooth transition process, expectations about the school's and administrators' roles in facilitating a positive transition and an indication of motives for changing schools. A discussion of the applicability of results is presented throughout.

5.4 Individual results

In this section, individual results and comments are presented by way of narrative writing, including direct quotations from the dialogical process. For each change style type (Conserver, Pragmatist, Originator, Pragmatist-Originator) the CSI result is shown, followed by researcher questions (identified as "R") and answers from one or both participants with that change style. While each interview was quite similar, not every response follows the same question/answer pattern; furthermore, the semi-structured interviews resulted in a variation on the question/response format. Quotations have been selected based on their relevance to the research questions and understanding of developing themes. A summarizing table categorizing cultural, technical and political themes is included at the end of each section, showing the range of commonalities within each change style type. This is followed by a synthesis of themes following each pair of interviews. In order to increase the flow of the narratives and organize the with clarity, the discussion of each set of responses follows the interviews for each respective change style.

Individual cases were termed Conserver 1 (C1), Conserver 2 (C2), Pragmatist 1 (P1), Pragmatist 2 (P2), Originator 1 (O1) and Originator 2 (O2) and Pragmatist-Originator (PO). To guard personal identities, specific names, locations and schools were omitted. Among the seven cases, two participants were male and five were female. Most

participants had been working in the international school environment for 10 years or more and many had worked in at least five schools in their international careers. The ages ranged from 26 to over 61. Home countries were identified as Canada, Ireland, New Zealand, the United Kingdom and the United States. All teaching levels were included, with two participants working at the elementary level, two working in middle/junior high school and three working at the secondary level, one of which was a boarding school. Their current geographical locations (as labeled in Survey 2 based on the "United Nations Macro Regions and Components" website) included schools in Asia, South East Asia, Africa, Western Europe and Eastern Europe. The diversity among participants added to the richness of shared information and the credibility of the research.

It should be noted that all respondent information was edited for readability, including the correction of typographical or grammatical errors that might have obscured meaning. Some additional formatting changes were made for presentation. However, in order to preserve the respondents' individual voices, the information was not edited for writing style or expression.

5.4.1 Conservers

Depending on the strength of the change style score, minor variations exist in reports between individuals of the same change style. These differences indicate the range of change styles and how, within a single change style, a breadth of attitudes, perceptions and behaviors will present itself. Even slight differences in the strength of a change style indicate a unique adaptation in perspective and application in daily life (Musselwhite, 2004). The variations also explain the diversity of responses within each

change style, contributing to the results of research question 1, showing that many other

social and situational elements, unique to the individual, interact with change style

preferences, leading to varying reports of satisfaction.

Following are the reports for both Conservers. Each of the subsequent reports was

generated following the CSI assessment. Only First, for C1, whose score was -34:

> *As a strong conserver you prefer change that is implemented gradually and incrementally. You are good at managing details and you generally approach a new situation in a deliberate and disciplined manner. You enjoy predictable situations and appreciate established traditions and practice.*
>
> *Your strengths: You approach organizational improvement in a consistent and predictable way. When change does occur you work to create goal alignment across levels and functions in the organization and you help people with different perspectives reach agreement on a course of action.*
>
> *Your potential challenges: You may find it difficult to recognize and challenge nonproductive organizational practices and policies. You may find it difficult to take a big picture approach to a problem that forces you to look beyond the scope of your current job. Keeping your customers' needs in focus may require an intentional effort on your part.*

Next is the CSI report for C2, whose score was -22:

> *As a moderate conserver, you prefer change that is implemented gradually and incrementally. You are good at managing details and you generally approach a new situation in a deliberate and disciplined manner. You enjoy predictable situations and appreciate established traditions and practice.*
>
> *Your strengths: You can appreciate and provide clear structure in an ambiguous situation. You appreciate the contributions of co-workers and you value the coordination of efforts across work units. You help others reach consensus and look for alternatives that benefit the group. You deal constructively with failures and accept criticism without being overly defensive.*
>
> *Your potential challenges: You may find it difficult to see the need to challenge organizational polices and practices that are outdated and no longer serve a useful purpose. Creating long-term strategy and shared vision among co-workers may not come naturally and will require careful planning on your part.*

R: Do you agree with your result of the CSI? Please explain why or why not.

C1: Yes absolutely, that's me! I can think of a lot of examples these correspond to – the strengths and weaknesses.

C2: Definitely. I think I'm someone who needs time to do my work well and I don't like to change something unless I know how it's going to work.

R: How has this approach to change played out in other areas of your life?

C1: I'd say that I handle change and organization the way it's described above in many other settings such as travel to new places, my daughter moving through the teenage years, choosing a house to rent, running home life, developing curriculum and unit plans.

C2: I feel restless, unfocused and unable to enjoy the moment when tasks are left unfinished. I need my professional life to be wrapped up before I can focus on my social/personal life.

In the international community, I find the integration with the local community to be most difficult. I don't know the local language, so naturally it is hard. I also find living so near the same people year after year to be boring. Cliques are formed in my opinion, which prevent people from taking the time to get to know you as a person.

R: What are some of the challenges you face in doing your job well and initiating change?

C1: Achieving the level of organization I like to work and live with takes a lot of time – I'm not very good at drawing the line on some projects or at speeding it up and wrapping it up – like marking school assignments. I'm very slow at this. And the big picture – I'm thrilled when people can give me the big picture – it fascinates me and is definitely not a strength for me. Such as when my husband (a history teacher) outlines the causes and outcomes of major events in history. It's probably why I disliked history and English literature as a student, as I couldn't see the big issues.

C2: In order to best serve the school I need to see the whole picture and know what is expected of me from the beginning. I like to know the big picture but definitely need minute details of an upcoming situation. I value having a plan and a process. Once I have a process, I'm ready to go. I am an extreme perfectionist in many facets of my life both personal and professional and I enjoy knowing what to expect from day to day. So I'm not afraid to initiate change but it has to be well planned before I feel comfortable doing it.

R: What aspects of the transition process are most important to you and what kind of assistance do you look for from the administration and school?

C1: The priority of the school is to show respect and support for new teachers in setting up housing, banking, childcare, social activities, Internet access and basic language. Settling into school is often very inefficient. There are too many meetings on admin, too much admin info that we can't get into our classroom/teaching until other teachers are back. Very frustrating!

C2: I prefer to get into the classroom/office right away and sort things there before the school year begins. When professional or work things are settled, I feel better able to focus on the home front. At the same time it's important to orient new teachers both in school and daily life. As much information as possible before arrival helps – it's good to have prior contact with people living there and time to meet new and returning teachers before the year starts.

R: What factors contributed to your decision to work internationally and to choose the schools you've worked in?

C1: Main reasons to stay at this school were good package/salary, personal safety and security, needed another settled year and the attractions of the city. The reasons I went overseas to begin with were based on a relationship, so the school wasn't important. After a while I knew I wanted to be in [a specific country] so I wrote many schools there until one took me. From there the decisions were about IB curriculum, salary and people I already knew in the schools.

C2: Actually my drive for going abroad was to experience immigration as my parents did. I was a sociology major in college, so I continuously am curious about people and how they relate to their environment.

R: As a Conserver, how do you experience the stress of the transition process?

C1: After seven moves, they're still not easy.

C2: I don't really find my move to an international school to be unstable because I have only been at one and for four years now, which is longer than most places I have lived. While I find I need stability in day-to-day tasks, I am actually quite adaptable to big changes that are well planned. I need to know what to expect.

R: What aspects of administration are important to maintaining a successful, satisfying working environment?

C1: Admin which takes teachers' and team leaders' contributions into consideration, which is timely and decisive in its actions, which celebrates the staff. Also admin which backs up teachers on discipline issues or students who are underachieving. Admin which is not too heavy.

C2: Well, I feel more comfortable knowing as much as possible about the school system, management, etc. before schools starts but most important is feeling prepared for classes. Feeling social is not as important as feeling grounded in what you have to do. Throughout the year, I appreciate feedback from the admin to know how I'm doing and how I can do better. I like opportunities for professional growth and development. I prefer to know the hierarchy of the school so I know who to go to for what questions.

R: What size school is ideal for you and why?

C1: Probably between 500 and 1000 so that there are enough administrators, for example an Early Years principal, an Elementary principal, Middle School and High School.

C2: A school of 100 students with 10 teachers would be ideal for me, but the population must be diverse!

5.4.1.1 Conservers: Emergent themes

Using information from the dialogical process (including data which have not been directly transcribed here), as well as Surveys 1 and 2, themes touching on the cultural, technical and political aspects of change emerged from Conservers. These themes are synthesized in Table 5.2 below.

Table 5.2   Conservers: Emergent themes

Cultural	Technical	Political	Challenges/Considerations
Agrees with strengths and weaknesses of change style and recognizes them in all parts of life; for example: Travel Raising kids Choosing house Managing home life Developing curriculum Not very integrated with local community Recognizes cliques and groups Perfectionist tendencies: need for minute detail Not afraid of change but need to be very organized in the process Enjoys predictability and traditions Acts as a mediator among colleagues	Feels restless if tasks left unfinished Difficult to wrap things up/draw the line on projects (links with perfectionism) Difficult to see the big picture; thus needs a lot of details to focus on Values the plans and processes of all activities School should manage all settling in concerns of the transition process: banking, childcare, social activities, Internet, language instruction, etc. Prefers to get into classroom as soon as possible Prefers as much information as possible before arrival Feeling prepared professionally is more important than social aspect	Overall finds the work satisfying; no significant complaints Likes to know if and how systems will work before initiating change at work Choose school based on salary/package, personal safety/security and personal situations (family, relationships, etc.) Prefer to stay for a significant time to feel settled Administration should: consider contributions of the team; be timely, decisive; support teacher decisions; celebrate staff; offer feedback; follow a distinguishable hierarchy Appreciate opportunities for professional growth Ideal school size is: 500-1000 100 with 10 teachers	Change style recognized in all parts of life (as listed in cultural list) Approach all decisions and change with cautious regard and well developed plan Not afraid of change, but need to control it as much as possible Need time to achieve organization and efficiency Sometimes feel there isn't enough time to relax because of work that needs to be done

5.4.1.2 Conservers: Discussion

In the final stage of the study, the emerging themes were shared with each

participant of each change style. They were asked to confirm, challenge or adapt each

theme into an idea or wording more suitable to their experience and perspective. At this point, questions, concerns and additional sharing were encouraged in a non-structured dialogue.

Both Conservers in this study validated the results, commenting that each theme was accurate and inclusive. Instead of challenging or adding information, they offered yet more examples of how these themes rang true, thus contributing to the trustworthiness of the study and results. As an example, after reviewing the list of emerging themes, C1 responded:

> You know, when I think about it, I really see a need to radically adjust education to meet the changes that our students need to be ready to handle and contribute to their futures, but as a school, we're not doing it fast enough. And yet, that process scares me a little since I don't know exactly how it would work.

Additionally, in response to the statement "Overall Conservers find the work satisfying; no significant complaints", C2 added: "Yes, I do find my work with students to be very satisfying. I do, however, need more stimulation to continue growth. I don't necessarily want to change my job or position, I just need worthwhile professional development."

Interviews with the Conservers in the study indicated a great deal of commonality, yet diversity was also recognizable. The most obvious difference between these two Conservers was in their expression of an ideal school size. C1 imagined a school of 500-1000, while C2 dreamed of a small, intimate setting with 100 students and 10 teachers. Further discussion with C2 as to the reasons behind his answer revealed that he had worked in only one international school, which during his tenure grew in student and teacher population each year. Having to adjust to the increase in students and staff, C2 felt the dynamic and atmosphere of the school change over time. Being a guardian of

tradition, C2 became convinced by the continual expansion of the school that small is optimal, although admittedly he had never worked in the type of environment that he described.

Variations in the CSI reports for each Conserver, provided at the beginning of Section 5.4.1, resonate in the interviews. One of the strengths of C2 (scoring as a moderate conserver) reads: "You deal constructively with failures and accept criticism without being overly defensive." Without prompting, C2 expressed his desire to receive frequent and honest feedback, both positive and negative. Similarly, without prompting, C1, a strong conserver, referred to her inability to see the big picture in situations. One of the distinct challenges in her CSI report reads, "You may find it difficult to take a big picture approach to a problem that forces you to look beyond the scope of your current job." This shared information not only confirms the existence of change style preferences but also legitimizes the diversity within types and the advantage of recognizing the consequence of these innate preferences in our personal and professional lives.

These results and emerging themes of the Conservers support MBTI literature, confirming that Conservers (noted as *SJ* types in the MBTI) most often identify as traditionalists, perfectionists and the guardians of tradition. Change is often viewed as a hindrance, something to incorporate into their already scheduled life. It is worthy to note that, among the international teaching population, Conservers are more interested in classroom preparation and school related details than they are in the home environment. That is not to say, however, that they don't prioritize family when making a move. Indeed, they report the importance of dependents accompanying them; however, Conservers recognize the classroom as the one predictable and manageable domain in the

process of relocation. Therefore they value the opportunity to organize, plan and prepare in a way that contributes comfort and control in an otherwise unpredictable path.

Based on the literature concerning change styles, it could have been assumed that Conservers would be less apt to make moves, staying in one location for a large part of their careers (Musselwhite, 2004). However, it seems that the Conservers in this study demonstrated similar patterns of relocation as other types. C1 reports having worked in 9 international schools, while C2 claims that this was the first, but certainly not the last, international experience. Thus, the research indicated that the issue of change is not in the frequency of relocation itself, but in how individuals managed the process of transition to achieve the greatest levels of comfort and satisfaction.

It is also noteworthy that, while Conservers are regarded as individuals preferring structure and tradition, they prioritized their professional domains before their personal needs. Generally, they stated the need to orientate and organize themselves in the job setting before investing significant time in their personal world. C2 remarked that "at the end of the day, it is how I feel about myself that comforts me more than how many friends I have." It is perhaps for such reasons that C2 also admitted lacking positive connections with people in the community and that within the small international environment groups and cliques seemed to be predominate.

Now we move to the emergent themes of Pragmatists, focusing both on the similarities between those participating in the study and on the similarities and differences as compared to Conservers.

5.4.2 Pragmatists

The two pragmatists participating in the study scored a perfect 0 and -2

respectively. The CSI report reads the same for both:

> *As a true pragmatist, you prefer change that addresses specific, real problems and prefer to avoid change that seems to be only for "the sake of change". You are practical, reasonable and flexible in your approach to change. You are open to new ways of doing things but not too quick to commit. You may serve as a mediator and prefer a "middle-of-the-road" approach.*
>
> *Your strengths: You like to have goals and objectives to guide you. You foster teamwork and are willing to share leadership and power with others. You usually are able to see both sides of an issue and may serve as a mediator, valuing resolution more than your own position. You study and learn from your mistakes and tend not to make the same mistake twice.*
>
> *Your potential challenges: You may value agreement and harmony over outcomes. You may find it hard to make quick decisions and you may be seen as "flip-flopping" on issues. It may prove challenging for you to formulate long-term strategies.*

R: Do you agree with your result of the CSI?

> P1: I agree with a lot of it. I think I'm flexible in many ways, both in school and outside work. I think I do serve as a mediator on our grade level team and in friendships as well. Peace is important to me. I hope I don't make the same mistakes twice.
>
> P2: Yes, I do, though I don't think giving three points and splitting them is the truest representation of how I function or make decisions. But it's surprisingly close.

R: How have your approach and attitude towards change played out in other decisions in your life?

> P1: I guess valuing harmony, as I discussed before, occasionally leads me to sacrifice my own needs and desires. I don't often end up being bitter – since resolution is an end to itself – but there have been occasions. I think the ability to adapt to new situations and cultures has helped me adjust more quickly in different countries. I find at first, I cling a little to the ideals of the previous school and may be a little resentful about things not being done "as well" (to my mind) in my new environment. This is the part of "commitment" where I feel I do take to time adjust to – eventually though – I just go with the flow.

P2: I don't think I look at work decisions from too many angles and end up losing efficiency at work, but I would definitely say that's true in my personal life. I guess what I'm guilty of is just doing something myself when I see it being done ineptly or not being done because no one wants the responsibility. And in that sense, I can get side-tracked from what is supposed to be my job. I tend to be more cut and dried at work, wishing to get to the heart of the problem, find a solution and implement that change/course. I have very little patience for what I see to be impractical or nonsensical directives that have NOT been thought through and end up bogging everyone down in pointless tasks to the detriment of their real job, which should be to teach.

R: What can the administration/school do to create a successful transition to a new school environment? What makes for a smooth transition?

P1: The best experience I had was in [one school] – the admin and new hires all spent three days on safari together. Talk about bonding! We immersed ourselves in our new host country and just socialized. I think getting to know the admin really helped. Also having accommodation in place is quite helpful – it's a big stress coming in and having a limited time to sort out housing, bank accounts, phones, etc.

Bonding of new hires, in my experience, is key. They end up being friends throughout your experience in a new country. Getting sorted in your classroom early on – having good leadership on the team and up the ladder – all help smooth the transition. Finally being presented opportunities to socialize – and get to know returning staff too.

P2: I think a school that anticipates the needs and questions of new teachers does well. Being ready for them when they arrive, allowing time for what they think is important and asking what they might need are essential elements. I think the best experience I've had was in [country name]. Our house was ready and clean, the fridge was stocked. We were taken out the next day to shop for necessities. We then were whisked away to a lodge where we got to know the admin and each other for a couple of days. After that we were brought to campus and given the run down there and given time to prepare our classes. I think feeling cared for, connecting with people and having a sense of efficiency about a school/place all make transitions better. There is nothing I hate more than coming to a place and feeling like nothing gets done without a great deal of difficulty, that nothing is organized, that no one seems to know what's going on.

R: What factors contribute to your decision to work internationally and the schools you choose in particular?

P1: Choosing to go international was strictly personal. Bad experiences at home pushed me to seek new adventure out of my 'typical life'. I liked the opportunities to travel, meeting new people, experiencing new cultures. And generally,

international schools have a higher caliber of students and more supportive parents. When choosing a school I only look at non-profit schools. After that – location, location, location – where do I want to live this time around!? Salary and package is important and the reputation of the school. I need to live in a place I can find interests outside of school. Fresh air is nice too!

P2: Salary, reputation of the school and location.

R: How important is it for you to know the school system and prepping for classes before the year starts? How does this relate to job satisfaction overall?

P1: I think if I'm not prepared for the year – I play constant catch-up and this creates stress. I'd say this is key. Having a mentor in the same grade is crucial – someone to go to for information.

P2: I can wing it but it's nice to have some advance warning. This is where good orientation can make up for a lot. The more information a school can provide about job/living before a teacher arrives, the better everything will be.

R: What aspects of administration are important to maintaining a successful, satisfying working environment?

P1: I guess one thing is not to be micromanaged. We are all professionals; let us sort out the best path for our classrooms. Communication needs to be open and relaxed – too many policies and rules are restricting in terms of creativity and success.

P2: I need to know exactly what is expected of me. I do not like finding out that I am responsible for something the day it is supposed to happen, for instance. I think teacher orientation is important and also specific orientation based on grade level and subject. I need to know where to find things, whom to contact when I need something school related and what my job entails as far as duties and responsibilities. The school needs to care. If the school doesn't care about me, I don't care much about it either. Morale can be built by the smallest things but constant neglect provides the opposite in teacher enthusiasm.

R: What is an ideal school size for you to feel most comfortable?

P1: I would say 1000-1300. I've worked in schools that are larger and smaller. I think that in a bigger school, it's too overwhelming to get to know the staff and students. In a smaller school (around 500) the staff can be too intimate. I think about 1000 is a perfect balance.

P2: I like a school with 500-600 total, grades K-12. I like knowing all the students and all the teachers. I like the interactions that can take place as a whole

community, young and old working together, teaching each other. I like knowing all the maintenance people, admin and custodial staff.

R: How much does your personal life influence your job satisfaction?

P1: I think in a variety of ways. Fitness is key for managing my stress. If I am in a relationship I am generally happier but this can also take me away from my perfect lesson planning and extra effort I make in the classroom. Ultimately[,] though, when I am happy in my personal life, I am more balanced in my choices and temperament. This is a good example to set for my students.

P2: Quite a bit, particularly since I have a child. We are both social creatures, so if we didn't have a social life, I think we wouldn't stay somewhere long.

5.4.2.1 Pragmatists: Emergent themes

Table 5.3 below shows the emergent themes of Pragmatists as revealed by the participants in this study, as well as information from phase 1 of the research.

Table 5.3   Pragmatists: Emergent themes

Cultural	Technical	Political	Other Considerations
Known as the mediator among groups Thinks personal touch is important in personal and professional life Peace is important Harmony is usually the goal, even if sacrificing own needs Commitment to the school is important to perform/contribute well Values organization and efficiency Important to like the location and people	Bonding with others is key to good adjustment/transition Prefers to know something about the country and get involved Prefers the school to assist in all aspects of daily life: banking, housing, other logistics Social connections most important, then classroom, then other administrative/school wide information Mentors necessary; pre-arrival information Factors in choosing school: Personal reasons Travel opportunities Location Fresh air Salary/package	Morale is important – feeling cared for Needs to be trusted and respected Expects good communication and a relaxed environment Prefers to know and have relationship with administration Needs feedback and recognition from administration	Sometimes acts differently at work and at home, depending on what role needs to be played Sometimes would rather 'do it myself' than rely on others to do it Sometimes lose efficiency in trying to mediate Struggles to maintain a healthy balance between personal and professional lives Attachment and commitment to previous school can impede transition process until self-aware of issues

5.4.2.2 Pragmatists: Discussion

Like the Conservers, Pragmatists validated and confirmed the themes arising from the data with little challenge to what was presented. With regard to validating her CSI score, P2 questioned the manner in which the CSI determines a change style score. She did not agree with the three, forced-choice response style of the assessment, yet acknowledged that the final result was in fact "close enough." Indeed, P2 was not the only teacher critical of the format of the CSI. As with all such volunteers, I explained that the assessment was not my creation and that it had been tested for validity and reliability

in other settings and was therefore considered valuable to this study. Though a few respondents ended their participation owing to the structure of the tool, P2 conceded: "Well, it was accurate for me, so I can't fault it, though I do wonder how it works."

To another question, "How have your approach and attitude towards change played out in other decisions of your life?", P2 responded: "I can't really say for certain. I think I'm pragmatic. Does that mean I always make the right choice at the right time? No. But I do try to see things from as many angles as possible." Both of these responses revealed what might be an expected representation of Pragmatist tendencies – that is, regarding the situation with a somewhat broad perspective, but remaining neutral enough to ensure a peaceful, harmonious end.

As transcribed above, P1 commented on the fact that, at the beginning stages of relocation, she had a tendency to hang on to the practices of the old school, cheating herself of the new environment and growth therein, until the time at which she accepted the changes and committed to the new institution. Acknowledgement of this process indicated someone who was self-aware of the psychological processes taking place at the time of relocation and the benefit of this awareness in managing the change process. Additionally, it emphasized that, while change styles may not be the most important or strongest factor in contributing to job satisfaction and a smooth transition, they are significantly evident in the description and explanation of the factors influencing the perception of the progression.

In each of the dialogical stages, both P1 and P2 emphasized the connection between professional and personal lives, expressing the complex balance that they often struggle to maintain. P1 asserted, "connecting with the community and host country is

key to satisfaction. Without that it makes for a miserable time." Thus a difference can be seen between Pragmatists and Conservers in that Pragmatists made a conscious effort to involve themselves in the community and host environment, while Conservers simply reported lacking this connection, without reference to enhancing these relationships.

Their choices to work in international schools and the schools in which they work, were guided by both professional and personal considerations, seemingly more than Conservers who reported strictly professional reflection. Specifically in relation to this study, P1 shared that travel opportunities, the culture, people, location, fresh air and non-profit schools were among the most important elements of relocating. P2, on the other hand, mentioned salary and package as the most important factors. Considering the personal situation of each revealed that P1 was a single, independent teacher, while P2, as a single-mother, required more stability than might otherwise be reported. In later discussion, P2 added, "I don't want pollution or congestion. I don't want a place where my daughter feels unsafe. Part of why we're moving to [country] is that it's clean and safe and we can be outdoors and active as much as we like."

Pragmatists revealed that teamwork and personal connections were among the most important factors in the transition process and continued satisfaction. They placed more emphasis than Conservers on the relationship between teachers and administration, noting an appreciation of personal recognition and communication, while also questioning the competence and efficiency of those in charge. As a part of this relationship, morale and "being cared for" were mentioned by both P1 and P2, indicating that the relationships and connections between the administration and the teachers are paramount. This resonates with the literature (Beehr, 1995) proposing that schools must

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care for the teachers more than the teachers themselves. Given that the largest number of international teachers fall in the Pragmatist range (refer to Figure 4.1), it is important to foster and maintain these relationships. Chapter 4 explained the situation of P1, whose school granted a leave of absence in order for her to take part in a meaningful project, thus gaining her loyalty and commitment for an extended contract. Likewise, P2 added, "Morale can be built by the smallest things, but constant neglect provides the opposite in teacher enthusiasm."

From this discussion we can see that there are similarities and differences among the same change styles and between them (Pragmatists and Conservers). These differences highlight the diversity of the population of people choosing to work in international schools as well as a myriad of situational/personal elements that have not been fully explored in this particular study but are relevant for future inquiry.

Now the narrative and results of the Originators are presented.

5.4.3 Originators

Originators 1 and 2 scored +28 and +34, qualifying them respectively as a moderate and a strong Originator. As with the Conservers, both Originator reports are included to demonstrate the minor variations on and the strengths of the type preferences and how individuals might respond to different situations within their style preferences. The first Originator, scoring +28, reported as follows:

> *As a moderate Originator, you prefer a fast and comprehensive approach to change. You are comfortable with taking risks and with uncertainty. You may appear to be somewhat unconventional. Some people might see you as undisciplined, but you see yourself as open to a better idea or way of getting a job done. You like the rules to fit the circumstances, so you will try to change them when they do not fit. You are probably viewed by others as a change agent. You*

may be seen as visionary and may be viewed at times as impractical.

Your strengths: You can help to create, communicate and inspire a shared vision of what your organization can look like in the future. You can translate the organization's vision into reality in a way that provides clarity for individual action. You are capable of building commitment among co-workers. You value a work environment where learning is an important component.

Your potential challenges: You may find it a challenge to foster goal alignment and coordination across multiple organizational departments and functions. You may lack attention for important details and things may "fall between the cracks". You may lack patience for team problem solving and prefer individual effort.

The report of the second Originator, scoring +34, read as follows:

As a strong Originator, you prefer a fast and comprehensive approach to change. You are comfortable with taking risks and with uncertainty. You may appear to be somewhat unconventional. Some people might see you as undisciplined, but you see yourself as open to a better idea or way of getting a job done. You like the rules to fit the circumstances, so you will try to change them when they do not fit. You may be seen as visionary and may be viewed at times as impractical.

Your strengths: You can be very effective at seeing the big picture. You may generate a vision that creates excitement and motivation for co-workers. You are an advocate for change and are seen as a consistent initiator of change. You generate creative ideas and appreciate that trait in others. You can foresee problems before they are apparent to others and act to address them.

Your potential challenges: You may focus on individual contributions at the expense of teamwork. You may not understand or appreciate the relationships and details needed to coordinate efforts across departments and functions. You may not "stay the course" long enough to see the benefit from a new strategy. You may lack appreciation or tolerance for sharing information and consensus building.

R: Do you agree with your CSI results?

O1: Yep. Pretty much sums it up! How did you know [smile]. The only thing I would take real issue with is the very last statement about what is a challenge for me…. Actually I do love teamwork where everyone's efforts get recognized and validated. I really don't like the idea of one person dominating the decision that influences the lives of others, whether it be colleagues or students under our care. In saying that I love teams, I think it is a job that is very difficult in schools… some schools especially, for reasons I don't fully understand. There are people that like to look at themselves as 'leaders' but who are just control freaks when it gets right down to it and don't have a clue about how a team operates. Unfortunately too often those are the kind of people who get in leadership positions and there is no

stopping them.

O2: Yes, I tend to agree with the description, strengths and weaknesses.

R: How have your approach and attitude towards change played out in other decisions in your life?

O1: Mostly good, with hindsight bias. My life has totally been about change and spontaneity with a certain amount of caution because I was a single mother and was very careful to be secure with being able to provide for my children. I think that single role in my life really taught me to be careful. Professionally, it has been great, as I have trained myself in several different areas, again to remain as employable as possible. On another note I have had innovative challenging leaders; a former superintendent or two have been real role models for me in education. Such a huge difference between directors in this area…either being innovative, challenging, motivating or the opposite of being rigid by the books, do it my way or the highway, it's always been done this way so don't confuse me, kind of people. I nearly choke to death on the latter.

O2: I enjoy change and seek to try things out, although less so these days (as I get older and have a family).

R: What factors contributed to your decision to work internationally and choose the schools you've worked in?

O1: Total boredom with the [country name] public school system I was working in; no room for change, beating a dead horse. The lure of more innovative education and travel drew me out and have kept me there for all these years. As far as factors in choice of schools it has been strictly what was available. I have always approached recruiting fairs with an open mind and have looked more at the school and the people in it than the country. For me any country was a new and interesting experience to broaden my own education and understanding of the world. Country has always been the fringe benefit.

O2: A sense of slowly approaching boredom with daily routine back home. Wanting adventure! Choice of schools – in general for the money and quality of life (is there wild scenery and is the city in some way interesting?), also health care and air were important in this move because we are a family with a young baby. I guess it's time to think about saving potential too.

R: Considering your moves to different schools, explain how you experience the process of transition.

O2: In general, I have thoroughly enjoyed transitions. I don't need to be looked after at a social level although I recognize that other people may need this. All transitions have been smooth with the exception of moving here, although this has

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by no means been tough settling in. I approach a new school environment with excitement – excited about listening to and engaging in educational debate, meeting people, getting to know a new land and trying out new things in my teaching. Some personal elements that I think are important include a sense of curiosity and open-mindedness, tactfulness, humbleness (wow, some teachers/administrators really have inflated egos about their knowledge) and a deep-rooted respect for how people from both host culture and elsewhere carry themselves. I also think a strong sense of personal identity helps overcome transitions.

R: How important is your personal life in your professional satisfaction and specifically how?

O1: As much as we try to keep our professional lives and our personal lives from contaminating each other I think it is only human nature that one impacts [on] the other profoundly. If you are constantly stressed out about not being able to deal with the language and bills and communications about your living arrangements, etc. then it is going to take its toll in the classroom. International schools have wildly varying levels of support for their international hires!

O2: There is an ecological relationship between the two. My personal life and home are essential, but a bad school experience would affect my personal life. I recognize that the happier I am out of school, then the happier I am in school, then the happier will be my students, then the seeds are ripe for learning! Personal life has to be priority. I try not to see my job as interfering with my private life.

R: What aspects of administration and the school are important to creating a successful transition to a new school environment?

O1: My goodness! Are you going to write a book on this one or am I? I don't even know where to start on this question. I have taught at 9 different international schools and they vary wildly in their success with this, from my perspective as a new teacher…. Administrators need to be sure that there is a support system in place and then making sure that support system is identified and visible even if you are an experienced in-coming teacher… Most often the situation is you jump into a new school and you are left to sink or swim as your colleagues, department heads and administrators stand back to see what you are made of. This is so wrong! So counter productive! So to summarize: A close mentor. Supportive supervision for the specific job you are expected to do. Clear feedback both positive and constructive. Ongoing support for at least a year.

O2: Clarifying and debating what the school stands for and its philosophical educational beliefs (e.g., through workshop on mission statement, philosophy and objectives). Clarifying each newly hired person's role within the school, including reasons for being hired. Taking time to inquire about transition. Prioritizing housing conditions, amenities and ease of communication with family/friends outside the

country. Providing opportunities for newly-hired people to hang out with each other and with other staff, not only at the beginning of the year but throughout it. Empathy towards new teachers who tend to put in a lot of work and effort in the first year – avoiding overloading or giving them duties that no one else wanted to do (e.g., homeroom, tutor or difficult classes).

R: What aspects of administration are important to maintaining a successful, satisfying working environment?

O1: Close involvement on every level. Open-door policy (I know it's hard to get work done with an open door!) but otherwise an administrator becomes so far removed.

O2: Having a genuine interest in student learning and thus in teaching. Giving all members of staff, students and parents opportunities to have a genuine voice in school improvement and decision-making. Avoiding tokenism, where some members of the community appear to be given a voice, but in reality have no influence on decision-making and/or who are only involved in spirit-enhancing projects like painting school walls and organizing parties. In summary, a successful, satisfying working environment believes in quality and empowerment of all constituents within the community. They also need to be knowledgeable about curriculum programs in the school. They need to be reasonably up to date with current research findings in education; open to different viewpoints, especially those based on research (i.e., appreciative that they cannot know everything better than others); and they need to demonstrate care.

R: What kind of administrative involvement are you comfortable with?

O1: If the purpose of their involvement is perfectly clear and I trust the situation, I welcome it; however, there must be a safe and supportive, open environment first. I personally believe that it should be a law that counselors and administrators go back into the classroom, full load, once every five years, to remember what it is like! Unrealistic, I know, but they would be able to be so much more relevant to teacher needs. An administrator who is making decisions for teachers who has not been in the classroom ever or for ages cannot be effective, period, in my opinion.

O2: I appreciate feedback, but only if I have respect for the supervisor. That does not mean that we have to have similar beliefs in schooling, learning and teaching. By respect I mean that we would engage in discussion with the premise that we may change our minds based on what the other says. Hasty judgments on job performance, whether positive or negative, smack of top down arrogance, especially when I as a teacher do not have the possibility of seeing the supervisor teaching in action. I also appreciate genuine debate – debate in that my ideas and opinions might change as a result of chatting with experienced educators. I especially like to be left alone by educators who don't enter into real dialogue or who have naïve ideas on teaching, learning and leadership.

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R: What kind of school decisions would you like to have more of a voice in?

O1: At times choice of administrators, use of professional development days, use of technology in the classroom and the training given, discipline of students…. I would like to be part of a 'think tank" of ideas to admin.

R: What is an ideal school size and why?

O1: I feel the school size doesn't matter as much as the school climate – like systems in place to welcome and integrate new teachers, etc. I've worked in all sizes of schools from 2400 students to 550 students. Let's face it, some schools just have it together more than others, whether they're large or small.

O2: Mmm, I am unsure. I used to think small but this new experience has made me aware of the potential pitfalls of small schools – wrong people in positions of responsibility. I doubt this would be allowed to happen in bigger schools. But I have never been to a very large international school so I'm unsure even about this. I would that that small schools with effective educational leadership best encourage a learning community.

5.4.3.1 Originators: Emergent themes

The emergent themes of Originators are presented in Table 5.4 below.

Table 5.4   Originators: Emergent Themes

Cultural	Technical	Political	Considerations/Challenges
Open to new directions professionally and personally	Integration into daily life and local community is as/more important as/than professional integration	Appreciates innovative educational opportunities	Gets bored easily and need to seek new challenges
Seen as curious, adventurous, spontaneous	Engages and gets involved with the community, independent of school environment	Values teamwork, but not overbearing leaders	Has high expectations of administrators, leading to possible disappointment
Approaches change with excitement		Administration should act as mentors/models = innovating, competent, challenging, motivating	Likely to initiate change for the sake of change; must reflect on what is worthwhile and not worthwhile
Values humor, transparency, open communication in all relationships	Quality of life, health-care, interesting environment all considerations when choosing location; salary important, but not exclusive	Communication is key to positive relationships – must be able to speak and listen	Family and personal situations influence decisions, necessitating compromise or less spontaneous decisions than might otherwise feel comfortable
Appreciates contributions to be acknowledged	Looks for schools which align philosophically and offer continued learning opportunities	Needs to be empowered – likes to be a part of school decisions	
Expressive about personal opinions and self-identity		Values freedom and trust to do job well	
Considers language and cultural differences as exciting challenges, not hindrances	Doesn't need to be looked after in transition, but value a support system when necessary	Seems to prefer smaller schools, but all contingent on administration	

5.4.3.2 Originators: Discussion

As indicated in the length of the responses, originators are more detailed in their

answers and opinions than the other styles. As was presented in Chapter 4, an Originator

provided a three-paragraph response to a question that others answered in a few

sentences. This corresponded to the results of the quantitative research, showing a greater

range of responses in the Job Satisfaction Scale found in Survey 2, meaning that

Originators, more often than other types, chose responses 1 and 5 on the scale. In the

final phase of the dialogical process, Originators were eager both to confirm and to contradict statements put forward by the researcher, thus leading to this refined list of themes. Originators seemed inclined to look at the bigger issue, finding it difficult to focus on any specific instance. Many gray areas were identified and discussed in the dialogical process, which was not common among the other styles.

The following was one example of such interaction. I constructed a theme about change styles in the personal life: "You like your contributions to be honored and appreciated". O2 responded:

> Yes, I do and yet people tell me that I always do things quietly. So I would say that I like getting compliments but I do not actively seek them. Trying to force compliments from others (boasting) is obviously counter-productive and yet isn't it surprising … the number of people that say "I" instead of "we"? People look ridiculous when they say "I" like this.

The theme was thus changed and confirmed as: "You prefer administration to support and encourage innovative ideas".

Another example followed the statement of an emerging theme, "You prefer administration to be relatively distant, but offer an innovative environment." To this, O2 responded:

> Distant, no. I prefer to see admin as interested in how I use my relative freedom to help develop, encourage and create this innovative environment. Admin should be willing to initiate and enter into meaningful dialogue about how I am trying to be innovative and how I am trying to encourage student and others to be innovative as well.

Finally, in relation to the statement, "You have high expectations of administrators, yet prefer to work as autonomously as possible", O2 concurred:

> Yes, but autonomy does not mean irresponsible freedom. Administrators ought to realize that empowered teacher work more effectively. Some teachers will have earned more autonomy than others. Administrators ought to monitor carefully and with genuine interest the autonomy given to teachers.

These statements reinforced the desire of Originators for open communication, their emphasis on innovation and administrative roles and their willingness and need to express opinions and engage in dialogue.

Substantiating MBTI and CSI comparisons, Originators presented as typical *Intuitive/Perceiving* (*NP*) types, who value ideas and possibility over details and structure (Rushton, Morgan & Richard, 2007). In this way they seemed to embrace the overall international experience, of which the school is simply a part of the whole. As individuals who seek possibility and ideas, it is not surprising that they valued open dialogue with others and encouragement to blaze trails in both their professional and their personal lives.

Originators were the only change style type who defined positive qualities in teachers and who suggested that self-identity is important in the transition process and working internationally in general. This is not to say that only Originators achieved a higher level of self-awareness leading to positive emotion and higher levels of job satisfaction. Indeed, Originators in the study ranked the lowest levels of job satisfaction. Clearly, all change style types can and do adapt throughout their careers, but among the members of this study only the two Originators expressed these ideas as being relevant to the transition process and job satisfaction. These results suggest that Originators are more comfortable taking risks that might cause discomfort or debate in the professional environment.

In a new setting, Originators seemed the most likely to engage with the culture, language and host country, stressing the need to maintain their personal lives above or at

least equal to, their professional responsibilities. O1 told of a particular instance that

shocked her when she tried to integrate with the community:

> I moved to a new international school in a new country and immediately went looking for people with whom I might turn out to be 'new friends'. I invited a local-hire teacher out for dinner one night as a gesture of 'get-to-know-you' and her response was quick and to the point. "I don't really desire to make friends with overseas hires because they come for a few years and then they go and you never see them again." I was quite floored by this attitude because in my life I make friends wherever I go and value them for the moment knowing that the time will come sooner or later when I will move or they will…

O2 admitted that he initially committed to a place for the two-year contract, but

eventually ended up staying for a minimum of five years. "My natural disposition, I

guess, is to hang around and get to know the people and the place."

The choice of Originators to work internationally seemed to be partly driven by

the need for adventure and a sense of 'boredom''. O2 stated, "I'm bored when the

challenge is gone and I don't feel excitement. This is hard to quantify. It's a feeling that

enough is enough and it's time to try something new." Similarly, O1 offered:

> For me, boredom takes several different forms and I notice it at a physical and emotional level. I get tired physically and a bit down in the dumps and start asking myself stupid questions! Questions like who even cares how I teach on a daily basis as long as I do a sufficient job. Involvement with new things is stimulating and energizing, though stressful at times; rather the stress than the boredom!

In spite of the fact that the Originators in the study preferred change and

stimulation to boredom, they both reported that family and personal situations dictated

their choices over time. As presented in the literature (Hargreaves, 2005; Huberman,

1989), age, career stage and personal elements affect our decisions, emotions and

satisfaction. This does not suggest that people lose their change style preferences over

time. On the contrary, it supports the work of Huberman, recognizing the growth and

priorities of teachers at different stages in their career. Additionally, MBTI research (Myers, et al., 2003) indicates that personality types don't fade; on the other hand, age, self-awareness and experience enable us to access other preferences more easily. Additionally, while change styles are indicators of innate inclinations, our responses to any given change situation, while compromised versions of our most natural predilections, will still resonate with general characteristics within the range of our natural change styles.

Originators also expressed the desire for the choice of school to coincide with their personal needs and desires, including interesting opportunities and fresh air. Pragmatists voiced similar priorities, showing again that change styles, while good indicators of perspectives and attitudes, are not unique to one type. The similarities and differences are expressed by individuals in each of their unique situations and depending where they fall on the continuum.

By looking next at the responses and discussion of a Pragmatist-Originator, the interaction of preferences, styles and attitudes will be more clearly displayed.

5.4.4 Pragmatist-Originator

The outlier case in the study is called the Pragmatist-Originator as her CSI score of +12 can be considered a "Pragmatist with Originator orientation". Through the dialogical process, she indicated a mix of both Pragmatist and Originator behaviors and perspectives. The PO's comments are interesting and striking in the study as they indicated a very distinctive mix of change styles. This combination of characteristics is important to consider in the overall process of the understanding and appreciation of

differences. A change style score is not a prescription of attitudes and behaviors, but rather a description of preferences, which, in relation to change in a person's life, will likely be naturally demonstrated.

The questions and responses in the dialogue with PO followed a similar pattern to those of the other change styles; however, her responses were more lengthy because she was asked to respond to both Pragmatist and Originator themes. Owing to the fact that the themes falling within different change styles blended, emergent themes and participant validation were not included in this section; however, a summary of responses follows the narrative dialogue. As noted above, the respondent has been identified as a Pragmatist/Originator (PO). The CSI result and shared dialogue for PO follow:

> *As a pragmatist with originator orientation, you prefer change that addresses specific, real problems and prefer to avoid change that seems to be only for "the sake of change". You are practical, reasonable and flexible in your approach to change. You are open to new ways of doing things but not too quick to commit. You may serve as a mediator and prefer a "middle-of-the-road" approach.*
>
> *Your strengths: You are open-minded and can adapt to changing circumstances. You are able to promote a shared vision of what the organization will be like in the future. You are able to promote short-term goals without compromising long-term strategy. You are willing to challenge work practices that appear nonproductive or outdated. You recognize and appreciate novel suggestions from your co-workers.*
>
> *Your potential challenges: You may need to be reminded to use informal networks in your organization to get things done. Sometimes you may overlook details and things may "fall between the cracks". You may not be open to diverse perspectives and may find it challenging to compromise to get a job done.*

R: Do you agree with your results of the CSI?

> PO: Yes, I recognize the balance between pragmatism and an enjoyment of change, providing there is a point of it. I appreciate 'wild, creative innovation' but don't ever find myself initiating it.
>
> The main thing I notice is that, with the categories you have outlined, I fit more clearly into the Originator category when it comes to job satisfaction and challenges, am more pragmatic in terms of the transition process and rather 'in

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the middle' regarding my style and my personal life. This amalgam feels like it might fit, actually, because I am strongly invested in my work and pay scant attention to my personal life – as long as it works, I pretty much ignore it. On the other hand, I spend a lot of time thinking and studying about matters related to work, so I have clearer ideas about plans and possibilities and am more likely to be open to innovation and change in that area.

R: How has your approach and attitude towards change played out in other decisions in your life?

PO: Most of my involvement in change has been to do with my work and the different jobs I have taken in different places. In my home life, I'm not really aware of courting change at all. I don't fall into routines but rarely make significant changes. Things just evolve as my work circumstances change.

R: What kinds of things influence your decision to stay or leave a school?

PO: I will have a sense that I have achieved the main challenges that I had set as goals for myself. I will probably recognize the next stages of the school's development, but that will probably seem 'too hard' for me and I will think of those as challenges for someone else. The other possibilities are that b) I will be frustrated by resistance to my ideas about change and development and will finally get worn down; or c) I envisage a change in personnel which changes the personal relationships within our senior management. If someone was placed so that they had authority over me and I did not get on with them or have personal and professional respect for them, that would also motivate me to leave.

R: What aspects of administration are important in creating a successful school environment?

PO: I think the team is paramount and I also see leadership as being intrinsic to the team. The leader has to be trustworthy, admirable (re: their expertise, not false status as wearing a suit, having a nice office, etc!), fun, a good communicator and has to demonstrate that they are not above doing anyone else's job or taking on more than their share of the rubbishy jobs. They also have to have a vision, highly developed principles and both long and short-term strategic and political skills.

The leader has to draw the team around them and then systematically distribute power and responsibility to others so that the organization matures as the staff members develop their own skills, knowledge, talents and ability to manage.

The team, as a group, has to embrace their work with commitment, energy and good humor. It is the administration's responsibility to develop, recognize, encourage and reward these qualities. There has to be a lot of trust between all parties.

As well, good administration has to have clear lines of responsibility, plenty of communication in various forms, transparency, consistency, openness and inclusiveness. And 'technical competence', of course – the ability to do the necessary things well.

R: Could you explain the process of transition as you experience it? In other words, what makes for a smooth transition, how do you approach a new school environment, what personal elements are important in creating a successful transition?

PO: The process of transition for me is quite difficult and it takes me a long time to adapt. I tend to have high hopes and my initial time in a new school environment is marked by disappointment. I have wanted to change too much, too fast – have met resistance from those around me and have pulled back, before doing anything that would fail. In one shift that ended up being very successful, the transition was marked by me finding people, fairly quickly, with whom I felt that I could get on, personally and professionally. However, more often this doesn't happen and it takes me a long time to shift things and communicate to others what I have to offer and what I need.

It has always been important for me to have the space and time to learn the school myself. I easily feel the pressure to perform and am anxious about presenting myself the right way. These things have tended to disappear after the first year or so in a school, after I feel I have enough achievements under my belt to have established my reputation in the eyes of others.

R: What influenced your choice to work internationally and what influences your choice of schools?

PO: Initially I wanted to travel and challenge myself. I believed that international schools were high quality and I thought that I would have to improve my teaching practice to fit in, therefore that I would learn a lot professionally from the experience. I chose my first school because it was in a country that I knew very little about and I thought it would be an adventure.

Since being established as an international school teacher, I have developed strong loyalty to the International Baccalaureate Middle Years Program, so that I would no longer consider working in a school that does not offer the program. I enjoy a multi-ethnic student body and the way that international-mindedness is so important to the IB program. I chose my current school because it presented the opportunity to implement the MYP, which I thought would be interesting.

Both international jobs I have taken were 'sold' to me by charismatic school heads who persuaded me that I would have both challenge and adventure, plus lots of opportunities to be versatile. In hindsight, this worked out well for me but the same approach did not work out well for others. I think this is because I have

bought into the rhetoric but at the same time been realistic enough not to feel disappointed when the reality has worked out to be somewhat less than the promise.

To be honest, one reason I appreciate my current location (one reason I chose it) is because of its similarities with [home country]. I also had a strong affinity to [country's] culture, music, art and literature. I wanted to develop an understanding of what this culture is like, compared to my own. It's like the best of both worlds.

R: Since you score as 'pragmatist with originator orientation', I'll ask you to respond to the emerging themes that have developed for both lists. How do you relate to the emerging themes of the pragmatists?

PO: Looking at the pragmatist list concerning job satisfaction, there are only two points I really identify with. First, I feel that the school should assist more with daily life. I am less sure that it is the school's job in a country like [country] but, on the other hand, I have first-hand experience of how much easier it makes life when school employees help arrange things for you, provide transport, etc. This has something to do with the slowness with which I learn how to work things in a new situation. I am not good at asking for help so I spend a lot of time learning by trial and error. Nor do I quickly build myself a circle of friends with local knowledge who point me in the right direction. The alternative for me would be to have a really comprehensive staff handbook, but I have not worked in a school that actually has that.

The other point I identify with is "You like admin/colleagues to notice and acknowledge your contributions". The reason I am interested in this is also because of an important principle. Over the years I have had a high profile in my school as someone who does a lot of extra things…. The personal recognition is well-meaning but I don't really like the attention. In fact, I hate the attention! However, in another way I think it is critical because it recognizes that schools run on goodwill. Gratitude and appreciation are really important 'oil for the wheels' because we can't really function if everything is done by the letter of the job description and the work contract. I think that people are likely to be very happy to give 100% (or more) to the job, provided that their efforts are overtly appreciated and, when the time comes, goodwill is shown in return.

About the transition process, I strongly identify with these points, particularly the one about Internet access. Basically, I need a living situation where things are in order and I need to be able to stay in contact with 'home' (reading newspapers online, writing to friends and family) and to be able to access the Internet for working at home. When these things are in place, I am not at all dissatisfied with whatever living conditions I have. But if they are not working, I feel particularly unsettled. The time just after a shift or leading up to a shift, is particularly

destabilizing for me and I get anxious about details of selling things, shutting things off, getting rid of stuff, etc.

The point "Find overall satisfaction to be related to factors outside the school" doesn't really express how this works for me. It is more that overall satisfaction with life is focused on the job but enabled by a smoothly functioning personal life.

Concerning challenges, time and efficiency is always a challenge for me although my looseness doesn't seem to be due to thinking things through from various viewpoints. It is usually a 'can't see the wood for the trees' issue, combined with a lack of self-discipline! My time and efficiency problems usually arise from my strategy of moving in on an issue – doing the peripheral, less difficult things first, and approaching it from the edges. I run out of time to do a thorough job on the central tasks, even though I am quite thorough and exacting once I eventually get to them.

R: What kind of information do you need to do your job well?

PO: The big picture, but also procedures. I get enormously frustrated when procedures are not transparent or available and when knowledge that is important to everyone is captured in someone's head (or their office). I see this kind of information as an important aspect of collegiality and the guarding of information as being as aspect of territory and power capture.

R: And how do you identify with emerging things from the Originators?

PO: As I mentioned before, the 'job satisfaction' and 'challenges' are very pertinent to me. I do not identify with the points about the transition process. My style/personal life is some kind of mix of both.

About the transition process, all statements are 'untrue' for me, maybe because I am quite a shy, reserved person, slow to make friends – more of an observer than a participant, more interested in things like culture in terms of concepts, individual observations, study, absorbing aspects of lifestyle slowly, etc., than diving into experiences straight away.

In the domain of personal life, I also identify with the points listed, particularly "You value humor, transparency and openness in those around you – personal and professional." For example, I do like new places but I don't actually like moving and approach that with trepidation. It is a big uprooting and only done after much consideration about how ready I am and whether the transition point is right for the school….I am curious and don't mind 'blazing new trails' but it has to be within an established framework and I baulk if I attract too much attention…. especially to the public eye.

As far as 'challenges', these statements work for me. I agree with "You get bored easily, looking for change in some part of life", even though the comment above might seem to contradict that. While I am not quick to shift school/countries (finding it hard to uproot myself), in other areas I can be quite spontaneous about change. I might be bored, have a good idea and then instantly go off in that direction, implementing all sorts of things as I go. Getting an email about something will be enough to set me off doing a new thing. I get bored with immediate tasks very quickly and my teaching style reflects the same thing – sometimes I get bored more quickly than the students and keep introducing new elements, new resources and new ways of doing things. I hate doing anything the same way twice. Changes tend to be experimental rather than planned and I also put quite a high emphasis on intuition.

The final statement "You may have to think carefully about what is worthwhile change and change for the sake of change" highlights something that is an inconsistency of mine. When it comes to other people, I always think change should be purposeful and linked to some overall plan and strategy. I can be a very vocal critic when it comes to aspects of the organization that are *ad hoc* and non-rational. As a manager, I look for those things and tidy them up. On the other hand, my own approach to change does not include allowance to experiment and be intuitive and to allow things to grow in an organic way. I think this is probably a tension within myself that is emerging and I shall have to figure out where I stand.

R: When do you recognize that you're bored and it's time to make change of any kind?

PO: I almost always know where the changes are needed and what needs to be done – if not consciously, then if you were to ask me I would intuitively come up with an answer. However, I may not feel that the time is right – either due to my lack of resources or the readiness of people/circumstances around me. However, on top of that I have my own way of 'sparking' if something takes my fancy – maybe something I spot that gives me an idea or a question from someone or an opportunity. I tend to make quite creative and interesting connections – maybe that is how I know that I'm bored. Rarely do I become discontented with something that exists; I will generally have the instinct to change before I become bored and it will almost always come upon me as a 'good idea'…. Ritualized behavior – where people don't know why they are doing what they 'customarily do' – drives me crazy. I will feel compelled to change that out of indignation! Or at least be irritatingly critical and resistant about it.

R: What is the ideal school size for you to feel most comfortable? Can you offer reasons why?

PO: I like to be in a school/section between 100 and 250 students. Faculty between 15 and 25 probably best for me. About students – I like situations where I get to teach all the students in the school. I have taught [subject] throughout my

career, so I have always taught everybody as they have done their compulsory subject time. It would be disconcerting to be in a school where there were some students that I didn't know through teaching them…. It's also important that staff know me and know where I'm coming from – in a big school this would depend on my position in the hierarchy rather than my intrinsic worth and what I have to offer.

R: What factors are important in choosing a location?

PO: Contrast from the current location (i.e., want to shift to something very different). Ease of travel and proximity to an international airport, straightforward visa arrangements. Also proximity to places I like or need to go. A country for which I feel a genuine curiosity.

5.4.4.1 Pragmatist-Originator: Discussion

As noted previously, emerging themes for both Pragmatists and Originators were sent to PO, who in turn shared her perspective and experiences. It appears that for PO preferences and attitudes were different in the professional and the personal domains. PO mentioned very little about her personal situation, only to say:

…I am strongly invested in my work and pay scant attention to my personal life – as long as it works, I pretty much ignore it. Maybe I should add that I have a very firm barrier between the two. I hate colleagues asking about my personal life and ideally would keep them totally separate. The reason is because when I am home I do not want 'school' intruding and I don't want to have to 'perform' in my school role in my own home.

As PO reflected on her score and the change style report, she added:

This is interesting. Perhaps I'm only recently realizing that 'failing to compromise to get a job done' is such a problem for me. In the past I have had the time to see projects through with a 'big push' – however, now that I am in a position where time is short and work needs to be smarter, I often have to work out what the essential is and re-prioritize the rest. It is difficult.

This demonstrates again not only that change style preferences are important to the attitudes and behaviors of individuals, but also that situations, responsibilities and other situational factors play a role in how we manage our preferences to meet the needs

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around us. Additionally, it contributes to the belief that self-awareness and understanding are crucial elements of managing change smoothly.

As a Pragmatist with Originator tendencies, PO not surprisingly valued the team and the overall atmosphere of the work environment. PO admitted to wanting to establish herself before implementing ideas, thus building rapport and support. Like other Pragmatists she appreciated being recognized for the work that she did; however, she preferred to stay out of the spotlight. She strived for positive relationships, trying to consider the group and atmosphere when making decisions.

PO felt most comfortable when allowed time to prepare and plan for daily work, particularly commencing a new position. She believed that the school should provide ongoing support and guidance for the staff; however, she recognized that individuals must also take initiative for their own acculturation. She stated,

> The aspect that is related to the school that concerns me more than how much they help is the principle of helping. What irritates me is when the school helps in a partial, inconsistent, unpredictable or unfair way. This depends entirely upon the personalities involved and how much they are prepared to incorporate assistance into a busy school day. It can really cause resentment if it's not fair and equal for everyone.

This statement demonstrated the Pragmatist tendency towards harmony, as well as the Originator perspective that help should be available for those who need it, even if they are not utilized in the same ways.

More Originator tendencies seemed to emerge in the work environment, as she faced challenges and new ideas. As suggested, PO was eager to initiate changes with little thought to the detailed process involved and constantly used a variety of techniques and ideas in her work. She was not afraid to challenge the system or individuals in it when her expectations were not met. PO claimed to work with little guidance but with

positive support and she valued a sense of humor in her daily communications with colleagues. All of these descriptions offered resonated with the responses of the other Originators in this study.

PO appeared less involved in changing aspects of her personal life, sharing that it was secondary to her work responsibilities and time. She cited that her work ethic was more a mix of family and cultural values, not considering possible inherent personality influences. She added, "I like things to be as low maintenance as possible at home. Work is demanding so coming home has to be comfortable, calm and non-problematic."

While this attitude and perception of work and home were influenced by the culture in which PO grew up, the change styles score demonstrated some consistency with other Pragmatists. In a similar way to P1 and P2, PO seemed to put much of her focus on work, perhaps at the expense of personal time and yet valued the engagement and learning which were made possible in the culture and environment in which she lived. As well, like other Pragmatists, PO valued assistance by the school, expecting them to help navigate daily life issues during the transition period. Additionally, she valued time alone to focus and prepare before the start of a new job, year or day at work. However, like the other Originators, PO also admitted to managing many of these challenges, both daily living and classroom preparation, on her own, learning by trial and error. She stated: "I can cope with figuring things out for myself although I have a lot of experience, so I more or less know what to expect and what questions to ask."

Thus, PO's reflections again demonstrated that many factors, including age and experience, influenced attitudes, perceptions and behaviors towards the transition process. In addition, their responses suggested that change styles do exist and that they

affect the overall manner in which individuals manage and adapt to change and perceive positive emotions, thereby satisfaction.

The shared results of PO resonated with CSI and MBTI research, showing a mélange of characteristics for people falling between two distinct change style types. From this study, it was clear that PO had identifiable characteristics of both Pragmatists and Originators. As discussed previously, CSI research shows that the majority of the population falls closer to the center of the continuum, with only a smaller percentage existing among the stronger change style preferences. With this in mind, it is clear that PO represented a large voice of the international school teaching population and this voice is important to consider in the management of preferences and change styles.

5.5 Summary

A change style score is not a prescription of attitudes and behaviors, but rather a description of preferences, which, in relation to change in a person's life, will be likely to be naturally demonstrated. The CSI score represents the relative identification and strengths of those styles, meaning that natural preferences can and will most probably resemble those of others with the same or similar scores. The case study demonstrated that within any given change style is a range of natural preferences by which individuals might act and react. Therefore, while Conservers, for example, will be likely never to show the attitudes and behaviors of a strong Originator, in certain situations and considering other situational factors they might reveal stronger than normal responses in either direction of the continuum. This suggests the fluidity and diversity of change style

types, offering not a rigid description but a fluid awareness of preferences to be considered in conjunction with many other factors.

Results of the case study demonstrate a slight relationship between change style score and job satisfaction, with lower CSI scores (those tending towards Conserver tendencies) showing slightly higher job satisfaction scores than those of strong Originators. Nonetheless, it does not follow that Originators are dissatisfied in their work. On the contrary, it appears that individuals at different points on the change style continuum describe satisfaction and expectations for the transition process differently. It is important to consider the many other factors that contribute to job satisfaction and a positive transition process – such as family, safety, culture, administrators and fresh air.

Research question 2 asked: Within the international school environment, how do cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles? The following discussion focused on these three factors in relation to the research question.

5.5.1 Cultural factors

Cultural factors include personal situations, age, gender, career stage and experience. Among the change styles types, it appears that Conservers are more inclined to prioritize professional obligations when moving to a new location, whereas Pragmatists and Originators tend to spend more time respectively engaging in group dynamics and their personal environment. This resonates with previous research concerning the reaction towards stress that individuals with varying 'higher order needs' demonstrate (Conley & Woosley, 2000). In this study, it would appear that Conservers

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are individuals with fewer higher order needs, demonstrating greater signs of stress when forced to manage increased workloads and continual unknowns. Originators, on the other hand, could be seen to embody the characteristics of people with strong higher order needs, representing those who lessen engagement with the organization in times of increased stress and who spend more time focused on their internal, personal world. Especially during the initial stage of transition, Conservers, Pragmatists and Originators require and expect different levels of support and guidance from the school in both their professional and their personal lives.

Guichard and Lenz's (2005) 4S strategy in relation to transition suggested that the major components of a successful transition include the situation (stressors of the specific situation), the self (self-knowledge, understanding), support (outside structures available to them) and strategies (coping mechanisms, organization, etc.). Results of the study indicate that teachers of all types do in fact manage the transition process with these main ideas, the differences among them being in their engagement with each. Most important in the initial transition process of international school teachers seems to be the support of the school and other resources, as well as a complete understanding of the situation and time to manage the details deemed necessary. Several participants stated that self-identity assists in the overall transition process, thereby suggesting a desire and a need for dialogue promoting personal awareness. Each type, each individual, will bring to her or his experience her or his own self and strategies; however, following Guichard and Lenz's model, continued professional development, particularly in the area of change styles and personal preferences, could advance the overall transition process significantly.

In relation to MBTI research, we also see many similar patterns, some of which have been discussed previously. In addition, among the participants in this case study, there seemed to be a relationship between change style scores and the preference of school size. One of the Conservers voiced a preference for larger, more inclusive school, with a strong hierarchy of administration, whereas Originators generally reported a preference for smaller schools in which personal communication and creative ideas were possible. Along the same lines, MBTI research suggests that –*SJ* types (Conservers) are more likely to value structure and systematic processes, while –*NP* types (Originators) are more likely to promote and instigate new possibilities and avenues for reform. The shared experiences and viewpoints of the case study participants represent similar patterns.

In relation to CSI research, similarities also existed. Change styles among people in the business population reveal Pragmatists to be the mediators among groups of people, focusing on harmony and relationships as much as on process and procedure. The Pragmatists in this study exhibited similar styles, stressing the need for group bonding and sharing prior to either professional or personal organization. Other CSI characteristics, as reported in the literature review in Chapter 2, resonated with the case study results.

While the research results displayed the distinct patterns, attitudes and beliefs of change styles of international school teachers with regard to the transition process and job satisfaction, they did not exhibit any indication that change styles are related to retention. This study contributes to existing knowledge of international schools and teachers by suggesting that elements of retention are not related to psychological elements of change.

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For this matter it is important to continue investigating various factors relating to longer-term contracts. It is possible that the nature of the international school environment perpetuates curiosity, opportunity and choice that contribute to seemingly low retention rates. Perhaps it is necessary to accept that, among international schools and the teachers working in them, lower rates of retention are normal and an intricate part of the unique environment of global education.

5.5.2 Technical factors

Technical factors are next discussed in process of school change. This relates to global elements, dealing with the logistical aspects of initiation, implementation and institutionalization. For the sake of reporting, these technical factors included the transition process and components that influenced the individuals' adjustments when making a move to a new international school.

Each of the three change style types reported that the transition process could be difficult in all realms of adjustment – school, personal, social and logistical/technical. The key difference among them was the incentive to make a move, the method by which they established comfort in the early transition phase and the general attitude with which they viewed the transition process.

Conservers reported making moves for professional, family or other specific reasons. Although they valued the international lifestyle and the opportunities that it presented, they maintained a need for stability in their choices and lives. Factors contributing to their decisions included good package and salary, personal and family safety and security, curriculum, school system and the likelihood of a long-term stay.

They seemed to prefer school assistance with professional and personal arrangements and looked to the school to offer social opportunities and interactions. They claimed to feel better if they had a few social connections, yet they placed priority on preparing themselves in the classroom and within the new system. Pre-arrival information was appreciated and absorbed, but orientation on arrival was paramount to manageable stress levels and personal satisfaction. The more prepared they felt in their classroom and professional duties, the more tolerable were other parts of life. Although they ranked "knowledge of the school system" and "preparation of classes" highest on the list of priorities when commencing a new job, home space was also important. They would prefer everything pre-arranged and managed by the school so that their focus could remain professional. At the same time, lack of appropriate information concerning details of home and daily life influenced the overall ease of transition.

Pragmatists, while reporting a desire to have appropriate time to prepare the classroom prior to student arrival, emphasized relationships, bonding and home more than Conservers. Pragmatists seemed to be more concerned than other types with team spirit, social connections and developing relationships with administrators and staff. They recognized that their personal and professional lives affected each other and tried to maintain a balance; however, if things became overwhelming in the work arena, time and energy were re-directed at the expense of personal health and well-being. They were able to function spontaneously, relying on their own experience and knowledge if required, but stress and dissatisfaction arose in the long term. Pragmatists articulated the value of positive, thorough, people-centered, relationship building orientation programs for new teachers, which included at the appropriate time opportunities to meet and interact with

returning staff. Personal mentors commencing prior to arrival and throughout the first academic year seemed to gratify the personal connection and information source that the Pragmatists desired. The central motivations given for Pragmatists to change location were personal situations, salary, working environment and/or location and having connections with people in a particular area.

Originators differed somewhat from the Pragmatists in that they prioritized the need to settle in the home and community, closely tied to the development of social connections. While they appreciated pre-arrival information and a thorough orientation, they did not rely on the school to mirco-manage the details of life in their new environments. They were more apt to approach situations with a level of adventure and excitement and to learn by trial and error. Knowledge of the school, system and curriculum, while important, seemed secondary to the establishment of their personal space and life. They perceived an ecological balance between their personal and their professional existence. Therefore creating and maintaining a positive balance were crucial to their overall satisfaction and performance. They commented more on making connections within the local community than did Conservers and Pragmatists, indicating their desire to embrace the whole experience. They reported motives for seeking new landscapes and jobs as "adventure" and "boredom". They preferred new challenges and lifestyles to mundane monotony. While they had underlying priorities in choosing new geographical areas in which to work, they described the choice to change and the new location as somewhat instinctive.

The needs and preferences described by participants in this study matched Maslow's hierarchy of needs of global nomads (Walker, 2002), including safety

(financial, home security), belonging (team involvement and social networks), feelings of worth (having a positive working knowledge of the job and the role that one plays in the school) and self-esteem (feedback and feeling appreciated for the work and commitment of each individual). While each change style type demonstrated a different preference in terms of priority and depth of engagement, all factors in Maslow's hierarchy were present.

5.5.3 Political factors

Political factors involve the desire and the ability to initiate change and the level of empowerment (or disempowerment) that it involves. With the transient populations of many international schools, initiation of and follow through with what is seen as positive change can be very challenging. As in many schools, the long-term staff are generally more hesitant than most to accept the ebb and flow of change. At the same time, employees who stay only a short duration lack the time to identify, implement and follow through with change. For these reasons, the experiences and perspectives of the case study participants varied.

Conservers expressed the strongest desire for guidance, feedback and involvement with the administration, both in job performance and in recognition of their work. They appreciated competent, effective, active and involved administrators. In relation to job responsibility and duties, Conservers spoke largely about doing the job that the administration expected and gaining more responsibility and professional development in a structured, quantifiable manner. While eager to follow through with projects and new ideas, they felt more comfortable following a well-prepared path than forging their own

way. They expressed the preference to be fully integrated into and adjusted to the school system and management before embarking on new and innovative change, even if they recognized the need for such change. Both Conservers interviewed in this study admitted to being somewhat perfectionist in many parts of life, thus requiring more time and energy to get a job done to their satisfaction and appreciating recognition and guidance along the way.

The perspective of the Pragmatists differed slightly from that of the Conservers in that they valued a certain level of autonomy and freedom in doing their job, while at the same time expressing the need and desire to be recognized and appreciated for their work. They seemed to want the administration and other colleagues to observe their efforts, but from slightly greater distance. It seemed that they were not afraid to initiate and implement change; however, they expressed an almost paralyzing force in moving forward because they became too busy trying to maintain harmony. They would prefer that administrators and colleagues ask them what they need instead of having to instigate it themselves; both participants stated that they did not have a problem being spontaneous if it were a rare occurrence and as long as they knew from whom, when and where to find answers.

On the opposite end of the spectrum were the Originators, who found great satisfaction in finding new ways to accomplish tasks, implementing new ideas and improving systems. They became easily frustrated when others showed resistance to their ideas about change and development, which in fact could push them to manage change in other parts of their life. They required a genuine voice in school decisions and preferred to work in teams of people who shared ideas and offered challenge and support. They

expected administrators to be competent and open to initiatives from staff, granting the freedom to work somewhat liberally. They valued the right and respect to debate ideas about the school's philosophy, mission statement and objectives and claimed to be open and responsive to different opinions. They choked on rigid administrators, seeking instead innovative, challenging and motivating leaders. Positive stress, challenge and new adventure were preferable to boredom, both professionally and personally.

Analogous to literature presented by Blandford and Shaw (2001), the political aspects of the work environment are paramount to job satisfaction. Among the most important are administrators, structures and coping techniques and support. The candid, non-directed responses from each of the interview participants included each of these elements at some level and description.

Clearly the cultural, technical and political factors of the transition process and job satisfaction were supported in this research and provided an inclusive manner in which to organize and conceptualize the data.

CHAPTER 6: DISCUSSION AND CONCLUSIONS

6.1 Overview

Keeves and Sowden (1997) assert that specific educational research contributes to educational knowledge in a variety and combination of ways: theory about the educational process, knowledge about educational practice and/or insight into planning and further investigatory activity (p. 305). Carr and Kemmis (1986) offer several images of educational research as related to applied sciences. Comparing it to the science of medicine, for example, they contend that, as the medical practitioner must take into account laws of biology, chemistry and physiology, educational practitioners must consider the framework of psychological and sociological functions operating in the educational setting (p. 58).

In an attempt to contribute in similar ways, the process and results of this research have enhanced the existing knowledge about teachers and international schools. The study has provided an example of interpretive methodology using two forms of data collection and analysis techniques, highlighting the applicability of both quantitative and qualitative data in educational research. Theoretically, it has contributed to the concept of change styles by extending it beyond its most current area of application, that of organizational leadership and management, to the international teaching population. The research has explored commonalities and diversities among different types of people and supports the MBTI research on which the change style theory was based. It has contributed to the understanding of the interplay among the individual's psychological preferences, situational elements and outside stimuli. Finally, empirically the data have

offered a new perspective of educational practice in terms of teacher satisfaction and the transition process in international school environments, as well as confirming the need for further inquiry into the intersection among retention, job satisfaction and change as they relate to teachers in international schools.

Given the quantity and scope of change among international school educators, change is a distinct topic of interest. This research sought to identify how differing change styles influence job satisfaction and the transition process during the time of relocation. The first research question aimed to establish if an association exists between change style and job satisfaction and if so what form that association takes, thereby extending change style theory to international educators. The second research question identified important aspects of the relocation process and elements of job satisfaction as reported by individuals of different change styles. Both qualitative and quantitative data were gathered, analyzed and viewed through an interpretivist lens. The goal of the qualitative research was to understand rather than explain (Denzin & Lincoln, 1998, 2003), thus employing the case study method and comparing qualitative and quantitative data, in order to identify the divergences as well as the commonalities between the two data sets.

This chapter summarizes the results presented in Chapters 4 and 5, focusing on elements of both research questions. As each research question drew upon different data sets and a crucial part of the research design involved the comparison of data for enhanced understanding, contributions to the methodological foundation of the research are presented first, in Section 6.2. Research question 1 is then addressed in Section 6.3, summarizing the theoretical component of CSI research – that is, extending its relevance

to the teaching population in international schools and offering a general summary of the change style descriptors as identified through the research in this specific context. Finally, the empirical implications and significance of the data are summarized. Specific change styles are reviewed in Section 6.4, including how they translate to the behaviors, beliefs and attitudes of the international teaching population. Sections 6.5, 6.6 and 6.7 conclude the cultural, technical and political themes associated with the transition process and job satisfaction. These three main topics are discussed respectively in terms of orientation and mentors (the cultural aspects of positive transition), school involvement (the technical aspects of the transition process) and administration (the political aspects). Finally, conclusions concerning the areas of professional development and retention are presented, followed by recommendations for further study. The chapter ends with a final remark from the point of view of the researcher. Table 6.1 below shows a general outline of the conclusions presented in this chapter.

Table 6.1   Outline of conclusions as presented in chapter 6

Section 6.2	Contribution to methodological knowledge	Collection and analysis of qualitative and quantitative data sets
Section 6.3	Contribution to theoretical knowledge: Research question 1	Contributions to change style research; summarizing change styles in relation to international school teachers
Section 6.4	Contribution to empirical knowledge: Research question 2	Synthesis of behaviors, beliefs and attitudes of each change style type: Conservers, Pragmatists, Originators, Pragmatist-Originator
Section 6.5	Cultural themes	Specific extension of contribution to empirical knowledge
Section 6.6	Technical themes	Specific extension of contribution to empirical knowledge
Section 6.7	Political themes	Specific extension of contribution to empirical knowledge
Section 6.8	Additional contributions	Supplementary results
Section 6.9	Recommendations for further study	Thoughts about how to proceed
Section 6.10	Researcher's comments	What next?

6.2 Methodological contributions

As explained in detail in Chapter 3, the study's interpretive lens required both quantitative and qualitative data in order to create a full picture of change styles among international school teachers. Table 3.4 (p. 96) outlined various aspects of data collection, analysis and reporting. This study applied a corresponding variety of data collection and analysis techniques which allowed for an in depth exploration of the research questions and a way in which to compare and confirm different data sets. The results of the study demonstrate the value of utilizing various techniques in interpretive studies by corroborating and contrasting results, which both confirm and challenge the phenomenon in question. While the qualitative results supplied a wealth of information about change styles and the association between change style and the behaviors and attitudes of international school teachers, the trustworthiness of the results would have been compromised without comparing them to data about the larger population of teachers who participated in the initial quantitative surveys. Descriptive statistics of the quantitative data provided evidence that change style and job satisfaction are not associated, nor does there appear to be a significant association with change styles and other aspects of international teacher choices, level of teaching or number of moves. The two data sets imply different outcomes and possible explanations for this inconsistency are discussed later in the theoretical and empirical contributions. However, a noteworthy element of the methodology is the fact that both data sets were valuable and contributed to the overall interpretations of the research questions. As well as offering further explanation of the study, both sets of data beget other avenues of inquiry in the realm of international education, international teachers and change style theory.

The combination of data sets and the comparison of data contributed to the study's relevance and trustworthiness, making it a significant contribution to knowledge in these realms.

6.3 Theoretical contributions: Research question 1

The first research question concerned the relationship between change style and job satisfaction – specifically among teachers working in a sample of international schools. It sought to explore how the innate function of change style associate with job satisfaction. Change style research and theory assert that change styles are innate and crucial to the underlying attitudes and behaviors of individuals when dealing with change. As stated previously, most change style research to date has been applied to the development of organizational leadership in the business realm and has not yet been connected with job satisfaction in any domain. Thus, this question extends the theoretical position of the CSI, that of innate change styles, to the international teaching population.

Referring to the social-psychological theory proposed by Lazarus (1991; see Figure 2.1), both situational demands and ego-identity influence emotional responses, leading to varied behaviors and consequently to variations on satisfaction. This research endeavored to contribute to this design by adding the element of innate change styles as an underlying influence to the process. In doing so it is asserted that change styles, natural preferences in relation to change, interact with situational and ego-identity factors contributing to the perceptions and attitudes believed to elicit emotions.

The results of the study support the work of Lazarus, identifying ego-identity and situational factors as key elements contributing to emotions. Age, career stage, culture

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and self-awareness emerged in the resulting themes of the dialogical process as the most prominent, consistent elements contributing to positive emotions and adjustment.

In addition to these outside influences, change styles were identifiable in the interaction of each individual's life position and overall level and description of job satisfaction. This study confirms that indeed descriptors and patterns as described in the business sector can be extended to the population of international educators, specifically those participating in this study. The empirical data surrounding these patterns are discussed later in this chapter. Change style literature could be interpreted to imply that the higher that a teacher scores on the CSI (i.e., the closer s/he falls towards the Originator side of the continuum) the lower her or his level of job satisfaction and the more likely that s/he is to have worked in a greater number of international schools. Furthermore, MBTI-CSI research indicates that the higher the CSI score, the more likely the chance that the teacher works in the secondary setting. As the CSI score moves closer to the Originator scale, the MBTI personality characteristics are expected to be *Intuitive* and *Perceiving* (*NP*), which research shows to be more indicative of secondary teachers.

Contrary to this, the descriptive statistics of the quantitative data concerning associations between the CSI and job satisfaction conclude that, from the population of people who participated in this study, the CSI score has no significant association to job satisfaction. Teachers of every change style report both high and low levels of satisfaction. This research study focused only on the cultural, technical and political elements of change as they relate to relocation and satisfaction. The dialogical interviews indicate that job satisfaction is connected not just to the work that one does in an

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international school but also to personal circumstances, including age, career stage, family responsibilities and conditions of the host country/location.

Huberman (1989) suggests that teachers follow certain patterns throughout the course of their careers. New teachers first experience harmony, but in time most teachers question their continued career in education. Eventually, acceptance and a renewed sense of commitment ensue. It appears that these stages of career identification, as they relate to job satisfaction, transcend change style preferences. Nevertheless, perceptions and adaptations throughout one's career can be highlighted by the concept of change styles. In order to isolate the phenomenon of change styles and satisfaction in the international school environment, this research maintained focus on the cultural, technical and political factors as related to relocation and transition.

Over and above the null association between change style and job satisfaction, results showed no significant association between the CSI score and teaching level (elementary, middle/junior high school, secondary), nor the number of international schools in which an individual had worked. Owing to the fact that the ages and cumulative years of experience of each teacher varied greatly, it was not possible to dissect the number of schools in which a teacher had worked as compared to the total number of years spent employed in international schools. Although the number of participants was sufficient for the purpose of this study, these areas remain open for continued examination

That is not to say, however, that the results of the research are insignificant, or that the CSI is was unreliable assessment too. The study's data reveal a wealth of information concerning preferences, approaches and attitudes towards many aspects of

the international school lifestyle, the transition process and job satisfaction. While it cannot be asserted that the CSI score can predict job satisfaction, the research has demonstrated that teachers with similar CSI scores report similar preferences, approaches and attitudes to the change process. In addition, the research has demonstrated the diversity and variances within the same change style, signifying the range of change style preferences, as well as the different ways in which change styles are presented in the many facets of life. We cannot infer from this study that all teachers of similar change styles will share precise characteristics; however, the data present reasonable evidence that could augment the development of orientation programs, school involvement, leadership, professional development initiatives and general understanding and appreciation of differences among the diversity of individuals in international schools.

The theoretical underpinning of change styles asserted in the CSI has been further explored in this research, specifically among international educators and confirmed with the data. Change styles do exist among individuals, revealing specific, identifiable approaches and attitudes towards change and the change process. This research accords with previous CSI research, showing a bell curve distribution of change styles in the population of people who are not international educators, with the majority scoring at and around Pragmatist zero. In spite of the enormous amount of stress and change that accompany relocation for international teachers, it does not appear that a certain change style type is more drawn to, or more hesitant to join, the international school lifestyle. On the contrary, individuals of all types find their way in the changing world of international schools; the difference lies in the preferences and behaviors that they utilize to manage the change.

The following sections deal more directly with these preferences, attitudes and behaviors as they are exhibited in different change styles of teachers. The discussion of the data is derived from the research and includes a summary of the characteristics of different change styles as they relate to international teachers. Relevant conclusions about the cultural, technical and political aspects of change are also discussed, followed by additional information gleaned from the research results.

6.4 Empirical contributions: Research question 2

The second research question specifically asks: Within the international school environment, how do cultural, technical and political aspects of change associate with positive experiences among teachers of different change styles?

The study revealed such themes demonstrated by different change styles on the CSI continuum. Expanding the knowledge of change style theory from the area of organizational leadership to international educators, the research has identified the following specific preferences with regard to relocation and the change process as demonstrated and lived among individual teachers. Although traits are similar to those describing individuals working in business settings, the information offers new insights into the overall understanding of change styles as they are enacted in different environments. This section reviews each of the change styles of the interview participants, noting specific attitudes and behaviors that they seem to demonstrate concerning the change process and general job satisfaction.

6.4.1 Conservers

The literature shows that conservers are known for their deliberate, organized and structured manner in attending to most tasks. They prefer to know the rules, regulations and policies of their domain and to follow them. Musselwhite (2000) explains that for the conserver these policies and rules have inherent value, for without them they envision chaos. Like *Sensing Judgers* (*SJ*), as identified with the MBTI, Conservers attend best to detail and facts and feel most comfortable if they're in control of their environment. They prefer gradual and incremental change and seek to improve efficiency and solve problems by tested solutions. They enjoy predictability and tend to feel most comfortable in a stable environment, which they must recreate for themselves with each relocation.

This research has found that Conservers in the international education environment require methodical, trusted initiatives from the school, administration and returning staff. Teachers scoring as Conservers need to feel comfortable in their classroom and professional situation before they can fully address their personal lives. Although they prefer to be settled in a home space and be acquainted with the system around them (such as banking and shopping), they rely on the school to manage these details so that they can focus on their job responsibilities. Relationships and connections with individuals at the professional level are initially more important than integration into the surrounding community and they tend to spend any extra time with and among colleagues. Conservers tend to be most apt to choose schools based on the professional package: salary, benefits, safety in location, stability in the job and living situation. They prefer schools with a well-defined hierarchy of administration and they tend to respect that system. Feedback and support are crucial to job satisfaction.

6.4.2 Pragmatists

Previous research reports that pragmatists often appear reasonable, flexible and noncommittal. Pragmatists seem to focus more on outcomes and results than on organizational structure. Their problem solving skills push them to emphasize practical, workable solutions (Musselwhite, 2000). Of all the types, Pragmatists are most team-oriented and appear less likely than other types to have hidden agendas. They are often seen as mediators between Conservers and Originators because of their ability to see both sides of an argument. Their approach is often viewed as 'middle of the road'. Pragmatists are inclined to make decisions irrespective of the *status quo*. Their first choice would be to meet goals by adjusting existing structures; however, if this type of fine-tuning does not suffice, they are not against advocating greater change.

Concomitant with change style distributions in the original population of change style research, the greatest number of teachers participating in this study scored at or near center zero. Although there is a range of diverse preferences among scores dispersed along the center of the continuum, generally Pragmatists and those with similar scores seem to respond in ways which are summarized below, *albeit* with varying degrees of intensity. The research suggests that, while change styles manifest themselves in relatively similar behaviors, personal circumstances and life situations also play a role in the expression of particular styles. Whereas for example a Pragmatist might be a peacemaker at work, in the home environment with children they might appear strict and unrelenting in order to maintain order and harmony in the family structure.

Generally, Pragmatists seem to mix home and school life more than Conservers. This extends to their choice of schools and locations, involving both professional and

personal considerations. While the package, benefits and professional opportunity are important, they also consider aspects of location, travel opportunity and personal growth. They value preparation and organization time in the classroom before the start of the year, but they aren't completely opposed to spontaneity if there is sufficient catch-up time scheduled. Team building and relationships are important and Pragmatists more than other types will spend necessary time and energy ensuring positive rapport among colleagues.

6.4.3 Originators

CSI research reports that originators are often perceived as undisciplined and unconventional, appearing to make up rules as they go, although this is not necessarily the reality (Musselwhite, 2000). It is more common for Originators than other types to challenge the rules, regulations and assumptions of an organization or situation. They often attempt to solve problems with little regard to existing structures. Originators are viewed as visionaries and value possibility more than tradition and history. They prefer quick, expansive change, which sometimes can appear impulsive. Originators avoid repetitive tasks and will seek new and different ways to achieve a goal. They are often described as risk-takers. They seem to focus more on ideas and individual contributions than on relationships and interpersonal processes.

Extending the research to the international school environment, Originators are often seen as the 'maverick', the change agent, the one who challenges both the administration and the system and occasionally the one who changes jobs and locations for little apparent reason. Originators are the least likely to over-invest time in

preparation of their professional duties because they also feel the need to become acquainted with the community around them. They require balance in their professional and personal lives, which are deemed equally important. As with all types, sociability ranges among individuals and other personality factors. Introversion and extraversion play a role in such social dynamics, while common interests and other personal commitments of time and energy all influence the comfort and perceived necessity to engage with others; however, Originators are least likely to depend on school arranged functions to instigate social contact. Of all types, they are most likely to be engaged with local people in the community, valuing a connection to the world outside their international school domain.

Instinct is the impetus of the Originator's choice of employment, although salary package, benefits and other quantifiable elements play a role. Originators report that boredom and an exceptional intuition dictate major change in their lives. They seek adventure in new horizons. This is not to say, however, that Originators move, change and act unintentionally, nor do all Originators relocate at the expiration of each contract. The Originators in this case study reported the desire to remain in one place long enough to become integrated into the community, to learn the language and to interact with the culture. Interestingly, their choices of schools are often not considered 'easy' posts. Challenge and adventure seem to be the underlying forces in the lives of Originators, by whatever means they fulfill those aspirations.

The fact that the personal and professional lives of international school teachers are so entwined could contribute to the lower overall job satisfaction scores reported by some Originators, or any teachers living in challenging environments. While the research

study endeavored to isolate the cultural, technical and political factors in job satisfaction, it was important to acknowledge the previously discussed situational factors that could have also played a part in the reports of satisfaction.

6.4.4 Pragmatist-Originator

In this study the representative voice of change styles falling between two specific points on the continuum was the Pragmatist–Originator. The perspective of this participant offered a better understanding of the interplay of change styles, the depth of personality in personal and professional lives and the dynamic mix of characteristics.

Specifically in this case, the Pragmatist–Originator reported many Originator characteristics in the workplace (such as instigating significant change without a well-defined plan or challenging a *status quo* that works) as well as many Pragmatist characteristics in the personal realm (e.g., choosing international posts with great thought and a defined list of expectations or maintaining harmonious relationships with friends and family at the expense of personal needs). Each person will demonstrate different levels and unique combinations of characteristics; it appears, however, that elements such as team members, personal/family relationships, professional goals and location seem to influence the strength of the attitudes and behaviors demonstrated. This reveals that, while change style plays a significant role in our attitudes and behaviors, environmental and personal circumstances stretch our natural preferences. Therefore it is clear to see that, although change style is an innate preference, the human condition is such that with awareness, training and necessity we can manage those preferences in accordance with environmental and circumstantial conditions.

It is important to note that different individuals apply different change style characteristics to different parts of their lives and, while it is not possible to predict behavior, a greater understanding of the breadth of change styles and personality can enhance the work of the individual and the school. As administrators and teachers become better able to respond to various preferences, which in essence reflect their relationships to structure, rules and authority, it is believed that organizational motivation and production follow (Musselwhite, 2004).

The themes and interpretations identified in this study concerning attitudes, expectations and behaviors regarding a smooth change process and job satisfaction seem to resonate with the work by Hardman (2001), which unveiled factors contributing to a happy working environment among international school teachers (refer to Table 2.9, p. 73). As Hardman's study reports, "professional advancement in the school", "financial incentives" and "happy working climate of the school" appear to be most important in the work surroundings, once established. In a similar way, this research reveals that financial incentives, location and professional opportunity seem to be the most important considerations in the decision process, especially of Conservers and Pragmatists. Most of the factors that Hardman reports as influencing a teacher's motivation to join or remain in a job are related to the relationships and quality of the staff. This resonates with the CSI results of this study, indicating that a majority of the population of international teachers scores relatively close to Pragmatist zero, suggesting their concern for harmonious and people-centered environments. Included in Hardman's list we also see the voice of the probable Originators, who added comments not otherwise listed. Among them are "sense of adventure and need for change" and "good relationships between administration and

staff". We have seen that Originators, more than other types, are most likely to engage in dialogue and communication with administrators, both supporting and challenging their ideas and practices.

The research results clearly indicate a difference in preferences, attitudes and behaviors among individuals with different change styles. Although change styles are useful in and applicable to all aspects of life, this section presented the research results demonstrating how different styles specifically manifest themselves in the transition process and job satisfaction among international teachers. The following sections discuss in more detail the general cultural, technical and political themes and issues relating to job satisfaction and the change process.

6.5 Cultural themes

House (1981) regards the cultural elements of the change process as being related to such aspects as age, gender, relationships with others and personal status/identity, as discussed above. It has been established that these factors are significant in the overall assessment of job satisfaction. However, in relation to this research, the influence of change styles on cultural elements of the change process is limited to areas of change existing in each international school and each period of relocation, including relationships with others, adjustment and individual preferences with regard to the new environment. This study specified orientation and mentoring as the two most commonly related elements of cultural change. These are therefore the primary focus of this section.

Specifically, referring again to Hardman's (2001) study (see Table 2.9, p. 73), we see that 57% of the respondents reported that "strong personal and family induction and

integration program" and 46% remarked that "strong staff induction" were important in a happy working environment. This study revealed similar sentiments. Based on the case study responses, cultural themes regarding the change process and job satisfaction revolve around the individual and the amount of support received. Feeling able to manage life situations, both professional and personal, seemed to be paramount in the transition process. To this end, school involvement is critical. In the dialogical component of this research, participants reported that orientation programs and mentors seem to be the most effective and efficient means of assistance and ensuring satisfaction.

Case study responses indicated that orientation programs commencing with highly planned and structured social time were most effective. Respondents suggested that, after a brief introduction to the school, the housing situation (if provided) and the local community, many successful orientation programs then diverged from the school community, exploring cultural aspects of the area in a one or two day social immersion. This type of immediate bonding allowed new teachers to become acquainted with administrators, new colleagues and other important 'go to' members of the school community before the invariable onslaught of school policy, procedure and tasks. In eliminating the temptation to enter a classroom, arrange a home and explore the neighborhood, teachers seemed able to engage more fully in the group process, developing friends, acquaintances and necessary relationships with individuals who could offer professional and personal support when needed. After this initial and mandatory outing, most teachers reported feeling more relaxed and open to the technical information and planning that followed.

From this point in the orientation, mandatory, introductory meetings should be kept as short and as few as possible. While new arrivals need relevant information to do their jobs and prepare fully, interest and motivation to engage with the information will vary greatly among change styles. Case study results demonstrated that information might be best received in small group meetings, accompanied by a school manual for further review by individuals as deemed necessary. Additionally, identification of 'go to' people in the school community – for example, mentors, orientation planners or department heads – is recommended. Orientation schedules should allow both the obligatory and the voluntary social opportunities and professional training. In this way, each individual is accountable for his/her own needs in the transition process.

All change style types identified mentor programs as a valuable aspect of the transition period. Assigning mentors prior to arrival is most effective, as it allows dialogue about packing, shipping, necessities, child-care, neighborhoods, accessibility of transportation, shopping needs and a wide variety of other topics of interest. Arriving at a new school with a pre-established relationship eases the initial 'getting to know you' phase, allowing for immediate and direct communication about the matters of importance for each individual. Mentor involvement frequently wanes throughout the year, depending on individuals; however, new teachers report a feeling of comfort in knowing that there is a specific person to consult even as they begin to assimilate.

While the orientation process is imperative for new teachers of all change styles, opinions about effective and worthwhile orientation programs differed. Regarding the transition process, Conservers were most vocal in expressing the need for pre-arrival information and seem genuinely prepared to read and absorb the information more than

other types. Conservers express the need to meet and become acquainted with the other new teachers, administration and returning staff; however, time in the classroom and dedicated to learning the school's policies and systems is of utmost importance. Although Conservers will devote time to making connections and being a part of the new arrival group, they find it difficult to relax until they have some control over their work environment.

Conservers consider mentors as information centers, establishing frequent and friendly contact as soon as possible. More than other types, Conservers will rely on the knowledge and expertise of mentors throughout the year in order to ensure their understanding of school policy, events and deadlines.

Pragmatists, more than other types, seem to prefer orientation programs that include an element of team development and social stimulation. Owing to the fact that Pragmatists are know as 'mediators' and value harmony, it is not surprising that personal connections and opportunities to engage on professional and personal levels are considered important. Once relationships are formed, Pragmatists can focus more clearly on professional obligations. Details of the school system and management are important to Pragmatists, who prefer to feel planned and organized. In times of confusion and spontaneity, Pragmatists rise to the occasion but report that soon afterwards they must make time to catch up and reestablish control of their professional obligations.

Pragmatists try to involve themselves in the process of setting up a home and daily living responsibilities, reporting the desire to have the essentials in order before the commencement of the school year. Internet access, communication with friends and family and the acquisition of basic necessities contribute to a positive transition process.

Pragmatists are more apt than Conservers to experiment on their own, trying to find solutions to professional and personal problems, but they appreciate knowing the 'go to' person and do not hesitate to inquire about difficulties that they encounter.

Mentors are important to Pragmatists, as much for the social and personal connection as for guidance and support. Pre-arrival communication is paramount to the Pragmatist, who will have many questions ranging from classroom logistics to nearby hair stylists. It is likely as the year progresses that mentors will become confidants and friends as much as information centers.

Originators, like all change styles, appreciate an inclusive and worthwhile orientation. They feel most comfortable having established a relationship with administrators and fellow colleagues prior to the start of the year; however, they also profess a stronger need than other types to familiarize themselves with their neighborhood and surrounding area. Originators place equal priority on professional and personal responsibilities, taking time to establish themselves in their home and community. Originators strive for balance between their professional and personal lives, investing time and energy to achieve that balance within the tight schedule of the new academic year. They will be the least likely to attend all social and voluntary engagements in order to become acquainted with their new surroundings.

Originators consider mentors helpful and worthwhile, although once the year is underway Originators will be likely to seek answers from a variety of sources and experiments rather than continue to counsel with their assigned mentor. As mentors, Originators will be a wealth of information to new arrivals, although perhaps not concerning topics interesting to a new teacher of a different change style type.

This section identified cultural aspects of the transition process, specifically condensed to orientation programs and mentors. While many other cultural factors influence the transition process and job satisfaction, orientation programs and mentors were most common in all change style type responses. In addition, orientation and mentor programs seem to be the most effective manner in which to allow for the expression and management of the many cultural factors that each individual brings to a new international school experience.

6.6 Technical themes

This section discusses the common technical themes as they emerged from the case study. Technical themes include daily schedules, technology, transportation and medical care, to name only a few. Each international school has a different approach to its involvement in the personal lives and obligations of employees. Country, culture and language often dictate the amount and type of assistance that a school provides to new teachers concerning their professional, personal and daily living needs.

Looking first at living arrangements, many international schools provide housing, others provide realtor names enabling individuals to manage their own accommodation and still others provide little or no guidance in this realm at all. Relocating to a new country, regardless of its overall and perceived ease of living, is a major stressor in people's lives. While individuals also differ in their expectations and needs concerning school involvement, it appears that school assistance is valued by all change style types. As the literature suggests, many physical symptoms present themselves in times of organizational stress, affecting the health and performance of individuals in their work

(Bunnell, 2006b; Morrow, 1994; Pollard, 2001; Sullivan & Bhagat, 1992). New international teachers are required to manage large amounts of information and stimulation in a very short amount of time leading up to the commencement of the academic year. Managing professional responsibilities for which teachers are hired and paid, combined with establishing a home and arranging daily necessities, leaves some teachers overwhelmed and less capable of supporting their own physical and mental well-being. It is a fundamental responsibility of the school to alleviate as much as possible the role overload, ambiguity and lack of preparedness (Bunnell, 2006a) that seem to contribute to negative transition experiences and lack of overall job satisfaction. Participants from each change style commented on the amount of care for teachers and the manner in which the school demonstrates that care. Drawing on Beehr (1995), we can conclude that among all change style types feeling cared for is a crucial element of well-being and job satisfaction.

Involvement and assistance by the school in all facets of new teachers' lives are paramount to establishing a healthy, contented staff. This research has identified different attitudes and expectations of individuals of different change styles with regard to expectations of school involvement in the transition process and throughout the year.

With some exceptions, Conservers generally look to the school to take an active role in every part of the transition process, including personal aspects such as pre-arranged housing and management of the intricacies of daily living: banks, shops, transportation, health care, child care and other similar necessities. Even after the initial settling in period, Conservers are most comfortable in a school which offers constant and continuous support for all their requirements including, for example, language assistance,

making appointments, explaining unknown systems and obligations and insurance matters, to name only a few. Conservers report that a caring, attentive school environment is important to job satisfaction and thus to retention.

Although Pragmatists also value school involvement in all aspects of the transition process, generally they have slightly fewer expectations and require less direct guidance than Conservers, especially as the school year evolves. Although they will ask for assistance when necessary, Pragmatists would prefer that leaders and colleagues who already know the system inquire about their needs and how they can be supported. This preference and attitude demonstrate the Pragmatists' aversion to initiating conflict or making demands on people who are not assigned such responsibilities. Pragmatists value an environment in which they can feel welcome and appreciated, thus placing responsibility on all management levels to recognize and involve new teachers in as many activities, discussions and responsibilities as possible. For the Pragmatist, personal contact and concern are fundamental to job satisfaction and a smooth transition process.

It is probable that Originators will have the fewest questions and seek less assistance than other types, but the gesture and availability of the school staff are recognized and appreciated. In ranking the three most important factors in a successful transition, many Originators chose "having a space to call home", "integration into daily life", "integration of family and children into daily life" and "receiving your shipment of personal items" over such options as "knowledge of the school system and management details" or "full preparation of course content and job responsibilities". It appears that, although Originators show minimal need for constant and all-inclusive school assistance,

they acknowledge that others are more reliant on guidance and support and believe that the school should make resources and assistance available throughout the year.

Technical aspects of the transition process are varied and dependent in part on the location and activity of the school. Regardless of the details regarding these varied technical facets, school involvement and support are central to all change style types. Depending on the environment and ease of living, the case study responses indicated that school support should continue throughout the first year and, in some locations and cultures, throughout the tenure of the employed teacher.

6.7 Political Themes

According to House (1981), political themes involve an array of issues, including, but not limited to, school organization, administration, community safety and government stability. As many of the broad political influences are beyond the control of both the school and the individual, this research focused on school administration and involvement as the central point of political themes.

School leadership is a topic of much discussion. While it is a valuable and necessary element of long-term job fulfillment, this research was not concerned with elements of leadership that promoted job satisfaction. For the purpose of this study, job satisfaction included the cultural, technical and political aspects of the international school environment. In this light, administrative involvement is considered key in the transition process and prolonged satisfaction among teachers; however, leadership styles remain an independent debate. Ignoring specific leadership traits of administrators, this

research concerned itself with the general manner, connectedness and involvement of the leaders of the school which are important to teachers with different change styles.

Conservers regard the administration as an established and necessary hierarchy, whose job is to enhance and support the work of teachers. They welcome administrative input, preferring to be directed than to forge their own way. Conservers appreciate consistent and regular feedback, particularly regarding positive contributions, but are not adverse to constructive criticism. When problem solving, Conservers are the most likely to follow protocol, deferring to the hierarchy and requiring quick and fair decisions to be made on their behalf. Many Conservers like to engage with administrators, but tend more than other types to maintain a professional distance. Conservers expect administrators to be competent in their work and active in the school community, noting the efforts put forward by staff and students. Good administrators are described as being timely in action, firm in decisions and supportive of teacher initiatives. Building and maintaining positive morale are an important task of the administrative team.

In the Pragmatists' view, administrators have a job to do, which contributes to the team as a whole, with each individual having an equal role to play in the performance and responsibility of the school. Administrators/leaders must earn respect; it is not automatically granted through hierarchy. Pragmatists, more than Conservers, report instances of dissatisfaction and frustration with incompetent and uninformed leaders and yet in maintaining harmony Pragmatists often struggle to challenge authority. Organization and efficiency are crucial to good leadership, management and teaching. Pragmatists would like to have a voice in school-wide decisions, especially where they

directly affect teaching. Pragmatists value the opportunity to do their jobs with some level of autonomy, avoiding situations in which they feel micro-managed.

Originators, more than other types, tend to be outspoken and forthcoming with ideas, challenging arguments and opinions. They like to discuss the school's philosophies and *raison d'être* more than other types, which to some could be perceived as demanding and overly assertive. Originators prefer two-way communication between staff and administrators, creating an open environment for debate and growth. Originators work best with a large range of opportunities, but do appreciate both positive and constructive administrative input. Originators voice high expectations of leaders, preferring those who are knowledgeable, progressive and supportive of staff initiatives.

As suggested previously, school leadership is imperative to overall long-term job satisfaction. While it is difficult to separate leadership styles and general involvement from the manner in which administrators make themselves known and available, this research focused on the latter. Some leadership characteristics were mentioned, but discussion focused on broad, rather than specific, political themes as they involved school administrators.

6.8 Additional contributions

In addition to addressing the research questions presented here, results of this study contributed to knowledge in other ways. Change styles, job satisfaction and the transition process are intricately connected with other areas of international school research and development. Supplementary results concerning such topics as professional development, retention and recruitment and hiring are now presented.

6.8.1 Professional development

As I have concluded in previous sections, individual change styles do appear to play a significant role in the transition process of international school teachers. The research has identified cultural, technical and political themes related to transition process and job satisfaction, yet until now has touched only minimally on the importance of fostering self-awareness for the goal of greater understanding of self and others. This section highlights the importance and possibility of professional development opportunities, which could augment the knowledge and awareness of change styles and thus improve elements of transition and job satisfaction.

The activity of engaging in dialogue with colleagues or experienced others is key to many professional models for teachers (Penlington, 2008). Dialogue is an effective catalyst for teacher change (Valdez & Richardson, 1991). Research shows that teacher-teacher dialogue is the structural glue that holds together developmental activities and, if it is not present in professional development initiatives, the value of the experience is lost. Cochran-Smith and Lytle (2001) suggest that dialogue is most effective as professional development for teachers if it focuses not just on skills but also on developing a culture among individuals wherein views and opinions can be shared and discussed openly. Penlington adds:

> This is not to say that teachers need to agree with dissonant perspectives, simply that they view them as a means of promoting them to engage in a deeper reflection of their practices, a kind of reflection that is more likely to make their practice amenable to change (2008, p. 1314).

Concerning general attitudes towards professional opportunities, the research identified a handful of opinions about professional development among different change style types. Conservers and Pragmatists alike reported a preference for staff-wide professional development days, in which school is cancelled and time scheduled for the sole purpose of engaging in the professional topic. Conservers also reported a preference for hands-on, applicable professional development in lieu of 'touchy-feely' seminars that cannot be immediately applied. Owing to the professional responsibility felt by Conservers and the group-oriented preferences of Pragmatists, both types reported that professional development is most useful when it can be discussed and experimented with among colleagues.

Originators, on the other hand, are least likely to glean benefits from a school wide professional development day. Their preference is for personal, topic-specific and more individualized training. Immediate application and collegial dialogue are not necessary to maximize the benefit from the experience. The experience itself is often viewed as sufficient.

Studies show that lasting behavioral change is most likely to occur when people are able to get valid information, define the problem for themselves and develop their own solutions in a group or individually (Segal, 1997, p. 277). This suggests that international school teachers need the time, structure and support to foster their own self-awareness and make a group action plan for success which incorporates desired behavioral change. Facilitating greater knowledge of and ownership by the participants of a group generally produces a more engaging and powerful outcome. Noting the results of this research and recognizing the vast range of expectations, needs and attitudes of

individuals in international school environments, personality workshops and self-awareness training seem to be valuable means by which to achieve greater understanding and collaboration among individuals and staff. In the international arena it is common to assume that most differences among individuals are culturally related, rendering little chance of genuine understanding. However, it appears that many beliefs, behaviors and attitudes can be distinguished as inherent character traits, as well as cultural influence. Therefore, in the same way cultural awareness activities are vital to international groups, so too should awareness of self and others be promoted. Personality workshops and information can be developed and incorporated into professional development initiatives; in addition, group discussions about style, preference and attitudes towards specific school topics could be explored. Fullan (2006) suggests that confident and competent teachers breed the kind of risk-taking or engagement with others that will bring positive breakthroughs and outcomes in a school environment. Professional development is the core of teacher growth and understanding. As it is the responsibility of school leaders to foster this growth among faculty, it is also the responsibility of school leaders to initiate the type of development that could potentially benefit the organization, not just the practice of individual teachers. Although all-school faculty meetings can be quite complicated to coordinate in many schools, departments or smaller groups of individuals working in close contact could initiate change style or personality awareness opportunities, which could facilitate improved communication, understanding and awareness within small groups.

As professional development is generally a part of all professional institutions, it is recommended that personality and self-awareness opportunities be offered at all

international schools in some manner and at some point throughout the year. This could

not only benefit individual understanding but also lead to improved communication and

working relationships with others.

6.8.2 Retention

Although there is a scarcity of literature on teacher retention in international

schools, the results of this research seem to suggest a few relevant points for

consideration. Before each change style type is discussed in relation to retention, it is

necessary to point out that each international school is managed and operated in a manner

that fits the unique school community, the school budget, and the wide range of demands

from the students, parents, teachers and the host culture. For these reasons it is difficult to

assume that all schools are in a position to negotiate salaries, contractual duties and

duration as easily as schools in most national systems. In addition, while retention is an

important topic to develop, the complex, personal circumstances of individuals employed

in international schools produce an intricate web of challenges, which may or may not be

malleable in promoting retention. These challenges having been noted, the following

points are specific to change style types and could possibly promote retention strategies.

As most Conservers seek stability, safety and predictability, we can surmise that

the retention rates among Conservers are more flexible than those among other types,

especially Originators. Conservers choose schools and locations based on quantifiable

factors such as salary, safety, advancement, benefits and child-care. Given that these

elements of job choice and satisfaction are pliable, it is likely that the needs of

Conservers can be negotiated with the administration to develop mutually satisfying solutions, thus extending contracts and developing longer-term employees.

Pragmatists, while still flexible, make choices with a quantifiable and instinctive combination. While they choose locations for elements unrelated to the professional domain, once they have been employed it seems probable that professional incentives could influence their decisions about retention. As with participant P1, the school demonstrated a bold and magnanimous decision for a leave of absence with the option to return, thus gaining P1's respect and dedication to the school and the work to be done. Although P1 admitted to starting the search process upon completion of the contract, the door remained open and the school's initiative delayed P1's early resignation.

Originators, on the other hand, report their moves to be influenced by something more instinctive and beyond explanation. The choice of schools can be guided by quantifiable elements, but to a lesser degree than with other types. While retention is possible among Originators, it is more difficult to ascertain the needs and desires of an Originator from year to year. In spite of being granted all that has been requested, an Originator is likely to make a move to another school simply because 'it's time'.

6.8.3 Interviewing and hiring

In international school interviewing and hiring are distinctly complicated processes. Unlike their counterparts responsible for recruitment in national schools, international administrators must piece together a puzzle, considering such dynamics as gender ratio, housing availability, size and convenience, opportunities for children, work for teaching couples/individuals, visas, cost of relocation in relation to length of

employment, training, extra-curricular activities and the list goes on. While most principals solve the puzzle with little thought to personality and change style type, it could benefit administrators and teachers alike to have a working knowledge of the applicant's change style in relation to the position for which s/he is applying. Qualitative results of the research, as well as the MBTI research previously discussed, have demonstrated that Conservers generally prefer larger environments, which tend to operate with greater structure and efficiency, while Originators have reported a preference for smaller schools, allowing for greater autonomy and creativity. Although each case should be treated as its own specific situational reality, the research suggests that knowledge of change styles might contribute to the hiring and negotiating process. The research suggests that, as the number of international schools continues to increase, the issues and variables contributing to the hiring enigma will multiply. While knowledge of change styles is not the only consideration in the recruiting and hiring process, it could offer valuable points of consideration for both recruiters and those being recruited.

Although there are no definitive formulas to find the perfect school - teacher match, nor to increase teacher retention in international schools owing to the overwhelming number of factors present in the decision to relocate, the research has offered a brief summary of possibilities for how change styles and knowledge about them could contribute to the understanding of these processes.

6.9 Recommendations for further study

All research is developed in order to respond to questions of a specific phenomenon in question; at the same time, however, many research endeavors also create

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more questions than they answer. This study proved no exception. While it provided valuable results and themes about the phenomenon in question, it also prompted consequent inquiries concerning international schools, teachers, job satisfaction and the relocation process.

This research touched on many elements of job satisfaction, teacher identity and change, all of which could be valuable topics of further research and development. The first and most applicable area of continued research seems to lie in the quantitative realm. Although this study consisted of a significant number of participants in the quantitative data collection phase, continued research using a broader, larger population of international teachers could be beneficial to the understanding of specific topics of interest: teacher leadership, administrative leadership, involvement, personality, change styles, retention and professional development initiatives, to name a few.

A second important topic for further exploration is the relationship between the CSI and the self-identity theory proposed by Conley and Woosley (2000), which distinguishes between "high" and "low" needs people in relation to organizational preferences and guidance. As discussed in the literature review, those with strong higher order needs tend to lessen their commitment to an organization or job responsibilities at times of role overload, while those with weaker higher order needs tend to show signs of stress when forced to manage increased workloads. This research supports the literature indicating that elementary and secondary teachers appear to have somewhat different personality types and/or feel stress for different reasons (Conley & Woosley, 2000; Myers et al., 2003). Connecting the ideas of change styles and the 'needs' of individuals – for example, elementary and secondary teachers – could enhance orientation programs,

professional development, teacher support and planning of the school calendar in order to avoid, as much as possible, role overload and extended peaks of stress.

A third extension of the research in this realm could produce methods and techniques for supporting teachers of all types through times of increased stress, paving the way for the promotion of school and community support networks, including such services as counselors, healers, therapists, group support teams, exercise clubs, social events, yoga instructors, meditation retreats, etc. Indeed, international schools are a topic of much attention and the opportunities and need for continued research numerous.

6.10 Researcher's reflection

As pointed out in Michael Huberman's groundbreaking book, *The Lives of Teachers* (1989):

> …Teachers don't merely deliver curriculum. They develop, define and reinterpret it too. It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get. Growing appreciation of this fact is placing working with teachers and understanding teaching at the top or our research and improvement agendas. (p. vii).

In the international school environment, a broader understanding of satisfied teachers is important to the stability of schools, the students within them, and the individuals themselves (Hardman, 2001; Bunnell, 2006b; Shaw, 2001). In an effort to contribute to other approaches and perspectives of teacher satisfaction, this study concentrated on innate perceptions and attitudes towards change that seem to promote

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comfortable, content teachers through smooth adjustment periods, healthier work environments and in the longer term higher rates of retention.

Two questions regarding teachers in the international school teaching population guided the research. The first dealt with change styles – aspects of personality that might contribute to the understanding of teachers' choices, personal situations and levels of satisfaction. The second inquiry dealt with specific attitudes, expectations and behaviors reported among different change style types, which contribute to the overall satisfaction of individuals as they manage relocation and change throughout the academic year.

Although the results are based on a small population of international school teachers and can therefore not be generalized to the entire population, the research clearly demonstrated differences among change style types, which I hope readers can identify with in their own changing lives. The results of the research have contributed to methodological, theoretical and empirical aspects of existing knowledge, particularly that of personality types among international teachers, preferences of individual types, cultural, technical and political aspects of the relocation process and finally aspects of the work environment that lead to greater job satisfaction. With this knowledge, individual teachers and school administrators can begin the work of self-understanding and the expansion of more effective programs and professional development initiatives. Additionally, this research created further avenues of inquiry seeking to gain a more comprehensive understanding of international school teachers and their lives.

It is human nature to seek to understand and to hope to be understood. This research has sought to understand and, with the new insights that it has produced, I can

only hope that it will make its contribution to international school teachers being understood.

On a personal level, the research has ignited a desire and framework for initiating programs and seminars concerning change styles, personality and management systems in the evolving international school environment. The first step has been taken. The next step requires the application and instruction of change style theory, continued educational research in the international domain and constant personal and professional growth.

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Appendix A

MBTI – Job satisfaction chart

The types expressing the most and least work satisfaction and likelihood to leave and the highest and lowest income levels in the USA national sample

ISTJ	ISFJ	INFJ	INTJ
			Less satisfied with future opportunities
ISTP Less satisfied with company	**ISFP** Low income Unlikely to leave	**INFP** Less satisfied with work Less satisfied with company Less satisfied with future opportunities Likely to leave	**INTP** Less satisfied with work Less satisfied with company Less satisfied with future opportunities Likely to leave
ESTP Less satisfied with company	**ESFP** Likely to leave	**ENFP**	**ENTP** Less satisfied with work
ESTJ Satisfied with work Satisfied with company	**ESFJ** Satisfied with work Satisfied with company Unlikely to leave	**ENFJ** Satisfied with work Satisfied with company Less satisfied with work Likely to leave	**ENTJ** Satisfied with work Satisfied with company Satisfied with future opportunities High income Unlikely to leave

Source: Myers, et al., 2003, p. 304.

Appendix B

MBTI-CSI comparison

MBTI Type	# of subjects	CSI Mean Score	Conserver	Pragmatist	Originator
General	**Population**		**25%**	**50%**	**25%**
ISFJ	75	CON 17.9	65%	31%	4%
ISTJ	148	CON 14.4	56%	39%	5%
ESFJ	45	CON 13.2	49%	47%	4%
ESTJ	92	CON 7.0	34%	58%	8%
ISFP	25	CON 5.9	32%	64%	4%
ESFP	22	CON 5.3	46%	36%	18%
ISTP	25	CON 3.6	28%	64%	8%
INFJ	23	CON 1.5	31%	52%	17%
ENFJ	33	ORG 2.5	21%	55%	24%
INTJ	75	ORG 3.9	8%	71%	21%
ESTP	38	ORG 5.3	31%	52%	17%
ENTJ	78	ORG 6.3	9%	54%	37%
ENTP	51	ORG 9.9	4%	49%	47%
INFP	42	ORG 10.4	5%	59%	36%
ENFP	73	ORG 11.6	4%	44%	52%
INTP	60	ORG 11.9	0%	55%	45%

Appendix C

CSI sample questions

Note: Owing to the fact that the CSI is a licensed assessment tool, all questions cannot be provided in this appendix. However, half of the questions are included as a representative sample of the instrument.

Item   1 of 22

A. I am good at generating new ideas.

B. I am good at building upon existing ideas.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   3 of 22

A. I am good with details.

B. I can see the big picture.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   5 of 22

A. I value originality.

B. I value utility.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   7 of 22

A. I like to try out new and untried solutions.

B. I like to try practical solutions.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   9 of 22

A. I produce many ideas, some of which may be unworkable.

B. I produce a few relevant and proven ideas.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   11 of 22

A. I promote harmony in groups.

B. I promote the sharing of different opinions in groups.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   13 of 22

A. I seek familiarity.

B. I seek adventure.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   15 of 22

A. I like doing things in a familiar way.

B. I like doing things differently each time.

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

      select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item   17 of 22

A. I prefer creating something new.

B. I prefer improving upon something that already exists.

select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item 19 of 22

A. I like working on cutting-edge issues.

B. I like working on relevant day-to-day issues.

select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Item 21 of 22

A. I prefer written instructions.

B. I prefer picture instructions.

select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

select 0 Almost Never; 1 Sometimes; 2 Often; 3 Almost Always

Survey 2: The Personal Information & Rating Scale

Note: Survey 2 was taken directly from the Internet website on which it was distributed. For this reason the font and bold print cannot be adapted.

1. The Quick "How-To" Explanation

This is the Personal Information & Rating Scale. It is Part 2 of this research process. Part 1 is called the Change Styles Indicator (CSI), which you probably already completed. In case you missed it, look for the link in the email I sent. If you have any problems, feel free to contact me at any time. It is important you complete both Surveys 1 and 2 or the data become invalid.

It is also important to use the same name on Parts 1 and 2. This is strictly for the purpose of data collection and analysis. Once your data are combined, the names will be deleted. All information will be kept strictly confidential.

Thank you for your valuable time and contribution to the research. Your participation is greatly appreciated.

1. Please write your name. It should be the same here as on the CSI (Survey 1 of the research).

2. What is the name of the school in which you currently work?

3. In your current job, which level do you most often associate with?
  Primary
  Middle/Junior High School
  Secondary
  All levels

4. What is your primary role in the school?
  Teacher
  Administrator
  Student support
  Staff
  Other (please specify)

5. How long have you been employed at your current school?
  Less than 1 year
  Between 1-2 years
  Between 2-3 years
  Between 3-5 years
  More than 5 years

6. Will you be working in your current school in the next academic year?
Yes
No

7. Including the time in your current position, how many years have you worked in international schools (outside your home country)?
Less than 1 year
Between 1-3 years
Between 4-6 years
Between 7-10 years
More than 10 years

8. Including your current school, how many international schools (schools outside your home country) have you worked in?
This is my first international school experience
Two
Three
Four
Five
More than five

9. What is your gender?
Male
Female

10. How old are you?
Between 20-25
Between 26-30
Between 31-35
Between 36-40
Between 41-45
Between 46-50
Between 51-55
Between 56-60
Over 61

11. What is your 'home' country? If you are a citizen of more than one country, please select the one you most identify with. If your country is not listed, please select 'other' and specify.
Australia
Canada
New Zealand
United Kingdom (UK)
United States (USA)
Other (please specify)

12. Describe your living arrangements:
> **Living alone**
> **Living with spouse/partner/roommate**
> **Living with family/children/parents**
> **Other (please specify)**

13. Which factor most influenced your choice to take employment at your current school?
> **Job of a spouse or family member**
> **Professional growth or position**
> **Financial reasons**
> **Geography – close to home, climate, region, etc.**
> **Best offer available**
> **Other (please specify)**

14. Please indicate the extent to which you agree or disagree with the following statements regarding your job and work environment.

Strongly Disagree   Disagree   Neutral   Agree   Strongly Agree

1. **My job provides me with enjoyable, meaningful and challenging work.**
2. **I believe that my job plays a major role in contributing to the success of my department.**
3. **I have the necessary freedom and flexibility to do my job effectively.**
4. **I am involved in decisions that affect the way I do my job.**
5. **The communication in my department is open and honest.**
6. **I can get the information I need to do my job well.**
7. **I understand what is expected of me in my job.**
8. **I have appropriate training/experience for the position I am in.**
9. **I understand the standards used to evaluate my job performance.**
10. **My supervisor gives me regular feedback on my job performance.**
11. **I am given opportunities to gain new knowledge, skills and abilities that support my personal growth and development.**
12. **Overall, I am satisfied with my job and work environment.**
13. **I am engaged in my work and active in the school community.**
14. **Cultural differences (from the host country, staff, students, or parents) do not cause stress in my daily work.**
15. **Diverse languages and cultural communication styles do not inhibit my daily work.**
16. **I feel satisfied in my personal life (things unrelated to the school community).**
17. **I spend an appropriate amount of time with people in the school community outside working hours.**
18. **I understood the situation of the country and school before accepting my current position.**

19. The school provided necessary information and time to get acquainted with the job prior to the first day of school.
20. The school provided necessary information and time to get acquainted with the surrounding environment prior to the first day of school.
21. The school staff and administration are available to assist with issues and concerns unrelated to the job.
22. The school promotes a comfortable and welcoming community.

15. Please identify the regions of the world you have worked in. [The list is adapted from the "United Nations Macro Regions and Components" website. It has been condensed for the sake of data analysis.] Please check all regions that apply to your experience.

Africa
Eastern Asia
South-Central Asia
South-East Asia
Middle East/Western Africa
Eastern and Southern Europe
Northern and Western Europe
Caribbean
South and Central America
North America
Australia and New Zealand
Micronesia, Polynesia and Melanesia
Other (please specify)

16. When moving to a different international location/school, which of the following factors are most important in a successful transition? Choose only the three most important.

Full preparation of course content or job responsibilities
Knowledge of the school system and management details
Meeting and making acquaintances/friends
Having a space to call home
Receiving your shipment of personal items
Integration into daily life (banks, shops, transportation, etc.)
Integration of family and children into daily life
Familiarity with the surroundings/community
Knowledge of culture and traditions of the host country
Ability to speak/understand the native language
Internet, phone access at 'home'
Other (please specify)

17. Which of the following best describes your professional situation at present?
The Career Professional without children
The Career Professional with family
The Undecided Career Professional

18. As you know, information leads to more questions. As this research evolves, it might be useful and necessary to gather more specific information from participants to add greater depth to the study. Please indicate if you would be willing to participate in additional aspects of this research (for example, other surveys or assessments, direct dialogue, sharing personal experiences, etc.). You may or may not ever be contacted, but if you agree your name and email address will be saved in a confidential file until final completion of this research endeavor.

   Yes
   No

Appendix E

Ethical Clearance Form
University of Southern Queensland

University of Southern Queensland

Appendix I

Ethical Clearance Form

Samuel Tickell
The Office of Research and Higher Degrees
Telephone: 07 46 311 438
Facsimile: 07 46 312 955
Email: tickell@usq.edu.au

23 April 2007

Ms Marie Davis
Les Frenes
301 Leysin CH-1854
SWITZERLAND

Dear Ms Davis

Re: **Ethics Clearance for Research Project,** *Doctoral Research Project for completion of the degree: Education Doctorate*

The USQ Human Research Ethics Committee recently reviewed your application for ethics clearance. Your project has been endorsed and full ethics approval is confirmed. Reference number **H07REA644** is assigned to this approval that remains valid to **23 April 2008**.

The Committee is required to monitor research projects that have received ethics clearance to ensure their conduct is not jeopardising the rights and interests of those who agreed to participate. Accordingly, you are asked to forward a **written report** to this office after twelve months from the date of this approval or upon completion of the project.

A questionnaire will be sent to you requesting details that will include: the status of the project; a statement from you as principal investigator, that the project is in compliance with any special conditions stated as a condition of ethical approval; and confirming the security of the data collected and the conditions governing access to the data. The questionnaire, available on the web, can be forwarded with your written report.

Please note that you are responsible for notifying the Committee immediately of any matter that might affect the continued ethical acceptability of the proposed procedure.

Yours sincerely

Samuel Tickell
Postgraduate and Ethics Officer
Office of Research and Higher Degrees

Appendix F

Consent from Head of School
For involvement of staff in Change Styles Research

Research being conducted by Marie Davis
      For completion of the degree: Education Doctorate
      University of Southern Queensland, Toowoomba, Australia
Contact Information:
      Les Frenes, 301
      Leysin, CH-1854
      Switzerland
Email: mariedavis2@yahoo.com

School Name: _____

Address: _____

          _____

Phone: _____

Fax: _____

Email: _____

Head of School: _____

I, _____, Head of School/Principal of
_____ in _____**,** grant my consent that
employees of the school may be approached and asked for their voluntary participation in
the research study conducted by Marie Davis, a doctoral student at the University of
Southern Queensland. I am aware of the process of the study and the Consent Form for
Participants. Employees of the school can choose to take part in the study at their
discretion. I understand that all information will remain confidential and any data
reported only in aggregate form.

_____   _____
    Signature, Head of School   **Today's Date**

Consent form for participating teachers

Change Styles and Job Satisfaction among International School Teachers

Volunteer Consent Form

This study involves participants answering a series of questions about themselves on two different websites provided by the researcher. The study is being conducted by Marie Davis, a doctoral student at the University of Southern Queensland in Australia and has been approved by the USQ Human Research Ethics Committee. No deception is involved and the study involves minimal risk to participants (i.e., the level of risk encountered in answering questions online in their own daily life setting).

The purpose of the study is to investigate significant relationships between an individual's change style preferences and general job satisfaction in an international school setting. International school teachers and administrators are being studied in order to provide international school administrators and teachers with a realistic understanding of themselves in relation to the process of change encountered when working in international schools.

Participation in the study will require about 20 minutes, depending on the respondent. All information gathered will remain strictly confidential, being used only by the primary researcher. The process consists of two parts. Part 1 requires the participant to answer questions about their change styles using the web-based Change Style Indicator Survey (CSI). Access to the CSI is by license only and will be sent to the participant via email by the researcher, with permission of Discovery Learning, Inc. Part 2 asks participants to answer a series of questions about themselves and their work experience through a web-based site, surveymonkey.com. Access to Part 2 is managed by 'survey monkey' via the researcher. A link will be sent to the participant by email.

All responses are treated as confidential and will in no way be identified or shared with anyone except those directly involved in the research process. All data will be pooled and analyzed in order to demonstrate significant outcomes towards the research questions. Any publication of data will be in aggregate form, omitting names and responses of individual participants.

Many individuals find taking the CSI a reflective exercise and enjoy the information obtained from the website. No adverse reactions have been reported from anyone using the assessment thus far. There will be no compensation for the time it takes to complete the surveys, but the researcher will gain valuable information towards a doctoral dissertation concerning individual preferences in international school settings.

Participation is voluntary; refusal to take part in the study involves no penalty or loss of benefits to which participants are otherwise entitled. Participants may withdraw from the study at any time without penalty.

If participants have further questions about this study or their rights, or if they wish to express a complaint or concern, they may contact the principal researcher, Marie Davis, at +41-24-494-1562 or by mail at researchmed@yahoo.com.

If you understand the information above and freely consent to participate in the study, please copy and paste the email address below in the "Send" line of an email. Include your name and the name of your school in the text portion and send it from your preferred email address. In sending an email to the researcher, you are agreeing to the above and are stating that you are a willing participant in the research study. The email address is: researchmed@yahoo.com.

Thank you in advance for your participation.