INTERNATIONAL EDUCATION CURRICULUM:

STAKEHOLDER VALUES AND PERCEPTIONS

A DOCTORAL DISSERTATION

BY

DANIEL JOHN KELLER

THE PROGRAM OF CURRICULUM AND INSTRUCTION

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

MAY 2015

DEDICATION

This dissertation is dedicated to my wife and children. I am indebted to my
best friend, Lara Keller, for whom words could never describe my gratitude
for her encouragement and endless support. I am grateful to my two
children, Maddie and Forrest, who have patiently waited for their father to
return.

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The Graduate School of Education

of

İhsan Doğramaci Bilkent University

by

Daniel John Keller

In Partial Fulfilment of the Requirements for the Degree of

Doctor of Philosophy in the Program of Curriculum and Instruction

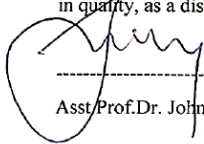İhsan Doğramaci Bilkent University

Ankara

May 2015

BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

TITLE: International Education Curriculum: Stakeholder Values and Perceptions

Supervisee: Daniel John Keller

May 2015

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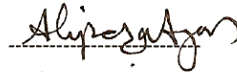
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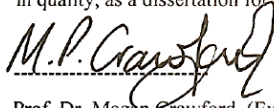
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ABSTRACT

INTERNATIONAL EDUCATION CURRICULUM:

STAKEHOLDER VALUES AND PERCEPTIONS

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May 2015

This study, undertaken with a view to increase understanding of international education, investigates the perspectives of international education held by stakeholders of international schools. Within a theoretical framework which distinguished an internationalist agenda from a globalist agenda, the extent to which those stakeholders surveyed valued international education was sought, as well as how well the implementation of education matched their expectations. A mixed-methods sequential explanatory study examined stakeholder values and perceptions, using a cross-sectional survey, and related them to demographic and contextual factors. The survey data were subjected to descriptive and inferential statistical analysis. The qualitative phase used three different cross-section methods: survey comments, focus group interviews, and personal interviews, all subjected to thematic and cross-thematic analysis. 483 parent and staff stakeholders of international schools, part of a corporate for-profit network located in the United Arab Emirates, responded to the survey. Results showed that international education was highly valued by the respondents, with significant differences related to the factors of school, primary language, educational attainment, and role in school (staff or parent). Stakeholders perceived international education was implemented less well, with significant differences related to the factors of school, number of international schools experienced, and role in school. Explanations related to results described why stakeholders may hold certain perspectives, why differences exist across certain factor categories, and why some differences focus on only part of the construct of international education.

Keywords: international education, international school, stakeholders

ÖZET

ULUSLARARASI EĞITIM PROGRAMI:
PAYDAŞ DEĞER VE ALGILARI

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Mayis 2015

Uluslararası eğitim anlayışını arttırmayı amaçlayan bir bakış açısı ile yürütülen bu çalışma, uluslararası okulların okul topluluklarındaki bireylerin uluslararası eğitime bakış açılarını inceler. Bu çalışmada uluslararası gündemi evrensel gündemden ayıran kuramsal çerçeve dâhilinde okul topluluğundaki bireylerin uluslararası eğitime ne kadar değer verdikleri ve uygulanan eğitimin beklentilerini ne kadar karşıladığı araştırıldı. Birbirini takip eden açıklayıcı nitel-nicel yöntembilim kullanılarak okul topluluğundaki bireylerin değer ve algıları bölümler arası anket kullanarak ve onları demografi ve bağlamsal bağlantılarla ilişkilendirerek incelendi. Anketten elde edilen veri tanımsal ve dolaylı istatistik analizleriyle incelendi. Nitel aşamada üç farklı bölümler arası metot kullanıldı: anket yorumları, odak grup mülakatı ve bireysel mülakatlar. Nitel verilerin tamamının temalar çerçevesinde ve temalar arasında analizleri yapıldı. Birleşik Arap Emirlikleri'nde kurumsal kar amacı güden bir iletişim ağına dâhil olan uluslararası okullardan 483 veli ve çalışan ile anket çalışması uygulandı ve sonuçları alındı. Sonuçlar gösterdi ki ankete katılanlar tarafından uluslararası eğitime çok fazla değer veriliyor ve okul, eğitim dili, eğitime ulaşmak, okuldaki roller (çalışan veya veli) faktörleri arasında anlamlı farklılıklar gözlemlendi. Okul topluluğundaki bireylerin uluslararası eğitimin daha az iyi uygulandığını düşündükleri ve okul, uluslararası okul deneyimi ve okuldaki görev faktörleri arasında anlamlı farklılıklar gözlemlendi. Sonuçlarla ilgili açıklamalar okul topluluğundaki bireylerin neden belli başlı bakış açılarına sahip olduklarını, bazı faktör kategorileri arasında neden farklılıklar olduğunu ve neden bazı farklılıkların sadece yapısal olarak uluslararası eğitim kavramına odaklandıklarını tanımladı.

Anahtar sözcükler: uluslararası eğitim, uluslararası okul, paydaş

ACKNOWLEDGEMENTS

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1.1 Introduction

International school stakeholder perspectives of an international education curriculum are formed through complex interactions of multiple factors. These perspectives reflect how stakeholders value certain aspects of the international education curriculum and how they perceive that curriculum is being implemented. The perspectives of stakeholders, therefore, may be examined through both their values and perceptions of implementation.

Stakeholder values and perceptions of international education may be related to two sets of factors: a stakeholder's demographic characteristics such as their role in the school or the number of international schools they have attended; or the context within which an international school exists such as government regulations, cultural influence, and expatriate diversity.

This research study aims to help increase our understanding of the world of international education by exploring international school stakeholder perspectives through careful examination of stakeholder values and perceptions, and how they related to demographic and contextual factors.

This chapter introduces the study with seven sections: a) background to the study, b) statement of problem, c) purpose, d) research questions, e) significance, f) limitations, and g) definition of terms. It concludes with a brief review of this chapter and an overview of the remaining chapters of this dissertation.

1.2 Background to the study

International schools were originally established with differing agendas for providing international education. Globalization has fueled the growth in the number of international schools, which now represent a sizeable niche within the field of education. Bringing clarity of standards to this niche, and leading individual international schools, is a challenging endeavor.

In 1866, the Spring Grove School in London was founded with a curriculum that explicitly focused on the ideals of internationalism (Sylvester, 2002). The International School of Geneva was founded in order to serve the children of employees working for the League of Nations (International School of Geneva, 2015). Each school has been labeled as 'the first' international school in the world. The disagreement may have less to do with questions of historical accuracy than it has to do with meaning of the term *international school*; a term that lacks a common definition (Cambridge & Thompson, 2001).

Spring Grove School was established for *idealistic* reasons: for students to have the opportunity to participate in a curricular program designed to impart certain ideals. International School of Geneva was established for *pragmatic* reasons: "There was the need for a school which would cater for students with a diversity of cultures and would prepare them for university education in their home countries" (International School of Geneva, 2015). Even in the birth of international schools, two different reasons existed for the creation of such schools: the *pragmatic agenda* and the *idealistic agenda*. The *duality* of these agendas continues to exist within international schools to this day (Cambridge & Thompson, 2001).

The number of international schools has grown significantly since the days of Spring

Grove. The growth of international schools may be linked to the concept of *globalization*. In the case of Spring Grove, it could be argued that globalization led to the concept of international-mindedness. In the case of International School of Geneva, it could be argued that globalization led to the concept of the League of Nations. Globalization, therefore, is also inextricably connected to both pragmatic and idealistic agendas (Eden & Lenway, 2001).

As the economic processes of globalization continue to expand, they fuel the exponential growth of international schools (Brummit, 2011). As the international trade of goods and services continues to grow, there is an increasing number of expatriate employees needing international schools for their children. In addition, the advantages of English language schools promise economic advantage to the growing middle class of host-country nationals from developing countries, further fueling demand for international schools (Hayden & Thompson, 2013). These processes have led to what Greenlees (2006) refers to as the 'staggering' demand far exceeding the supply of international schools. Today, there are over 7,600 international schools serving 3,993,797 students throughout the world (ISC Research Limited, 2015). Not surprisingly, this excess demand has been detected as an opportunity for profit-making; the majority of new international schools are part of *corporate for-profit networks* (Brummit, 2011).

The field of *international education*, with the exponential growth of *international schools*, lacks commonly agreed upon definitions (Haywood, 2002). Within this ambiguous context of exponential growth, the field of international education has entered an unprecedented phase of structure, standards, and *evaluation* (Bunnell, 2008). International education organizations, such as the *Council of International Schools*, the *International Baccalaureate*, and the *International Schools Association*,

have established standards for evaluating international schools (Crippin, 2008).
These evaluation standards tend to cover a range of practices, including *curriculum, leadership, community and culture,* and *philosophy*.

The philosophy of international education is historically rooted in values addressing the concepts of *nation*, *culture*, and *citizenship* (Cambridge, 2003). If an international school philosophy is more *idealistic*, it may focus on a more affective curriculum that emphasizes internationalism, pluralism, cosmopolitanism, and equity. This idealistic agenda of international schools, viewed from the perspective of *global civil society theory*, would serve the needs of less privileged people throughout the world in order to address issues of poverty, justice, and human rights (Keane, 2003). Alternatively, if a philosophy is more *pragmatic*, it may focus on a more cognitive curriculum that exploits globalization, cultural advantage, national influence, and privilege (Cambridge, 2003). The pragmatic agenda, viewed from a *post-colonial theory* perspective, serves the needs of wealthy expatriates in order to maintain their economic advantage in the world (Crossley & Tikly, 2004).

The standards used to evaluate international schools may be influenced by these different philosophical positions. International schools may be defined by how they resolve the tensions between these opposing positions (Cambridge & Thompson, 2001). It is unclear the degree to which international school stakeholders *value* these different perspectives (Cambridge & Carthew, 2007).

Leadership of international schools, therefore, may require managing uncertain stakeholder perspectives in a poorly defined context while pursuing conflicting agendas (Keller, 2014). Leadership of international schools has unique dimensions that require distinct skills and knowledge (Haywood, 2002). Some of the most

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intense challenges of international school leadership may be related to managing

stakeholder community dynamics (Caffyn, 2011). Understanding stakeholder *values*

and *perceptions* may be helpful to leaders facing these unique challenges that are

inherent to the international school context (Connor, 2004).

1.3 Statement of problem

In order for international schools to fulfill their missions, they must maximize the

degree to which stakeholders commit toward that mission (Knapp, Copland, &

Talbert, 2003). Leaders must work with their school's community of stakeholders to

build common understanding of, and commitment to, the school's mission (Corbett

& Wilson, 2007; McREL, 2006; Sergiovanni, 2001; Smyth, 2006).

There are, however, significant challenges in accomplishing this task. The key terms

international school and *international education* defy common definitions. The field

of international education is defined by tensions between *pragmatic* and *idealistic*

agendas. Various organizations provide different evaluation standards that must be

met for schools to earn accreditation and authorization. Sources suggest that

competition among international schools is increasing within certain market places

and that corporate for-profit school networks may be a significant contribution to that

increased competition (Brummit, 2011; Cambridge & Thompson, 200; Greenlees,

2006). Ambiguity, tension, complexity, and competition are not ideal conditions for

building community commitment toward a school mission.

International school leaders, if they are to be successful in helping their schools

successfully pursue their mission, need to resolve contextual issues related to

stakeholder perspectives and competing agendas. There is a gap in the knowledge of

stakeholder perspectives of international education. Need arises, therefore, to

examine how stakeholders value and perceive the implementation of international education. This study investigated how international school stakeholders value, and perceive implementation of, international education evaluation standards.

1.4 Purpose

The purpose of this mixed-methods sequential explanatory study was to investigate perspectives of international education held by stakeholders of international schools.

The exploratory quantitative phase conducted non-experimental descriptive research using a cross-sectional survey method. Quasi-independent variables included general stakeholder characteristics and demographic characteristics. Dependent variables addressed values and perceptions of international education. The quantitative data was subjected to descriptive and inferential statistical analysis.

The explanatory qualitative phase conducted descriptive research using three different cross-section methods: survey comments, focus group interviews, and personal interviews. The qualitative data were subjected to thematic and cross-thematic analysis.

The population included parent and staff stakeholders of international schools that are part of a corporate for-profit network located in the United Arab Emirates. The questionnaire, which supplied quantitative data and the first source of qualitative data, was convenience sampling within a purposefully targeted population. The second and third sources of qualitative data utilized purposeful sampling to maximize access.

1.5 Research questions

This study contributes to our understanding of international education by exploring the question: "How is international education valued and perceive by stakeholders in international schools?" This question may be explored with further research questions related to *values* and *perceptions*. Each of those questions leads to further questions exploring *factors* that might be identified through inferential statistical analysis, and *explanations* which might be identified through qualitative thematic analysis. The research questions, sub-questions, and sub-sub questions include the following:

- Primary research question: "How is international education valued and perceived by stakeholders in international schools?"

  1. Sub-question: To what degree do they value different aspects of international education?

     a) What factors are related to differences in stakeholder values?

     b) What might explain why these factors are related to differences in stakeholder values?

  2. Sub-question: To what degree do they think different aspects of the international education are being successfully implemented?

     a) What factors are related to differences in stakeholder perceptions of implementation?

     b) What might explain why these factors are related to differences in stakeholder perceptions of implementation?

Figure 1 illustrates these research questions and how they are related to the concepts of stakeholders, international education, and international schools. The arrow

pointing from international education to international schools is intended to indicate

that the concept of international education is implemented within a specific

international school. The arrows pointing from stakeholder to international

education and international schools is intended to indicate that stakeholders have

values about international education as a concept and have perceptions of how they

are implemented within an international school.

How is international education valued and perceived by stakeholders in international schools?

International Education

1) To what degree do they **value** different aspects of international education?

a) What factors are related to differences in stakeholder values?
b) What might explain why these factors are related to differences in stakeholder values?

Stakeholders

International Schools

2) To what degree do they think different aspects of the international education are being successfully implemented?

a) What factors are related to differences in stakeholder perceptions of implementation?
b) What might explain why these factors are related to differences in stakeholder perceptions of implementation?

Figure 1. Illustration of research questions and related concepts

1.6 Significance

The general rationale for this study addresses increasing our understanding of international education, and more specifically, our understanding of international school leadership. Defining international schools, and the curriculum that they could best follow, is one of the central and continuing issues of concern in the field of research related to international education (Dolby & Rahman, 2008). Additional research in the rapidly developing context of international schools and international education is necessary (Mackenzie, Hayden, & Thompson, 2003). In addition, administrators in international schools need support to develop the necessary leadership skills unique to the field of international education (Haywood, 2002), not least to ensure that the curriculum and instruction therein is appropriate, relevant and valuable.

This study is timely. International schools are growing at a considerable rate for a variety of factors ranging from general factors, such as increasing globalization, to specific factors, such as increases in host-country national interest in international schools. Hand in hand with growth, there is a variety of curricula as well as instructional methods. No one curriculum has been agreed as necessary for an international school or to implement international education. The entrance of corporate for-profit education on a major scale (Brummit, 2011) has added to the number of schools and the variety of curricula delivered. The population of this study is for-profit schools in the Middle East; representing the type of school and region that currently constitutes the greatest growth in the international school market (Brummit, 2011).

This study is relevant to the field of international education and the curriculum of

international schools. It also has relevance to the broader fields of school leadership and general education. In addition, international education is an increasingly important part of dialogue related to national education system reform (Rizvi, 2015) and the findings may extend beyond the specific context of this study.

The study contributes to the fund of knowledge about international schools and international education. While previous studies have established initial understanding of stakeholder perceptions of international education, there continues to be a call for further data (Hayden & Thompson, 1997, 1998; Mackenzie, Hayden, & Thompson, 2003). Minimal research exists related to international school evaluation processes (Fertig, 2007). The study further contributes to previous studies (Cambridge & Thompson, 2001) related to pragmatic/idealistic dualities within international schools.

1.7 Definition of terms

This research study examines the perceptions of international education that are maintained by various stakeholders within different international schools.

The study considers *international schools* as unique schools operating within a specialty niche of the education sector. For the purposes of this study, the term *international school* is operationally defined as "a school that provides an international curriculum other than the local curriculum, and/or provides instruction in a language other than the host-country language" (Brummit, 2011). It should be noted that each international school is considered to have a unique context within which it operates, but the curriculum remains distinctly international in character.

For the purposes of this study, the term *international education* is operationally

defined as "an approach to education that pursues the dual priorities of meeting the educational needs of internationally-mobile families and developing a global perspective in students" (Cambridge & Thompson, 2001). It should be noted that this 'approach to education' is usually reflected in the curriculum and instructional methods throughout the school.

For the purposes of this study, the term *global perspective* is operationally defined as "a perspective that pursues international-mindedness, intercultural sensitivity, and globally-oriented citizenship in order to promote world peace and justice."

For the purposes of this study, *stakeholder group* is operationally defined as "any group of people who have a direct interest in the education provided by the school." Examples of such groups may include students, parents, teachers, support staff, administrators, and board members. This study specifically examines two stakeholder groups: parents and faculty members.

This study implements certain abbreviations for three international education organizations that are an integral part of this study:

CIS: Council of International Schools

IB: International Baccalaureate

ISA: International Schools Association

1.8 Summary

This introductory chapter has provided background to the study, established the research problem, described the purpose of study, identified the research questions, determined the significance, stated the limitations, and defined key terms.

Chapter two, which reviews the literature related to the study, consists of seven sections: a) history and definitions, b) values related to international education, c) stakeholders and international education, d) evaluation of international schools, e) leadership of international schools, f) theoretical framework, and g) research focus.

Chapter three, which describes the methodology of the study, consists of six sections: a) positioning the research study, b) research design, c) context for the study, d) phase one, e) phase two, and f) maintaining standards of ethical research.

Chapter four, which provides the results of the study, consists of four parts: a) overview of the results, b) stakeholder values of international education, c) stakeholder perceptions of implementation of international education, and d) integrating the results of the research questions.

Chapter five, which provides the conclusions of the study, consists of five parts: a) significance of the study, b) discussion of the findings, c) implications for practice, d) implications for further research, and e) limitations.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1   Introduction

This chapter reviews the literature related to how international education is valued
and perceived by stakeholders in international schools. The literature was selected by
first reviewing relevant scholarly research related to international education,
supplemented with two other bodies of literature: general educational research and
research from outside of the field of education.

The chapter consists of six sections. The first section explores the history and
definitions behind the terms international education and international school.
Different definitions for these terms are critically analyzed. Next, values related to
international schools are discussed, including an exploration of the values emanating
from three organizing concepts: nation, culture, and citizen. The third section
reviews the literature on international school stakeholders and their values related to
international education. The pragmatic and idealistic priorities behind stakeholder
understandings of international education are explored. The fourth section critically
analyzes the evaluation schemes from three prevailing international school
organizations: the Council of International Schools, the International Baccalaureate
Organization, and the International Schools Association. The limitations of each
evaluation scheme are analyzed. The fifth section reviews the literature related to
leaders of international schools and explores the challenges leaders face as they make
sense of the various values and perceptions held by different stakeholders of
international schools. The final section establishes a theoretical framework for this
study, which draws upon two theories: post-colonial theory and global civil society
theory. The conclusion summarizes the relevant findings in the literature and

establishes the need for the primary research questions of this study.

2.2   History and definitions

Four major approaches to defining the term "international school" will be used for the purposes of analysis in the section 2.2.1: community; structure; affiliations; and education. Five efforts to describe "international education" will be explored in section 2.2.2: research trajectories, international/political matrix, multiple-tensions, competing agendas, and curriculum/ ideology dichotomy.

2.2.1 International schools.

Defining the term international school poses some challenges. Schools are not required to meet certain requirements to call themselves international (MacDonald, 2006), and schools that do use the title are tremendously varied with relation to origin, type, and many other factors (Sylvester, 2003).

One approach to defining international schools is to look at the school community. A school might be defined as international if its students, parents, staff, or board originate from outside the host country. Terwilliger (1972) identifies five defining characteristics of an international school: student diversity, a board reflective of the student body, a faculty experienced in cultural adaptation, the study of multiple languages, and a curriculum that draws from a broad range of sources. The first three of the five characteristics focus on the school community, which suggests the importance of school population as a defining characteristic of international schools. With recent demographic changes in major metropolitan areas, a large number of schools might now meet the three-community criterion. While some evidence suggests that diversity within schools strengthens an international education (Hayden

& Thompson, 1997), other studies suggest that simply increasingly diversity can perpetuate normative national, cultural and ethnic identities (Matthews & Sidhu, 2005). Some critics, therefore, question whether diversity in a school community is sufficient for a school to be called international (Hayden & Thompson, 1995). Leach recognized the problems related to referring to schools as 'international' based on the student body:

> It would appear to be common practice in a number of places to regard an international school as one serving or being composed of students from several nationalities. This definition leads into hopeless confusion, however, when, upon reflection, one realises that practically every school in such a cosmopolitan centre as London or New York includes a number of nationalities in its student body. Such schools are mostly state-financed national institutions. There are, in fact a number of privately financed and some state-operated schools of an elite order in most developed countries, which pride themselves on being 'internationally-minded' and are, in truth, far more international in their orientation than the run-of-the-mill London or New York school. In most cases, however, the internationally-minded school … is usually composed of students of one nationality, or mostly of one (Leach, 1969).

A second approach to defining international schools is according to structural arrangements. Leach (1969) defined Internationalism in terms of structural agreements for the benefit of educational institutions. By structural agreements, he refers to the agreements between multiple parties for the purpose of creating an international school. As an example, he would distinguish between bilateral internationalism (agreements between two countries for the creation of a school intended to serve those two nations) and multilateral internationalism (agreements among more than two nations). This led to classifications of schools into categories such as: 1) national international schools; 2) overseas schools; 3) schools founded by joint action of multiple governments; and 4) schools which could belong to the International Schools Association. There are limitations, as Leach admits, to this approach. The categories overlap, an increasing number of categories might be

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created to describe every variation of arrangement, and some categories are exceedingly flexible (such as membership to the International Schools Association).

A third approach to defining international schools may be through organizational affiliations. There exists a wide range of organizations that recognize international schools through processes that may include membership, authorization, or accreditation. Well-recognized groups include the International Schools Association, International Baccalaureate Organization, International Primary Curriculum, Council of International Schools, Alliance for International Education, Associate for the Advancement of International Education, European Council of International Schools, and more. Bunnel (2008) concludes that despite the existence of these various organizations, the increase in the number of international schools has occurred in an *ad hoc* nature with little oversight or quality control. While some of these organizations require evaluation schemes (critically analyzed later in this chapter), many are simply fee-paying organizations with minimal entry requirements. Cambridge (2002) suggests that these affiliations might be viewed as buying into a franchise for purposes of product branding. Formal relationship with these various organizations may also not be sufficient for a definition for international schools.

A fourth approach to defining international schools may be through the type of education that it provides. This approach argues that community diversity, structural arrangements, or organizational relationships are less important than the nature of education provided to students. Established in 2004 in order to map the world's international schools, ISC Research Limited maintains the most comprehensive and up-to-date database of international schools in the world. Schools are included in the database if they meet at least one of following two criteria: a) the school teaches wholly or partly in English outside an English-speaking country, or b) the school

provides a curriculum that is international (such as the International Baccalaureate), or imported from outside the host country (such as delivering the British National Curriculum in an international school located in Nigeria). This approach, therefore, examines two factors: language and curriculum.

A final approach may be related to the ethos of the school. Cambridge and Thompson (2001) propose that international schools can be viewed as organizations enmeshed in resolving four dilemmas: globalization vs. internationalism, mono-culturalism vs. pluralism, cognitive vs. affective curricula, and economic privilege vs. equity. This approach suggests that international schools must resolve these dilemmas and affirm certain values related to international education (Crippin, 2008). Matthews (1989) proposes that the unique feature of international schools is the school ethos that underpins the international education provided. If international schools are to be defined by the type of education they provide, then it is the term international education that must be clearly defined, which is the focus of section 2.2.2.

Table 1 provides an overview of attempts to describe international schools, with associated authors, major year of publication, and a descriptive summary. This variety suggests the difficulties associated with successfully describing the term *international school*. Note that Terwilliger's contribution goes beyond just community and that no specific author is mentioned related to defining schools according to their affiliations, but it is nonetheless included in this review.

These efforts to describe international schools may prove useful in understanding stakeholder values of international schools. Stakeholders might choose to join an international school for different reasons, such as the diversity of the community, the

structural arrangements of the school, the organizations with which the school is

affiliated, the education in terms of language and curriculum, and the ethos of the

school.

Table 1
Efforts to describe international schools

Effort	Author(s)	Year(s)	Descriptive summary
Community	Terwilliger	1972	Student diversity, board reflecting student body, culturally adaptive faculty, study of multiple languages, range of curricular resources
Structure	Leach	1969	National international schools, overseas schools, schools founded by joint government action, schools belonging to international schools association.
Affiliations	Various organizations	Wide range	ISA, IBO, IPC, CIS, AIE, AAIE, ECIS, etc.
Education	ISC research	2004	English outside an English-speaking country, or provide a curriculum that is international, or imported from outside the host country
Ethos	Cambridge & Thompson	2001	Globalism vs. internationalism, mono-culturalism vs. pluralism, cognitive vs. affective curricular, economic privilege vs. equity

2.2.2 International education.

The reviewed literature suggests at least five major attempts to describe the term

international education. These include Dolby & Rahman's (2008) "Research

Trajectories," Sylvester's (2002, 2003, 2005) "International/Political Matrix,"

Cambridge and Thompson's (2001) "Multiple Tensions," Cambridge's (2003)

"Competing Agendas," and Matthews' (1989) "Curriculum/Ideology Dichotomy."

Dolby & Rahman (2008) attempted to describe the term *international education* by

conducting a meta-analysis of research related to the term. They identified six

distinct directions in which this research led them, or what they term *research trajectories*. These trajectories include: comparative and international education, the internationalization of higher education, international schools, international research on teaching and teacher education, internationalization of K-12 education, and globalization and education. Dolby and Rahman's work is important because it provides an expansive view of how the term *international education* is used in educational research. By examining their six trajectories, it can be seen that the term *international education* is not just used within the context of *international schools*, but can also include comparing different national education systems, higher education, the spread of ideas to different national education systems, and the effects of globalization on schooling throughout the world. For the remainder of this chapter, the literature reviewed on *international education* is in the research trajectory of *international education* in the context of *international schools*.

Sylvester's (2002, 2003, 2005) historical mapping of documents from 1893 to 1998 has been foundational in the field of international education and provides a model for interpreting the vast literature related to international education. His exhaustive review of literature related to international schools concludes with a proposed framework for considering the various theories of international education, consisting of a matrix with two dimensions: *political considerations* and *idealistic/pragmatic considerations*. The *political considerations* dimension consists of a continuum between *politically sensitive* and *politically neutral*. The *idealistic/pragmatic considerations* dimension consists of a continuum between *education for international understanding* and *education for world citizenship*. Figure 2 illustrates Sylvester's matrix for defining international education (2005, p. 145). The 1922 League of Nations definition of international education is located in the upper left

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quadrant, indicating a *politically sensitive* approach that focuses on *education for international understanding*. By contrast, Heater's 1996 definition is located in the bottom right quadrant, indicating a politically neutral approach that focuses on education for world citizenship. Sylvester's matrix is an important contribution because it provides a tool for comparing the various definitions of *international education* within a larger conceptual framework.

Politically Sensitive

League of Nations (1922)   Mestenhauser (1998)

              Butts (1971)   Murray (1929)

              Vestal (1994)   Husen (1985)

                            Spring Grove School (1866 est.)

Shane (1969)   Scanlon and Shields (1968)

    Sainsbury (1923)   International Baccalaureate Organization (1963 est.)

          World Federation of Education Associations (1923)   Gutek (1993)   Herman- Jordan Plan (1932)

              Prescott (1930)   Boulding (1968)   Kenworthy (1947, 1951)

Education for International Understanding   UNESCO (1974)   Brickman (1950)   College Cevenol (1938 est.)   **Education for World Citizenship**

          Smith and Crayton (1929)   Kandel (1937, 1952, 1955, 1957)   Kemeny (1901,1914)

              Thomas (1923)   Gian (1914)   Ecolint (1924 est.)

              Becker (1969)   King (1971)   Comenius (Unesco 1957)

                  Mattern (1991)   Santinikentan / Visva- Bharati (1921 est.)

          Hayden and Thompson (1998)   Anderson and Becker (1976)

              Harvey (1982)   Andrews (1908)

                        Ecole D'Humanite (1937 est)

              Pike and Selby (1988)   Leach (1969)

                        Heater (1992, 1996)

Politically Neutral

Figure 2. Sylvester's matrix model for defining international education

Cambridge and Thompson (2001) propose that international education is enmeshed in resolving four dilemmas: globalization vs. internationalism, mono-culturalism vs. pluralism, cognitive vs. affective curricula, and economic privilege vs. equity. Throughout international education, these four dilemmas represent the tension that exists between a school's economic reality and its idealistic commitments. While

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globalization fuels the economic wealth of multinational corporations and the growth in expatriate demand for international education, internationalism raises concerns about disparity of wealth and power between nations that may be fueled by globalization and world domination by multinational corporations. Although international education typically espouses the virtues of pluralism, international schools often find themselves with a more mono-cultural student body due to cultural and economic realities associated with private fee-paying organizations. While an affective component of the curriculum is often valued by teachers in international education, administrative and parental pressures of accountability related to academic tests and university admissions drive a more cognitive curriculum. Finally, while issues of equity may be espoused within international education, the student population of international schools often draws exclusively from families of privilege. So while international education looks toward an idealistic future of internationalism, affective curriculum, equity and pluralism, it must also address the pragmatic realities of globalization, cognitive curricula, and privileged homogenous school cultures. While the identification of these dilemmas is helpful, it may be possible that other dilemmas also exist and that the list is incomplete. Furthermore, Cambridge (2003), just two years later, proposed a simpler model for describing the inherent dilemmas faced within international education.

Cambridge (2003) explores the tension between two approaches to international education: the *globalist* and *international* agendas. Cambridge's work is set within the context of *globalization*, defined as "the changes to global economics affecting production, consumption and investment" (Stromquist, 2002). Basic descriptors of globalization may include the major expansions of international trade, leading to widespread distribution of products, technologies, and industrial techniques. In the

globalist agenda, Cambridge argues, wealthy global elite parents seek economic advantages for the children. He proposes this agenda might include attending an exclusive school, learning English as the international language of business, attending a program (like the IB) that allows for easy mobility between schools, and earning a diploma that permits access to top universities. In the *internationalist* agenda, Cambridge argues, schools might pursue issues of international and intercultural understanding, social justice and world peace. One can imagine that if international schools pursue a *globalist* agenda, the results may lead to a more mono-cultural and privileged student population studying a more cognitively oriented curriculum. Conversely, if an international school pursues an *internationalist* agenda, the results may lead to a more culturally and economically diverse student population studying a curriculum that has a more affective focus. Cambridge's model of *globalist* and *internationalist* agendas, therefore, can effectively subsume the previously mentioned Cambridge and Thompson model as a method for understanding the tensions, or dilemmas, faced by international schools.

Matthews (1989) suggests organizing international education into two approaches. One approach is to provide a non-host country curriculum, imported from another country or international organization. The second is the establishment of an international ideology as the underlying mission of the school. Examples of the first category might include an international school teaching an American curriculum in Vietnam or an international school teaching the International Baccalaureate program in Turkey. An example of the second category might be the United Nations International School of Hanoi mission to "…become responsible stewards of our global society and natural environment, achieved within a supportive community that values diversity and through a programme reflecting the ideals and principles of the

United Nations" (UNIS Hanoi, 2014). Matthews' work may be criticized from at least three perspectives. First, his work may present a false dichotomy since some international schools follow both of his approaches simultaneously. Second, his two-approach model may be considered overly simplistic in that it leaves out other factors such as school structure, student population, and staff diversity. Finally, Matthews' dichotomous view of curriculum versus ideology is only valid under a narrow definition of curriculum. Wilson (1990) proposes a much broader definition of curriculum that suggests a school's ideology might be inseparable from curriculum:

> [Curriculum is] anything and everything that teaches a lesson, planned or otherwise. Humans are born learning, thus the learned curriculum actually encompasses a combination of... the hidden, null, written, political and societal etc. Since students learn all the time through exposure and modeled behaviors, this means that they learn important social and emotional lessons from everyone who inhabits a school -- from the janitorial staff, the secretary, the cafeteria workers, their peers, as well as from the deportment, conduct and attitudes expressed and modeled by their teachers. Many educators are unaware of the strong lessons imparted to youth by these everyday contacts (Wilson, 1990).

Wilson's approach to understanding curriculum in international schools led Hill (2000) to suggest that it may be better to replace the term *international school* with the term *internationally-minded school* "as it allows schools to offer a curriculum rooted in philosophies of international understanding" (Dolby & Rahman, 2008).

Table 2 provides an overview of these efforts to describe international education, with authors, major years of publication, and a descriptive summary. This table suggests the difficulties associated with defining the term *international education*. These efforts to define the term *international education* may prove useful in understanding stakeholder perceptions of international education. Stakeholders may form distinct impressions related to the imported curriculum, international ideology, management of tensions, political considerations, pragmatic/idealistic considerations,

and competing agendas provided as part of the overall international education. The

idea of tensions is present in three of the efforts: Cambridge & Thompson, Sylvester,

and Cambridge. What these efforts do not sufficiently explain is how those tensions

manifest themselves within the international education community.

Table 2
Overview of some efforts to describe international education

Effort	Author(s)	Year(s)	Descriptive summary
Curriculum/ ideology dichotomy	Matthews	1989	Non-host country curriculum vs. establishing international ideology as mission of school.
Multiple Tensions	Cambridge & Thompson	2001	Globalization vs. internationalism, mono-culturalism vs. pluralism, cognitive vs. affective curricula, economic privilege vs. equity.
International/ political matrix	Sylvester	2002, 2003, 2005	Matrix of politically sensitive to politically neutral on one axis and education of international understanding to education for world citizenship on other axis.
Competing Agendas	Cambridge	2003	Globalist vs. internationalist.
Research Trajectories	Dolby & Rahman	2008	Comparative and international education, the internationalization of higher education, international schools, international research on teaching and teacher education, internationalization of K-12 education, and globalization and education.

2.3   Values related to international education

Efforts to describe international education address various tensions that are

inherently value-laden. Examples from international education organizations

illustrate some of the values that are promoted. The IB Primary Years Program

"helps students establish personal values as a foundation upon which international-

mindedness will develop and flourish" (International Baccalaureate Organization, 2014). The Council of International Schools has developed an "understanding of Global Citizenship" which commits members "to actively promote international education and intercultural perspective" (Council of International Schools, 2014). Terms such as international-mindedness, intercultural perspective, and global citizenship are found in this examples. These terms are related to the three major concepts of nation, culture, and citizenship. This section will explore the values of international education that are related to these three concepts.

2.3.1 Nation as a root concept for values.

The terms "international education" and "international school" are based on the root word of nation. They both suggest that international schools providing international education are somehow distinctly different from national schools providing national education. Hayden and Thompson (1995) suggest that one important attribute of international education may be to help students "see the world from a much wider perspective than is generally required in national systems" (p. 339).

This wider perspective is consistent with the internationalist agenda and has been influential in a variety of settings, as pointed out by Cambridge, not exclusively international schools.

> It may be argued that the internationalist perspective formed the educational philosophy of those people who were involved in the League of Nations. Various aspects of it are also to be found in the philosophies of educational institutions (not necessarily international schools) such as Schule Schloss Salem, Gordonstoun, Outward Bound, the Duke of Edinburgh's Award Scheme, the United World Colleges and the International Baccalaureate Organization (IBO) (Cambridge, 2003, p. 55).

The internationalist perspective cares deeply not only for the final mindset that is developed, but also with the process by which this mindset is developed, viz. through

experiential learning, as Cambridge points out. The mindset developed through this type of international education is often referred to as *international-mindedness* (Cambridge & Thompson, 2001; Gigliotti-Labay, 2010; Hill, 2000; Rodway, 2008; Thompson, Cambridge, & Yao, 2011). It may be considered that if international education is the process, then international-mindedness is the product. Hayden et al. (2000) found, when interviewing students and teachers about what it means to 'be international', ideas related to attitude of mind were predominant. These attitudes included interest in and flexibility with people from different parts of the world, valuing and respecting alternative views, and open-mindedness toward alternative perspectives. Ronsheim (1970) stated that international-mindedness constituted an educational focusing on international understanding. But international-mindedness, as a concept, has a long history of including ethical components in addition to understanding (Mead, 1929). Mathews (1989) and Hill (2000) both support the notion that international-mindedness is a certain ethos present within a school. Gellar (2002) states that international-mindedness includes both educational and ethical components, with exploration of various conceptions of good, world cultures, and ideas about universal values. Hill (2000) described it in terms of preparing students for global citizenship which included tolerance, international cooperation, justice and peace. International mindedness, therefore, may be described as a combination of understanding, ethics, and values.

2.3.2 Culture as a root concept for values.

An alternative concept to *international-mindedness* is education for *intercultural literacy*. Heyward (2002) and Davis (2010) argue that a focus on *culture* may be more appropriate in developing the intended values and perspectives in students. Heyward (2002) states:

> While the term 'international' gives primacy to nationality as the presumed salient and significant identity construction, the more significant identity construction highlighted by the term 'intercultural' is culture (p. 10).

Heyward uses this definition to propose a five-stage development model of intercultural literacy based on the six dimensions of understanding, competencies, attitudes, language proficiencies, participation, and identity. He argues that many international schools are well-positioned to move toward more intentional focus on developing the intercultural literacy of students. Additional work on culture has explored the concept of intercultural competence and the creation of the Developmental Model for Intercultural Sensitivity (DMIS) and the Intercultural Development Inventory (IDI) (Hammer, Bennet, & Wiseman, 2003). Studies find that these instruments are positively correlated with student (Straffon, 2003) and staff (Davies, 2010) experience in international school settings. The research related to cultural concepts of intercultural literacy and intercultural understanding may prove to be promising alternatives to inter*nation*al mindedness. However, critics suggest that while cultural competence is necessary, it may not be sufficient for the requirements of the world's future citizens.

2.3.3 Citizen as a root concept for values.

Osler and Starkey (Osler & Starkey, 2003) propose *education for cosmopolitan citizenship* as a concept that addresses peace, human rights, democracy and development, and student empowerment from the local to global levels. Alternatively, *education for global citizenship* enables pupils to develop the knowledge, skills and values needed for securing a just and sustainable world in which all may fulfill their potential" (Oxfam Development Education Program, 2006). Critics suggest that the term global citizenship is naïve and impractical, given

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that the disappearance of national citizenship is not expected, nor necessarily preferred, anytime soon. Alternatively, the *term globally-oriented citizenship* is proposed by Matthews and Sidhu (2005).

The concepts of nation, culture, and citizen are at the root of a variety of values related to international education. While the values related to these root concepts have similarities, their subtle differences can be significantly profound and are topics for much debate. Stakeholders of international schools will have distinct positions on the values related to international education. When parents consider the concepts of nation, culture, and citizenship, they may have particular values they want the school to impart to their children. When faculty members address these same concepts throughout the curriculum, they might impart similar or different values to those students. Considering the different backgrounds and experiences that these stakeholders may have, it is not difficult to imagine differing values related to such notions as international mindedness, intercultural understanding, and global citizenship. Drawing upon the previously mentioned tensions of international education, we might expect differences between those who value the more pragmatic and those who value the more idealistic aims of international education.

2.4   Stakeholders and international education

Stakeholders of international schools include parents, staff, students, and others, such as board members, community members, investors, and student family members. This section explores the priorities for how parents choose international schools, and the values held by international school staff and students.

2.4.1 Parents as stakeholders.

While there does not seem to be a clear body of research on how parents perceive international education as it is implemented in the context of international schools, limited research exists on why parents choose to send their children to international schools. Ingersol (2010) poses three themes for how parents make these choices: aspirational priorities (what they want for their children's future); discouraging influences (disappointment with local school options); and enabling factors (location, finances, cultural capital, and others). She concluded:

> parents who have selected an international school for their children want highly qualified teachers, an internationally recognized curriculum, an English-language education, a school with high academic standards, and for their children to be happy at a school that makes a good impression when visited (p. 137).

MacKenzie, Hayden and Thompson (2003) studied parents from three different international schools in Switzerland to discover what factors most informed their choice. Leading factors included: developing or maintaining English language skills; diversity of student population; and the possibility of earning the International Baccalaureate Diploma. While responses varied depending upon parent nationality, there was generally little value placed on providing children with an international education. Few parents indicated an intentional choice to choose either an international school or international education. This last finding is consistent with other research (Fox, 1985) indicating most parents are more immediately interested in a school's academic achievement than in its philosophy.

MacKenzie (2009) researched Japanese parents living in Japan who chose to have their children attend one of nine different international schools in Japan. This is an

important study since host-country nationals continue to represent the larger proportion of student enrollment in international schools (Hayden & Thompson, 2008). While these parents did express the view that helping their children get into top universities influenced their choices, they were also heavily motivated by helping their children develop world views that were more outward-looking and cosmopolitan. These parents desired to expose their children to other cultures and languages, and expressed an understanding and value for international education. MacKenzie concludes:

> Many international schools began life as havens for expatriates washed up on foreign shores. But in many cases they have come to offer an attractive option for local parents looking for alternatives to national schools. It may be argued, moreover, that the Japanese parents of this study are actively choosing an international school in a way that cannot be said of expatriates whose circumstances have put them in a position where an international school may be perceived to be their only option. 'International-mindedness' is often proposed as an integral part of an international education (The attraction of international schools for Japanese parents living in Japan, p. 345)

Research results about how parents select international schools remain unclear. While some findings suggest parents choose international schools from a more globalist perspective, other findings suggest they may be quite intentional about pursuing an international education for their children (Fox, 1985; Mackenzie, Hayden, & Thompson, 2003; MacKenzie, 2009; Ingersoll, 2010), which may reflect differences in priorities between host-country national and expatriate parents.

2.4.2 Staff and students as stakeholders.

Another key group of adults that are part of the school community are the staff working in international schools. A study conducted by Hayden & Thompson (1998) asked teachers what they valued most about international education. Popular responses included examinations that support admission into top universities,

curricula that are designed to be international, learning to tolerate different cultures, and learning to consider issues from multiple perspectives. The study suggests that when considering international education, teachers value items from both the globalist and internationalist agendas.

Hayden and Thompson (1997) found that students of international schools had slightly different perspectives of international education. Student responses suggested that they value language abilities, cultural diversity among students and staff, and a school focus on developing international and intercultural understanding, in other words a stronger appreciation for the development of international-mindedness. While teachers listed admissions to university as a top priority, students listed it after sixteen other areas, suggesting a difference in values and perspectives. In a study looking at combined responses of students and teachers, Hayden (1998) found that multi-cultural exposure, factors related to faculty, school curriculum and links with local community were valued most highly by both groups.

Overall, relatively few studies were found on the stakeholders' values and perceptions of international education. Findings from the studies suggest possible differences between stakeholder groups, and even within stakeholder groups. Research related to parent stakeholders suggest significant differences in priorities for how they choose international schools between host-country national and expatriate parents. Research related to staff stakeholders suggests they may value items from both the globalist and internationalist agendas. Research on student stakeholders suggests that they may share, more than teachers, values more aligned with the internationalist agenda. However, there is a limited number of studies, with limited scope. Additional research would help give greater insights into stakeholder perceptions and valued aspects of international education.

2.5   Evaluation of international schools

Bunnell (2008) argues that international education is moving into a phase of increasing organization characterized by structures, such as external evaluation systems. Two of the most common evaluation purposes are for school accreditation, such as through the Council of International Schools (CIS), or for program authorization, such as through the International Baccalaureate (IB) (Crippin, 2008). Self-study is a required component of both of these evaluation schemes, and some degree of including stakeholder voice in the process is suggested by both programs (International Baccalaureate North America, 2005; Council of International Schools, 2010). Another evaluation process, based mostly on the self-study approach, is made available by the International Schools Association (ISA) (International Schools Association, 2006). In the evaluation schemes of all three organizations, schools are challenged to demonstrate their compliance with long lists of standards and indicators. When put together, all three schemes describe an increasingly demanding set of requirements for what it means for an international schools to provide international education.

Organizations such as CIS, IB, and ISA are all membership-driven organizations. They each have historical roots to the earliest years of international school expansion. Their standards are developed in a reiterative process heavily informed by member-school representatives of their various organizations. The standards developed, therefore, strike a balance between inclusively describing current member-schools in the organization while also inspirationally describing future asprirations. The previously discussed efforts to define the terms *international schools* and *international education* are evident in these standards.

The International Baccalaureate (IB) organization uses a specific set of criteria for defining international education:

1. Developing citizens of the world in relation to culture, language and learning to live together
2. Building and reinforcing students' sense of identity and cultural awareness
3. Fostering students' recognition and development of universal human values
4. Stimulating curiosity and inquiry in order to foster a spirit of discovery and enjoyment of learning
5. Equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas
6. Providing international content while responding to local requirements and interests
7. Encouraging diversity and flexibility in teaching methods
8. Providing appropriate forms of assessment and international benchmarking (International Baccalaureate, 2012)

Some of the above items are consistent with the historical efforts to describe international education; such as items 1, 2, 3, and 6. However, other items might be commonly considered 'best practice' within the broader field of education and not unique to the field of international education, such as items 4, 5, 7, and 8. The above definition of international education has informed the 'standards and practices' used by the IB during the evaluation of international education programs (International Baccalaureate Organization, 2010). Therefore, the IB evaluation of international education program requires practices such as analyzing assessment data, articulating curriculum, and including instructional technology. While these practices have value, they hardly constitute exclusive indicators of either *international education* or an *international school.*

A similar situation is true with the Council of International Schools (CIS). CIS is an association of schools involved in international education and has defined global citizenship as a commitment to promoting internationalism and inter-culturalism in education through specific criteria:

Through its work with hundreds of schools and universities around the world, CIS has developed the following understanding of Global Citizenship. CIS Members have committed to actively promote international education and intercultural perspective through...

- ETHICS: the discussion of substantive matters of principle from multiple perspectives,
- DIVERSITY: the understanding of the histories, cultures, beliefs, values and perspectives of a range of individuals and peoples,
- GLOBAL ISSUES: the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights,
- COMMUNICATION: the development of fluency in the language(s) of instruction, in another language, and, with as much support as the school can offer, in student mother tongues,
- SERVICE: the development of their disposition to serve the community, local and global, through engagement in meaningful and reflective service, and
- LEADERSHIP: the acquisition and refinement of the skills of leading and following, collaborating, adapting to the ideas of others, constructive problem-solving, and conflict-resolution through experiencing leadership in authentic contexts. (Council of International Schools, 2012)

However, when CIS evaluates international education programs, their current standards and practices include some criteria that do not appear to be directly related with international education (Council of International Schools, 2010). Examples include professional development for teachers, matching teaching methods to specific needs, and specifying learning outcomes for students. As with the IB, not all of the CIS standards are unique to the field of international education.

The International Schools Association (ISA) has taken a distinctly different approach. As an organization, they have developed a self-study guide for members to evaluate the internationalism within their schools:

1. School values
2. Curriculum and teaching practices
3. School communities, and
4. School management (International Schools Association, 2006).

However, instead of attempting to define either the terms international education or internationalism, the ISA system requires schools to develop their own definitions which then affects how the evaluation criteria are applied. It is possible that a school might define internationalism so broadly that some of their self-defined criteria may not be directly related to international education. Like the ISA, the IB and CIS require a self-study process. However, the ISA guide is exclusively for the self-study process and no external evaluation is required. Therefore, the potential advantages of externally validated quality control are not guaranteed. Figure 3 provides a visual representation for conceiving these standards for international education. In this diagram, it can be seen that international education standards exist within the larger universe of the field of education. The dotted line around international education standards indicates the lack of a clearly defined boundary. The three different schemes for evaluating international education programs are indicated by the three interconnected shaded circles. The intersections among these circles represent the existence of some common standards for international education. It is intentional that each of these three circles extends beyond the boundary, albeit poorly defined, of international education. To clarify:

- Point x represents a theoretical international education standard that is shared by all three systems of evaluation. An example of this might be related to appreciating various cultures; this is a common theme found in IB, CIS, and ISA evaluation schemes.
- Point y represents the potential for a standard of international education that may not yet be included in any of the three dominant evaluation systems. An example of this might be related to using videoconferencing technologies to digitally collaborate in an international study group; this is currently not a standard found in any of the three evaluation schemes.
- Point z represents the potential for a standard that is part of the CIS evaluation system, but is not considered to be directly related to or "essential" to evaluating the construct of international education. Previously cited examples include professional development for teachers, matching teaching

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methods to specific needs, and specifying learning outcomes for students.

- Point *w* represents the potential for a standard that is within the field of education, but is not included within any of the three evaluation schemes nor is it considered "essential" to evaluating the construct of international education. An example of this might be hosting an information night for parents about changes to neighborhood traffic patterns that may delay school commutes.
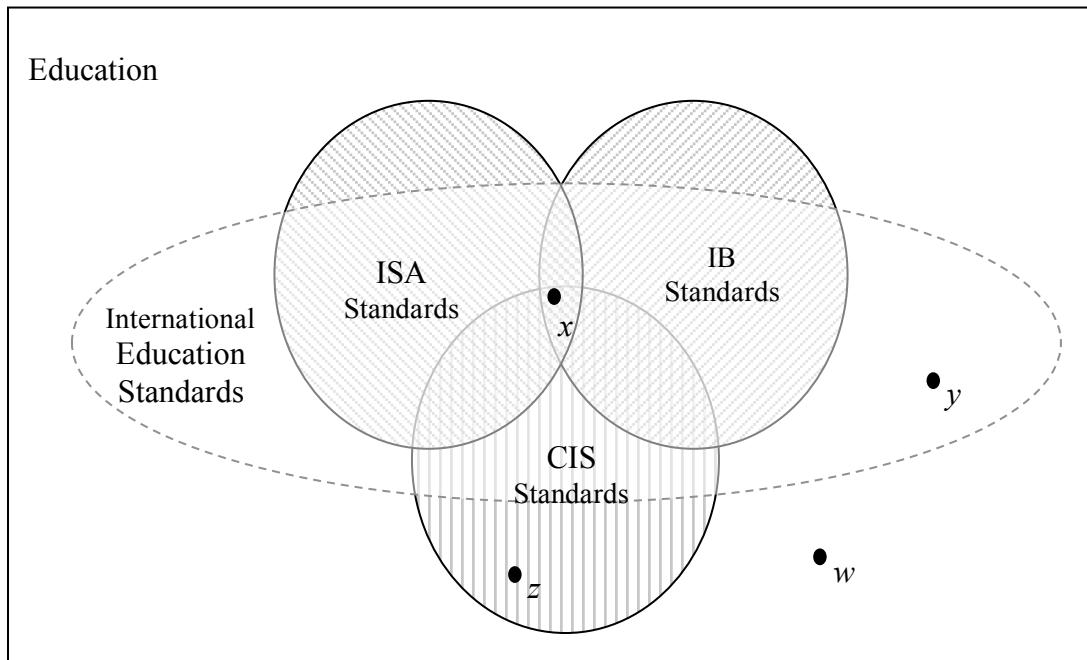
Figure 3. Visual representation for conceiving standards for international education

Limitations exist with all three of the dominant evaluation schemes: IB, CIS, and ISA. While all three programs require stakeholder input, only CIS requires a stakeholder survey. While all three programs say they focus on international education, only ISA focuses exclusively on this domain. While IB, CIS, and ISA are three major organizations involved in the evaluation of international schools, the standards used in their evaluation process includes a mixture of criteria representing varying degrees of relevance to international education (as defined by themselves).

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2.6   Leadership of international schools

Most international schools schools have a single person in a top leadership position. Job titles used for people within these roles vary greatly: Director, Director General, Education Director, Executive Director, Head, Head of School, Headmaster, Principal, President, School Head, and more (Academy of International School Heads, 2013; Council of International Schools, 2013). While sometimes these may be different titles for the same job, often these positions may differ significantly according to context. The configuration of school ownership and governance may range from non-profit/cooperatively owned schools with an elected parent board to for-profit/corporate owned school networks with salaried corporate supervisors. Other major differences in context exist in various levels: organizational, local, community and larger cultural-environmental factors (Hayden & Thompson, 2008). Examples may include a school existing as part of a university organization, a community composed of mostly non-government organization employees, or a school existing on a small island whose economy is mostly based on the tourism industry. These variations in context create distinctly different job responsibilities for the person holding the job title that this study will simply call 'leader.'

Leaders of international schools find themselves in a challenging situation as they operate within this quickly growing, but poorly defined, niche of the education sector (Brummit, 2011). Haywood (2002) explains that leadership of international schools may have some important dimensions that make it distinct from other school leadership roles. He explored the 'international' dimensions of the 'pragmatic' and 'idealistic' realms of international school leadership. Looking at the pragmatic realm of international schooling, he identified human resource topics such as teacher recruitment, retention, motivation, creation of effective teams, and community

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involvement. Haywood emphasizes that each of these topics has a uniquely international dimension, often related to expatriate concerns. For example, recruiting teachers may be impacted by concerns over the potential new country, retention may be impacted by work visa issues, motivation may be impacted by changes in host-country laws, creation of effective teams may be impacted by high turnover, and community involvement may be impacted by language barriers. It is easy to imagine how other categories of pragmatic concerns also have international dimensions, such as student mobility, family registration, materials purchasing, regulatory compliance, and more. He describes how international school leaders, recognizing the unique demands of international school leadership, formed their own regional organizations to provide support for these pragmatic concerns. Haywood also identified the 'international' dimensions of the 'idealistic' realm of international education. These could include the development of vision and mission documents, building consensus, and maintaining continuity toward a vision that all focuses on the ideals of internationalism, cultural understanding, and related concepts. In summary, much has been written about the unique issues related to 'internationalizing' the curriculum of international schools (Broyles & Krawic, 1990; Short, 2003; Wylie, 2008).

Haywood's review, however, may not successfully describe the intensity of the internal dynamics, or micro-politics, within international schools. Caffyn (2011) begins to capture the unique human context of international schools in stating:

> International schools and their communities can become isolated from their immediate locality and from their homelands. This can, in turn, intensify relationships due to limited social possibilities and both psychological and linguistic isolation. [This] kind of environment produces a psychic prison, which increases distance, frustration and emotional tension. There are different levels of interaction, diverse groups and subcultures, made up of permanence and transience. [We should recognize] the power distance and politics caused by these emotional plays between permanent and transient groups in an

international expatriate community. The boundaries of these groups
can isolate them from outside and fragment them from within. (p. 74)

Leaders of international schools appear to have significant difficulty handling these

various tensions within the school. International school leaders have an average

tenure of only 3.7 years (Benson, 2011). Caffyn (2010) argues the unique context of

international schools may contribute to significant micro-political conflicts. While

international school leaders report the major cause of departure is difficulty with the

school governance (i.e. board micro-management), a wealth of evidence from

teachers (International Schools Review, 2013) suggests that a 'dark side' (Burke,

2006) of leadership, or 'destructive leadership' (Einarsen, Aasland, & Skogstad,

2007), may be common in international schools. This destructive leadership may

include abuse of powers, unethical treatment of employees, and other unprofessional

behaviors. These behaviors may be related to the danger facing leaders who ignore

the central task of making sense of the complexities and ambiguities of a school's

organizational life (Simkins, 2005, p. 22).

As a clearer picture emerges of the leadership challenges that are unique to the

international school context, there are calls for additional research in this rapidly

developing area (Mackenzie, Hayden, & Thompson, 2003). Leaders of international

schools need methods for addressing the challenges of complexity, ambiguity and

change (Haywood, 2002). Mathews (1989) and Hill (2000) argue that a

comprehensive approach to leading international schools requires the development of

a certain ethos that must permeate the entire learning community. In order to

develop this ethos, Cambridge and Thompson (2001) state that international schools

must resolve the many dilemmas inherent in their school.

In a similar vein, Simkins (2005) argues that instead of attempting to find easy

leadership prescriptions, leaders must spend the time and effort to make sense of the many complex ambiguities present in schools. Bunnell (2006) directly applied Simkins' work to the area of international schools and how emerging international school organizations are forming to help 'make sense' of this expanding, and yet loosely defined, area of education.

Simkins' work is particularly well-suited to help international school leaders make sense of the complexity permeating their individual school context. Making sense of the leadership context is especially important in international schools as approximately 25% of all international school leaders are in their first year at that school (Benson, 2011). It is also important because of the tremendous variation in school ownership, governance and structural arrangements. A third factor is that issues related to culture are especially important in the international school context (Poore, 2005). Terwilliger (1972) argues that the challenge of bridging across cultures may be a defining characteristic of international schools. Sarros & Sarros (2007) emphasize the role of a principal requires understanding the cultures within a school and promoting communication and understanding within and across those cultures. Keller (2014) expands the demands on international school leaders by arguing that they must make sense of and manage the spatial and temporal dualities inherent in international schools.

In summary, leaders of international schools are significantly challenged to handle the complexities within their schools (Benson, 2011; International Schools Review, 2013; Einarsen, Aasland, & Skogstad, 2007; Burke, 2006). They must make sense of the complex ambiguities (Simkins, 2005), including understanding the cultures of the stakeholders within the school (Terwilliger, 1972; Sarros & Sarros, 2007). Understanding these cultures may require understanding stakeholder's views of the

'pragmatic' and 'idealistic' realms of international education (Haywood, 2002).

2.7 Theoretical framework

The above literature review explores definitions, values, stakeholders, evaluation and leadership related to international education. While the term *international school* continues to defy definition, interest in an accepted definition persists, and it is reasonable to assume, therefore, that the views of parents and other stakeholders might contribute to further clarity in this respect. The term *international education* can be understood as a balancing of *globalist* and *internationalist* agendas set within a larger context of globalization. A point of interest is again how stakeholders, and especially parents, view these characteristics as fundamental to their conception of what a good international school education means. International education within international schools often includes a focus on the development of values such as international mindedness, cultural literacy, and citizenship. It would be of interest to know the perspectives of two main stakeholders within international schools, that is parents and faculty, on how much value they attach to these aspects of international education, as relatively little research is available on this issue. As shown in section 2.5, evaluation schemes of international schools have certain standards by which the schools are judged, but the degree to which these standards may be specific to international education is in question. Leaders of international schools are challenged to make sense of complexity, especially the tension between the *pragmatic* and *idealistic* domains of international education, and knowledge of their own perspectives and views allied and compared to those of other stakeholders would be useful in helping them confront some of the complexities inherent in their roles.

Throughout this exploration, a recurring theme of dualities emerges: a duality

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between the pragmatic and the idealistic purposes of international education. The tension inherent in this duality may manifest itself in the values of international school stakeholders, such as parents and faculty members. International education, therefore, may be viewed as a realm of education challenged to balance tensions between pragmatic globalist values and idealistic internationalist values. It is these tensions that lead to the theoretical framework for the study: an *International School Dualities Theoretical Framework* adapted from Wylie's (2008) International Education Matrix. This 'Dualities Framework' may be helpful to the research question of this study: How is international education valued and perceived by stakeholders in international schools?

2.7.1 Dualities in international education

The concept of dualities permeates the literature related to international education and international schools. It may be found in discussions of definitions, values, stakeholders, evaluation and leadership. These dualities are most commonly referred to in terms of the pragmatic versus the idealistic.

In exploring the history and definitions of the terms *international school* and *international education*, this pragmatic/idealistic duality may be seen. In efforts to define *international schools*, there have been pragmatic attempts to focus on community (Terwilliger, 1972), structure (Leach, 1969), curriculum (Brummit, 2011), and affiliations. There have also been idealistic attempts to focus on the conceptual dilemmas (Cambridge & Thompson, 2001) and ethos (Matthews, 1989). The same duality may be seen in attempts to define *international education*. While some pragmatic approaches focus on the selected curriculum (Matthews, 1989) or research trajectories (Dolby & Rahman, 2008), idealistic approaches have focused on

concepts (Cambridge & Thompson, 2001), agendas (Cambridge, 2003) and politics (Sylvester, 2002).

The pragmatic/idealistic duality is also seen in the values related to international education. When considering the term *nation* as a root concept for values, some have argued a pragmatic stance focusing on *international understanding* (Ronsheim, 1970), while others have argued for a more idealistic approach to *international mindedness* that focuses on ethics (Mead, 1929), a school ethos (Hill, 2000), and universal values (Gellar, 2002). When considering the term *culture* as a root concept for values, some approaches focus more on pragmatic dimensions of *intercultural literacy* that include understanding and language (Heyward, 2002) while idealistic approaches have emphasized sensitivity and empathy (Hammer, Bennet, & Wiseman, 2003). When considering the term *citizen* as a root concept for values, approaches like *globally-oriented citizenship* (Matthews & Sidhu, 2005) are considered to be pragmatic alternatives to the more idealistic *education for cosmopolitan citizenship* (Osler & Starkey, 2003) and *education for global citizenship* (Oxfam Development Education Program, 2006).

The pragmatic/idealistic duality is also seen in stakeholders of international schools, such as parents and faculty members. When examining parent values, there is strong support in the literature for pragmatic priorities (Ingersoll, 2010), focusing on skills and diplomas (Mackenzie, Hayden, & Thompson, 2003), and a general preference for academics over philosophy (Fox, 1985). However, there is some evidence that the more idealistic agenda may guide some parents (MacKenzie, 2009). Faculty members seem to exhibit more of a balance between the pragmatic focus on university admissions and the idealistic focus on considering multiple cultural perspectives (Hayden & Thompson, 1998).

This duality is also found within the major evaluation schemes of international schools. Pragmatic examples may be found in the International Baccalaureate's "equipping students with the skills to learn and acquire knowledge, individually or collaboratively, and to apply these skills and knowledge accordingly across a broad range of areas" (International Baccalaureate, 2012) and the Council of International School's "specifying learning outcomes for students" (Council of International Schools, 2012). Alternatively, the International Baccalaureate idealistically emphasizes "developing citizens of the world in relation to culture, language and learning to live together" (International Baccalaureate, 2012) and the Council of International School's commitment to global issues: "the understanding of current issues of global significance relating to geopolitics, the environment, health, trade, sustainable development and human rights" (Council of International Schools, 2012). One might argue the evaluation scheme of the International Schools Association is fully dedicated to an idealistic approach, since the entire self-study guide focuses exclusively on evaluating *internationalism* within a school (International Schools Association, 2006).

The literature on leadership of international schools explicitly identifies the inherent dualities that must be managed. As previously discussed, Haywood (2002) analyzed the pragmatic and idealistic realms of international school leadership. The ability to manage dualities may be a dominant requirement of the international school leader (Keller, 2014).

2.7.2 International education matrix

The literature provides strong evidence for the presence of the pragmatic/idealistic duality within international schools. This tension between pragmatism and ideology

was developed by Wylie (2008) into an International Education Matrix. In this matrix,

> The message systems of international education such as curriculum pedagogy and assessment along with mechanisms of learning and control can be defined from the theoretical perspectives of colonialism, post-colonialism, the emergence of global economic imperialism, global ideology and the hope for a global civil society. (p. 7)

Wylie's matrix consists of columns describing different theoretical perspectives and rows describing the practice of schools divided into message systems and mechanisms of learning and control. His matrix provides a few significant contributions to our understanding of the inherent tensions within international schools. The first contribution is that it provides an analytical tool for placing the current practice of a school into a corresponding theory. The theories are provided in a taxonomy of five different theories that, it could be argued, progress from the past, i.e. colonialism, to the future, i.e. global civil society. The second contribution of the matrix is that it looks at multiple aspects of an international school's practice, rather than trying to attempting to holistically assign an entire school to one theoretical stage.

Wylie's matrix, however, has two limitations: theories and practices. While the taxonomy of theories introduces a temporal continuum, the five stages is a distinct departure from the dominant theme in international education that focuses on dualities. It might be more beneficial to select one theory that best aligns with the pragmatic approach and another to align with the idealistic approach.   The second limitation has to do with the practices. Wylie looks at international school practices according to *message systems* and *mechanisms of learning and control*. While his analysis of *message systems* uses the familiar categories of *Curriculum*, *Pedagogy* and *Assessment*, his analysis of *mechanisms of learning and control* use the unusual

categories of *Teachers* and *ICT*. It might be more beneficial to analyze the practices of international schools according to more widely accepted approaches within the field of international education.

2.7.3 International school dualities theoretical framework

This study has adapted Wylie's *International Education Matrix* (2008) to maintain its positive contributions and address the limitations described above. While the ability to place practices according to theories in a temporal continuum has been maintained, it has been adapted into a duality focusing on two key theories: *post-colonialism* and *global civil society*. While the ability to examine multiple aspects of an international school's practice has been maintained, the practices have been adapted into categories better aligned to the dominant international school evaluation schemes: *philosophy, curriculum, leadership,* and *community and culture*. With these changes, the result is an *International School Dualities Theoretical Framework* (Dualities Framework), as illustrated in Figure 4.

The Dualities Framework utilizes the competing theories of *post-colonialism* and *Global Civil Society.* Bunnell (2008) argues that international schools have moved into a phase that has become increasingly self-critical. This self-critique may be influenced by *post-colonial* critical theory.

The *post-colonial* perspective views the world as still impacted by, and recovering from, the colonial era (Spring, 2008). Crossley and Tikly (2004, p. 147) state:

> "Postcolonial theory demands that we place centre stage the continuing implications of Europe's expansion into Africa, Asia, Australasia and the Americas from the fifteenth century onwards, not only as a means to understand the subsequent histories of these parts of the world but as a defining moment in European history and of modernity itself."

Considering the Euro-centric emergence of international schools, the *post-colonial*

theory provides a valuable critical perspective (Davies, 2010). Wylie (2008) argues

that evidence of an international education grounded in *post-colonialism* would

include Western curriculum models, colonial language of instruction (such as

English), Western pedagogical practices, assessment schemes based in a Western

context, expatriate teachers given privilege over local teachers, and English as the

global language of communication. This *post-colonial* approach to international

education, it could be argued, has much in common with the *pragmatic* approach to

international schooling described in Cambridge's (2003) *globalist agenda*.

The *global civil society* perspective envisions "Vast sprawling non-government

constellations of many institutionalized structures, associations and networks within

which individual and group actors are interrelated and functionally interdependent"

(Keane, 2003). Clark (2001) suggests that the concept of *global civil society* calls for

ethical stances with relation to poverty, inclusion, social justice, respecting

environment and cultures, and democracy. Wylie (2008) argues that evidence of an

international education grounded in *global civil society* theory would include

curriculum that defines and maintains the local culture and recognizes cultural and

social differences, texts representing different cultures, teachers representing the

community, courses teaching the local language, and experiences that share a

transnational culture. This *global civil society* approach to international education, it

could be argued, is similar to the *idealistic* approach of the *internationalist agenda*

(Cambridge, 2003).

> [The *global civil society*] …view of education may be interpreted as a
> response to the existence of poverty and political oppression in the
> world, whereas other forms of international education are a response
> to emerging affluence and entry into the global consumer economy.
> The dilemma to be reconciled between the two approaches is whether
> one is to be the surfer or the wave. Do the fundamental tenets of the
> curriculum assume that the education should reflect existing cultural

values and power relations, or is the assumption that education should enable students to change the world? (Cambridge & Thompson, 2001, p. 7)

International schools face a reality encapsulated in these competing perspectives of *post-colonial* critique and *global civil society* idealism. Therefore, the Dualities Framework focuses on these two primary theories.

Table 3
Dualities framework practices: Comparison to major evaluation schemes

Dualities Framework 'Practices'	ISA 'Area'	IB 'Section'	CIS 'Section'
Philosophy	School values	Philosophy	School guiding statements
Curriculum	Curriculum and teaching practices	Curriculum	Teaching and learning Faculty and support staff Access to teaching and learning
Leadership	School management	Organization	Governance and leadership Operational systems
Culture and Community	The school communities		School culture and partnerships for learning

With regard to school practices, the Dualities Framework examines international schools across four categories: *philosophy, curriculum, leadership,* and *community and culture.* This approach maintains the ability of Wylie's (2008) matrix to examine multiple aspects of an international school's practice while adapting it into categories better aligned to the dominant international school evaluation schemes.

The International School Assessment (ISA) identifies four 'areas' of practice: school values, curriculum and teaching practices, school management, and the school communities (International Schools Association, 2006). The International

Baccalaureate (IB) identifies three 'sections' of practice: philosophy, curriculum and organization (International Baccalaureate Organization, 2010). The Council of International Schools (CIS) identifies seven 'sections' of practice: school guiding statements, teaching and learning, faculty and support staff, access to teaching and learning, governance and leadership, operational systems, school culture and partnerships for learning (Council of International Schools, 2010). Table 3 shows how the practices of these major evaluation schemes may be organized into the practices identified in the Dualities Framework. Examining international school practices according to the approach illustrated in Table 3, it is argued, allows for a theoretical framework more closely aligned to the categories currently utilized within the international school community.

Figure 4 provides a visual representation of the *International School Dualities Theoretical Framework*. The two large circles represent the duality that has been previously described as the tension between the *pragmatic* and *idealistic* approaches to international education within international schools. Within the circle of the *pragmatic* approach, descriptors include globalist, cognitive, privilege, mono-culturalism, and nationalism. These are intended to elicit concepts like globalist agenda, cognitive curriculum, economic privilege, mono-cultural school community, and nationalistic citizenship. Within the circle of the *idealistic* approach, descriptors include internationalist, affective, equity, pluralism, and cosmopolitanism. These are intended to elicit concepts like internationalist agenda, affective curriculum, economic equity, pluralistic school community, and cosmopolitan citizenship. The circles overlap, providing a visual similar to a Venn-diagram. This overlap is to suggest that while each circle has a set of descriptors and concepts that form a cohesive approach, we must recognize that there is a space common to both circles.

The framework suggests that it is somewhere within this intersection that most international schools navigate the tensions of the pragmatic/idealistic duality.

To the left of the circles, four categories of international school practices are listed: *philosophy*, *leadership*, *curriculum*, and *community and culture*. By examining school practices, we are able to determine the degree to which the *pragmatic* or *idealistic* approach is being implemented. Note the absence of a one-to-one correlation between the four categories of practices and the five descriptors. The framework suggests that there is a complex and dynamic relationship between the practices within an international school and the concepts that describe the different dualities. As opposed to Wylie's (2008) matrix that encourages schools to 'match' particular practices to a location on a theoretical taxonomy, the Dualities Framework suggests schools recognize the tensions present within all their practices and manage these broad opposing forces.

At the bottom of the visual representation is a two directional arrow; the left side is labelled *post-colonial theory* and the right side is labelled *global civil society theory*. While this arrow suggests an additional duality, it is intended to provide a broader theoretical base behind the pragmatic/idealistic duality. *Post-colonial theory* is found under the *pragmatic* circle, while *global civil society* is found under the *idealistic* circle. This is to suggest a relationship, but not a direct equivalency, between each 'approach' and its corresponding 'theory.' The visual of the two-directional arrow is intended to suggest a temporal component, like a timeline. To the left of post-colonial theory would be earlier theories, such as *colonialism*, which could be described as spanning from the sixteenth century to the mid-twentieth century. *Global civil society*, it would be argued, is a theory first developed at the emergence of the twenty-first century (Blaney, 2010). The arrows pointing in

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opposing directions emphasizes the tension, or pulling apart, that may be felt by international schools and their leaders experiencing these opposing forces.

Practices:	**Pragmatic**	**Idealistic**
Philosophy	Globalist	Internationalist
Leadership	Cognitive	Affective
Curriculum	Privilege	Equity
Community and Culture	Mono-culturalism	Pluralism
	Nationalism	Cosmopolitanism

Post-colonial theory   Global civil society theory
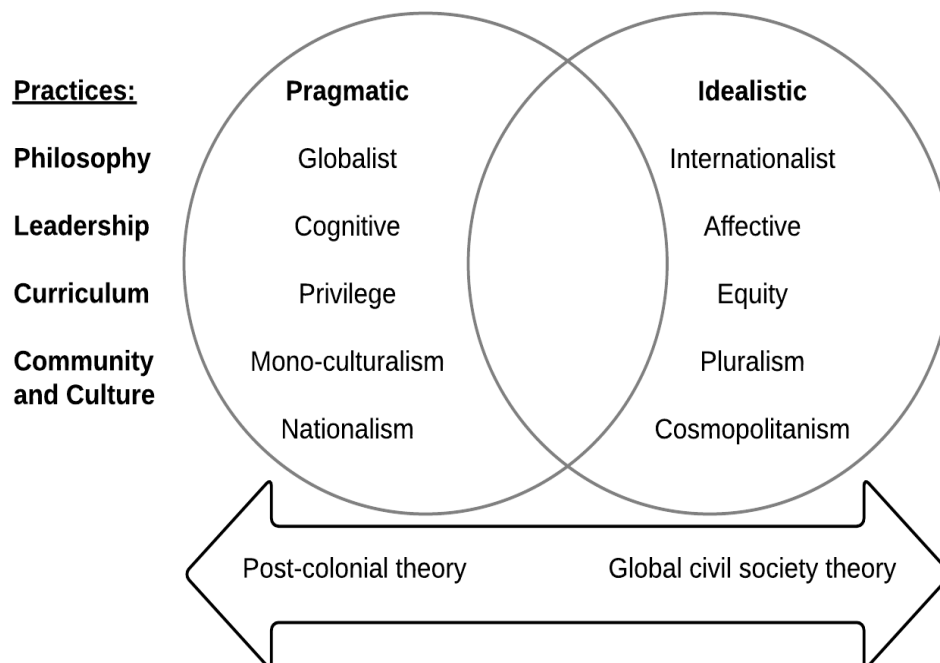
Figure 4. Visual representation of the

International School Dualities Theoretical Framework

2.8 Research focus

Many attempts have been made to define or describe the terms *international education* and *international school*, these terms continue to be used with ambiguity. However, international education, within the context of international schools, seems to include a set of values related to nation, culture, and citizenship. How these values are demonstrated in the curriculum and overall education of the school may be heavily influenced by the school's position on the economic implications of globalization. International schools may be portrayed as being torn between the

pragmatic globalist agenda portrayed in post-colonial theory and the idealistic

internationalist agenda portrayed in civil global society theory. The stakeholders of

schools, such as parents and faculty members, each have their individual values

related to international education. They also hold individual perspectives on how

those values are implemented in the school. However, limited research exists about

these stakeholder values and perceptions of international education.

The rapid 'progress' of globalization has created a new context: exponential growth

of international schools is raising challenges of market competition with which most

school leaders are inexperienced (Bunnell, 2005). Under these conditions of

ambiguity and rapid change, leaders are advised to carefully understand and monitor

the perceptions of their various stakeholders (Connor, 2004). The International

School Dualities Theoretical Framework provides a structure that may help leaders

understand the values and perceptions of stakeholders, such as parents and faculty

members. Understanding stakeholder perceptions may help leaders manage the

tensions inherent in the pragmatic/idealistic duality found in international schools.

An instrument to measure these values and perceptions would provide this necessary

information to international school leaders. If such an instrument were administered

to a large enough population of stakeholders, the findings may identify possible

trends within these stakeholder groups. These trends would give additional insights

into how stakeholders value international education in international schools, possibly

contributing to our understanding of these ambiguous terms. Researchers may find

this contributes toward clarifying a commonly accepted definition of these terms.

Practitioners may find this contributes toward their abilities to manage complex

opposing forces that may be the underlying challenge of their career.

CHAPTER 3: METHODOLOGY

3.1   Introduction

The previous chapter explored the literature on aspects of international education in international schools, ending with the presentation of a theoretical framework using a *post-colonial theory* to *civil global society theory* dichotomy, and posited the need for research on stakeholder perceptions of international education within international schools. The study, outlined in what follows, aims to contribute to the developing understanding of international education by pursuing the following research question, divided into two sub-questions, each divided into two sub-sub questions:

How is international education valued and perceived by stakeholders in different international schools?

1. To what degree do they value different aspects of international education?

    a) What factors are related to differences in stakeholder values?

    b) What might explain why these factors are related to differences in stakeholder values?

2. To what degree do they think different aspects of the international education are being successfully implemented?

    a) What factors are related to differences in stakeholder perceptions of implementation?

    b) What might explain why these factors are related to differences in stakeholder perceptions of implementation?

This chapter outlines the methodology and the methods used to answer these questions, divided into five sections. It begins by positioning the study within a philosophical foundation that supports the methods used in the study. Next, the research design of the study is described. The third section explains the quantitative phase of the research, followed by a description of the qualitative phase. Finally, the conclusion brings together the various strands of the methodology and summarizes the approach to addressing the research questions.

3.2   Positioning the research study

Section 3.2 introduces the philosophical foundations for the research methods of this study, in particular the reasoning process, ontology, epistemology, and theoretical perspectives that underpin this foundation.

3.2.1 Inductive reasoning

Chapter 2 points to the limited available research on stakeholder perceptions of international education. The methodology outlined here is therefore exploratory in nature given this lack of available knowledge and the dearth of prevailing theoretical frameworks directly related to international education. Cohen, Manion, & Morrison (2007) argue inductive reasoning is an appropriate reasoning process for the purposes of discovery; it is based on the analysis of collected data and the search for emerging patterns that may suggest relationships between variables in order to develop an initial hypothesis. This study utilizes the inductive reasoning process.

3.2.2 Nominalist ontology.

Ontology is "the science or study of being; that branch of metaphysics concerned with the nature or essence of being or existence" (Oxford English Dictionary, 2014).

This study recognizes that the term *international education* has meaning, not in Plato's sense of universals (Millie, 2013), but as a human construct. Therefore, this study adopts a nominalist perspective. Instead of claiming that universal or abstract objects exist in a pure form in another dimension, nominalism suggests that perceptions and names of objects are human constructs (Gomm, 2004). The nominalist ontology suggests there is no single objectively determined definition of international education, and perceptions, therefore, are fundamental to its constructed definition. The previous review of literature supports this view. The study explores stakeholder perceptions of *international educational* as a method for understanding various meanings for this term.

3.2.3 Constructivist epistemology.

Epistemology in the social sciences may be depicted along an objectivist/subjectivist continuum, juxtaposing realism with nominalism (Holden & Lynch, 2012). It follows from the discussion above that, if the construct being researched has no definitive ontological existence outside the personal constructs of stakeholders, then the approach adopted to formulate new knowledge will involve a constructivist epistemology. The constructivist epistemology, applied to this study, claims that the meaning of the term *international education* is constructed by stakeholders interacting with the *international school*. This study takes the position that the concept of *international education* is constructed by stakeholders as they interact with the phenomenon of *international school*. Therefore, different stakeholders may create different meanings of *international education* as they interact with the same *international school*.

3.2.4 Neo-positivist and interpretivist theoretical perspectives.

Theoretical perspectives may be placed on a continuum ranging from traditional positivism to post-modernism critical theory (Taylor & Medina, 2013). Traditional positivism claims that truth, therefore reality, can be empirically accessed and measured (Gomm, 2004). At the other end of the continuum is post-modern critical theory. While Chapter 2 discusses post-modern perspectives, such as *post-colonial theory* and *global civil society theory*, critical theory is best suited to studies questioning dominant theories that emerged from certain power bases. Since neither ends of the continuum meet the needs of this study, a more balanced approach, such as interpretivism, coupled with neo-positivism, appears more fitting.

Neo-positivism accepts that context and observer play important roles in how data is viewed, collected and analyzed, but maintains that the numerical data collection and analysis have a valuable role to play in research in the social sciences. Neo-positivism avoids the claim that quantitative techniques are superior to qualitative research methodologies (Cohen, Manion, & Morrison, 2007).

Interpretivism posits that the world is interpreted through schemas in the mind; interpretivistic realism allows for the idea that a real world may exist, but different people may perceive reality differently. Meaning, therefore, is discoverable in the interplay between a person's perception and reality (Singleton & Straits, 2010). The interpretivistic framework allows for the possibility of international education, for example, to exist, while recognizing that it may be perceived in different ways. It suggests methodologies that focus on *differences in how* people interpret, rather than on *what the trends* of interpretation are.

Thus, the research study adopts a neo-positivist perspective in its initial approach to

data collection through a quantitative data collection method, but then utilizes an interpretative perspective for deepening meaning attached to the answers of stakeholders.

3.3 Research design

Building on the philosophical foundation discussed above, this section begins with an exploration of the construct of *international education* followed by an overview of the mixed-methods research design, after which a description of the context for the study is offered. An organizational plan and program utilization model are then provided. This section concludes with the potential limitations of the study and a description of the ethical considerations during the research design.

3.3.1 Construct of international education.

It is difficult to observe *international education* in a direct sense. However, it seems reasonable to assume that stakeholders of an international school form thoughts about the *international education* provided by that school. In particular, stakeholders perceive implementation of *international education* and value different aspects of it. By understanding these values and perceptions, we can work toward a better understanding of what *international education* is in the minds of stakeholders. Ultimately, this may contribute toward researchers having a deeper understanding of *international education* as a concept (Hayden, 1998).

The review of literature demonstrated that *international education* is a concept that continues to defy a commonly accepted definition. For the purposes of this study, *international education* was operationally defined as *an approach to education that pursues the dual priorities of meeting the educational needs of internationally mobile*

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families and developing a global perspective in students. A global perspective was defined as *a perspective that pursues international-mindedness, intercultural sensitivity, and globally oriented citizenship in order to promote world peace and justice*.

3.3.2 Overview of the design.

This study used a mixed-methods sequential explanatory design. The first phase focuses on quantitative exploratory methods. This is followed by a second phase utilizing qualitative explanatory methods.

The rationale for a mixed-methods approach is that neither quantitative nor qualitative methods are sufficient to understand stakeholder perceptions of international education. The gathering of quantitative data is efficient for large numbers of participants, as in the case of this study. Quantitative data of stakeholder values and perceptions may be analyzed to reveal patterns which may be interpreted based on statistical significance. However, statistical analysis of quantitative data has a limitation; it does not help explain possible *reasons* for the patterns (Ivankova, Creswell, & Stick, 2006). The gathering and interpretation of qualitative data is more time intensive, and therefore more appropriate for a smaller number of participants. This study focuses the qualitative phase on a smaller sampling of selected stakeholders. Qualitative data of stakeholder value and perceptions will be analyzed to help explain patterns found in the quantitative phase. This triangulation of data allows for the advantages of both methods to emerge, while addressing some of their inherent limitations (Ivankova et al., 2006).

Figure 5, a visual model of the research design, illustrates the procedures and products for both phases of the study. During the quantitative phase, data was

collected using a cross-sectional web-based questionnaire producing numeric data. This data was prepared for use in a statistical software program and analyzed using descriptive and inferential statistical techniques. This analysis produced description and inferences from the statistics.

During the qualitative phase, data was collected from three different sources: a survey questionnaire of stakeholders across many schools, a focus group interview of various stakeholders in one school, and individual interviews of administrators at different schools. The text data from these sources was coded and thematic analysis was conducted within and across cases.

The qualitative data analysis resulted in four products: a visual model of multiple case analyses; a list of codes and themes, a list of similar and different themes and categories, and a cross-thematic analysis. After the quantitative and qualitative phases were completed, the results were integrated by interpretation and explanation.

Visual model of research design

Phase	Procedure	Product

Quantitative phase

Data collection

- Cross-sectional web-based questionnaire (*400<n<500*)

- Numeric data

Data analysis

- Data preparation
- Descriptive statistical analysis
- Inferential statistical analysis

- Data ready for analysis
- Descriptive statistics
- Inferences from statistics

Qualitative phase

Data collection

- A: Stakeholder survey: cross-sectional web-based questionnaire, open-ended text-based answers (400<*n*<500)
- B: School focus group: semi-structured interviews, purposefully selecting stakeholder participants from one school (*n*=5)
- C: Administrator interviews: semi-structured interviews, purposefully selected administrators (*n*=3)

- Text data (questionnaire responses)

- Text data (interview transcripts)

- Text data (interview transcripts)

Data analysis

- Coding and thematic analysis
- Within-case and across-case theme development
- Cross-thematic analysis

- Visual model of multiple case analysis
- Codes and themes
- Similar and different themes and categories
- Cross-thematic matrix

Integration of the quantitative and qualitative results

- Interpretation and explanation of the quantitative and qualitative results

- Discussions
- Implications
- Future research

Figure 5. Visual model of research design

3.4   Context for the study

The study was originally designed to purposefully sample from international schools that are evaluated by CIS, IB or ISA. An educational network of international schools in the Middle East was selected for the study. The network provided a large number of schools that met the following criteria: a) used either the CIS, IB, or ISA evaluation scheme; b) located in the same country, and c) heads of school were part of the same corporate division. A total of 27 schools were targeted for the study. The schools were similar with regard to governance model (corporate for-profit governance), location, and language of instruction (English as main language, additional Arab instruction required of all students). The schools differed in terms of curriculum (American-style, British national, IB, and Cambridge), population of students (both in size and distribution of nationalities), and tuition fees.

Table 4 shows how the total population or 'universe' of international schools contrasts with the study's target sample. Data from the ISC Research Limited world-wide database was used to describe the 'universe' data of international schools. As discussed in section 2.2.1, their definition of *international school* uses two factors: language and curriculum. The study target sample differed from the universe of international schools by geographic distribution, school population size, and participation in CIS and/or IB evaluation schemes. While the universe of international schools includes 6149 schools in 236 countries, the target sample includes 27 schools in one country. The universe of international schools is distributed across five regions of the world, with 54% of those schools operating in Asia; the target sample has 100% of schools in Asia. For schools with a population over 1000 students, the universe of international schools has only 16% while the

target population has 56% of the schools at this population. The universe of
international schools has 12% of schools involved with CIS evaluation and 23%
involved in IB evaluation; the target sample has 47% and 38% respectively. From
this data, we can see that the target sample had a higher percentage of schools in
Asia, schools with large student population size, and schools evaluated by CIS and/or
IB.

Table 4
Comparison of universe of international schools to target sample

Total international school population	Total Population	Target Sample
Number of international schools	6149	27
Number of countries	236	1
Number of regions	5	1
International Schools by Region (%)		
Africa	(9)	-
Americas	(12)	-
Asia	(54)	(100)
Europe	(22)	-
Oceania	(2)	-
International Schools by Size (%)		
0-99	(17)	(19)
100-249	(27)	(05)
250-499	(27)	(5)
500-999	(16)	(19)
Over 1000	(16)	(56)
International Schools by Evaluation (%)		
Council of International Schools	(12)	(47)
International Baccalaureate	(23)	(38)

3.5   Phase one: Survey

This section gives an overview of the design of the survey used in the research study
for the collection of quantitative and some qualitative data. It begins with
highlighting the specific research questions that are the focus during this phase. Next,
the design of the quantitative phase is described, followed by a description of the

participants involved in the study and the sampling techniques utilized. A description

of instrument development then follows, after which the methods of quantitative data

collection are described and the methods of quantitative data analysis are explained.

The section concludes with a summary and a rationale for the design of this phase of

the study.

3.5.1 Survey design and development

The initial stage of the research is non-experimental and descriptive, using a cross-

sectional survey method. The design is categorized as non-experimental because

there is no intervention and no control group, and descriptive because the purpose is

to explore a topic and describe findings. The time frame is cross-sectional because it

occurs in a short amount of time, rather than trying to track changes over time.

Finally, it is considered a survey method because the focus is on accessing a

representative sampling of a population and requesting information from them. The

instrument was a questionnaire of stakeholder perspectives of international

education. There is a qualitative component to the instrument as well, which is

described in section 3.6.3.

During the survey phase of the study, the total population of target stakeholders

(parents and teachers) in each of the schools was invited to participate in a

questionnaire. Table 5 shows the survey phase of the study focused on 27 schools.

Given the data provided for student and teacher population at each school, the target

population for the survey was estimated to be a total of 25,796 possible respondents.

This assumed one parent respondent per student.

A survey questionnaire was chosen because of the inherent advantages of

questionnaire instruments: they are easy to administer and they gather valuable

information quickly (Cohen, Manion, & Morrison, 2000).

Table 5
Estimated target populations by study phase

Study phase	Schools	Stakeholder group	Estimated population for study
Quantitative	27	Parents	24568
	27	Teachers	1228
Qualitative	27	Parents	24568
	27	Teachers	1228
	1	Site Focus Group	5
	3	Administrator interviews	3

The questionnaire was developed in a six step process. First, a listing of potential indicators of international education was created. As discussed in section 2.5, the dominant evaluation schemes of international schools include CIS, IB, and ISA. A comprehensive list of all of the standards and guiding questions was created from the following documents: International Baccalaureate *Programme Standards and Practices* (2010), Council of International Schools *Standards for Accreditation* (2010), and International Schools Association *Internationalism in Schools – a Self-Study Guide* (2006). This comprehensive list included a total of 220 items. As discussed in section 2.7.3, the standards from these different evaluation schemes may be organized into four common categories: *philosophy, curriculum, leadership,* and *community and culture.* The 220 items were sorted into these four categories so that *philosophy* had 31 items, *curriculum* had 88, *leadership* had 56, and *community and culture* had 45. It should be noted that curriculum was the largest of the categories, representing approximately 40% of the total items.

The next step separated items according to their relevance to international education, removing those not considered relevant. As outlined earlier, for the purposes of this study international education was operationally defined as *an approach to education that pursues the dual priorities of meeting the educational needs of internationally mobile families and developing a global perspective in students*. This definition has two parts: *meeting the educational needs of internationally mobile family,* which may be related to the *globalist* agenda; and *developing a global perspective in students*, which may be related to the *internationalist* agenda. Both of these parts, of course, concern a large number of curriculum and instruction issues. Any items that were judged as directly addressing either of these two agendas were kept. Any items judged not to be directly addressing either of the agendas were marked for removal. This reduced the number of items from 220 to 118. As an example Table 6 provides samples of three different items. The first item was judged to directly relate to the globalist agenda of the curriculum and so was retained. The second item was judged to directly relate to the internationalist agenda so it was also retained. The third item was judged to not directly relate to either of the agendas and so it was marked for removal from the instrument.

In the third step, redundant questions were eliminated. Items in each of the four categories were grouped into similar themes. Within each of these themes, redundant questions were eliminated, further reducing the list from 118 to 67 statements.

In the fourth step, some items were re-worded for consistency. While the CIS and IB documents were in the form of statements, the ISA document was in the form of questions since it is a self-study document intended to promote reflection. The ISA items were converted into statement format.

Table 6

Sample of items, relation to agendas, and action taken

Item	Related to globalist agenda?	Related to internationalist agenda?	Action mark
Does the school offer internationally recognized programs?	Yes	No	Retain
Does the composition of the governing body or board reflect the cultural diversity of the school community?	No	Yes	Retain
The school has appointed a program coordinator with a job description, release time, support and resources to carry out the responsibilities of the position.	No	No	Remove

In the fifth step, the researcher returned to the literature discussed in chapter 2 in order to ensure that the coverage of the statements was comprehensive. In particular, research related to stakeholder perspectives of international education was reviewed (Hayden, 1998; Hayden & Thompson, 1998; Hayden, Rancic, & Thompson, 2000). This process identified six statements valued by stakeholders of international schools but missing from all of the major evaluation scheme statements:

1. The school environment is filled with people speaking multiple languages.

2. The school helps students develop fluency in English.

3. School subjects are studied in more than one language.

4. The school offers a curriculum (such as IB, IGCSE) that is designed to be international.

5. The school creates rich experiences for students to get exposure outside of the school to different cultures.

6. The school provides internationally recognized exams for international university entrance. (Hayden & Thompson, 1997; Hayden, 1998; Hayden & Thompson, 1998; Hayden, Rancic, & Thompson, 2000)

These six statements were added to the previous 67 statements, ensuring that aspects of international education from evaluation schemes and perception surveys were included. At the end of this step, the philosophy topic had 11 statements, curriculum had 35, leadership had 10, and community and culture had 17, for a total of 73 statements. It should be noted that the curriculum category, the largest of all categories, contains 48% of the total number of statements.

The sixth step turned the 73 statements into a questionnaire by addressing the two research sub-questions about *values* and *perceptions* of international education. After each of the 73 statements, two questions were asked; one question addressed stakeholder *values* while the other addressed stakeholder perceptions of *implementation*. The first question was "How much importance do you give to this component of international education?" The values recorded for the importance items were 1 = unimportant, 2 = of little importance, 3= moderately important, 4 = important, and 5 = very important. The second question was "How well does the school implement this component of international education?" The values recorded for the perceptions items are 1 = very poorly, 2 = poorly, 3= fair, 4 = well, and 5 = very well. The higher the total score, the more positive was the response.

Visual model of instrument design process
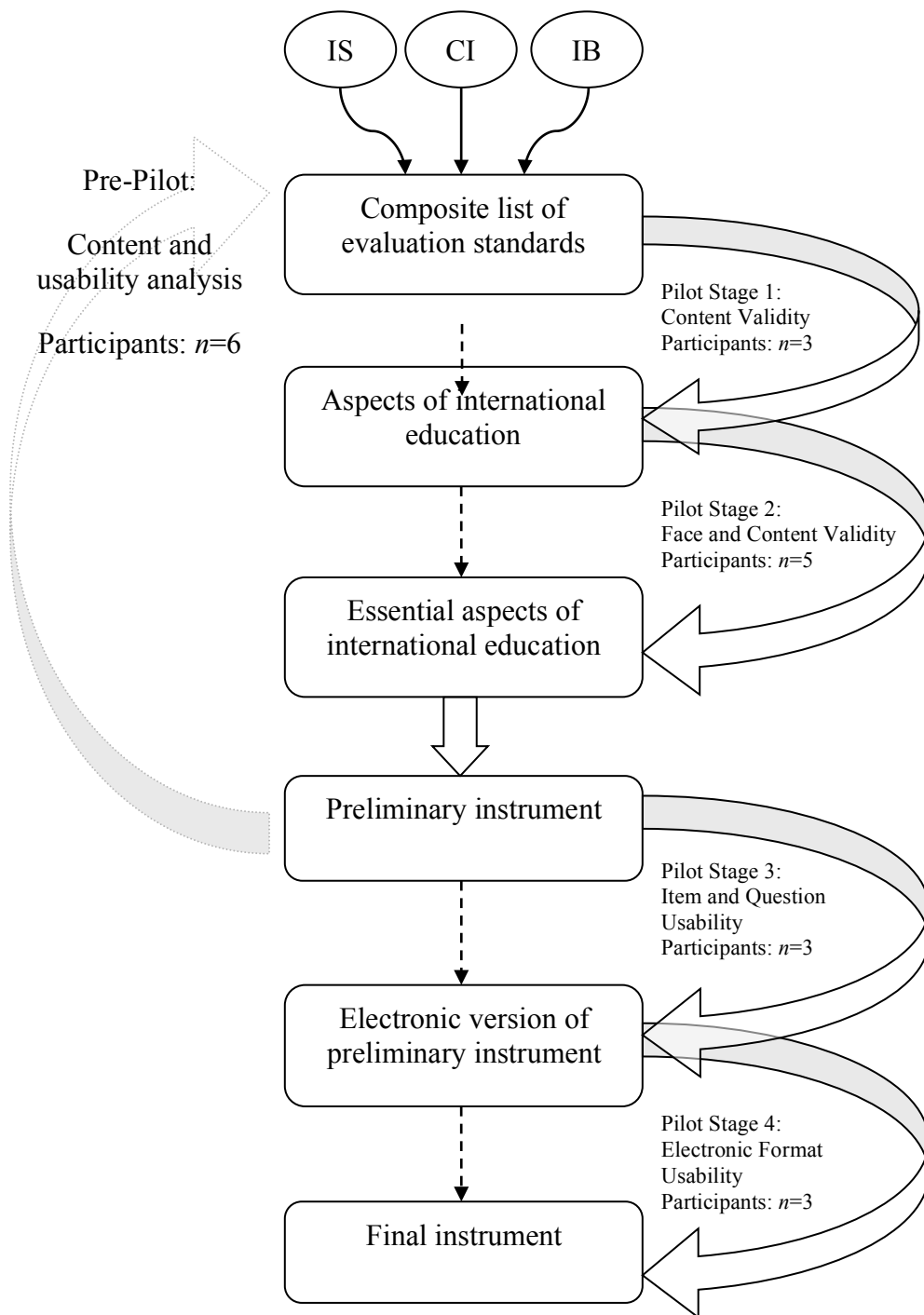
Figure 6. Stages of instrument production and pilot study

3.5.2 Piloting the survey

A pilot study was conducted to further improve the instrument, as illustrated in Figure 6. Prior to the piloting, a pre-pilot study (stages 1 and 2 in the diagram) was conducted to identify initial issues that might emerge during the main piloting process. These two stages focused on improving the content validity of the instrument. The final two stages implemented the instrument in an authentic setting. None of the results from surveys administered during the pilot phase were used in the final results of the research study.

The pilot study was undertaken in a private international school located in Ankara, Turkey. The school was involved with the evaluation schemes of both CIS and IB. Instead of completing the entire survey, the eight participants were asked to focus on only one of the four sections. They were then asked to respond the following questions:

1) What section of the survey did you complete?
2) How many minutes did it take you to complete this section?
3) Content of the statements: Are the statements clear? Redundant? Is there content that you think is missing?
4) The response ranking: Do you feel comfortable with the two questions asked for each statement and the 5 values available to choose? How might you improve this?
5) The visual format: Is the questionnaire easy to read? What would make it more user-friendly?

A synthesis of the feedback from the pre-pilot study is found in Table 7.

Table 7

Pre-pilot study feedback and actions taken

Feedback	Action taken
The total amount of time to complete the survey is estimated to be approximately twenty-three minutes.	Shortening the survey should be considered.
Two items (leadership statements six and eight) were considered redundant.	They were combined into one statement.
Clarification on two items (leadership statements four and five) may need clarification.	They are kept as is, but will be re-checked during pilot phase.
In the section on community and culture, there were questions about the terms "governing body" and "support staff."	Clarifying examples were added to that beginning of that section.
The survey should include a clear definition of the term "international education" at the beginning.	Definitions were added at the beginning of the survey.
Feedback about the response ranking was generally positive.	No changes were made.
The questions should be numbered and more space should be provided.	The questions were numbered and the spacing will be monitored during pilot phase.
Open-ended responses were requested.	An open-ended question has been added at the end of each of the four sections of the survey. This will be used as qualitative data.
A question was raised about the consistency of language between the prompting question "How well does the school implement this aspect of international education?" and the prompts *very poor, poor, fair, good,* and *very good*.	To make question and responses more grammatically consistent, the responses were changed to *very poorly, poorly, fair, well,* and *very well*.

Pilot stage 1: Content validity

As seen in Figure 6, stage one of the pilot study utilized three participants to determine initial content validity. The particular purpose was to verify or refute the initial work done in creating the instrument. The creation of the instrument required judgment about the degree of relevance of items from international education evaluation schemes. Since judging relevance could be viewed as a de facto determination of content validity, it was important to have this judgment verified. There were three participants in this phase: all had experience working in the field of international education and the International Baccalaureate curriculum.

The participants were given the composite list of 183 evaluation items and asked to evaluate the content validity of each item. Lawshe's (1975) widely accepted statistic of the content validity ratio was used. For each statement in the questionnaire, the participants responded to the question "Do you consider this statement to be 'essential,' 'useful, but not essential,' or 'not necessary' to evaluating the construct called international education?" The content validity of an item is considered to increase as the number of participants who agree that a particular statement is essential increases. Lawshe's formula for content validity ratio is: $CVR = (n_e – N/2)$ / $(N/2)$ where CVR = content validity ratio, n_e = number of panelists indicating "essential", and N = total number of panelists. The formula yields a ratio from +1 to - 1, where a +1 indicates complete agreement among panelists that an item is essential.

There was strong consistency among the three participants. For 70 of the 183 items, there was complete agreement among the three participants. For 79 of the items, there was strong agreement: two participants agreed and the third participant scored only one point away. Between the 70 items that had complete agreement, and the 79

items that had strong agreement, a total of 81% of the 183 items had very consistent responses. The standard deviation for all items was calculated to be .85, indicating high consistency among participants about the degree to which certain items were deemed "essential" to evaluating the construct of international education.

Another finding from the first phase of the pilot study relates to the content validity within different categories. Figure 7 shows observable differences between categories in the percentage of items scoring high content validity. The results suggest that the international education evaluation schemes appear to contain a large number of items in the categories of "Curriculum" and "Leadership" that do not seem to be specific to the construct of international education. The results also raise the possibility that the construct of international education may be more related to a school's "Philosophy" and "Community and Culture" than to its particular "Curriculum" or "Leadership." Furthermore, a total of 107 of the 183 items were found to have a negative CVR, suggesting that approximately 59% of the total items did not seem to be essential to the process of evaluating international education. These items were removed from the instrument, yielding a remaining 76 items.

The results of stage one of the pilot study indicated support for the initial premise of this study, as described in section 2.5, that the dominant international education evaluation schemes appear to contain a significant number of items that do not seem to be essential to the construct of international education. Furthermore, the strong consistency among the participants, as seen in Figure 7, provides confirmation of the development of the list of "important aspects of international education" depicted in Figure 6. With these results suggesting the majority of the items in a composite list of evaluation standards did not seem to be essential to evaluating the construct of international education, it was important to have phase two of the pilot study

evaluate the overall face and content validity of a revised list of 'important' aspects of international education.

Percentage of Items in each Content Validity Level per Category
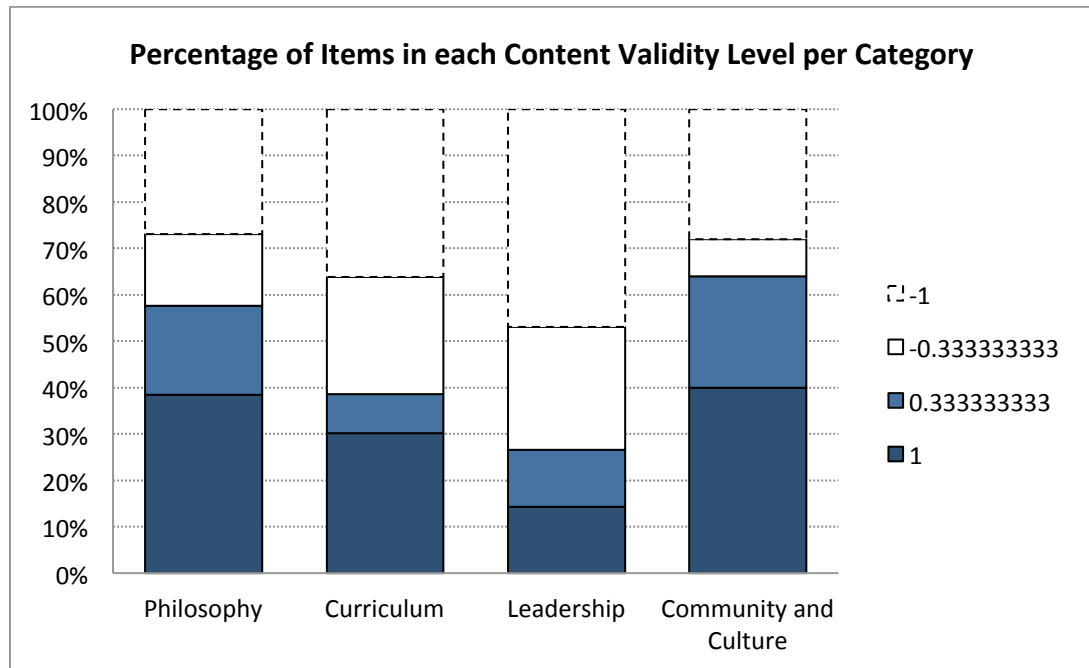
Figure 7. Content validity levels by item category

Pilot stage 2: Face and content validity

During *Pilot stage 1: Content validity*, the initial instrument was subjected to content validity analysis and 107 items were removed. As seen in Figure 6, stage two of the pilot study addressed face and content validity of the revised 76-item instrument. A panel of eight subject matter experts was formed. Panel members qualified as experts in the area of international education in international schools by meeting at least one of the following criteria:

1. Trained by the Council of International Schools (CIS) as a CIS school visitor, and conducted at least one visitation

2. Trained by the International Baccalaureate (IB) as an approved IB educators network school visitor, and conducted at least one visitation

3. Trained in at least three workshops by the International Baccalaureate (IB), worked in an IB authorized program school, and worked in a minimum of three different international schools in three different countries.

In order to evaluate the face validity of the questionnaire, panel members were asked to preview the instrument and respond to the question "Does the questionnaire look like it measures stakeholder perceptions of international education?" Responses were order ranked from "1=strongly disagree" to "5=strongly agree." The mean response was 4.875 with a standard deviation of 0.33, indicating a very high level of agreement among panelists, therefore the instrument appears to have sufficient face validity.

In order to evaluate the content validity of each question of the instrument, panel members were asked to examine each statement of the instrument and respond to the question "Does this statement seem essential to the construct of international education?" This step followed the same method as in the first phase of the pilot study, using Lawshe's (1975) content validity method. According to this method, three additional items were removed to create 73 statements remaining.

Pilot stage 3: Item and question usability

Stage three of the pilot study (cf. Figure 6) utilized a panel of three participants to determine item and question usability. This item and question usability panel consisted of a teacher, an administrator, and a parent from the high school division of the pilot site. Panel members were asked to take the survey in paper form and answer the following questions:

1. Which questions had awkward wording?
2. Which questions did you find difficult to understand?

3. Which questions seemed problematic for any other reasons?

The feedback from the three panel members indicated all statements were acceptable.

Pilot stage 4: Electronic format usability

The latest version of the questionnaire was then turned into an electronic format for use as an internet self-administered questionnaire (ISAQ). Zuckerberg et al. (2000) emphasize the importance of piloting ISAQ design in addition to content so the ease of use by participants of the ISAQ version was evaluated by a panel. Stage four of the pilot study (cf. Figure 6) utilized a new panel of three participants to determine this electronic format usability. The panel consisted of a teacher, an administrator, and a parent from the pilot site. Panel members were asked to take the survey and answer the following questions:

1. Which questions were problematic due to awkward or difficult wording?
2. What design features make the questionnaire difficult to use?
3. Which design features would you suggest to improve the internet self-administered questionnaire?

The feedback indicated the design of the ISAQ was acceptable and ready for use.

Instrument after pilot study process

Figure 8 illustrates the total number of statements in each of the four topics. This graph shows how the topic of curriculum has many more statements ($n=35$) than the other three ($10<n<17$).
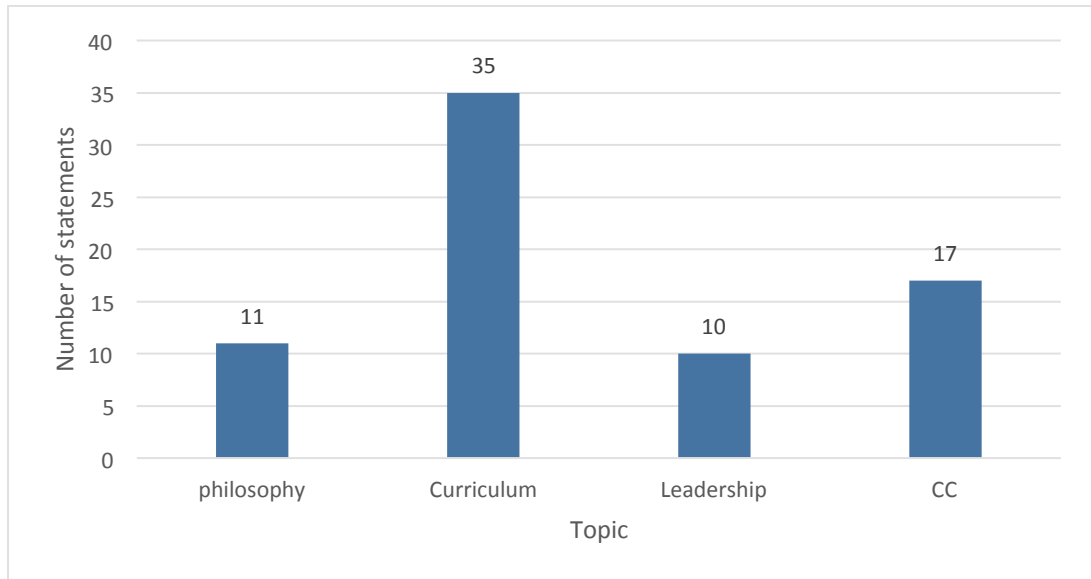
Figure 8. Frequency of statements by topic

Table 8 summarizes the total number of questions for each of the five topics according to category of data (quantitative or qualitative). While the topics of philosophy, curriculum, leadership, and community and culture contain 73 statements, each statement contains two questions: a *value*s question and a *perceptions* question. Therefore, with the inclusion of the initial 12 demographic questions, the instrument contains 158 quantitative questions. The instrument also gathers qualitative data after each of the four perception topics. Therefore, the instrument contains a total of 162 questions.

Table 8
Instrument questions by topic and category

Topic	Category		
	Quantitative Statements	Questions	Qualitative Questions
Demographic	0	11	0
Philosophy	11	22	1
Curriculum	35	70	1
Leadership	10	20	1
Community and Culture	17	34	1
Total	73	158	4

3.5.3 Methods of quantitative data collection

During the quantitative phase of the study, data was gathered using a computer-based questionnaire instrument. As an alternative to paper questionnaires, Internet-Self-Administered-Questionnaire (ISAQ) instruments pose some distinct advantages and challenges (Couper, Traugott, & Lamias, 2001). Advantages include ease and affordability of distribution, flexibility and convenience of participant completion, ease and speed of data collection, and ease of data tabulation. Challenges include completion rate, complex design options, and ease of abandonment. Some suggested strategies for addressing such concerns include progress indicator bars, self-evident navigation design, and multiple items on the same screen to increase completion speed. In the design of the ISAQ, progress indication pages were used and attention was paid to the navigation design to make it self-evident to participants. In addition, multiple-items on the same screen were used for convenience of the users.

In order to select an ISAQ sites, review of ISAQs by survey-reviews.net (Survey Software Reviews, 2012) were analyzed and "Google Forms" was chosen. The final form of the ISAQ may be viewed on-line (Keller, 2015).

The study was presented to heads of school at a corporate meeting. They were then sent an email and asked them to forward the email to their school stakeholders.

Data were initially recorded onto the Google 'cloud' server and then downloaded into a Microsoft Excel spreadsheet format. This allowed for the data to be processed using various statistical techniques discussed further in section 3.5.4.

The data were collected in two stages. First, a single site was chosen for complete

implementation of the ISAQ to determine if there were any technical difficulties

during implementation. It was discovered that one question was repeated twice in the

on-line questionnaire. It was removed before the questionnaire was implemented at

the other schools. Then, the ISAQ was distributed to the remaining target population

schools.

Table 9 shows the timeline for implementation during these two stages.

Table 9
Timeline of quantitative data collection

Stage	Step of implementation	Date of implementation
Single-site implementation	Email sent to stakeholders	20 June 2013
Full implementation	Presentation to Heads of Schools of target population	5 November 2013
	Request to delay implementation due to corporate stakeholder satisfaction survey	6 November 2013
	Email to Heads of Schools of target population	14 November 2013
	Heads of School begin to forward email to stakeholders within their school	14 November 2013
	Reminder email to Heads of Schools	21 November 2013
	Email to Heads of School with descriptive statistical report for their individual school	18 April 2014

3.5.4 Analysis of quantitative data

The quantitative data was analyzed using both descriptive and inferential statistical

techniques. The analysis focused on the study's primary research question: "How is

international education valued and perceived by stakeholders in different

international schools?" and the two sub-questions:

a) To what degree do stakeholders *value* different aspects of international

education?

b) To what degree do they perceive different aspects of the international

education are being successfully *implemented*?

Answers to the sub-questions were generated with the use of descriptive statistics.

There are some distinct advantages to the use of descriptive statistics: they are more

easily understood by the general population, they are easy to calculate, and they help

us understand the general degree to which stakeholders value and perceive

implementation of international curriculum. However, inferential statistical analysis

allows discovery of statistically significant relationships between factors in the study,

allowing for more detailed analysis, addressing sub-sub questions. Table 10

illustrates the sub-questions and sub-sub-questions and the related method of

statistical analysis that was employed.

Table 10
Research question and method of statistical analysis

Level of question		Research question	Method of statistical analysis
Sub-question	a)	To what degree do stakeholders *value* different aspects of international education?	Descriptive
Sub-sub-question		i) What *factors* are related to differences in stakeholder values?	Inferential
Sub-question	a)	To what degree do they perceive different aspects of the international education are being successfully *implemented*?	Descriptive
Sub-sub-question		i) What *factors* are related to differences in stakeholder perceptions of implementation?	Inferential

In the process of data analysis, it is important to clearly identify and describe the variables involved in the study. Given the study explores stakeholder values and perceptions of international education, the two key units of analysis appear as *stakeholders* and *international education*. Variables related to *stakeholders* were the quasi-independent variables, while those related to *international education* were the dependent variables.

The demographic characteristics of stakeholders in international schools are numerous and varied. Studies related to stakeholder perspectives of international education, as discussed in section 2.4, explore demographic characteristics that may be related to stakeholder values and perceptions of international education. These demographic characteristics may include age, gender, number of international schools experienced, number of languages spoken, primary spoken language, number of citizenships, number of countries lived in, educational attainment, school, years as a stakeholder, and stakeholder group (Hayden & Thompson, 1997; Hayden, 1998; Hayden & Thompson, 1998; Hayden, Rancic, & Thompson, 2000). The demographics section of the questionnaire is derived from these variables found in the literature. This study follows the convention of referring to demographic data as quasi-independent and reserving the term independent for variables that are purposefully manipulated in an experimental design. Table 11 lists the quasi-independent variables used for the study.

Table 11
Quasi-independent variables

Variable group	Variable name
Demographic	Gender
	Age
	Educational attainment (highest degree)
Stakeholder	Current international school
	Number of years at current international school
	Stakeholder group
	Number of international schools
Language	Number of languages spoken
	Primary language spoken in household
Countries	Number of citizenships
	Number of countries lived in

International education within international schools, as explained in section 2.7.3, has various aspects which may be categorized into *Philosophy*; *Curriculum*; *Leadership*; and *Community and Culture*. The research questions address two main areas relating stakeholders to international education: *Values* and *Perceptions of implementation*. Table 12 illustrates the dependent variables for the study include: Philosophy values; Philosophy perceptions; Curriculum values; Curriculum perceptions; Leadership values; Leadership perceptions; Community and culture values; Community and culture perceptions. Each of these categories received discrete responses as part of the questionnaire. The analysis of the responses to the eight categories is discussed further in sections 4.3 and 4.4.

Figure 9 depicts the quasi-independent, intervening, and dependent variables. The purpose of this representation is to emphasize that while this study attempts to gather data on quasi-independent variables such as stakeholder and demographic characteristics, certain intervening variables also exist. Specific data regarding these possible intervening variables have not been gathered for this study. However, it is

81

useful to remember that these intervening variables are likely to also be contributing

factors in stakeholder values and perceptions.

Table 12
Dependent variables

Topic	Values variables	Perceptions of implementation variables
Philosophy	Philosophy values	Philosophy perceptions
Curriculum	Curriculum values	Curriculum perceptions
Leadership	Leadership values	Leadership perceptions
Community and Culture	Community and culture values	Community and culture perceptions

Quasi- Independent Variables, or 'factors'	Intervening Variables	Dependent Variables, or 'subjects'
Demographic Characteristics • Gender • Age • Number of international schools • Number of languages spoken • Primary language • Number of citizenships • Number of countries lived • Educational Attainment • School • Years as a stakeholder • Stakeholder group	**Mindset** • Attitudes toward education • Understanding of global perspectives • Knowledge of school program • Expectations for school and child	**Perspectives of International Education** • Philosophy values • Philosophy implementation • Curriculum values • Curriculum implementation • Leadership values • Leadership implementation • Community and culture values • Community and culture implementation

Figure 9. Visual representation of relationships among variables during quantitative phase

To prepare for data analysis, each variable must be described in terms of type and scale. As described in section 3.5.1, the dependent variables are measured using a Likert scale approach. While a historical debate has ensued about whether Likert scales should be treated as ordinal or interval data, Carifo and Perla (2008) summarize that the Likert response format produces empirically interval data at the scale level. Furthermore, they show that additional empirical studies have shown that F-tests, such as ANOVA, are extremely robust in resisting the violation of the assumption that the data are parametric. Therefore, the data analysis of this study treats the Likert scale data as parametric data. Appendix H lists the variables in the study sorted by category, type and scale, showing that a variety of types and scales exist.

The descriptive statistical analysis involved two categories of variables: quasi-independent variables and dependent variables. Participants in the study were asked to select a response that best described their demographic status for each variable. The number of possible responses varies according the variable. For example, the variable of *gender* has two possible responses (male and female) while the variable of *number of languages spoken* has four possible responses (one, two, three, four or more). Table 13 provides a list of the quasi-independent variables, the number of possible responses, and the names of each possible response. Three descriptive statistics were calculated for each quasi-independent variable: total frequency, frequency by response, and percentage of total frequency by response. For calculation purposes, each response was assigned a numeric code, i.e. *male* was coded 1 and *female* was coded 2. If a certain response had a frequency of less than 30, possible responses were grouped together in order to ensure the inferential statistics assumptions of normal distribution (cf. section 4.2.1).

Table 13

Quasi-independent variables and responses

Quasi-independent variable	Number of possible responses	Name of each possible response
Gender	2	Male, Female
Age	7	18-24, 25-34, 35-44, 45-54, 55-64, 65-74, 75 and older
# of international schools	4	1, 2, 3, 4 or more
# of languages spoken	4	1, 2, 3, 4 or more
Primary language spoken in household	30	English, Arabic, Hindi, etc.
Citizenship status	4	1, 2, 3 or more, stateless person
# of countries lived in	4	1, 2, 3, 4 or more
Educational attainment (highest degree)	9	Some high school, high school graduate, some college, associate degree, bachelor degree, master degree, professional degree, doctoral degree
Current international school	17	SCHOOL 4, SCHOOL 6, SCHOOL 7, etc.
# of Years at current international school	4	1, 2, 3, 4 or more
Stakeholder group	2	Parent, Faculty member

The dependent variables provide information about how stakeholders value and perceive international education within their school. Participants were asked to read a statement and then answer two questions: *"How much importance do you give to this component of international education?"* and *"How well does the school implement this component of international education?"* In answering the questions, participants were asked to select from a list of five possible responses. Again, for statistical purposes, each possible response was assigned a numeric code. Table 14 illustrates the coding of the five different responses for each question.

Table 14
Response coding for independent variable responses

Code	How much importance do you give to this component of international education?	How well does the school implement this component of international education?
1	Unimportant	Very poorly
2	Of little importance	Poorly
3	Moderately important	Fair
4	Important	Well
5	Very important	Very well

The descriptive statistical analysis begins with the raw response data for each of the 73 statements in the survey, organized according to statements and questions. The statements were grouped into the four topics: *philosophy*, *curriculum*, *leadership*, and *community and culture*. The two questions addressed *values* and *perceptions*. Each of the four topics has two questions, generating a total of eight dependent variables. The mean for each topic was calculated for both *Values* and *Perceptions*.

Next, the mean was calculated for each of the eight dependent variables by each of

the 11 quasi-independent variables by each response.

Table 15 shows that a total of 704 different means were calculated for descriptive

statistical analysis. These were graphed and presented in detail in section 4.3.1 and

4.4.1. These graphs allowed for preliminary comparisons of the extent of difference

exhibited by the respondents.

Table 15
Description of mean average calculations

Variables	n	Values	Perceptions	Total
By topic: Philosophy, Curriculum, Leadership, Community & Culture	1	4	4	8
Gender	2	4	4	16
Age	7	4	4	56
# of international schools	4	4	4	32
# of languages spoken	4	4	4	32
Primary language spoken in household	30	4	4	240
Citizenship status	4	4	4	32
# of countries lived in	4	4	4	32
Educational attainment (highest degree)	9	4	4	72
Current international school	17	4	4	136
# of Years at current international school	4	4	4	32
Stakeholder group	2	4	4	16
Total	88		8	704

The inferential statistical analysis looked for relationships between the quasi-

independent and dependent variables. However, the quality of the conclusions drawn

from inferential statistics depends upon the reliability of the data (Cohen, Manion, &

Morrison, 2007, p. 147). Using IBM's *Statistical Package for the Social Sciences*

(SPSS), the reliability was calculated using the commonly utilized measure Cronbach's Alpha. A high score, $a>.90$, indicates strong internal consistency, suggesting the participants were consistent in their responses. However, scores that are too high, $a>.95$, might suggest redundancy in the questionnaire, in which case factor analysis may be necessary to identify the redundant questions in the survey (Neuendorf, 2015).

Inferential statistics were calculated using three methods of analysis: multiple analysis of variance (MANOVA), analysis of variance (ANOVA) and post-hoc testing.

MANOVA

MANOVA is a type of multivariate analysis used to analyze data sets involving multiple dependent variables simultaneously (Carey, 2015). MANOVA was used to determine the relationship between the multiple variables and ascertain the strength of the relationships between the quasi-independent variables and the parametric responses to the prompts. Statistically significant levels of differences in response patterns were sought.

Typically, MANOVA is said to be appropriate for parametric measures if four assumptions are met: a) observations are randomly and independently sampled from the population, b) each dependent variable has an interval measurement, c) dependent variables are multivariate normally distributed within each group of the independent categorical variables, and d) the population covariance matrices of each group are equal (Zaiontz, 2015). Empirical studies of F-tests, such as MANOVA, show it is robust to violations of these assumptions, with the exception of extreme violations of the assumption of homoscedasticity (Carifio & Perla, 2008). Therefore,

homoscedasticity was analyzed to determine which variables may be included in the MANOVA approach. The results of homoscedasticity analysis are depicted in section 4.4.2. For any variables that do have similar variance, MANOVA has been determined to be an appropriate hypothesis test that is well suited to research of the type outlined here.

The statistical calculations for the MANOVA tests were conducted using the statistical software package SPSS. The null hypothesis stated that the relationships between various factors were not statistically significant and the MANOVA tested this hypothesis. The alternative hypothesis stated the relationships between various factors were statistically significant. If the null hypothesis is rejected, then the alternative hypothesis is accepted. The conditions for rejection of the null hypothesis were set within the conventionally accepted p<.05. If the test fails to reject the null hypothesis, that we must accept that the null hypothesis may be true. As an omnibus test, MANOVA tests the effects of change across *all* dependent variables (*subjects*) and quasi-independent variable (*factors*). The eight dependent variables (*subjects*) and eleven quasi-independent variables (*factors)* are depicted in Figure 9.

For each factor, the following inferential statistics were calculated: *F* statistic reported as *F values*, statistical significance reported as *p values*, maximum likelihood criterion reported as *Wilk's Lambda*, and effect size reported as *partial eta squared*. The significance of effect size was based on Cohen's (1988) widely accepted guidelines: $\eta^2 \sim 0.02$ (small), $\eta^2 \sim 0.13$ (medium), and $\eta^2 \sim 0.26$ (large). When statistical significance exceeded the 95% confidence level (*p*<.05), these statistics were reported in detail.

ANOVA

While MANOVA may detect a significant change among subjects, ANOVA is often able to detect what causes the change. The ANOVA test provides information about between-subject effects and is automatically calculated as part of the SPSS MANOVA procedures. ANOVA is a hypothesis-testing procedure used to evaluate mean differences between multiple treatments (Gravetter & Wallnau, 2007, p. 389). With a higher degree of specificity, the ANOVA test measures the effects of change across *each* dependent variable (*subject*) for each quasi-independent variable (*factor*). The null hypothesis stated that the relationship between a specific quasi-independent variable and multiple dependent variables was not statistically significant. The alternative hypothesis stated the relationships between the quasi-independent variable and multiple dependent variables was statistically significant. The conditions for rejecting, or failing to reject, the null hypothesis are the same as those for the MANOVA test. If the null hypothesis is rejected, then the alternative hypothesis is accepted.

For the effect that each factor has on each subject, the same statistics were calculated as with MANOVA: *F* statistic reported as *F values*, statistical significance reported as *p values*, maximum likelihood criterion reported as *Wilk's Lambda*, and effect size reported as *partial eta squared*.

Post-hoc testing

Post hoc tests are hypothesis tests that are done after an ANOVA test is conducted in order to determine which mean differences are significant (Gravetter & Wallnau, 2007). Post-hoc testing provides information about which between-subject effects is significant and is also automatically calculated by SPSS. The post-hoc tests provided

even more specificity because while ANOVA may detect a significant change between subjects, post-hoc tests are often able to detect which subject relationships are causing the change. The null hypothesis stated that the mean differences between dependent variables was not statistically significant. The alternative hypothesis stated that the mean differences between dependent variables was statistically significant. The conditions for rejecting, or failing to reject, the null hypothesis are the same as those for the MANOVA and ANOVA tests. If the null hypothesis is rejected, then the alternative hypothesis is accepted. For the effect that each subject has on another subject, the commonly used Scheffe test was reported. Again, these findings were reported in detail when statistical significance exceeded the 95% confidence level ($p<.050$).

3.6   Phase two: Qualitative explanatory research

This section focuses on two research sub-sub questions previously described in section 3.1: a) What might *explain* why the factors are related to differences in stakeholder values, and b) What might *explain* why the factors are related to differences in stakeholder perceptions of implementation? The design of this phase, instrumentation, development, pilot study, data collection, and data analysis are described.

3.6.1 Design of qualitative phase

The qualitative phase was conducted as an interpretive study in a cross-sectional time frame as it occurred in a short amount of time, rather than measuring changes over time. The qualitative data were generated from three sources:

a) Open-ended text responses in the questionnaire

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b) Semi-structured interviews with a stakeholder focus group

c) Semi-structured interviews with targeted stakeholders

The first source, the questionnaire, targeted the staff and parent stakeholders from selected schools in the selected educational network described in section 3.4. Purposeful sampling within a targeted group was used to maximize access issues, as previously described in section 3.5.1.

The second source was a single-school focus group interview. The selected school was chosen because it was unique in a few ways that were important to the study: it was a full IB program school, it was accredited by CIS, and it had the reputation of being one of the stronger schools in the network. This site focus group included 1 administrator, 2 teachers, and 3 parents.

The third source was a purposeful sampling: collection of individual interviews with administrators in schools. These administrators were chosen because their schools appeared to have statistically significant findings associated with them from the quantitative phase of the study. This group included a total of three administrators, each representing a different school site.

Table 16 summarizes the essential information for each of the sampling techniques used during this phase. Given the time necessary for interview scheduling, implementing, recording, transcribing and analyzing, this number of sources and participants was determined to be feasible for the available resources of this study. Table 17 shows the timeline for implementation of the three qualitative stages.

Table 16
Qualitative phase sources overview

Source	Sampling	Instrument	Location	Setting	Data source
1	Convenience sampling (from purposeful sampling of 27 schools from purposeful sampling of 1 selected network)	ISAQ survey	Various settings chosen by participant	Individual	None
2	Purposeful sampling of 5 stakeholders from purposeful sampling of 1 school (from purposeful sampling of 27 schools from purposeful sampling of 1 selected network)	Semi-structured Interview protocol	One school site	Focus-group	Descriptive statistical analysis
3	Purposeful sampling of 3 administrators from 3 different schools (from purposeful sampling of 27 schools from purposeful sampling of 1 selected network)	Semi-structured Interview protocol	Various settings chosen by participant	One-to-one with interviewer	Inferential statistical analysis

Table 17
Timeline of quantitative data collection

Stage	Step of implementation	Date of implementation
ISAQ open-ended responses	Email ISAQ link to stakeholders	20 June 2013, 14 November 2013
Focus group interview	Conduct interview	1 May 2014
Individual interviews with administrators	Conduct interviews	February 2015

3.6.2 First source: questionnaire qualitative data

The instrument used for the first source of qualitative data was the internet-self-administered-questionnaire (ISAQ) described in section 3.5. Qualitative data was initially recorded onto the Google 'cloud' server, downloaded into Microsoft Excel spreadsheet format; text data were then copied into Microsoft Word document format, and saved in simple text format. This allowed for the data to be processed using qualitative data coding software discussed in the data analysis section below.

3.6.3 Second source: focus-group interview

The second source of qualitative data was a semi-structured focus-group interview. It was designed to explore how participants make meaning of the results of the quantitative phase of the study (Merriam, 2002). In particular, the purpose of this focus group was to seek possible explanations for how stakeholders value and perception of implementation. Interviews offer distinct advantages, as well as some limitations, when compared to questionnaires (Cohen, Manion, & Morrison, 2000). The group included a variety of stakeholders (administrators, parents and teachers) from one specific school. This variety was selected in order to gain insights from

various stakeholder groups and insights from the interactions between members in those groups. A semi-structured interview format was selected to ensure the conversation addressed the findings in the descriptive statistics, while also allowing for unexpected topics to be discussed in more detail. A focus on descriptive statistics was chosen for this group because an understanding of inferential statistics could not be assumed among the group.

The semi-structured interview protocol was designed by considering the applicable research questions, the available descriptive data set, the focus group participants, the allocated time, and the potentially sensitive nature of the topic for discussion. Appendix E shows the questions that were used in the semi-structured interview protocol with the focus groups.

Figure 10 shows a visual representation of the three-stage process for the collection of data for this source of the qualitative phase: design the interview, conduct the interview, and collect the data.

For the process of collecting data from the live focus-group interview, a digital audio recorder was used. The recordings were transcribed and converted for use by qualitative data coding software. The interview lasted approximately 70 minutes and yielded 10,948 words of data.
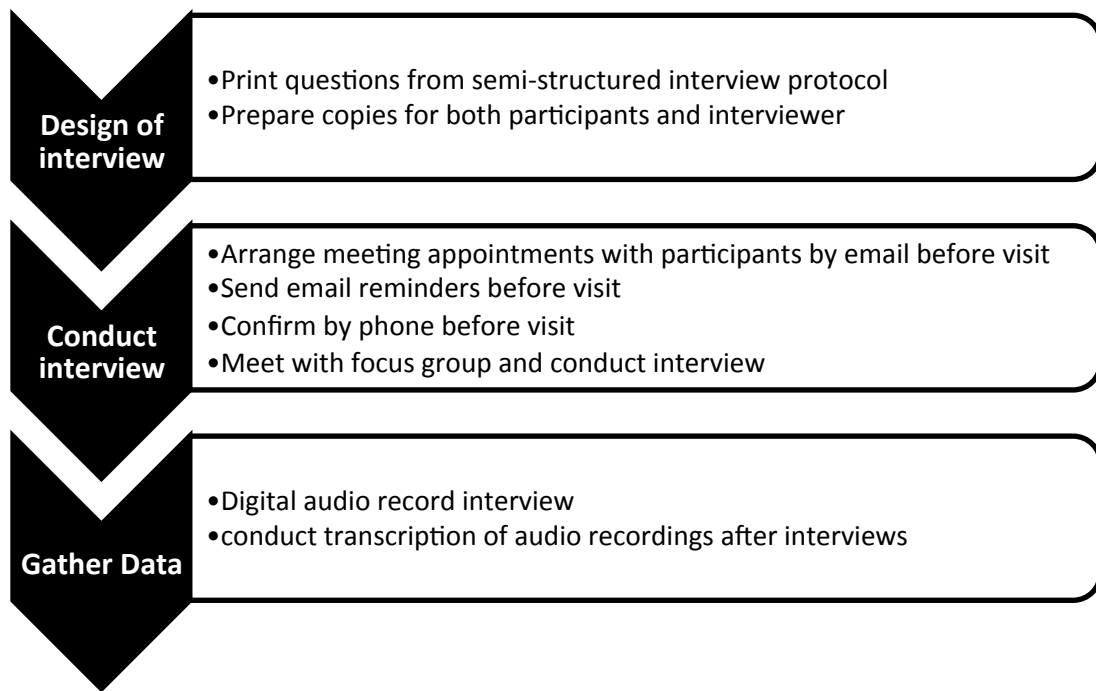
Figure 10. Qualitative phase data collection process

3.6.4 Third source: administrator interviews

The third source of qualitative data, semi-structured interviews with targeted stakeholders, was designed to explore the analysis of significant findings from the inferential statistics. The group included administrators from schools that had statistically significant findings. The interviews were conducted separately at different times using internet-based videoconference technology. Appendix G shows the questions that were used in the semi-structured interview protocol with the focus groups.

The process for creating the administrator semi-structured interview protocol was similar to the design of the focus-group protocol illustrated in Figure 10. The interviews were conducted using internet-based video conferencing software (Skype)

and was recorded using SkypeCallRecorder. The recordings were transcribed and converted for use by qualitative data coding software.

3.6.5 Analysis of the qualitative data

Cohen, Manion, & Morrison (2007) describe qualitative data analysis as looking at a large amount of data with a wide angle lens, then reviewing and reflecting on the data in a regressive process of refining focus until salient features of the situation emerge. They emphasize that the analysis is inevitably interpretive and is a "reflexive, reactive interaction between the researcher and the decontextualized data that are already interpretations of a social encounter" (p. 469). They caution that the analysis and findings may say more about the researcher than about the data, since the researcher sets the codes and categories for analysis.

The qualitative data were thematically analyzed using a modification of Cohen, Manion & Morrison's (2007) content analysis procedure: a) identify research questions, b) define population, c) define sample, d) define context, e) define unit of analysis, f) identify codes, g) construct categories, h) analyze themes, and k) draw inferences.

There were two research questions for the qualitative data: a) What might *explain* why the factors related to differences in stakeholder values, and b) What might *explain* why the factors related to differences in stakeholder perceptions of implementation?

The sampling of each population was defined. The first population, stakeholder questionnaires, were non-probability purposively sampled. The second population, the focus group interview, was purposively sampled for the school and convenience

sampled for participants. The third population, the administrator interviews, was purposively sampled for schools and convenience sampled for participants.

The context of the generation of the document was also defined. The first population, stakeholder comments, was generated by volunteers completing an internet self-administered questionnaire. Comments were voluntary; all comments provided by stakeholders were analyzed. The second population, a focus-group interview transcript, was generated by transcribing audio recordings. The third population, administrator interview transcripts, were transcribed from video recordings. Careful attention was made to include any additional information that came from *how* words are said. Pauses, pacing, volume, and other notes were carefully added to emphasize variations in how participants communicate information. As the transcripts were being reviewed, attention was paid to how participants described their opinions, attitudes, experiences, and perceptions.

The units of analysis were distinctly different for each population. For the first population, each comment was treated as one unit of analysis. Stakeholders had an opportunity to comment at the end of each of the four sections of the questionnaire: philosophy, curriculum, leadership, and community and culture. For the second population, each comment provided by an individual stakeholder in relation to a specific question was treated as a single unit of analysis. For the third population, each response to each question was treated as a single unit of analysis.

Before any qualitative data was coded, the entire qualitative data set was reviewed to gain an initial understanding of its scope. As coding of qualitative data is an inductive, reflexive, and iterative process (Srivastava & Hopwood, 2009), the coding process followed a reiterative path. HyperRESEARCH, a computer-assisted

qualitative data analysis software package, was used for data storage, coding, and theme development. The stakeholder comments from the questionnaire was the first population coded. This coding started with the Philosophy Comments section of the survey. The data were initially coded to identify a theme related to the comment. Initial codes included examples such as 'general,' 'international mindedness,' and 'criticism of questionnaire.' This same coding process was then repeated for the following three sections: curriculum, leadership, and community & culture. The same process was also conducted with the other two populations: focus group interview transcript and administrator transcripts. After all population data were coded, the codes were reviewed for similarities.

The codes were reviewed in order to identify categories. Codes were grouped when commonalities among the codes were identified. For example, the following codes were considered to have commonalities: a) decision making and input, b) leadership, and c) resources. These three codes were then grouped into a category that was labelled "management." Throughout this process, the following questions guided the categorizing process: a) "What are the data telling me," b) "What is it I want to know," and c) "What is the dialectical relationship between what the data are telling me and what I want to know?" (Srivastava & Hopwood, 2009, p. 78). This questioning process led to the identification of three main categories for the data: a) values, b) perceptions, and c) critique of survey. These three categories were helpful for two reasons. The first is that the category "critique of survey" allowed for grouping feedback that may relate to a limitation of the study but was not directly related to the research questions. The second is that the categories of "values" and "perceptions" directly related the two research sub-sub-questions.

For each category, the sub-categories were treated as themes. For example, under

the category of "values," the following five themes emerged: a) cultural tensions, b) academic priority, c) corporate/for-profit education, d) general philosophy, and e) internationalism. The data for each theme was then reviewed and further analyzed for sub-themes and details that helped represent the data. First, this thematic analysis was conducted within each of the three distinct data sources separately, termed 'cases' in what follows. Each of the three populations (questionnaire comments, focus group interview, and administrator interviews) was analyzed as a separate case due to the distinct differences of contexts from which the comments were received. Then, the different cases were subjected to cross-case analysis. Finally, cross-thematic analysis was conducted to elicit further meaning. All themes, sub-themes, and details were entered into the graphic organizing software Lucidchart in order to develop a thematic network diagram (cf. Figure 25).

The final step was to review the thematic network diagram in the light of the research questions and draw inferences that directly address the research questions. These inferences were then written in narrative form (cf. section 4.3.3).

Verification of the findings was conducted through analyzing methodological coherence, sampling sufficiency, concurrence of data processing, and theoretical thinking (Morse, 2002). In addition, triangulating different sources of information, reviewing and resolving disconfirming evidence and academic adviser's auditing also contributed to the verification process (Ivankova, Creswell, & Stick, 2006).

The analysis of these qualitative results, along with the related thematic network diagrams, may be found in sections 4.3.3 and 4.4.3.

3.7 Maintaining standards of ethical research

All stages of research were conducted in accordance with the Ethical Guidelines of Bilkent University Graduate School of Education, which are organized into three main categories: a) researcher's responsibilities, b) main supervisor's responsibilities, and c) responsibilities of the elementary or high school in which the research is taking place (Bilkent University Graduate School of Education, 2012).

I read through the BUGSE guidelines, participated in a short training program regarding the guidelines, and signed a document stating that I would conscientiously apply them through the research process. I have maintained regular communication with the PhD Program Coordinator regarding my research. All research data was safely stored, kept confidential, and privacy rights of all participants have been maintained. The Bilkent University's Policy on Plagiarism was reviewed and followed carefully. The research followed the specified academic standards of research. The conclusions drawn are based on a solid theoretical and methodological foundation. The theoretical and methodological background of this study has been fully explained in chapters two and three. Limitations of the study are also identified to ensure that conclusions will not be generalized beyond the appropriate context. I also followed the specified guidelines regarding research conducted in schools.

The second area addresses the main supervisors' responsibilities. These guidelines were provided to my main supervisor and were discussed and reviewed in our regular meetings.

The third area addresses the responsibilities of participating schools. The ethical protection for research populations ensured the rights of individuals and institutions were protected through the use of clear disclosure and informed consent procedures.

Evidence of this protection may be found in the following appendices: Appendix A: Informed Consent, Appendix B: Letter to potential interview participants, Appendix C: Letter to interview participants, and Appendix D: Informed consent form for interview participants. All of these documents emphasize general information about the study, and specific information regarding confidentiality, anonymity, and non-traceability of all data.

3.8   Conclusion

This study explores the primary research question: *"How is international education valued and perceived by stakeholders in different international schools?"* The mixed-methods approach used places an emphasis on explorative quantitative research methods, complemented by explanatory qualitative research. The context for the study is a for-profit network of international schools within the United Arab Emirates. The philosophical standpoint, methodology, and ethical considerations have been described in detail in this chapter.

The first phase, using a questionnaire instrument, gathered data from teacher and faculty stakeholders. Participants were asked to review different aspects of international education, indicate how much they valued each aspect, and indicate how well they thought it was implemented in their school. The responses were analyzed using descriptive and inferential statistical techniques. The goal was to identify what factors might be related to stakeholder values and perceptions.

The second phase gathered qualitative information from stakeholders from the same population. Three different sources of data were used: questionnaire comments, focus group interviews, and interviews with school administrators. The data were analyzed using content analysis techniques in order to identify common themes. The

primary goal was to identify potential explanations behind the relationships found in the quantitative data.

The chapter which follows presents the results from these two phases of the research study.

CHAPTER 4: RESULTS

4.1 Introduction

Chapter 3 described the methodology and methods of this research study. The neo-positivist theoretical perspective supports the mixed methods approach of the study: an emphasis on exploratory quantitative research complemented by explanatory qualitative research. The quantitative phase utilized a questionnaire instrument to gather data from stakeholders of international schools belonging to a corporate network of schools in the Middle East. Participants indicated the degree to which they value, and perceive, successful implementation of each aspect of international education. The quantitative phase aimed to identify factors that might be related to the degree of stakeholder values and perceptions. The qualitative phase, on the other hand, aimed to explain the relationships between factors identified in the quantitative phase. Therefore, the mixed-methods study analyzed both numeric data and text data to answer the primary research question: "How is international education valued and perceived by stakeholders of international schools?" The relationships between this primary research question and the sub-questions, sub-questions parts, and related research methods are illustrated in Figure 11.
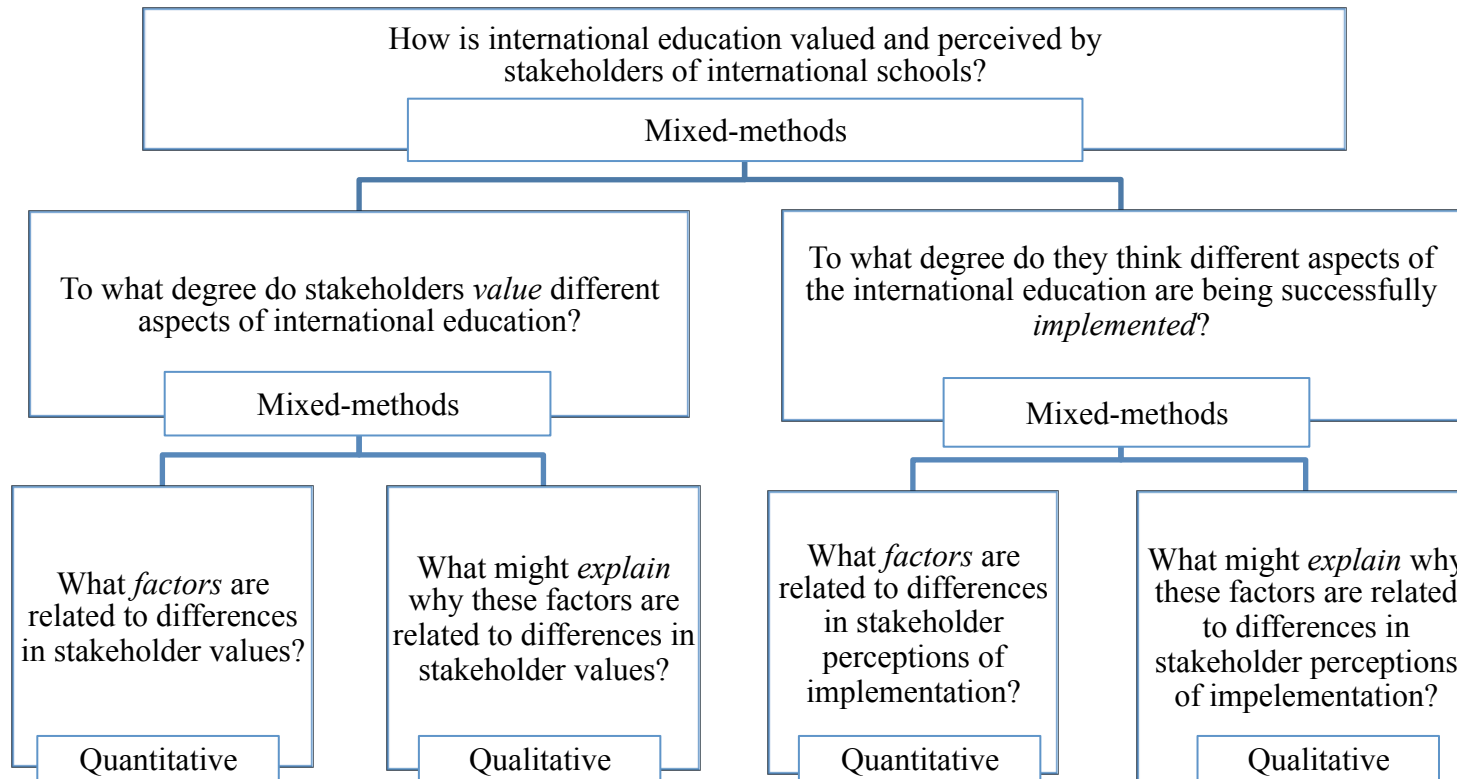
Figure 11. Research questions and related research methods

This chapter presents the results of the study and how they specifically address each of the sub-questions and their parts. Divided into five sections, it begins with an overview of the results. The second section presents the results related to the research questions about stakeholder values. The next section presents results related to the questions about stakeholder perceptions of implementation. The fourth section integrates the results of questions related to both values and perceptions of implementation. The chapter concludes with a summary of how the integrated results address the primary research question.

4.2 Overview of the results

This section provides an overview of the results of the quantitative and qualitative phases of the study. The quantitative phase is described in terms of participation data, the data set, frequency data, demographic variables, reliability analysis, and multiple analysis of variance. The qualitative phase is described in terms of the three sources of data: questionnaire comments, focus group interview transcripts, and administrative interview transcripts.

4.2.1 Quantitative phase data

The quantitative phase data was the result of administering a questionnaire to stakeholders at selected international schools. The participation data, the data set, and the frequency data, necessary to an understanding of the context of the statistical analysis used in this study, are outlined, followed by a reliability analysis of the quantitative data. Finally, the results of the multiple analysis of variance (MANOVA) hypothesis testing are presented.

Participation data

Participation data include information about the total population, the sample size and the response rate. The first response was received on 20 May 2013. The last response was received on 30 December 2013, an elapsed time span for the survey of 225 days (7 months and 11 days).

Table 18 provides the study's total population, sample size, and response rate. In the network of schools selected for this study, schools are organized into two groups: Asian Schools Group and International Schools Group. The International Schools Group was selected for the study. Of the 23 international schools in this group, a total 17 schools responded, providing a school response rate of 73.91%. Estimating the population of the schools was a significant challenge, as school population can be dramatically dynamic in the host country. Estimated school population data were gathered from corporate resources at the time of distributing the survey. The estimated population was 22,798 students. This figure was then used to calculate the estimated population of faculty members and parents. Student-to-faculty ratio, as provided by corporate funding formulas, was approximately 10 to 1, so the faculty population was estimated to be 2,280. Student-to-parent ratio, as provided by corporate enrollment figures, was approximately 1 to 1.2, so the parent population was estimated to be 27,357. Therefore, of the estimated 29,637 stakeholder population, a total of 483 responded, providing an estimated stakeholder response rate of .02%. Using an online sample size calculator, it was determined that a sample size of 467 is necessary for a population size 29637, a confidence level of 95%, an even response distribution, and a margin of error of 4.5% (Raosoft, 2015).

Table 18
Population, sample size and response rate

	N (total population)	*n* (sample size)	Response rate
Schools	23	17	73.91%
Stakeholders	29,637 (estimated)	483	0.02% (estimated)

Data set

The frequency data section shows that the sample size of 483 participants represents a broad spectrum of stakeholders from the total population. The instrument, with 158 questions, is significant in length. Of the 483 total participants, six participants' responses were eliminated from the study because they completed less than half of the questions. Therefore, the final sample size used for the study was 477. Table 19 illustrates the sample size (*n*=477) and the total number of quantitative questions (*n*=158) yields a product of a large data set (*n*=75,366).

Table 19
Quantitative data set

Participants	Variables	Questions	Data points
477	Quasi-independent variables	11	5,247
	Dependent variables	146	69,642
	Total:	157	74,889
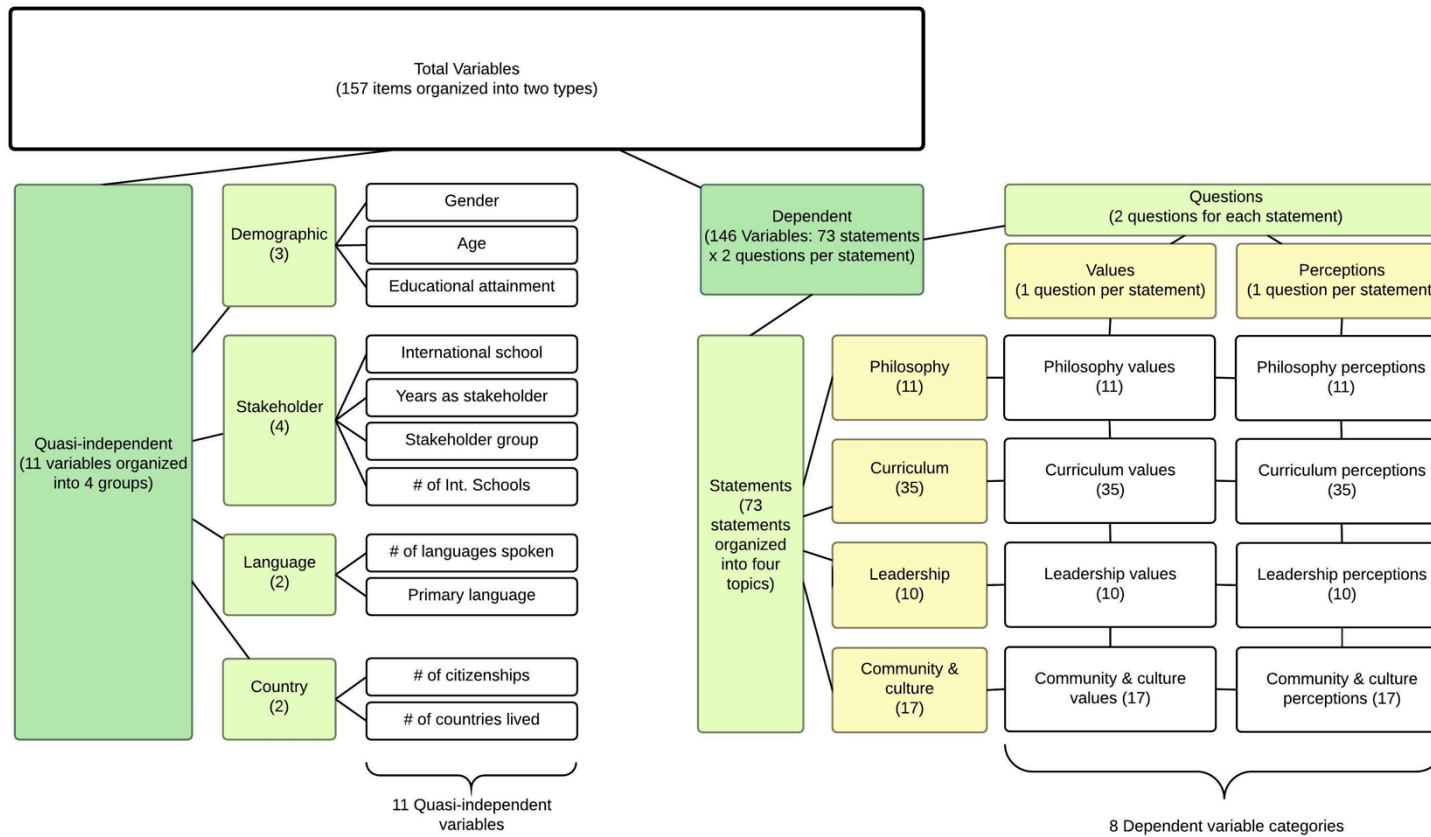
Figure 12. Organization of variables in study

Figure 12 illustrates how the variables of the study are organized. The total data set consists of quasi-independent and dependent variables. The eleven quasi-independent variables are organized into four groups: demographic, stakeholder, language, and country. The dependent variables 146 dependent variables are the product of 73 statements and 2 questions. The statements are organized into four groups: philosophy, curriculum, leadership, and community and culture. The questions are organized into two types: values and perceptions. The four groups and two question types create a matrix of eight dependent variable categories.

Frequency data

The frequency data provided information about the number of responses for the eleven quasi-independent variables organized into four groupings: demographic, stakeholder, language, and country. A table for each grouping of variables (cf. Table 19 et seq. below) provides the following information: *validity*, *category*, *frequency*, *percent*, and *valid percent*. The *validity* column indicates *valid* responses or *missing* responses. The *category* column indicates the possible answers available to participants. The *frequency* column indicates the raw responses provided for each category. The *percent* column indicates the percent of *all* responses and non-responses, while the *valid percent* column indicates the percent of only *valid* responses.

The frequency data were analyzed before inferential statistical methods were utilized. A sufficient frequency ($n>30$) should exist for each quasi-independent variable. If the frequency falls below this threshold, conclusions drawn from an inferential statistical analysis are not considered sufficiently reliable. Where the frequency of any category was below the necessary threshold, re-coding was performed in order to

address the problem. Any cases of re-coding are described below.

Demographic variables

The demographic variables include gender, age, and educational attainment. Table
20 shows the frequency data for each of these three variables. The *gender* results
show that almost 65% of participants were female. The *age* variable was recoded for
statistical purposes. The original questionnaire provided seven categories. However,
four of these categories had insufficient frequency (*n*<30). Therefore, the data were
re-coded into the three categories shown in Table 20. The *educational attainment*
variable was also recoded, from nine categories to four. Note that in this variable,
there were a number (*n*=23) of missing responses.

Table 20
Demographic variables frequency data

Quasi-independent variable	Validity	Category	*n*	Percent	Valid percent
gender	Valid	Female	309	64.8	64.8
		Male	168	35.2	35.2
age	Valid	25-34 years old	107	22.4	22.4
		35-44 years old	247	51.8	51.8
		45 and older	123	25.8	25.8
educational attainment	Valid	Less than bachelor degree	36	7.5	7.9
		Bachelor's degree	198	41.5	43.6
		Master's degree	166	34.8	36.6
		Professional or Doctorate degree	54	11.3	11.9
		Total	454	95.2	100
	Missing	System	23	4.8	

Stakeholder variables

The stakeholder variables include the quasi-independent variables of international

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school, years as a stakeholder, stakeholder group, and number of international

schools. Table 21 shows the frequency data for each of these four variables.

Table 21
Stakeholder variables frequency data

Quasi-independent variable	Validity	Category	*n*	Percent	Valid percent
International school	Valid	OTHERS	85	17.8	17.9
		SCHOOL 1	32	6.7	6.7
		SCHOOL 2	45	9.4	9.5
		SCHOOL 3	33	6.9	6.9
		SCHOOL 4	62	13	13
		SCHOOL 5	37	7.8	7.8
		SCHOOL 6	51	10.7	10.7
		SCHOOL 7	35	7.3	7.4
		SCHOOL 8	96	20.1	20.2
		Total	476	99.8	100
	Missing	System	1	0.2	
Years as a stakeholder	Valid	Less than 12 months	172	36.1	36.3
		12 to 23 months	74	15.5	15.6
		2 to 3 years	65	13.6	13.7
		3 or more years	163	34.2	34.4
		Total	474	99.4	100
	Missing	System	3	0.6	
Stakeholder group	Valid	Parent	303	63.5	63.9
		Faculty	171	35.8	36.1
		Total	474	99.4	100
	Missing	System	3	0.6	
Number of international schools	Valid	1	220	46.1	48.6
		2	128	26.8	28.3
		3	57	11.9	12.6
		4 or more	48	10.1	10.6
		Total	453	95	100
	Missing	System	24	5	

The *international school* variable was recoded from seventeen categories to nine; all

schools with an insufficient frequency (*n*<30) were included into a newly created

category entitled *others*.

The *years as stakeholder* frequency data indicate 36% of stakeholders have been at their respective school less than 12 months, 34% have been there over three years, and the intervening years have less than 16% each year.

The *stakeholder group* variable was recoded from three categories to two. The third category was originally titled *other* and allowed participants to write in an open-ended response. These responses were reviewed and assigned into either the *parent* or *faculty* category. In cases where a participant indicated they were both a parent and faculty member, they were counted in the *faculty* category. The rationale for this decision was that a typical faculty member knows more about a school than a typical parent, therefore their role as a faculty member is presumed to dominate their perceptions of the school.

The *number of international schools* results indicate that the largest percentage has attended one international school, with half that many attending two, half that number attending three, and continuing to decrease as the number of international schools increased.

Language variables

The language variables are *number of languages* and *primary language.* Table 22 shows the frequency data for each of these variables. The *number of languages* results indicate there was good frequency distribution across all three categories. It should also be noted that there were forty-eight missing responses to this question.

The *primary language* variable was recoded from thirty categories to four. The original thirty categories represented the thirty most commonly spoken languages in the world. All languages with an insufficient frequency ($n<30$) were included in a

newly created category titled *others*.

Table 22
Language variables frequency data

Quasi-independent variable	Validity	Category	*n*	Percent	Valid percent
Number of languages	Valid	1	121	25.4	28.2
		2	188	39.4	43.8
		3	120	25.2	28
		Total	429	89.9	100
	Missing	System	48	10.1	
Primary language	Valid	Others	127	26.6	26.7
		Arabic	66	13.8	13.9
		English	247	51.8	51.9
		Urdu	36	7.5	7.6
		Total	476	99.8	100
	Missing	System	1	0.2	

Country data

The country variables are *number of citizenships* and *number of countries lived.*
Table 23 shows the frequency data for each of these variables. The *number of citizenships* results indicate over 70% of participants had only one country of citizenship. The *number of countries lived* results indicate a good distribution across all four categories; this shows the participants range from newly-expatriated citizens to experienced global migrants.

A third variable, *country born*, was originally included in the survey. However, the variable posed many challenges. The process of listing country names was an interesting challenge, as there is no universally accepted list of what countries exist in the world. Another challenge was the large number of countries that had a lower than required frequency count in the data (*n*<30). The re-coding solution was also problematic for two reasons. The first was that the number of countries with

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sufficient frequency represented less than half of the study population, making a potential *others* category dominant. The second problem is that putting a total of sixty-three countries from five different continents into a single category raises serious questions about the meaning of such a category. For these reasons, the *country born* variable was excluded from the study.

Table 23
Country variables frequency data

Quasi-independent variable	Validity	Category	*n*	Percent	Valid percent
Number of citizenships	Valid	1	339	71.1	72
		2	97	20.3	20.6
		3 or more	35	7.3	7.4
		Total	471	98.7	100
	Missing	System	6	1.3	
Number of countries lived	Valid	1	105	22	22.3
		2	171	35.8	36.3
		3	104	21.8	22.1
		4 or more countries	91	19.1	19.3
		Total	471	98.7	100
	Missing	System	6	1.3	

Reliability analysis

Section 4.2.1 described the independent variables and suggested that the sample size was sufficient and the frequency of each category met the minimum threshold requirements.   As described in section 3.5.4, reliability of the data should be verified before inferences are drawn. Reliability was calculated using the commonly

accepted Chronbach's Alpha (α) statistic. Table 24 shows the reliability for the four

topics, two questions, and totals. In all combinations, the reliability was high (α>.9),

indicating excellent internal consistency, suggesting consistent answering on the part

of the participants.

Table 24
Reliability of quantitative data: Chronbach's Alpha statistic

Topic	Values	Perceptions	Total
Philosophy	.941	.962	.954
Curriculum	.970	.974	.973
Leadership	.952	.945	.949
Community & Culture	.974	.967	.971
Total	.934	.960	.923

Multiple analysis of variance

Using SPSS, the multi-variate test Multiple Analysis of Variance (MANOVA) was

conducted. As an omnibus test, MANOVA tests the effects of change across all

dependent variables (*subjects*) for each quasi-independent variable (*factors*). In other

words, the test results indicate whether statistically significant differences exist

within the factors. For each of the eleven quasi-independent variables (*factors*), the

statistical significance is reported as *p values*. All testing was conducted within the

conventionally accepted $p<.05$. Table 25 reports the results of the MANOVA test in

terms of factors and related significance levels. Note that asterisks (*) indicate

statistical significance higher than the 95% confidence level ($p<.05$). In the cases

where a significant effect was found, the following additional inferential statistics

were calculated: F statistic reported as *F values*; maximum likelihood criterion

reported as *Wilk's Lambda*; and effect size reported as *partial eta squared*.

Table 25
Multiple analysis of variance (MANOVA): Factors and related significance levels

Factor	Significance level *(p value)*
Gender	.323
Age	.074
Number of international schools	.134
Number of languages spoken	.666
Primary language	.717
Number of citizenships	.294
Number of countries lived	.477
Educational attainment	.555
International school	.000*
Years as a stakeholder	.712
Stakeholder group	.105

The multivariate MANOVA results gave a statistically significant difference in

stakeholder responses to the survey based on their *International school*: $F_{(64,}$

$_{1846.441)} = 2.066$, *p*<0.000, Wilk's Λ =0.671, partial η^2=0.049. However, while

International School is a statistically significant factor in stakeholder values and

perceptions of international education, the effect size is small and the MANOVA test

does not indicate which of the eight dependent variables are effected. This is

explored further in section 4.3 and 4.4.

4.2.2 Qualitative phase data

The qualitative data came from three sources: a questionnaire, a focus group, and

administrative interviews. Before discussing the qualitative data analysis, it is

helpful to build contextual understanding by examining the data set for each data

source.

First source: Questionnaire

The first source of qualitative data was gathered by administering the questionnaire to stakeholders at selected international schools between 20 May 2013 and 30 December 2013. Table 18 shows that seventeen of the twenty-three solicited schools responded, providing a school response rate of 73.91%. A total of 483 participants responded from an estimated stakeholder population of 22,798, providing an estimated stakeholder response rate of .02%.

Table 26 shows the number of qualitative responses for each of the four survey topics: *philosophy*; *curriculum*; *leadership*; and *community and culture* in the following categories: number of responses; response rate; word count; and average word count per comment. The response rate and average character count reduced as participants completed the survey, suggesting that the topics grew less interesting, or the participants experienced survey fatigue, or a combination of the two. The average comment was approximately 35 words, yielding a total count of 12,919 words.

Table 26
Qualitative frequency data (source one)

	Number of responses	Response rate	Word count	Average words per comment
Philosophy	120	25.16%	4933	41
Curriculum	99	20.75%	3881	39
Leadership	81	16.98%	2385	29
Community and culture	65	13.63%	1720	26
Total (or total average)	365	19.13%	12919	35

Second source: focus group

The second source of qualitative data was gathered by conducting a semi-structured interview to a focus group of mixed stakeholders at SCHOOL 6. This school was selected because, of all the schools in the International School Group, SCHOOL 6 had the longest history of involvement with the evaluation schemes considered in this study (cf. Section 3.5.1). The group included five stakeholders: one parent, two teachers, and two administrators. The protocol included a list of twenty questions. The 63 page transcription of the interview gave a total of 10,948 words, including interviewer and interviewee dialogue. Table 27 shows the frequency data related to the focus group interview.

Table 27
Qualitative frequency data (source two)

Participants	Date	Duration	Words
5	1 May 2014	70 minutes	10,948

Third source: Administrator interviews

The third source of qualitative data was gathered by conducting semi-structured

interviews with three administrators from three different international schools. These

administrators were chosen for their broad experience working at multiple schools

within the International Schools Group, allowing them to provide comments

informed from broader perspectives. Table 28 summarizes the frequency data for

each of the three interviews below.

Table 28
Qualitative frequency data (source three)

Administrator	Date	Duration (minutes)	Words
SCHOOL 4	Feb 16, 2015	28:01	1,129
SCHOOL 1	Feb 20, 2015	29:41	1,170
SCHOOL 6	Feb 24, 2015	34:26	1,632
Total		92:08	3,931

4.3 Stakeholder values of international education

This section analyzes the results related to stakeholder values of international

education. The first part explores the descriptive statistics that answer the research

question "To what degree do stakeholders value different aspects of international

education?" The next part uses inferential statistical methods to explore the question

"What factors are related to differences in stakeholder values?" This is followed by a

use of qualitative methods to explore the question "What might explain why these

factors are related to differences in stakeholder values?" This section concludes with

an integration of the quantitative and qualitative results.

4.3.1 Degree of stakeholder values

This part explores the descriptive statistics that answer the question "To what degree do stakeholders value different aspects of international education?" It begins with an overview of the values related to the topics of the survey. Then, these values are described in more depth according to the four different groups of quasi-independent variables: demographic, stakeholder, language, and country. The conclusion summarizes the relevant findings from the descriptive statistics.

Overview of values results.

On average, stakeholders value all four topics of international education. The results indicate that the mean of responses were positive for statements related to a) *Philosophy*, b) *Curriculum*, c) *Leadership* and d) *Community and Culture.* Figure 13 shows that the average response to the question "How much importance do you give to this component of international education?" was between *Important* and *Very Important* ($4.18 < \mu < 4.30$). The mean of responses to the topic of *Philosophy* was highest ($\mu = 4.30$) and the mean of responses to the topic of *Leadership* was the lowest ($\mu = 4.18$).
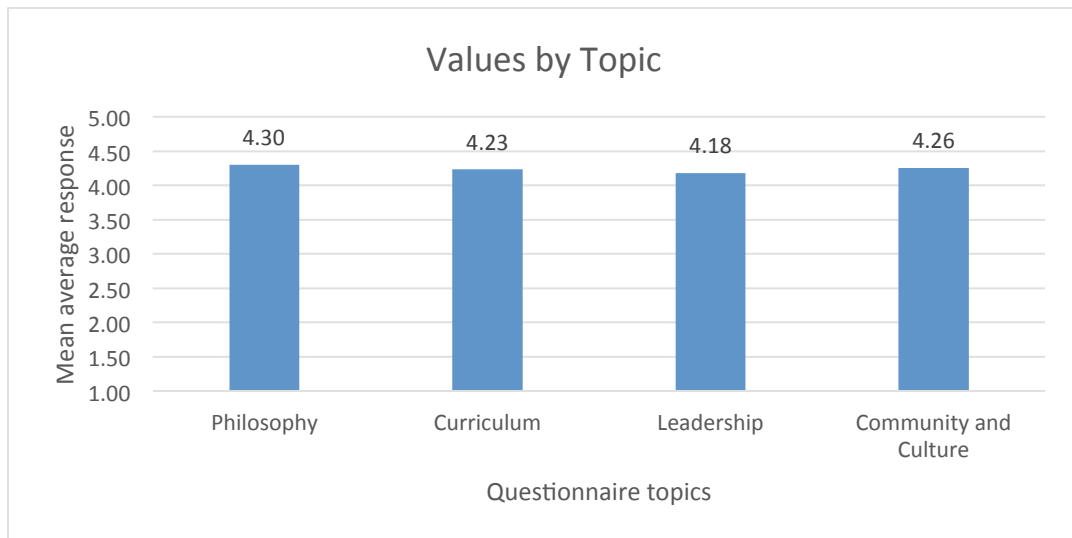
Figure 13. Overview of values: Mean average responses by topic

Values according to demographic variables

The demographic group of quasi-independent variables included the following information about stakeholders in the study: *gender*, *age*, and *educational attainment*.

With regard to stakeholder gender, males tended to value international education more than or equal to females. The results indicate that the mean average responses were equal across genders for the topic of *philosophy*. However, in the topics of *curriculum, leadership,* and *community and culture,* female stakeholders' mean average responses were marginally lower than male stakeholders. Figure 14 shows the average response for males and females for each of the four topics in the survey.
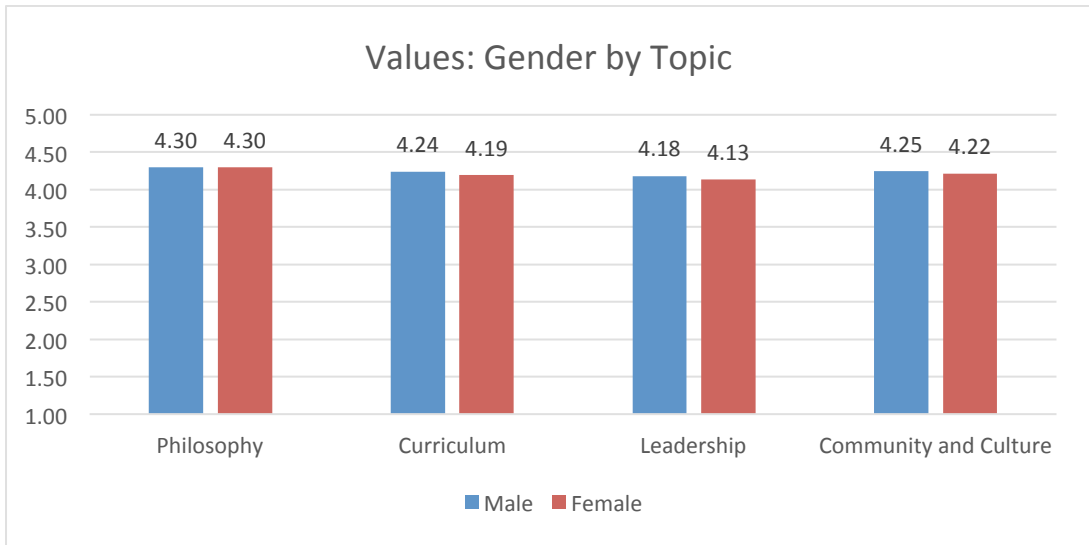
Figure 14. Values: Gender by topic

With regard to stakeholder age, middle-age stakeholders tended to value international education less than stakeholders older or younger than them. In all four topics, stakeholders in the *35-44 years old* group had mean response rating lower than stakeholders younger and older than them. Figure 15 shows the average response for all age groups for each of the four topics in the survey.
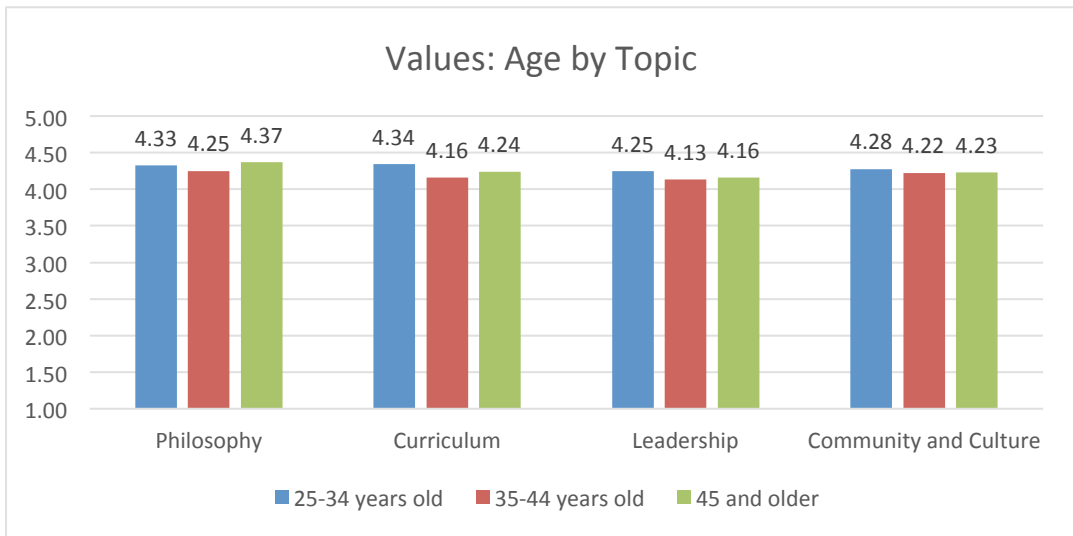
Figure 15. Values: Age by topic

Stakeholder education attainment levels appear to change with respect to how they value international education. In all four topics, stakeholders with *less than a bachelor degree* and *master's degree* had mean response rating lower than stakeholders with a *bachelor's degree* or a *professional or doctoral degree*. Figure 16 shows the average response for each educational attainment level for each of the four topics in the survey.
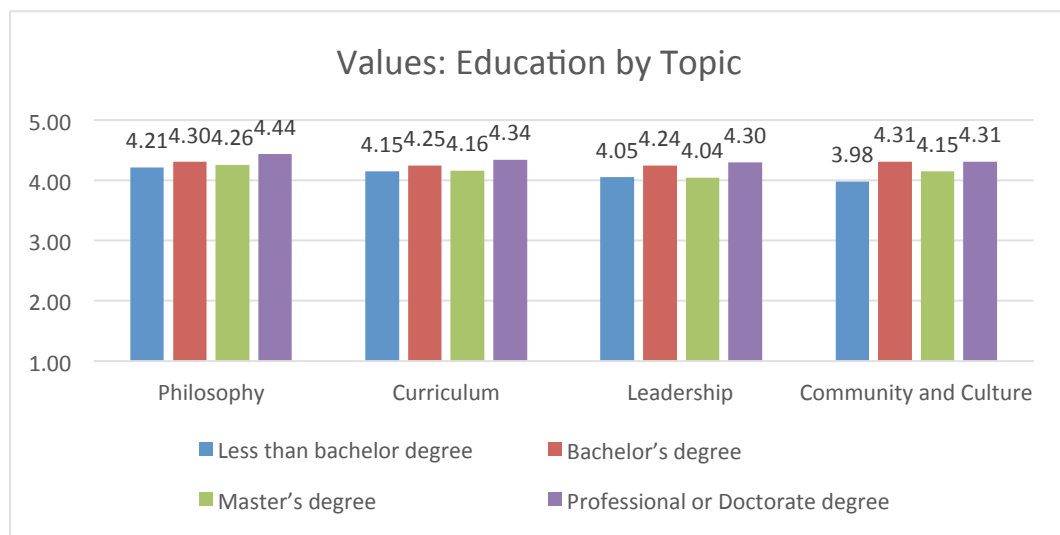
Figure 16. Values: Education by topic

The demographic quasi-independent variables included *gender*, *age*, and *educational attainment*. From the above discussion the data seem to suggest the following relationships:

a) Males tend to value international education more than or equal to females.

b) Middle-age stakeholders tend to value international education less than stakeholders older or younger than them.

c) Stakeholders with bachelor's and professional/doctoral degrees tend to

value international education more than those with Master's degrees or less than bachelor's degrees.

These will be submitted to statistical analysis in order to determine if the variation in results is significantly different.

Values according to stakeholder variables

The stakeholder group of quasi-independent variables included the following: *school*, *stakeholder years*, *stakeholder group*, and *number of international schools.*

With regard to stakeholder school, some schools tended to have higher mean responses across all four topics. Schools such as SCHOOL 1, SCHOOL 2 and SCHOOL 4 were placed in the highest four scores for each topic. Conversely, schools such as SCHOOL 5, SCHOOL 7 and SCHOOL 8 were placed in the lowest four scores for each topic. Figure 17 shows the average response for each school for each of the four topics in the survey. Note that one of the 'schools' was labeled *others* due to coding issues addressed previously.
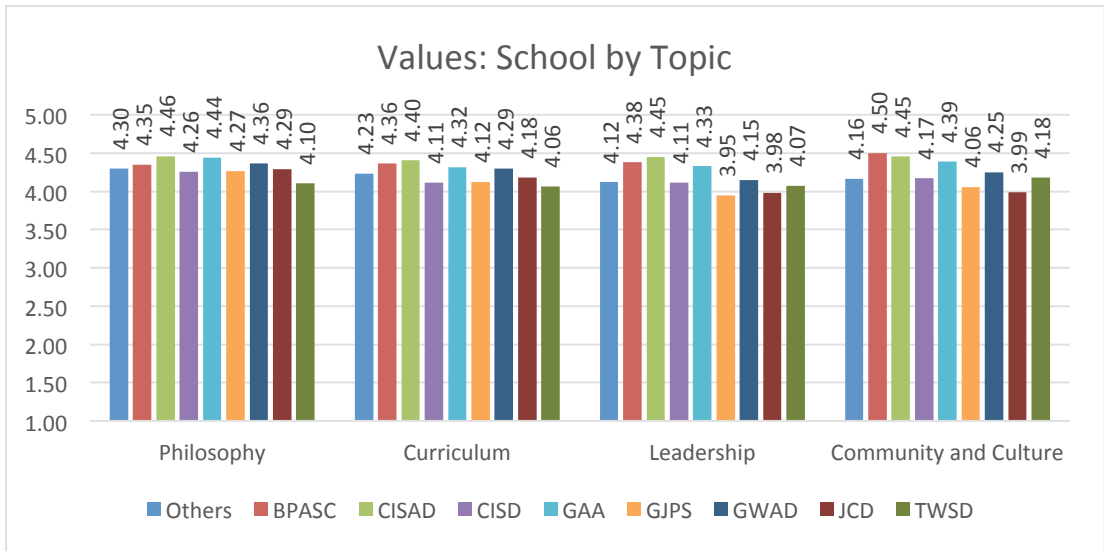
Figure 17. Values: School by topic

With regard to years as a stakeholder within a school, there does not appear to be a trend between increasing years as a stakeholder and the value attached to international education. Figure 18 shows the average response for years as a stakeholder for each topic in the survey.
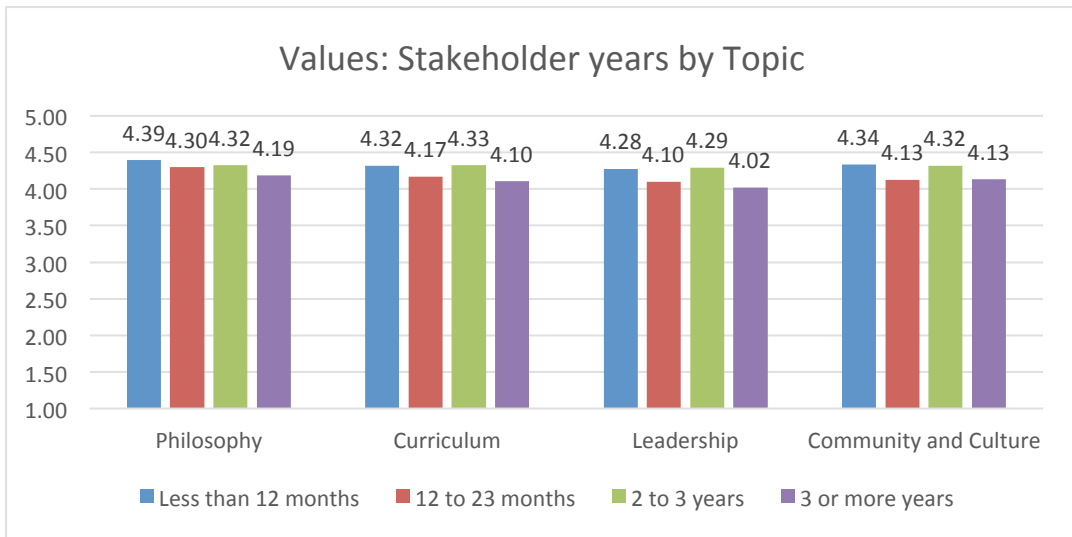
Figure 18. Values: Stakeholder years by topic

With regard to stakeholder group, *faculty members* on average tend to value aspects

of international education more than *parents*. Figure 19 shows the average response for *faculty members* and *parents* for each of the four topics in the survey.

With regard to the *number of international schools* a stakeholder has experienced, it appears that stakeholders experienced with more international schools tend to value international education more. Figure 20 shows the average response for number of international schools for each of the four topics in the survey. Stakeholders experienced with three or more international schools tended to value the topics of *philosophy, curriculum* and *community and culture* more than stakeholders with less experience.
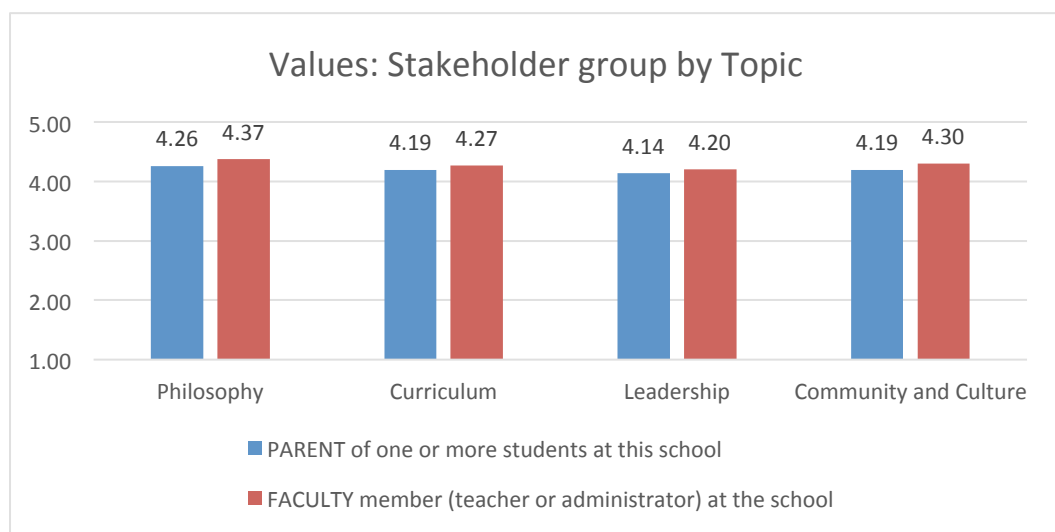
Figure 19. Values: Stakeholder group by topic
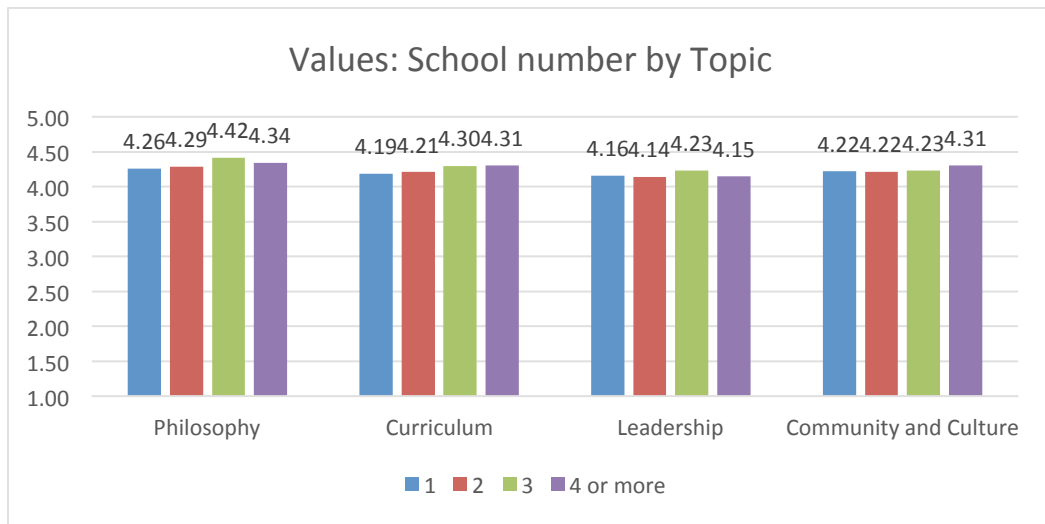
Figure 20. Values: Number of schools by topic

The stakeholder quasi-independent variables included *school*, *stakeholder years*, *stakeholder group*, and *number of international schools*. From the above discussion the data seem to suggest the following relationships:

a) Certain schools tended to have higher mean responses across all four topics.

b) No trend is apparent between increasing years as a stakeholder and value of international education.

c) *Faculty members* tended on average to value international education more than *parents*.

d) Stakeholders experienced with more international schools tended to value international education more.

Values according to language variables

The language group of quasi-independent variables include *number of languages spoken* and *primary language spoken at home.*

With regard to *number of languages spoken*, stakeholders who spoke more languages tended to value international education more. Stakeholders who spoke three or more languages showed the highest average values in all four topics of international education. Figure 21 shows the average response for number of languages spoken for each of the four topics in the survey.
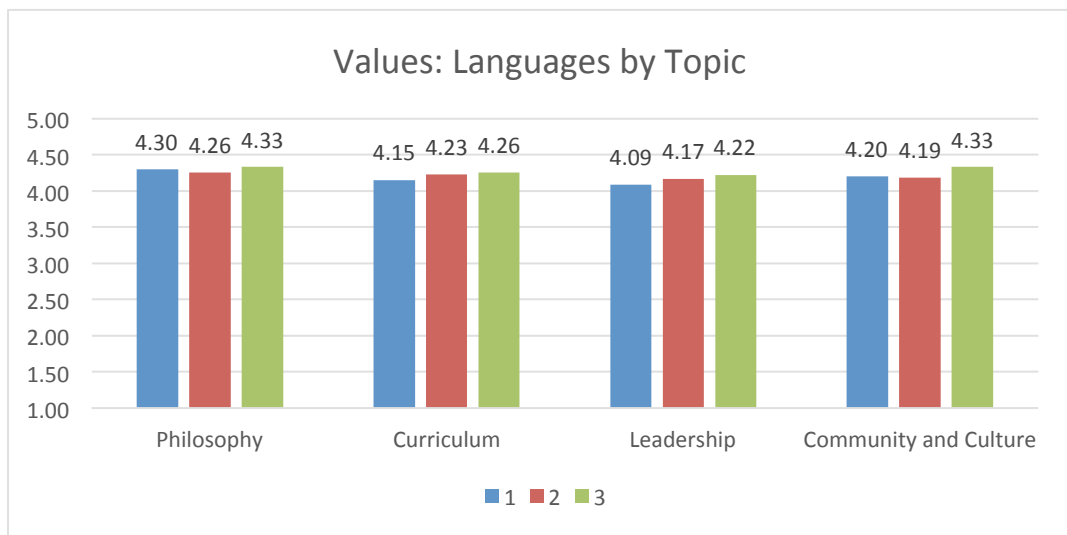
Figure 21. Values: Languages by topic

With regard to *primary language spoken at home*, stakeholders who spoke less common languages in the school on average valued international education topics more. Those who spoke the official language of the host country of the schools in the study, valued international education topics the least, on average. Figure 22 shows the average response for different primary languages spoken for each of the four topics in the survey. Note that one of the 'languages' was labeled *others* due to

coding issues addressed previously (cf. section 4.2.1).
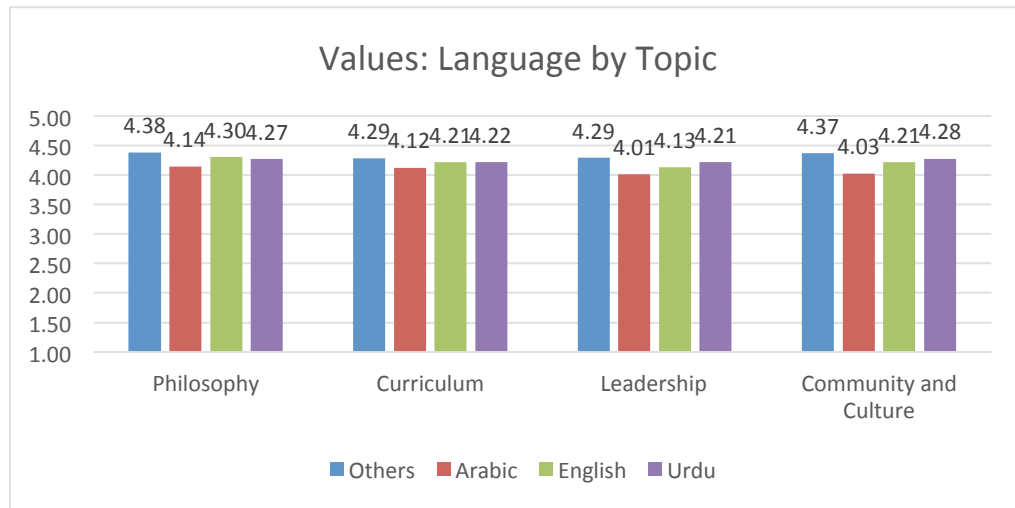
Figure 22. Values: Primary language by topic

The language quasi-independent variables included *number of languages* and *primary language spoken at home*. From the above discussion the data seem to suggest the following relationships:

a) Stakeholders who spoke more languages tended to value international education more.

b) Stakeholders who spoke less common languages on average tended to value international education topics more.

c) Those who spoke the host country language tended to value, on average, international education topics less than other language groups.

Values according to country variables

The country group of quasi-independent variables include *number of citizenships* and *number of countries lived.*

With regard to *number of citizenships*, there does not appear to be any trend between number of citizenships and value of international education topics. Figure 23 shows the average response for number of citizenships for each of the four topics in the survey.
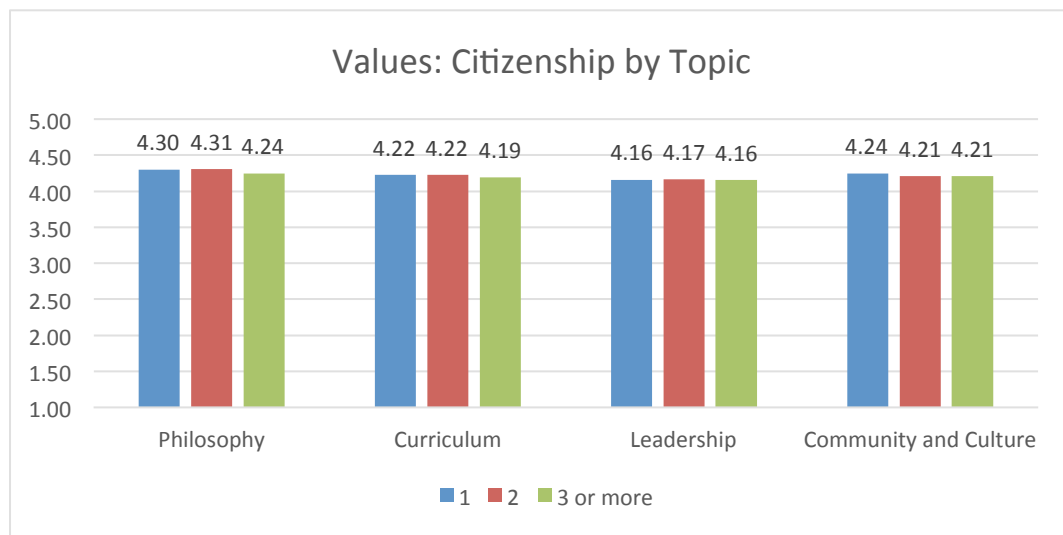
Figure 23. Values: Citizenship by topic

With regard to *number of countries lived*, it appears that stakeholders who have only lived in one other country tend to value international education topics less. For the topics of *philosophy, curriculum, and community and culture,* stakeholders who had lived in one other country had the lowest mean response rate for each of the four international education topics as illustrated in Figure 24.
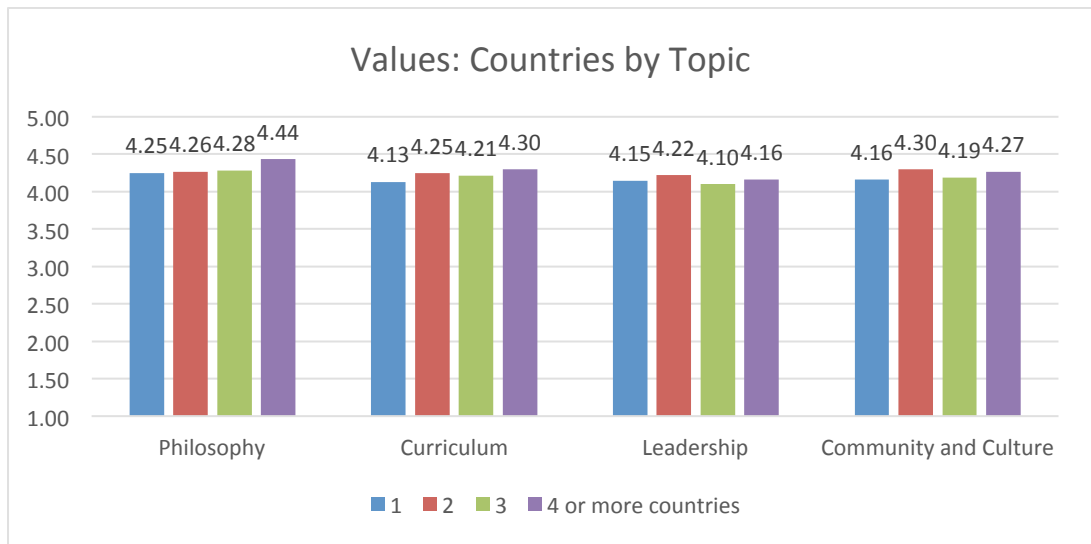
Figure 24. Values: Countries by topic

The country quasi-independent variables included *number of citizenships* and *number of countries lived*. From the above discussion the data seem to suggest the following relationships:

a) No trend is apparent between number of citizenships and value of international education topics.

b) Stakeholders who had only lived in one other country tended to value international education topics less.

Summary of descriptive statistics related to values

Stakeholders, on average, tend to value international education between *important* and *very important*. There are distinguishable mean differences for variables such as *gender, age*, *citizenship*, *school number*, *stakeholder years*, *number of languages,* and *number of countries lived*. However, these do not appear be practically significant; they appear to lack either a large difference in mean averages or a clear

pattern to their differences. While these mean differences will be explored further in the following section (cf. section 4.3.2), the results may not represent differences outside a normal distribution. However, there are other variables that have mean differences that are potentially interesting: *educational attainment, international school, stakeholder group,* and *primary language.*

With regard to *educational attainment*, the mean for stakeholders with the least amount of education is the lowest and the mean for stakeholders with the most amount of education is the highest. Education level may be a factor that influences stakeholder general understanding of the aims of international education and was identified as an area to be explored further in the qualitative research phase.

The variable *international school* shows that some schools had higher mean average responses across all four topics. There may be a relationship between specific international schools and the degree to which stakeholders value international education. This relationship was identified for qualitative exploration; it is interesting to consider if international schools influence stakeholder values, or if stakeholder values influence the selection of international schools.

Another variable worth closer examination is *stakeholder group.* Faculty members tended to value international education more than parents for all four topics. Holding the position of a faculty member may be a factor that influences stakeholder appreciation of international education, it may indicate a commitment to the values of international education, hence their seeking employment in such contexts, or faculty members who value international education may be more intentional about selecting international schools than parents. This was identified as an area for further exploration during the qualitative research phase.

Finally, the variable of *primary language* showed that those who spoke the host country language had the lowest mean for valuing aspects of international education across all four topics.

As school administrators work with various stakeholders in the school, variables such as *educational attainment, international school, stakeholder group,* and *primary language* may be important considerations. While these results appear to be interesting, they need to be subjected to inferential statistical analysis in order to determine if the differences are statistically significant.

4.3.2 Factors related to differences in stakeholder values

The section which follows explores the inferential statistics to answer the question: "What factors are related to differences in stakeholder values?" Section 4.2.1 demonstrated that *international school* was a statistically significant factor in stakeholder values and perceptions of international education. Since MANOVA does not indicate which of the dependent variable categories are experiencing significant variations, analysis of variance (ANOVA) hypothesis testing provides more specific results by indicating the categories which exhibit statistically significant variation. The results from ANOVA tests, as well as post-hoc tests, are discussed in this section, which concludes with a summary of the significant factors related to stakeholder values.

Analysis of variance.

The ANOVA test provides information about between-subject effects by measuring the effects of change across *each* dependent variable category (*subject*) for each

quasi-independent variable (*factor*). For each of the eleven quasi-independent variables (*factors*), the statistical significance is reported as *p values* for each of the four topics: *philosophy, curriculum, leadership*, and *community and culture*. All testing was conducted within the conventionally accepted $p<.05$. Table 29 reports the ANOVA test significance levels of factors by topics. Note that asterisks (*) indicate statistical significance higher than the 95% confidence level ($p<.05$). In these cases, the following additional inferential statistics were calculated: F statistic reported as *F values* and effect size reported as *partial eta squared*.

Analysis of variance (ANOVA) testing indicated two statistically significant differences across two factors for two topics. The univariate results indicated *educational attainment* was a statistically significant factor for stakeholder values of *community and culture*, $F(3, 326) = 2.735$, $p=0.044$, partial $\eta^2=0.025$. The results also indicated *stakeholder group* was a statistically significant factor for stakeholder values of *philosophy*, $F(1, 326) = 4.734$, $p=0.030$, partial $\eta^2=0.014$. All effect sizes are considered to be small.

Table 29

Values: Analysis of variance (ANOVA) by factors and topics

| Factor | Significance level *(p value)* | | | |
	Philosophy	Curriculum	Leadership	Community & Culture
Gender	0.650	0.274	0.137	0.146
Age	0.060	0.195	0.402	0.526
Number of international schools	0.199	0.846	0.500	0.970
Number of languages spoken	0.587	0.152	0.472	0.705
Primary language	0.090	0.253	0.093	0.055
Number of citizenships	0.236	0.694	0.822	0.565
Number of countries lived	0.784	0.295	0.554	0.408
Educational attainment	0.494	0.153	0.116	0.044*
International school	0.200	0.315	0.251	0.298
Years as a stakeholder	0.333	0.413	0.155	0.301
Stakeholder group	0.030*	0.361	0.352	0.369

Post-hoc testing

The post-hoc testing provides information about which between-subject effects are significant and was automatically calculated in the SPSS ANOVA calculations. The post-hoc tests provide even more specificity because while ANOVA may detect a significant difference between subjects, post-hoc tests may be able to detect which subject relationships are significant. In order to detect significant between-subject differences, the commonly used Scheffe test was reported. The commonly accepted 95% confidence level ($p<.050$) was used to determine statistical significance.

While the ANOVA test indicated *educational attainment* as a statistically significant factor for stakeholder values of *community and culture,* and *stakeholder group as* a statistically significant factor for stakeholder values of *philosophy,* post-hoc testing was unable to detect which between-subject relationships were statistically significant.

While ANOVA testing was unable to detect *primary language as a* statistically significant factor for any topics, post-hoc testing did detect a statistically significant difference between two language groups. The Scheffe test revealed that the valuing of *community and culture* statements was statistically significantly lower by stakeholders whose *primary language* was *Arabic* ($3.9948 \pm .493, p = .031$) compared to those whose *primary language* was *others* ($4.3682 \pm .493$). There was no statistically significant difference for either *English* or *Urdu* speakers ($p > .05$).

Summary of relevant factors

This section addressed the research question "What factors are related to differences in stakeholder values?" Section 4.2.1 had indicated, using MANOVA, that

International school was a statistically significant factor in stakeholder values and

perceptions of international education. However, ANOVA and post-hoc tests did not

reveal any statistically significant differences between the *values* subjects within the

factor, across the topics. The fact that ANOVA testing did not detect significant

differences may be related to the difference in scope between the ANOVA and

MANOVA testing. While the MANOVA tests looked at both *values* and *perceptions*

across all subjects, the ANOVA tests that specifically examine *values* were unable to

detect statistically significant differences between the subjects. This may suggest

that the differences may be detected when ANOVA tests specifically examine

perceptions.

The ANOVA indicated *educational attainment* was a statistically significant factor

for stakeholder values of *community and culture.* Post-hoc testing did not detect

significant differences between subjects. The means do not show a trend across

education levels; less than bachelor degree ($\mu = 3.98$), bachelor degree ($\mu = 4.31$),

master degree ($\mu = 4.15$), and professional or doctoral degree ($\mu = 4.31$). The aspects

of international education that focus on community and culture include statements

about how the school promotes a global perspective within the school. The results

show that the variation is random, when a Scheffe post hoc test is applied, and that

all the different groups are positive about these values.

ANOVA testing indicated *stakeholder group* as a statistically significant factor for

stakeholder values of *philosophy*. Post-hoc testing is not conducted because there are

only two subjects, faculty and parents, therefore the difference between the subjects

is already known. As discussed in section 4.3.1, faculty members may be

philosophically inclined to join international schools, their philosophical values may

be influenced by being an employee in the school, or a combination of these two

effects. Qualitative exploration of this factor later proved to be interesting.

All ANOVA effect sizes are considered to be small. Therefore, even the factors mentioned above have limited effect on the differences in the means. It is also worth noting that all other quasi-independent factors were not detected to have statistically significant differences in their means, as tested by ANOVA and post-hoc methods. The other statistically significant factors related to stakeholder values of international education, such as *educational attainment, international school, stakeholder group,* and *primary language*, are discussed in the next section and an attempt is made to identify explanations for why these factors may be significant.

4.3.3 Explanations for differences in stakeholder values

This part explores the qualitative data to answer the question "What might explain why stakeholders value different aspects of international education?" It begins with the results of within-case thematic analysis of the three sources of qualitative data: the questionnaire comments, the focus group interview, and administrator interviews. Next, the results of cross-case analysis are presented, followed by cross-thematic analysis. This part concludes with a discussion of the verification of the results.

4.3.3.1 First source: analysis of questionnaire comments

The questionnaire comments, the first source of qualitative data, were subjected to content analysis. With regard to stakeholder values, the following themes emerged: *philosophy*, *internationalism*, *corporate/for-profit education*, *academic priority*, and *cultural tensions*.

Philosophy - first source.

The theme of *philosophy* included nineteen comments related to general feedback

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about stakeholders' overall values about the school. Some comments were generally positive about the school's philosophy, such as "It certainly appears to have the correct philosophy regarding International education" (parent). Other comments focused on the progress the school was making on developing its philosophy: "I feel the school is beginning to develop its mission and core philosophy, has a clear understanding of its direction, and is currently working to create a path" (faculty). Other comments gave specifics about the importance they attach to the philosophy, such as:

> Our school's philosophy is about empowering today's young leaders for tomorrow. 21st learning competencies sit at the core of everything we do and we are well aware that challenge begins from the day our children arrive. It is our duty as global educators to ensure we are not only building minds but also build social capacity (faculty).

Internationalism - first source.

The thirty-eight comments related to the theme of *Internationalism* involved expressions about stakeholders' values related to the concept of internationalism. Many comments gave positive feedback about the school's philosophy of internationalism, such as: "[The] school curriculum reflects internationalism, global issues, and diverse perspectives" (parent) and "I really think that I belong to this school where the philosophy of International Education is very much visible and exercised. The respect, culture of kindness is very evident from the gate inside out" (parent).

> The school promotes a very high degree of international co-operation, working to bring together all nationalities to support one another promoting global harmony, understanding and tolerance of all cultures and their differences to combine an effective curriculum across all levels. This ethos permeates throughout the entire school's approach to International education (parent).

Two comments directly addressed global citizenship: "The school is doing its job in

promoting education to all children irrespective of nationality enabling them to be

citizens of the world in its truest sense" (parent) and "The school consistently strives

to make each student a global citizen that values all others" (faculty). Other

comments took the opportunity to elaborate on their ideas about a philosophy

focused on internationalism:

> The most important perspective of international education is finishing
> of racism in different nationalities which is promoted [in] the school
> and children are taught that all are same (parent).

> Actively teaching and providing examples to pupils of listening to
> others, respecting them and caring for them is more effective to
> creating international mindedness than specifically focusing on
> respecting different habits and behaviors alone (parent).

There were some comments that criticized the general philosophical perspective of

the school in needing to be more internationally minded: "Be (much) less Anglo-

centric in all that you do" (parent) and…

> After 6 years as a stakeholder at this school I am getting very
> frustrated and desperate. Their belief is that if they have an
> 'International Day' wherein one learning day of the child is lost, they
> have achieved the highest International Standard of Education
> (parent).

From the comments above, parents may form different opinions of the degree to

which schools implement the ideals of internationalism. In particular, it appears that

some parents are able to distinguish between a school's more superficial attempts to

implement internationalism versus a school's continuous efforts at committing to

internationalism as a philosophy.

Corporate/for-profit education - first source.

Stakeholders' values related to for-profit corporate education networks

constituted the *corporate/for-profit education* theme. Of the nineteen comments

about this topic, the following parent criticism of for-profit corporate education

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represents the theme:

> The school's interests are clearly defined by maximizing commercial gain; its philosophy is ground in profit, and any initiative it can deploy to improve margin is quickly implemented. As such, the term 'international education' has become the sacrificial lamb on the altar of greed. Although most parents are sensible enough to differentiate these matters, the message to the children receiving this 'educational blessing' is one of pure capitalism, i.e. money will buy you anything (parent).

All of the comments in this theme were negative about for-profit corporate schools. The first comment demonstrates a more idealistic agenda of international education and is concerned about the pragmatic agenda's influence on the students. The second comment takes an even stronger idealistic view of education by proposing free universal education. These comments give insight into the results described in section 4.3.1 where parents indicated high value for the ideals of international education.

Academic priority - first source.

Comments coded for the *academic priority* theme involved expressions about how traditional academic skills should be the highest priority of the school, as opposed to philosophical ideas such as internationalism. Of the fifteen comments in this category, all followed a similar message: "Focus needs to be on educational attainment as a priority" (parent). One parent clearly expressed how the pragmatic needs of school are valued more highly than the idealistic goals: "Leadership needs to focus on educational attainment as a priority and then global perspective in support of this." This priority, as one parent expressed, is rooted in the future opportunities for their child:

> Even though the curriculum is international, it seems like it is not comprehensive enough or challenging enough for the top level students. I worry my kids will be behind when they return to their

home country or will not get into the university based upon their learning at [our school]. They need more extension activities and more homework to reinforce their learning. The English classes need more spelling and grammar to prepare them for the SAT and for their lifelong writing competency.

One parent extended this argument by addressing the competitive advantage of school and the school's enrollment of students:

Why are the older students leaving [our school] and going to British or American schools? Will the students be prepared for University and to compete globally for those spots? How will their test results be compared to other IB schools, with British schools, with American schools? This is really what I am concerned about. Yes [our school] is great at inclusion and internationalism but let's move on and get serious about the academics here. You are losing students to this problem.

The first comment begins with a sentence validating the international curriculum while criticizing the lack of academic challenge. The second comment also recognizes the internationalism but demands stronger academics. These comments suggest that the tension between the idealistic and practical agendas can exist within each stakeholder. There may be a tension between the comments from this pragmatic theme of *academic priority* with the previous, and more idealistic, theme criticizing *corporate for-profit education.* Not only were there more comments criticizing for-profit education, but there was stronger emotional language used in those comments. This may suggest that while stakeholders value the pragmatic advantages of education, the idealistic agenda resonates at a more emotional level with stakeholders.

Cultural tensions - first source.

Twenty-eight comments coded for the *Cultural tensions* theme. These comments involved a) general expressions about cultural tensions, as well as specific comments related to b) United Kingdom, c) United States of America, and d) the host country.

One example of a general comment stated "[compensation packages] that change depending on [employee] nationality do not help to live up the idea to make the world a better place" (faculty). This comment suggests that international schools may have pragmatic practices that are not in line with their stated ideologies.

With relation to United Kingdom, one parent complained that "there is still a bias towards western standards and a preoccupation with (for lack of a better word) 'all things British.'" While this comment may be viewed as a post-colonial critique of the school's Western bias, other parents requested more focus for UK citizens:

> The school fails to provide for UK cultural studies. This is a UK
> curriculum school with many UK citizens attending. They have little
> or no cultural studies about their own country. …[This] would equip
> the UK children better for their eventual return to the UK system.

These two comments shows that while some stakeholders prefer a broad international curriculum, others are seeking a curriculum narrowed on a specific national system.

With relation to the United States of America, there were some parents who wanted to see a general increase in the 'American feel' of the school: "This is an American school. Bring back American curriculum and character." This comment brings forth the fact that while all of the schools in the study are part of the educational network's "International Schools Group," not every school has the phrase "international school" in its name.

Some stakeholders felt that heads of school need to reflect the perceived attributes of the school's model. Another comment stated, "It is supposed to be an American school but America seems to have been pushed out. We put our child in an American school, NOT IB!" This comment indicates that some stakeholders may focus more on the title of the school than the program offered within the school, or reject that an international focus should be permitted within a national curriculum

system. Another comment stated "The school hired American teachers and not international teachers so these teachers are standards driven which is the move in American education and have limited experience with international education and especially the needs of this region." (Standards-driven education is common in many countries, and in many international schools.) This comment suggests that teachers, as with head of school, may be expected to reflect the perceived attributes of the school.

Comments about the host country, included general comments, as well as divisiveness between groups of people within the school community and opinions about the curriculum. One general comment summarized the environment of the host country by stating:

> [Some school actions can lead] to segregation and further support the classist society of the [host country]. I feel that the support staff are 'stereotyped' as nannies and often act as such. The other staff coming from East Indian origins are also given their place in the hierarchy which mirrors the socio-political norms of the [host country]. This very fact negates the international open-minded experience we want for our children. I feel it fosters classism and sexism (parent).

This comment brings forth a tension that may exist within many international schools: while the ideals of the school may emphasize egalitarianism, local contextual factors may undermine these attempts by modeling opposing values.

A number of comments emphasized the perceived divide between different groups within the school community: "There is a huge divide between the [local] faculty (world view and teaching methodologies) and the rest of the school" (faculty), and "From my personal and limited experience at school, [local] faculty [members] seem to be less caring about a global approach" (parent). This divide may be related, in part, to how expatriates perceive host country nationals:

> There is a line between respecting the customs and traditions in the

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host country and to be indulgent to some behaviors. My feeling is that the school sometimes seems to cross that line in a way that does not promote a global perspective within the school (parent).

The above comments provide more evidence to suggest that local contextual factors may restrict a school's ability to implement the ideals of international education. Divisions between local and international staff, concerns about students, and concerns about cultural norms add to the tensions that may be present in many international school environments. The tensions may restrict a school's ability to implement their ideals successfully. This may help explain the qualitative results showing that stakeholders rate values of international education higher than they rate perceptions of implementation.

These cultural tensions may lead to differences in opinions about the role that 'host country studies' should play in the international school curriculum. Some encourage more emphasis:

Arabic studies are not given any importance. Since we are living in an Arab country, it's an advantage for foreigners to learn or be introduced to it (faculty).

Why are we not taking better advantage of the local resources for trips and to gain knowledge of local heritage and culture? A global perspective requires a knowledge of all countries and regions (parent).

These comments suggest that faculty members in the school may not sufficiently understand and appreciate local community and culture enough to take advantage of the learning opportunities present in the local context. International schools who serve large expatriate populations may need to address these concerns by providing education to adult stakeholders about the educational opportunities related to the local community and culture.

4.3.3.2 Second source: analysis of focus group interview

The focus group interview transcripts, the second source of qualitative data, were subjected to content analysis. The focus group included administrators, teachers, and parents from SCHOOL 6. The questions asked during the semi-structured interview are located in Appendix G. With regard to stakeholder values, the following themes emerged: *philosophy*, *internationalism*, *academic priority*, and *cultural tensions*.

Philosophy - second source

The theme of *general philosophy* included three comments related to general feedback about stakeholders' overall values about the school.

The statement "The school's values and rules effectively develop internationalism through respect for others" was valued the highest in the philosophy section, according to mean average responses by stakeholders from the school. The focus group members were asked "What reasons might you give for why you think that was valued the highest among all of these statements?" One member emphasized that developing internationalism through respect for others is a commonly held value, despite her impressions that it may not always be successfully implemented:

> The odd thing involving [the] international schools in over six countries [of which I have been a part] is [that] they're not very caring, they're not very respectful places, which surprises me. And in every school I've ever been in that's part of the vision statement and the vision of each school. And you know looking at documents from schools all around the world I've never seen a school that doesn't have that as a key element in their vision and their reaching statement (Parent).

This statement supports the suggestion made in section 4.3.3.1 that there may be a tension between the ideals of an international school and the contextual factors that limit their implementation of those ideals.

The curricular statements "The school offers internationally recognized curriculum programs" and "The school ensures that students have access to counsel on academic, personal, career and university education matters to effectively support any current or future international entrance" were valued the most by stakeholders at the school. When the focus group members were asked to explain why those statements were most valued, one member emphasized that parents select schools that are in accord with their values:

> I liked [her] answer about British systems, Indian systems, and you know K-12 IB curriculum. They found a school where other [programs are offered]; that those are the priorities and that's why they're coming here because they want an international education and that's internationally recognized. And of course the IB is the best in that regard (Teacher).

This comment suggests that parents are discerning during the process of selecting schools for their students.

At the end of the focus group interview, participants were asked if they wanted to share any final comments. One member stated:

> I think that there's very strong support from the people who responded to the survey. I think that very strong support [is] for the fact we are very international in our character and in our identity and that that is quite seen throughout the school and in the students and the parents and the leadership team. And I think that says that we've developed ourselves as… very unique to other schools [and] as a very diverse IB school (Teacher).

The three comments above discuss their school's vision as similar to other international schools, their IB program as superior for purposes of international recognition, and their self-perception as a "very diverse IB school." These comments suggest that stakeholders at this school may have a strong sense of identity as what they perceive to be an 'international school.' This may have created a common operating definition within their community for the term 'international school.' This may be consistent with the results found in Figure 17 showing this school has the

second highest mean for values of international education.

Internationalism - second source.

The theme of *internationalism* included comments related to expressions about

stakeholders' values related to the concept of internationalism.

When asked about *values* related to the cultural diversity and global perspectives

within the school, one stakeholder responded:

> I think that goes back to the IB and the international mindedness
> component of it and it goes also back to [a previous statement in the
> survey], [the head of school] and senior leadership at this school
> really believe in international mindedness which is that core piece of
> the IB. And they really believe in the learner profile which I think
> brings up that diversity that open mindedness and that piece. We don't
> really have the word international in the name of our school but we
> embrace that international mindedness of who we are as a school as
> good as I think that we can, especially after just six years, and I think
> even after twenty years this goes along for many years
> (Administrator).

This comments suggests that strong values of the leaders in the school may be related

to strong implementation of those values, even if some supporting contextual factors

may be missing.

When focus group members were asked about limited variance in the values

responses to the survey, one participant responded:

> I think we have a community… that has chosen to come here for this
> particular type of education. And there's a reason why local people are
> coming here and collecting here and I think there's some core values
> that are similar across the board. We offer education in a certain way
> and [parents] like that. So they're paying the money to come here
> (Parent).

This answer emphasizes that some stakeholders actively choose to come to schools

because of some common core values throughout the community.

There was very high consistency regarding how stakeholders value "The behavior

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and actions of the school's head and senior leadership team support a global

perspective within the school" and "The behaviors and actions of the school's

teachers support a global perspective within the school." When explaining this, one

stakeholder stated:

> Well I think we/you are very clear when you sign up to join this
> school as a teacher. The mission and the vision of the school: you
> definitely have an obligation and are encouraged to do it, so [the]
> majority of the teachers try to emulate the global perspective or
> they're [own international] understanding. I think there's a large
> support for that for sure. And that's probably maybe why there's not
> so much discrepancy because of teachers and leadership leading by
> example and teachers buying into the vision and living it (Faculty).

This response may help explain why SCHOOL 6 had higher values scores than most

other schools (cf. Figure 17); both the "match-making" process of joining the school

as well as the influence the school has on stakeholders within the community. The

comments suggest that the senior leadership at the school models international

mindedness and that stakeholders embrace international mindedness as an important

part of the school. Stakeholders come to the school for a particular reason and their

core values align with the school community's values. Teachers observe increasing

consistency in parent values. Teachers understand when they join the school that

they have an obligation to emulate the global perspective of the school's mission and

vision. These comments suggest that the school is experiencing a self-selecting, and

self-reinforcing, learning community with common values of internationalism.

Academic priority - second source

There was one comment coded for the *academic priority* theme because it expressed

how traditional academic skills should be prioritized over philosophical ideas such as

internationalism. When discussing the low responses to the perceptions statement of

"The students study subjects in more than one language," a parent expressed the

value of the IB Diploma Program assessment driving decisions throughout the

school:

> One of the things with the IB as you make your way all the way up to
> the Diploma Program is it's only offered in three official languages:
> Spanish, French, and English. We do know that we offer German and
> Chinese but just to be OK. And so what's important to consider in that
> regard is it can be multilingual but only to a degree because at the end
> of the day you're going to be examining a business management
> major in English and you're going to be examining even in math and
> physics maybe where you don't need your strong skills nearly as much
> but when you have your [IB Diploma Program] 'Group Three:
> Individuals in Societies' and just with the regular of those exams
> having a good grasp on one of those three languages is the only option
> and in [the] Theory of Knowledge [course] as well. So, I think that
> has a huge factor as to why [our limited support of languages] is that
> way. We have to have it that way in terms of DP requirements
> (Parent).

This parent comment emphasizes that while there may be appreciation for learning

other languages, the utility of focusing on English has two purposes. One purpose, in

the short term, is to maximize opportunities to earn high marks on IBDP exams. A

second purpose, in the longer term, is to maximize opportunities to do well in

university courses which will most likely be tested in English. This suggests that

while a common value of internationalism may pervade the school, at least some

parents are comfortable reverting to prioritizing the utility of traditional academic

choices. This is consistent with the tensions between the internationalist and

globalist agendas. The globalist agenda, expressed by the traditional academic

priority, may reflect the pro-Western bias consistent with the post-colonial

perspective.

Cultural tensions

There was one comment coded for theme of *Cultural tensions*. This

comment involved an expressions about cultural tensions, in relation to the survey

statement "The school places importance on all students learning a host country

language." The statement had a high variability in responses.

Comments during the interview suggested a tension between the value of internationalism (showing respect for others) and concerns about instruction of the host country language.

4.3.3.3 Third source: analysis of administrator interviews

The administrator interview transcripts, the third source of qualitative data, were subjected to content analysis. With regard to stakeholder values of international education, the following themes emerged: *philosophy, corporate/for-profit education, cultural tensions, and internationalism*.

Philosophy - third source.

The *philosophy* theme included six comments related to general feedback about stakeholders' overall values about the school. One administrator addressed the challenge that the term international school tends to defy common definition:

> Research on international schools shows it is a very nebulous concept. People's mental model of what an international school is can vary widely. What they think they might be versus what they are can be quite different.

When trying to understand how the culture of a school develops, one administrator commented: "I think administrators like to think that they are getting people of similar values, but that is hard to determine during interviewing." The culture of the school is also formed by the families who select to join the school, as one administrator commented:

> When people are aiming at a school abroad, they self-select to a large extent, based on what they are looking to replicate. So when people are looking to join a school that they identify as international, they are looking for something different than if they are looking to replicate a British school, or an American school. When people are going

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through tours, or looking through web sites, there is a self-selection
process going on. That process has people saying 'that is something
that our family values, that is something that we want to replicate, and
that is something that we think we are going to respond well to.' Like
tends to attract like.

In addition, the general philosophy of the school is formed by people joining, as well

as leaving:

Since like attracts like, it becomes self-perpetuating… Some people
do discover that they self-select out, because they are looking for
something that lines up better with their value system, and what they
experienced as a kid, because those two are self-synonymous.

Corporate/for-profit education - third source.

One comment related to *corporate/for-profit education* emphasized that this theme

pervades the context of stakeholders and the values they hold. One administrator,

when trying to explain stakeholder values, commented:

Another factor may be the for-profit governance/leadership issue that
exists with our schools in this region. There is a friction between
state-funded and non-profit schools versus the for-profit corporate
schools like ours. I know that as a socialist Canadian, I still feel an
internal friction. Parents assume there must be something wrong with
our for-profit system.

This comment suggests a potential clash of values within this stakeholder. Canada,

with a universal free public education system, provides a more socialist model of

education. The host country, where the majority of schools are private for-profit

organizations, provides a more capitalistic model. For this administrator, there

appears to be a tension between the egalitarian ideals of socialism and the

competitive ideals of capitalism. This tension reflects the privilege/equity duality

illustrated in Figure 4.

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Cultural tensions - third source.

Three comments related to *cultural tensions* described the tensions that host country

nationals face in their own culture. One administrator emphasized the tensions

between host country culture and international education values, as well as the

tensions between host country nationals and government initiatives:

> The push is to now bring back the Arabic culture in schools, due to
> the fear that Arabic culture is being lost in international schools and a
> country filled with expatriates.

This comment reflects the previously discussed tension between a school's ideals and

a restricting context of the local context. It also raises the possibility that there may

be multiple competing messages communicated to locals: messages from the

government, messages from the school, and messages from the local social network.

A different administrator emphasized the tensions that host country nationals may

face choosing schools:

> Having been in the Middle East for 15 years, those families that value
> connections, community and culture, tend to choose schools that have
> a high percentage of [host country nationals]. In one case, we had a
> family who left and told us that we did not have enough [local]
> students in our school for them to have friends when they finally got
> to a [local] university. So they intentionally chose to move their child
> to a school that they believe was not as strong academically in order
> to give them those [local community] connections to build [local
> social] network.

This comment raises the possibility of a tension within the pragmatic agenda. On the

one hand, it may be pragmatic to earn a good education to advance one's career. On

the other hand, it may be pragmatic to forego international education in order to

expand one's social network to advance one's career.

Internationalism - third source.

One comment from an administrator related to *internationalism* described the

importance of establishing the philosophy of internationalism in the school at the earliest stages.

> We have been nothing but an IB school right from the beginning. It shaped our ethos, philosophy, mission, vision, marketing, curriculum, hiring, tours, and everything else we have done. Having 'World' in our school title makes it more clear what the focus of the school's focus is: internationalism. At our school, we had IB zealots right from the beginning.

This comment suggests the importance of clarifying values in all aspects of the school's operations. It may be the clarity of values, and the commitment to live by those values, that explains the high values ratings of SCHOOL 6.

4.3.3.4 Cross-case analysis

All three sources of information were subjected to cross-case analysis. Common themes were identified across all cases, as well as differences. This analysis provides an initial description to the question "What might explain why stakeholders value different aspects of international education?"

The common themes across all cases included general philosophy, internationalism, and cultural tensions. The themes of corporate/for profit education and academic priority emerged in two of the three cases.

Corporate/for-profit education did not emerge as a theme in the discussions with the focus group. *Academic priority* did not emerge as a theme is the discussions with the administrator interviews. It is possible that these themes did not emerge due to the questions used in the semi-structured interviews, the differences in the audiences, or other unidentified reasons.

Table 30 illustrates which themes related to values of international education emerged for each of the three different cases.

Table 30
Values: cross-case analysis

Values themes	Questionnaire comments	Focus group	Administrator interviews	Total cases
Philosophy	Yes	Yes	Yes	3
Internationalism	Yes	Yes	Yes	3
Cultural tensions	Yes	Yes	Yes	3
Corporate/for-profit education	Yes	No	Yes	2
Academic priority	Yes	Yes	No	2

These five themes of *Philosophy, Internationalism, Cultural tensions*, *Corporate/for profit education,* and *Academic priority* may provide potential explanations for why

stakeholders may value different aspects of international education. While the

themes may be described separately, there do appear to be strong connections

between them. Stakeholders appear to have their own philosophical values, seek

schools that philosophically align with their values, and may have those values

reinforced by the school community. One philosophy, internationalism, may be an

important ideal to many international schools. While some stakeholders value it with

great emotion, there are some other themes that may be in tension with it. Cultural

tensions, particularly between international and local communities, was a strong

theme. The internationalist agenda appeared to be in tension with the local

community and cultural norms in certain circumstances. The pragmatics of an

academic priority appeared to also be in tension with internationalism. However,

while academic priority appeared as a theme, it was not as frequent or emotionally

charged as the critique of corporate for-profit education. It was comments under this

theme that brought out many of the strongest stakeholder comments. Each of the

themes had variation, and sometimes contradiction, within it. While each theme does

not explicitly align with a specific aspect of international education, they may each

be represented across many, and some may be overlapping. Therefore, the

explanations for why stakeholders may value different aspects of international

education may be found, in part, to the tensions inherent within each of these five

themes.

4.3.3.5 Cross-thematic analysis

Results of within-case and cross-case analysis were subjected to cross-thematic

analysis. The cross-thematic analysis was organized around the five themes that

emerged during cross-case analysis: *philosophy, internationalism, cultural tensions,*

corporate/for profit education, and *academic priority*. This was further developed

with the results from the within-case analysis by adding sub-themes and details. The

cross-thematic analysis provides expanded answers to the question "What might

explain why stakeholders value different aspects of international education?"

Figure 25 provides a network diagram of reasons that may explain why stakeholders

value different aspects of international education. The diagram identifies themes,

sub-themes, and details related to stakeholder values of international education. The

diagram also indicates the degree to which various themes emerged during the

various cases.

One major theme that emerged was the *philosophy* that stakeholders may hold. Sub-

themes included: a) the importance that stakeholders felt about the school's

philosophy, b) the appreciation that stakeholders had toward the school's process of

developing their philosophy, c) generally positive reactions to the school's

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philosophy, d) stakeholders selecting schools that match their pre-existing personal philosophy, e) schools selecting stakeholders who match their pre-existing school philosophy, f) the school community influencing itself, and g) various understandings of what an 'international school' is supposed to be.

Another major theme that emerged was the *academic priority* that stakeholders may hold. Sub-themes included: a) stakeholders valuing the pragmatic purposes of school over the idealistic purposes, b) stakeholders valuing that quality academics brings competitive advantage to their school with regard to student enrollment, c) stakeholders valuing graduation requirements as a priority to drive decisions throughout all levels in the school, and d) stakeholders valuing university requirements as a priority to drive decisions through the school.

A third major theme that emerged was the *cultural tensions* that stakeholders may experience. Sub-themes included: a) general expressions of cultural tension, such as inequality of compensation for employees based on nationality, b) concern that there is not enough focus on 'American' aspects of the school's curriculum, c) concern that there is not enough, or too much, focus on 'British' aspects of the school's curriculum, and d) concerns about issues related to the host country. Concerns related to the host country included government regulations, quality of local teachers, local culture, a general tension between cultural groups. They forced choices for locals between attending an international school versus a local school that both promoted cultural cohesion and met host country studies course requirements.

A fourth major theme that emerged was the *corporate for-profit* arrangement of the international schools. The comments were all negative and focused on condemning the for-profit motives of schools. The comments raised concerns about the focus on

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the value of money in a school setting; the comments suggest that a tension exists between the aims of education and the aims for for-profit schools.

A final major theme that emerged was the *internationalism* that stakeholders may value. Sub-themes included: a) generally critical feedback about internationalism, b) input about personal ideas about internationalism, c) generally positive feedback about internationalism, d) the importance of establishing internationalism as a priority, e) the influence of leadership on internationalism, f) the influence of the IB on internationalism, and g) the importance of developing a perspective of global citizenship.
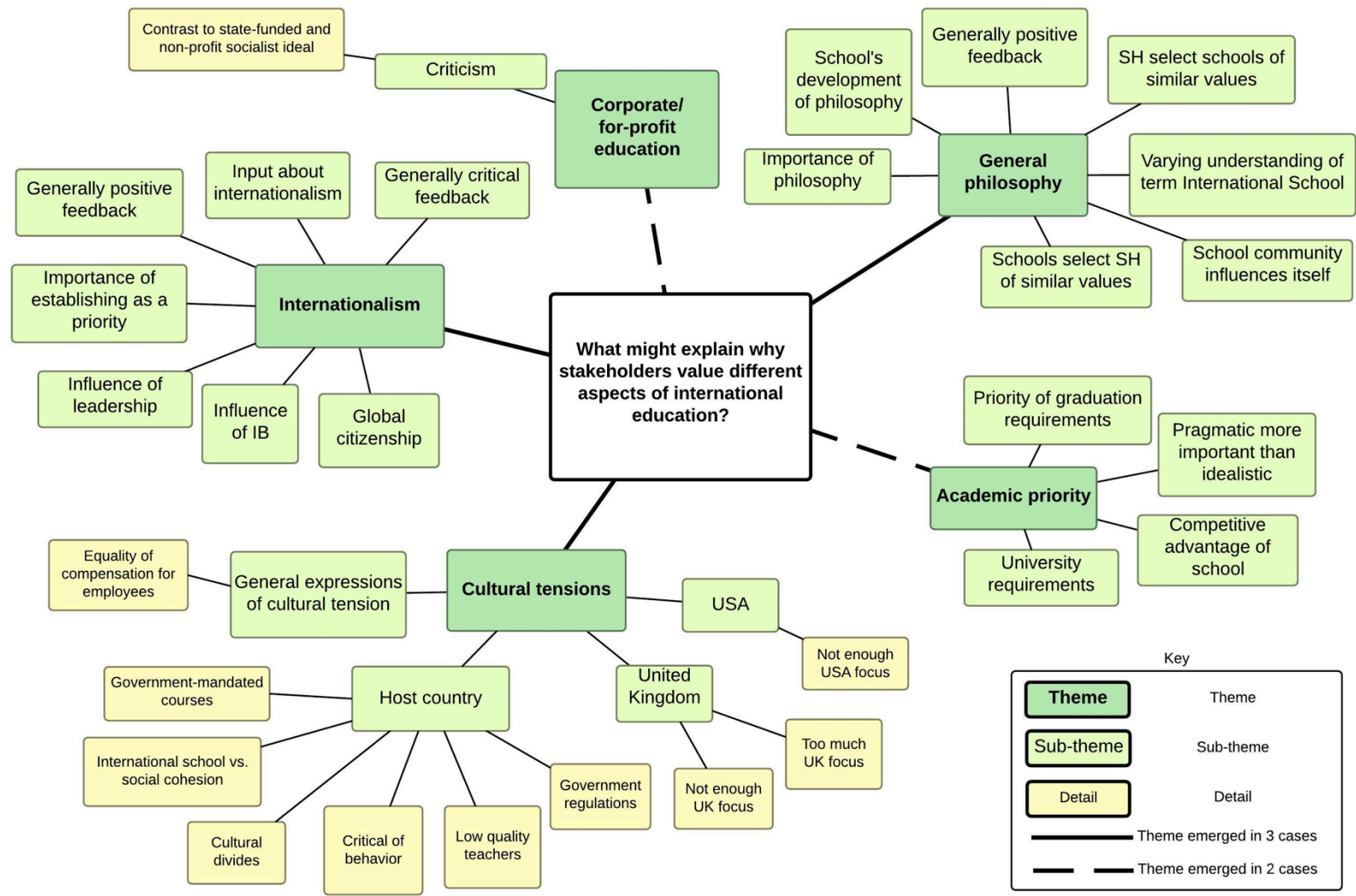
Figure 25. Values thematic network diagram

4.3.3.6 Verification of results

The above discussions have explored the qualitative data that answer the question "What might explain why stakeholders value different aspects of international education?" The data were subjected to within-case, cross-case analysis, and cross-thematic analysis and the results were verified through a variety of approaches. Methodological coherence was verified by use of the well-accepted approaches of within-case analysis, cross-case analysis, and cross-thematic analysis (Cohen, Manion, & Morrison, 2000). Sampling sufficiency, theoretical thinking, and triangulation of sources were confirmed using commonly accepted practices (Morse, 2002). Disconfirming evidence consideration was confirmed by the review and resolution or inclusion of disconfirming evidence (Ivankova, Creswell, & Stick, 2006). Finally, the results of the qualitative analysis were verified through the process of academic advisor auditing.

4.3.4 Integration of quantitative and qualitative data

Results of qualitative analysis and statistically significant quantitative results were integrated in order to provide explanations for the statistical findings. Figure 26 provides a network diagram illustrating relationships between these quantitative and qualitative results. The integration was organized around the four statistically significant factors derived from inferential statistical analysis (shown in pink). Connected to those statistical findings are the thematic results derived from the qualitative analysis (shown in green), the sub-themes (light green), and details (yellow). The diagram is organized around the two research sub-questions "What

factors are related to stakeholder values of international education?" and "What might explain why these factors are related to differences in stakeholder values?"

MANOVA testing indicated that *international school* is a statistically significant factor for stakeholder values related to the topics of *philosophy, curriculum, leadership* and *community and culture.* A satisfactory explanation for this finding must describe why stakeholders in one international school tend to have different values than stakeholders in another international school. Qualitative results suggested that schools select stakeholders of similar values. The results also suggest that stakeholders select schools of similar values. In addition, some comments state the school community also influences itself in a continuous cycle.
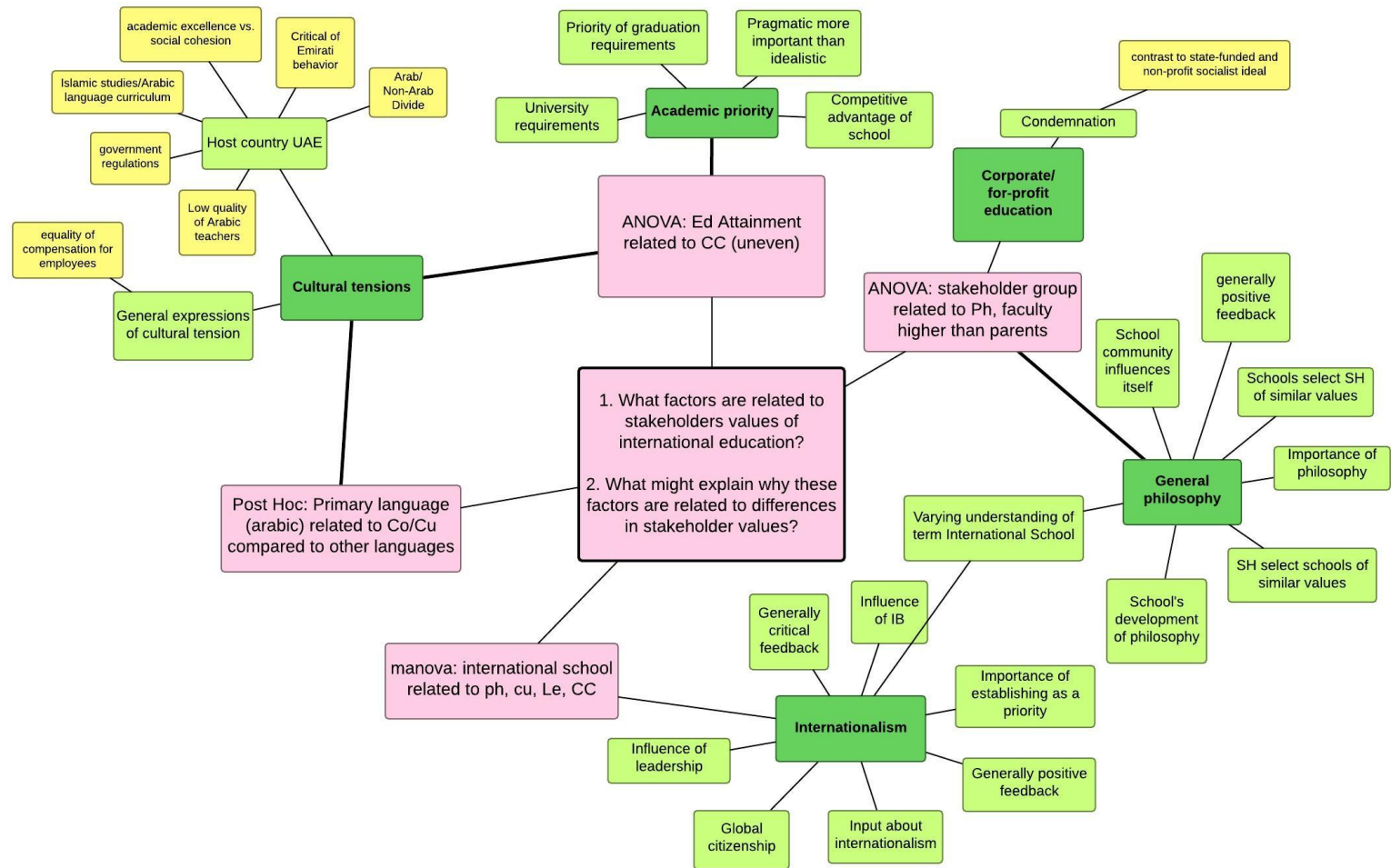
Figure 26. Values: Integration of quantitative and qualitative results

ANOVA testing indicated that *stakeholder group* is a statistically significant factor for stakeholder values related to the topic of *philosophy*; faculty members tend to value international education philosophy higher than do parents. A satisfactory explanation must address why faculty members tend to have higher values of international education, or why parents tend to have lower values. Qualitative results suggest that schools are selecting faculty members who share international education values. In addition, educators who value international education will choose to work in international schools that value international education. If the school community continues to exert influence upon faculty members, through staff meetings, professional development workshops, and other activities that promote certain values, it stands to reason that faculty members will continue to increase their commitment to international education values during their tenure in an international school. With regard to why parents may have lower appreciation for international education values, there may be a few influencing factors. Qualitative results suggest that parents have varying understanding of the term international school; it is possible that they join the school for pragmatic reasons, such as proximity or cost point. In addition, qualitative comments emphasized a strong condemnation on the part of parents with regard to corporate for-profit education. It is possible that as parents submit to the idealistic tension and decrease their values that may relate to international education.

ANOVA testing indicated that *educational attainment* is related to the international education topic of *community and culture*. The results show that the least educated stakeholders tend to value *community and culture* aspects of international education less than stakeholders with higher levels of education. Qualitative data analysis did not yield explanations for this statistical finding.

Post-hoc testing detected that stakeholders whose primary language was local language valued international education less than stakeholders whose primary language was in the 'others' category. Since the 'others' category is so disparate, a satisfactory explanation for this finding would more likely focus on why local language speakers value the community and culture topic of international education at a lower level. Strong qualitative results described a variety of cultural tensions, including a tension between the general 'culture' valued in international schools with highly diverse populations and the value of local culture, connection and cohesion.

With the exception of the finding related to educational attainment, the other statistical findings related to stakeholder values have qualitative results that may provide satisfactory explanations.

4.4 Stakeholder perceptions of implementation of international education

This section analyzes the results related to stakeholder perceptions of the implementation of international education in the schools surveyed. The first part explores the descriptive statistics that answer the research question "To what degree do stakeholders perceive different aspects of the international education are being successfully implemented?" The next part uses inferential statistics methods to explore the question "What factors are related to differences in stakeholder perceptions of implementation?" This is followed by the use of qualitative methods to explore the question "What might explain why these factors are related to differences in stakeholder perceptions of implementation?" This section concludes with an integration of the quantitative and qualitative results.

4.4.1 Degree of stakeholder perceptions of implementation

This part explores the descriptive statistics that answer the question "To what degree do stakeholders perceive different aspects of the international education are being successfully implemented?" It begins with an overview of the results according to the topics of the survey. Then, these perceptions are described in more depth according to four different groups of quasi-independent variables: demographic, stakeholder, language, and country. The conclusion summarizes the relevant findings from the descriptive statistics.

Overview of perceptions results

On average, stakeholders perceive all four topics of international education are being successfully implemented, although lower than they are valued, as the average responses were positive for statements related to a) *philosophy*, b) *curriculum*, c) *leadership* and d) *community and culture.* Figure 13 shows that the average response to the question "How well does the school implement this aspect of international education?" was between *fair* and *well* ($3.60 < \mu < 3.81$). The average of responses to the topic of *philosophy* was highest ($\mu = 3.81$) and to the topic of *leadership* was the lowest ($\mu = 3.60$).
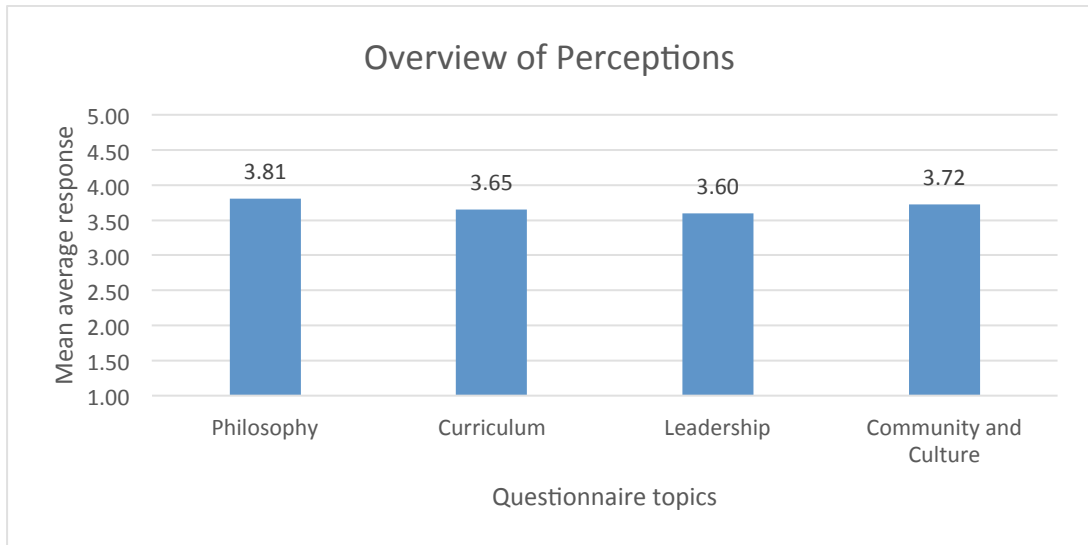
Figure 27. Overview of perceptions: Mean average responses by topic

Perceptions according to demographic variables

The demographic group of quasi-independent variables includes the following information about stakeholders in the study: *gender*, *age*, and *educational attainment*.

With regard to stakeholder gender, females tended to perceive implementation of international education topics more positively than males as the mean of responses for the topics of *philosophy*, *curriculum, and leadership* was higher for females. Figure 28 shows the average response for males and females for each of the four topics in the survey.
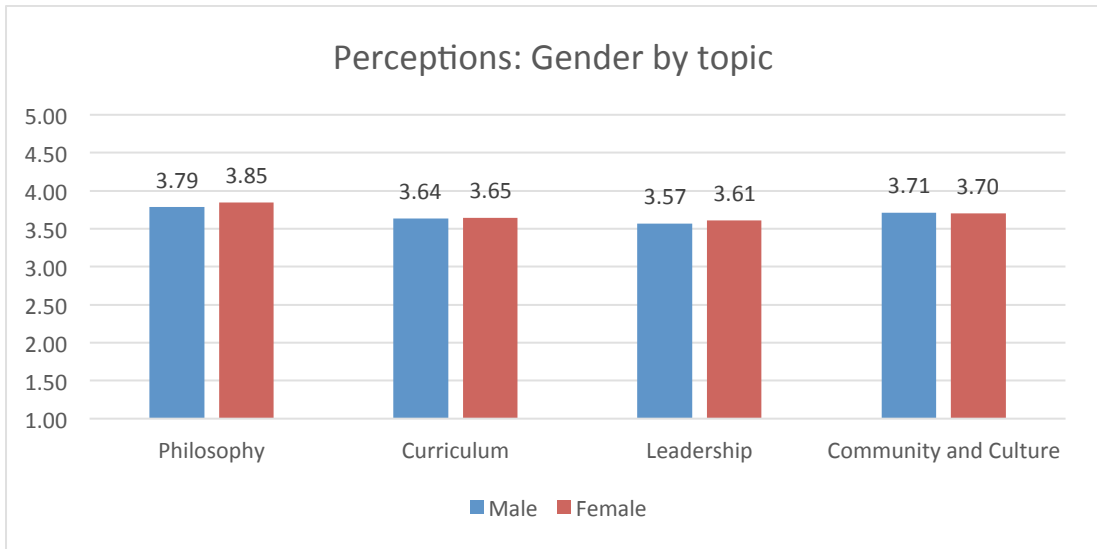
Figure 28. Perceptions: Gender by topic

With regard to stakeholder age, the youngest group of stakeholders tend to perceive implementation of international education more positively than older stakeholders. Figure 29 shows the average response for all age groups for each of the four topics in the survey.
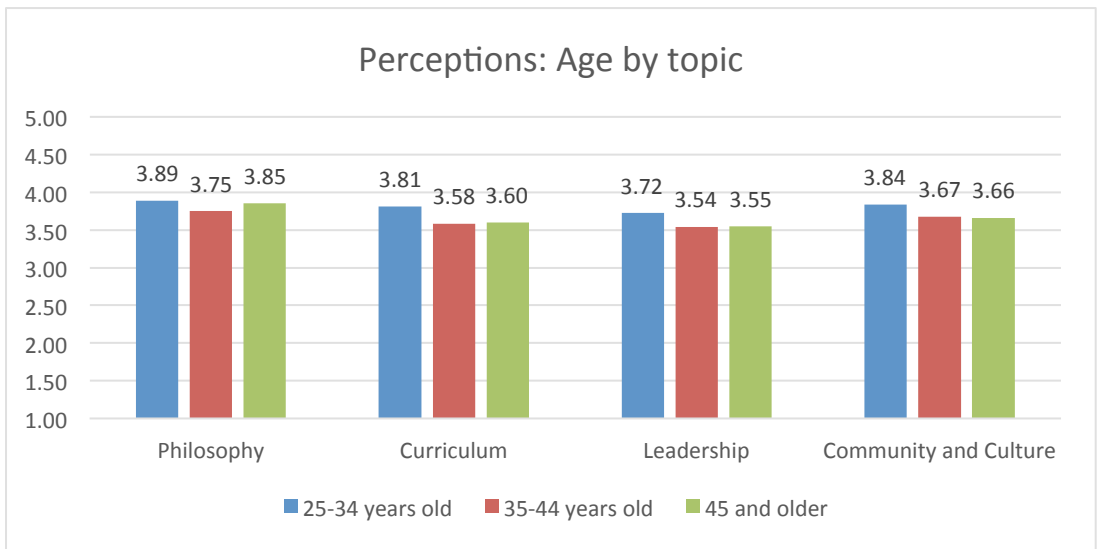
Figure 29. Perceptions: Age by topic

With regard to stakeholder education attainment level, there does not appear to be a

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trend between increasing educational levels and perception of successful implementation of international education. In all four topics, stakeholders with a *master's degree* had the lowest mean average responses while stakeholders with a *professional or doctoral degree* had the highest mean average response. Figure 30 shows the average response for each educational attainment level for each of the four topics in the survey.
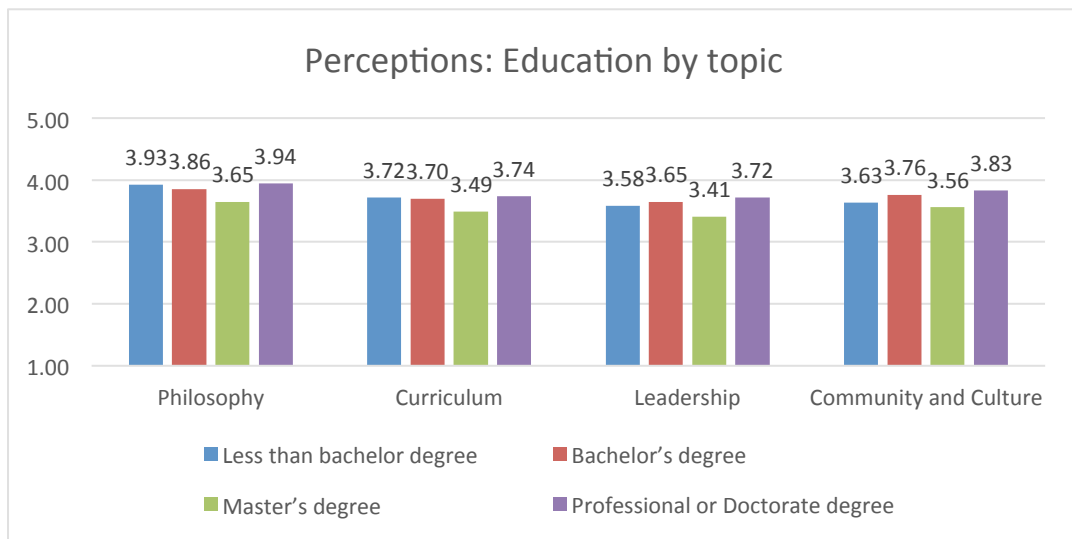
Figure 30. Perceptions: Education by topic

The demographic quasi-independent variables included *gender*, *age*, and *educational attainment*. From the above discussion the data seem to suggest the following relationships:

a) Females tend to perceive implementation of international education more positively than males in three out of four topics.

b) The youngest group of stakeholders tend to perceive implementation of international education more positively than older stakeholders.

c) No trend is apparent between increasing educational levels and perception of successful implementation of international education.

Perceptions according to stakeholder variables

The stakeholder group of quasi-independent variables includes the following information about stakeholders in the study: *school*, *stakeholder years*, *stakeholder group*, and *number of international schools.*

With regard to stakeholder school, it appears that some schools tend to have higher mean average responses across all four topics. Schools such as SCHOOL 2, SCHOOL 6 and SCHOOL 7 were the highest three scores for each topic. Conversely, schools such as SCHOOL 1, SCHOOL 3, SCHOOL 4 and SCHOOL 5 were the lowest four scores for each topic. Figure 31 shows the average response for each school for each of the four topics in the survey.
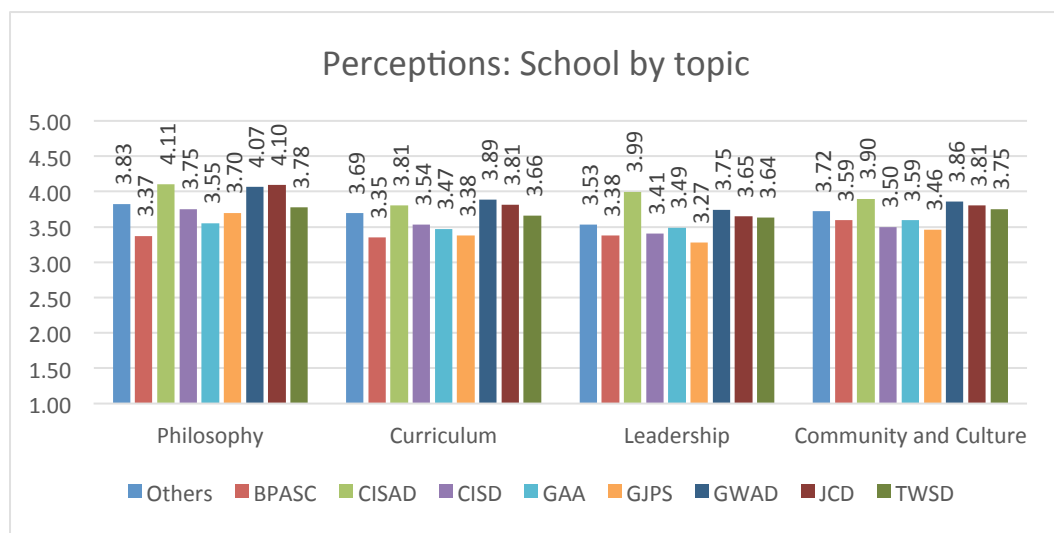
Figure 31. Perceptions: School by topic

With regard to years as a stakeholder within a school, stakeholders at a school for three or more years had the lowest mean average for all topics. Figure 32 shows the

average response for years as a stakeholder for each topic in the survey.
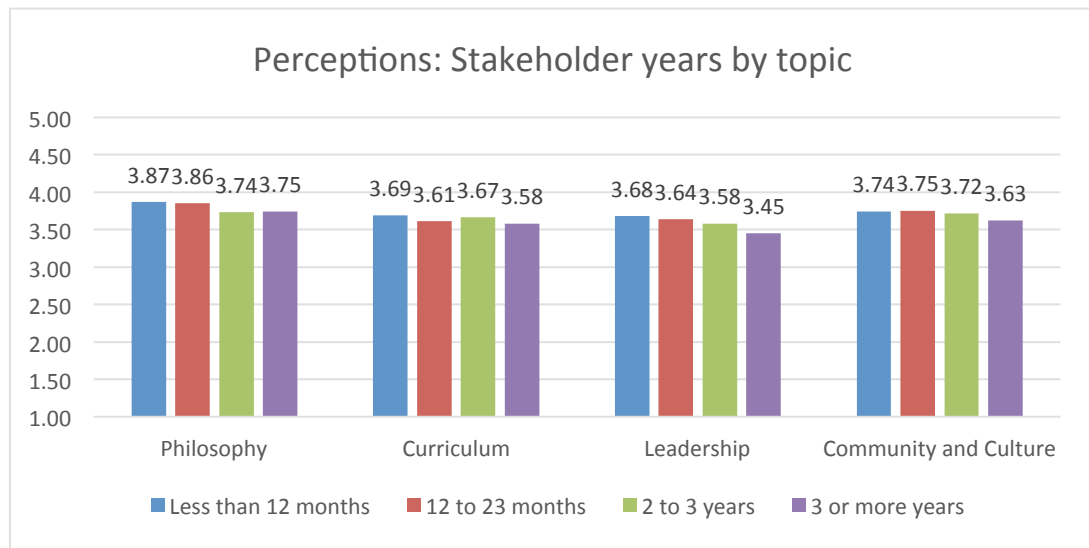
Figure 32. Perceptions: Stakeholder years by topic

With regard to stakeholder group, *faculty members* perceive the successful

implementation of the international education more than *parents*. Figure 33 shows

the average response for *faculty members* and *parents* for each of the four topics in

the survey.
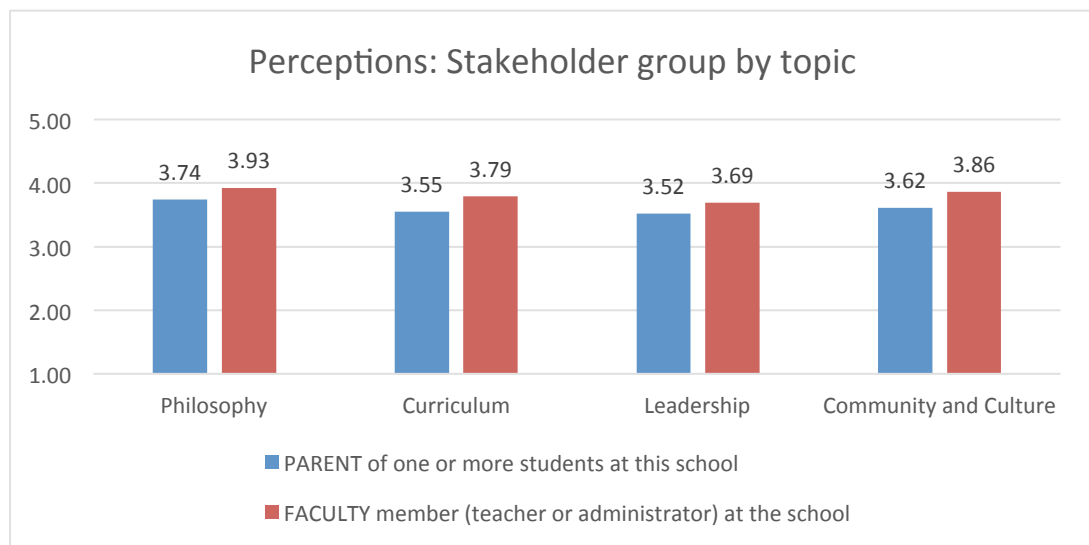
Figure 33. Perceptions: Stakeholder group by topic

With regard to the *number of international schools* stakeholders had experienced, it appears that stakeholders experienced with more international schools tended to perceive the successful implementation of international education less. Figure 34 shows the average response for number of international schools for each of the four topics in the survey. Stakeholders experienced with four or more international schools perceive the successful implementation of international education in the topics of *curriculum, leadership,* and *community and culture* less than stakeholders with less experience.
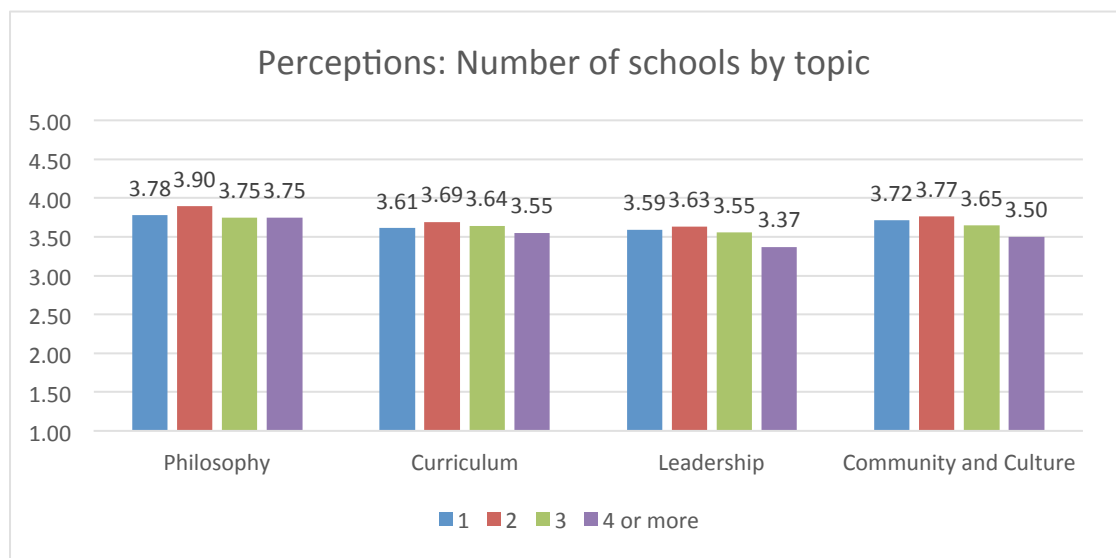
Figure 34. Perceptions: Number of schools by topic

The stakeholder quasi-independent variables included *school*, *stakeholder years*, *stakeholder group,* and *number of international schools*. From the above discussion the data seem to suggest the following relationships:

a) Certain schools tend to have higher mean responses across all four topics, while certain other schools have the lowest responses across all topics.

b) Stakeholders at a school for three or more years had the lowest mean for all topics.

c) *Faculty members* perceive that international education is implemented at a higher level than *parents.*

d) Stakeholders experienced with more international schools tend to perceive the successful implementation of international education less in their current schools.

Perceptions according to language variables

The language group of quasi-independent variables include *number of languages spoken* and *primary language spoken at home.*

With regard to *number of languages spoken*, stakeholders who speak only one language perceive international education is implemented at a higher level than those who speak two or more languages. Figure 35 shows the average response for number of languages spoken for each of the four topics in the survey.
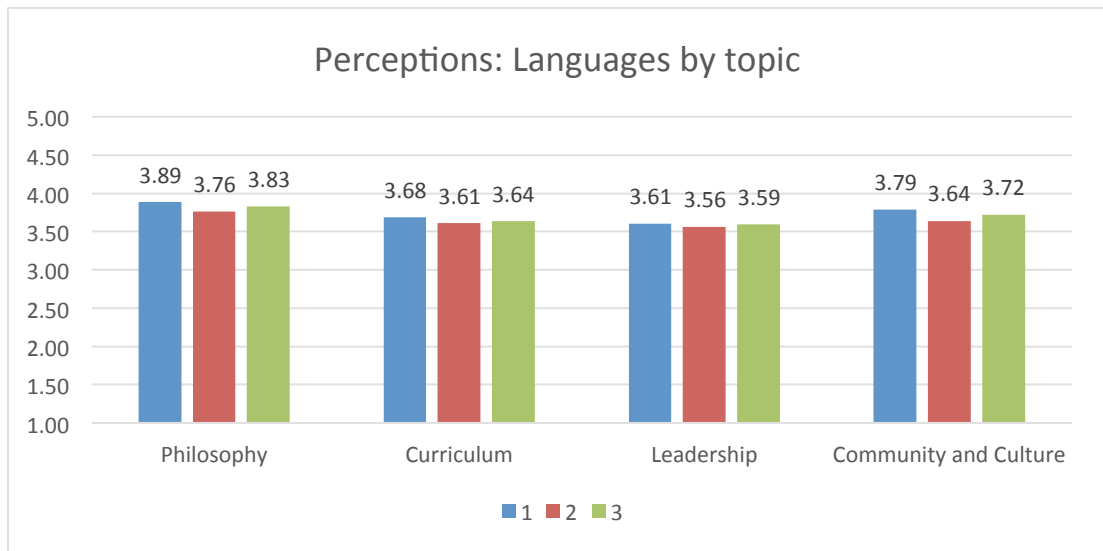
Figure 35. Perceptions: Languages by topic

With regard to *primary language spoken at home*, stakeholders who speak less common languages in the school perceive the successfully implementation of the international education topics more. Figure 36 shows the average response for different primary languages spoken for each of the four topics in the survey.
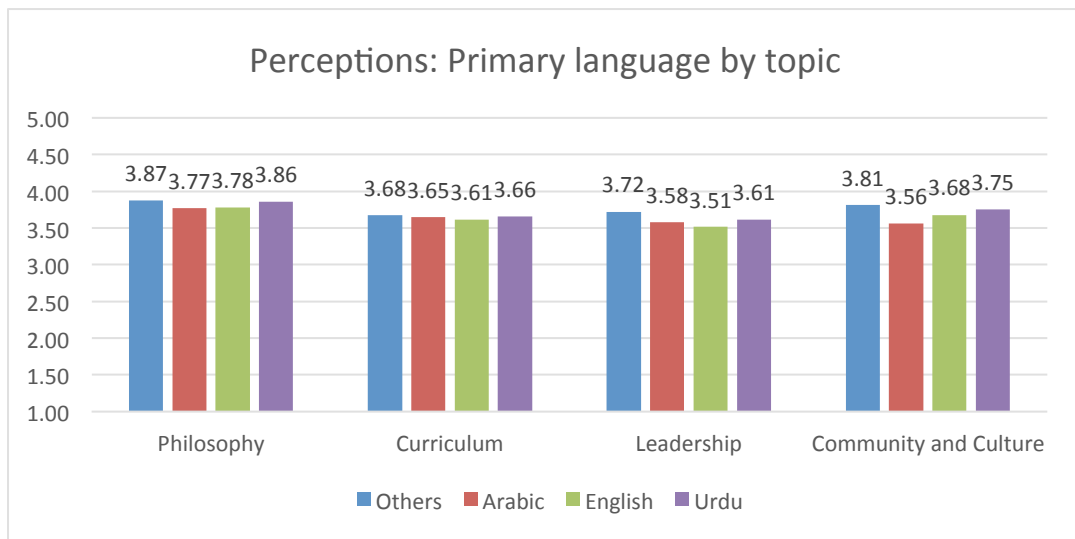
Figure 36. Perceptions: Primary language by topic

The language quasi-independent variables included *number of languages* and

primary language spoken at home. From the above discussion the data seem to suggest the following relationships:

a) Stakeholders who speak only one language perceive that international education is implemented at a higher level than those who speak two or more languages.

b) Stakeholders who speak less common languages in the school perceive the successful implementation of the international education topics more positively.

Perceptions according to country variables

The country group of quasi-independent variables include *number of citizenships* and *number of countries lived.*

With regard to *number of citizenships*, stakeholders with three or more citizenships perceive the successful implementation of international education topics more positively than stakeholders with fewer citizenships. Figure 37 shows the average response for number of citizenships for each of the four topics in the survey.
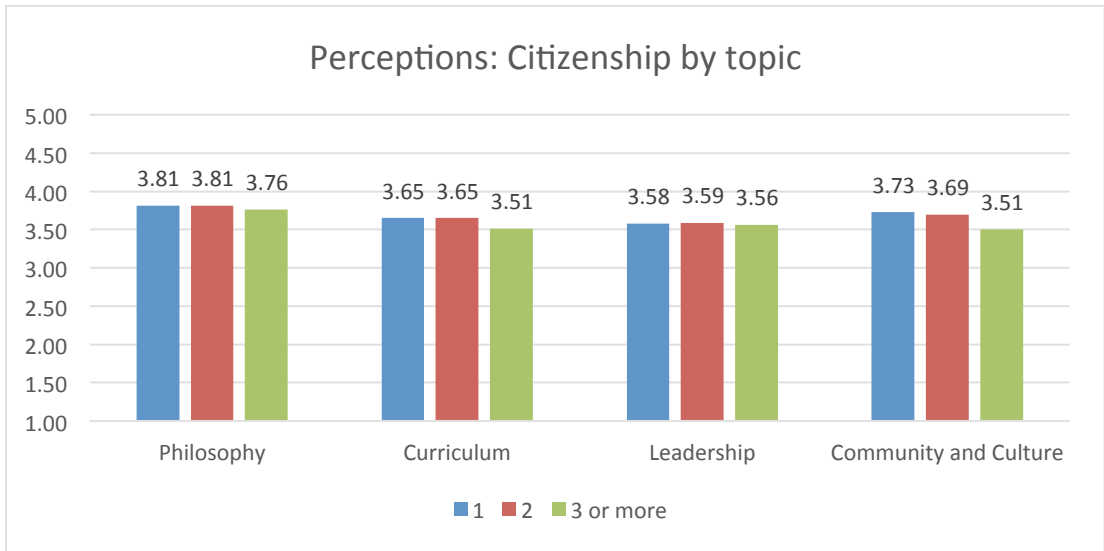
Figure 37. Perceptions: Citizenship by topic

With regard to *number of countries lived*, stakeholders who have lived in three or more countries perceive the successful implementation of international education topics lower than stakeholders who have lived in fewer countries. Figure 38 shows the average response for number of countries for each of the four topics in the survey.
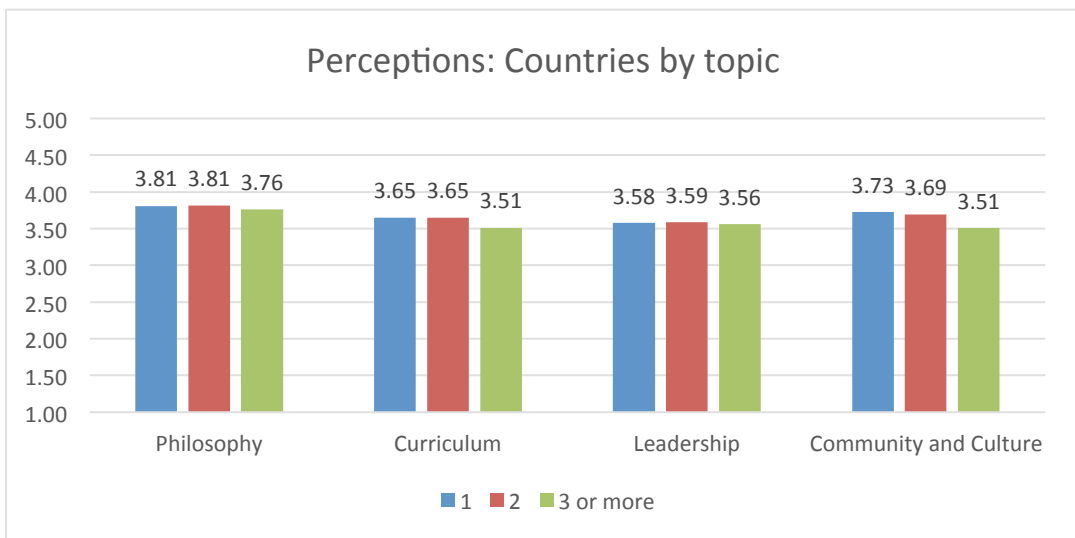
Figure 38. Perceptions: Countries by topic

The country quasi-independent variables included *number of citizenships* and *number of countries lived*. From the above discussion the data seem to suggest the following relationships:

a) Stakeholders with three or more citizenships perceive the successful implementation of international education topics more positively than stakeholders with fewer citizenships.

b) Stakeholders who have lived in three or more countries perceive the successful implementation of international education topics lower than stakeholders who have lived in fewer countries.

Summary of descriptive statistics related to perceptions

Stakeholders, on average, tend to perceive that international education is implemented between *fair* to *well*. There are distinguishable mean differences for variables such as *gender, age, citizenship, educational attainment, stakeholder years, number of languages, primary language* and *number of countries lived*. However, these do not appear to be practically significant; they appear to lack either a large difference in mean averages or a clear pattern to their differences. While these mean differences will be explored further in the following section (cf. Section 4.4.2), the results may not represent differences outside a normal distribution. However, there are other variables that have mean differences that are potentially interesting: *international school, stakeholder group,* and *number of international schools.*

The variable *international school* shows that some schools had higher mean responses across all four topics. In addition, other schools had lower mean responses across all topics. There may be a relationship between specific international schools and the degree to which stakeholders perceive the implementation of international

education. This relationship was identified for further exploration during the qualitative phase. It is interesting to consider if some international schools implement international education at a higher level, or if stakeholder perceptions are positively influenced by successful communication from the school.

Another variable worth closer examination is *stakeholder group.* Across all four topics, faculty members tended to perceive international education was implemented at higher levels than parents. Faculty members may be better informed about implementation within the school or they may be more personally committed to implementation of these ideals and thus inclined to rate implementation at a higher level. This variable was also identified as an area for further exploration.

Finally, the variable of *number of international schools* showed that stakeholders experienced with more international schools tend to perceive implementation of international education at lower levels. It may be a relationship between the previous international school experiences of stakeholders and how they perceive implementation of international education at their current school. It is interesting to consider if an increase in experience increases stakeholder expectations as they move from school to school. This possible relationship will be considered and explored during the qualitative research phase.

As school administrators work with various stakeholders in the school, variables such as *international school, stakeholder group,* and *number of international schools* may be important considerations. These results will need to be analyzed with inferential statistical methods in order to determine statistical significance.

4.4.2 Factors related to differences in stakeholder perceptions of implementation

This part explores the inferential statistics that answer the question "What factors are related to differences in stakeholder perceptions of implementation of international education?" Section 4.2.1 demonstrated that *International school* is a statistically significant factor in stakeholder values and perceptions of international education. As in section 4.3.2, analysis of variance (ANOVA) and post-hoc testing are used provide additional information. This part concludes with a summary of the relevant factors related to stakeholder perceptions of implementation of international education.

Analysis of variance

As described in section 4.3.2, ANOVA tests measure between-subject effects across *each* dependent variable (*subject*) for each quasi-independent variable (*factor*). The statistical significance (*p values*) is reported for each of the eleven factors for each of the four topics. Table 31 reports the ANOVA test significance levels of factors by topics. Asterisks (*) are used to indicate statistical significance higher than the 95% confidence level (*p<.05*). In these cases, F statistics (*F values*) and effect size (*partial eta squared*) are also reported.

Analysis of variance (ANOVA) testing indicated a number of statistically significant differences across a number of factors for a number of topics. The univariate results indicate *number of international schools* is statistically significant for stakeholder perceptions of implementation of *leadership,* $F (3, 358) = 2.977$, *p=0.032*, partial $\eta^2=0.027$; and *community and culture*, $F (3, 358) = 3.196$, *p=0.024*, partial $\eta^2=0.029$. The results also indicate *international school* is statistically significant for

stakeholder perceptions of implementation of *philosophy,* F (8, 358) = 3.968, *p*=0.000, partial η^2=0.089; and *curriculum,* F (8, 358) = 2.795, *p*=0.005, partial η^2=0.064. Furthermore, *stakeholder group* is statistically significant for all four perceptions topics: *philosophy,* F (1, 358) = 9.856, *p*=0.002, partial η^2=0.029; *curriculum,* F (1, 358) = 10.314, *p*=0.001, partial η^2=0.031; *leadership* F (1, 358) = 7.430, *p*=0.007, partial η^2=0.022; and *community & culture*, F (1, 358) = 8.672, *p*=0.003, partial η^2=0.026. All effect sizes are considered to be small.

Post-hoc testing

Post-hoc testing provided information about which between-subject effects are significant and was automatically calculated in the SPSS ANOVA calculation process. The post-hoc tests provide even more specificity because while ANOVA may detect a significant change between subjects, post-hoc tests are often able to detect which subject relationships are causing the change. For the effect that each subject has on another subject, the commonly used *Scheffe test* was reported. Again, these findings were only reported when statistical significance exceeded the 95% confidence level (*p*<.050).

Table 31

Perceptions: Analysis of variance (ANOVA) by factors and topics

| | Significance level *(p value)* | | | |
Factor	Philosophy	Curriculum	Leadership	Community & Culture
Gender	.391	.576	.587	.676
Age	.581	.726	.889	.967
Number of international schools	.189	.243	.032*	.024*
Number of languages spoken	.850	.898	.684	.686
Primary language	.614	.751	.423	.331
Number of citizenships	.989	.752	.525	.901
Number of countries lived	.738	.694	.636	.436
Educational attainment	.087	.091	.238	.191
International school	.000*	.005*	.134	.285
Years as a stakeholder	.113	.190	.182	.123
Stakeholder group	.002*	.001*	.007*	.003*

The ANOVA test indicated *number of international schools* is statistically significant for stakeholder perceptions of implementation of *leadership* and *community and culture*. With regard to *leadership* statements, Scheffe post-hoc tests revealed that the perception of implementation was statistically significantly lower by stakeholders whose *number of international schools* was *four or more international schools* (3.304 ± .184) compared to those whose *number of international schools* was *one international school* (3.819 ± .118, $p = .029$) or *two international schools* (3.821 ± .126, $p = .022$). There was no statistically significant difference between stakeholders of *four or more international schools* and *three international schools* ($p > .005$). With regard to *community and culture* statements, Scheffe post-hoc tests revealed that the perception of implementation was statistically significantly lower by stakeholders whose *number of international schools* was *four or more international schools* (3.376 ± .171) compared to those whose *number of international schools* was *one international school* (3.851 ± .110, $p = .017$) or *two international schools* (3.873 ± .117, $p = .007$). There was no statistically significant difference between stakeholders of *four or more international schools* and *three international schools* ($p > .005$).

The ANOVA test also indicated *international school* is statistically significant for stakeholder perceptions of implementation of *philosophy* and *curriculum*. With regard to *philosophy* statements, Scheffe post-hoc tests revealed that the perception of implementation of was statistically significantly lower by stakeholders whose *International School* was *SCHOOL 4* (3.489 ± .153) compared to those from *SCHOOL 6* (4.249 ± .156, $p = .039$). There was no statistically significant difference

between stakeholders between other international schools ($p > .005$). With regard to

curriculum statements, there were no post-hoc tests that detected which subject

relations are causing the change detected during the ANOVA test.

Furthermore, the ANOVA test also indicated *Stakeholder Group* was statistically

significant for all four perceptions topics: *Philosophy, Curriculum, Leadership*; and

Community & Culture. Post hoc tests are not performed for *Stakeholder Group*

because there are only two groups: *Faculty* and *Parent.* Therefore, results from

ANOVA testing provide significance level information. In order to report in a

similar manner to post hoc testing results, Table 32 presents the mean averages and

significance levels for each of the four perceptions topics.

Table 32
Perceptions mean average and significance level

Dependent variable	Significance level (p value)	Stakeholder group	Mean average
Philosophy	0.002	Parent	$3.727 \pm .100$
		Faculty	$4.071 \pm .122$
Curriculum	0.001	Parent	$3.561 \pm .096$
		Faculty	$3.897 \pm .117$
Leadership	0.007	Parent	$3.508 \pm .107$
		Faculty	$3.825 \pm .130$
Community and culture	0.003	Parent	$3.543 \pm .099$
		Faculty	$3.861 \pm .121$

Summary of relevant factors

This section addressed the research question "What factors are related to differences

in stakeholder perceptions of implementation of international education?" ANOVA

testing also indicated *international school* is statistically significant for stakeholder

perceptions of implementation of *philosophy* and *curriculum*. It would be interesting

to further explore the relationships between *international school* and the subjects of

philosophy and *curriculum*. Post hoc testing revealed a statistically significantly

lower response by stakeholders of *SCHOOL 4* compared to those from *SCHOOL 6*.

It would be interesting, during the qualitative phase, to engage stakeholders from

these schools in exploring the relationships between school, philosophy, and

curriculum. It is possible that this relationship is explained by a match-making

process between stakeholders and schools. Alternatively, stakeholders may be

influenced by the school, through effective communication techniques, to form

certain perceptions about implementation of philosophy and curriculum. Post-hoc

testing was unable to detect which specific school relationships caused the change in

perceptions of *curriculum* statements detected during the ANOVA test.

ANOVA testing indicated *number of international schools* is a statistically

significant factor for stakeholder perceptions of implementation of *leadership* and

community and culture. For both topics, post-hoc testing revealed that stakeholders

who have experienced more international schools tend to perceive implementation to

be lower than those who have experienced fewer schools. During the qualitative

research phase, it would be interesting to explore the relationships between number

of international schools and perceptions of implementation of leadership and

community and culture. It is possible that as stakeholders develop broader

experience, they increase their expectations and therefore rate implementation at a

lower level for these topics.

ANOVA testing indicated *stakeholder group* is statistically significant for all four

topics: *philosophy, curriculum, leadership,* and *community & culture*. Post hoc tests

are not performed for *stakeholder group* because there are only two groups; faculty

members rate implementation higher than do parents. The relationships between stakeholder group and all four topics will be interesting to explore further in the qualitative research phase. Faculty members may feel more emotionally connected to the work of the school and therefore be inclined to rate implementation at a higher level. Faculty members may also be better informed about the implementation of different initiatives in the school causing them to rate implementation at a higher level. Parents may have high expectations for what implementation should be, especially if the school network is making profits from school tuition fees.

It is important to remember that for all statistically significant differences detected during ANOVA testing, the effect sizes are considered to be small. International school leaders, therefore, should remember these statistically significant factors have limited effect on the differences in the means. In addition, there are a number of other factors that do not have statistically significant means. However, leaders may find it helpful to remember that international school, number of international schools, and stakeholder group, are significant factors related to stakeholder values of international education. The next section will explore possible explanations for why these significant differences may exist.

4.4.3 Explanations for differences in stakeholder perceptions of implementation

This part explores the qualitative data to answer the question "What might explain why some factors are related to differences in stakeholder perceptions of implementation?" It begins with the results of within-case thematic analysis of the three sources of qualitative data: the questionnaire comments, the focus group interview, and administrator interviews. Next, the results of cross-case analysis are

presented, followed by cross-thematic analysis. This part concludes with a
discussion of the verification of the results.

4.4.3.1 First source: analysis of questionnaire comments

The questionnaire comments, the first source of qualitative data, were subjected to
content analysis. With regard to stakeholder perceptions of implementation of
international education, the following themes emerged: *general context, philosophy,
curriculum, management, teaching,* and *communication*.

General context

The theme of *general context* included comments describing the contextual
influences that affect schools in the host country. The *general context* theme had
three sub-themes: a) *government regulations*, b) *diversity*, and c) *change*.

The sub-theme of *government regulations* included twelve comments related to the
relationship between the international school and the relevant governmental
regulatory body. While some comments described the general regulatory
environment, some described the impact this environment has on students, and other
comments gave specific examples of the impact on schools. When describing the
general regulatory environment, one parent distinguished between the school's
philosophy and the influence of these regulations: "My view is that the school relates
to international education but is not able to commit itself due to the crossing
junctions of the host country." One parent recognized the challenges this context
poses to leaders:

> I believe [the government] makes it harder to implement certain
> leadership decisions and the power and ability to lead is somewhat
> diminished because of this. This is not a reflection on the leadership,
> more the constraints placed upon it.

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Some comments were able to describe how they feel this regulatory environment

directly impacts students: "There are structural cultural influences from the host

country. I do not believe that contributes to a sense of global perspective for these

young children" (parent), and:

> I have observed that it is difficult to implement an international and
> global perspective whilst certain areas for discussion are not
> mentioned. This is a requirement that the school must follow (parent).

One comment described specific concerns related to holidays and celebrations:

> I believe the schools position on multiculturalism, teachings of faith
> and beliefs as well as its celebration of religious days and holidays
> across all religions is impeded by the local authority (parent).

The sub-theme of *diversity* included twenty-four comments related to the diversity of

the school's community. Comments included the diversity of the community beyond

school, the general diversity of the school community, the diversity of the student

population, the diversity of staff population, and disparities in diversity between

populations. When describing the general diversity of the school community, one

comment simply stated: "[The diversity of the school's population] works in line

with the local community which is in itself quite global" (parent). Another comment

stated:

> With over eighty nationalities and a forward and global approach, I
> believe [our school] is one of those institutions which works towards a
> one-world philosophy. The education system and the curriculum at all
> times stresses the importance of respecting and having a receptive
> approach to diversity. [The city] gives the opportunity to have such a
> varied audience and the harmony has been well-established as a
> culture and in everything that this school and its students on a daily
> basis (parent).

Some comments emphasized the diversity of the community specifically within the

school:

> My child is growing up in an environment with mixed cultures and he
> is learning to value people regardless of nationality, understanding the
> world as a global mixture and not having the narrow perspective of
> one nation and culture. This is making him more open minded than

children grown up in closed communities (parent).

Some comments were more specific about the diversity of students in the school, but differences between the 'globalist agenda' and the 'internationalist agenda' may be detected. One parent commented on how the diverse student body helped their child gain economic advantage:

> The school has students from over 70 countries and intentionally prepares students to be active and engaged participants in an interconnected world with relevant 21st century skills to compete in a globalized society.

A different parent at the same school commented on how the diversity of the student body contributed toward an international mindset:

> The school has many nationalities and promotes an atmosphere of fairness and open-mindedness. I believe it is at the core of the school's philosophy that our school is home to all nationalities and everyone is equal and welcome.

Comments focusing on the diversity of the faculty at the school tended to raise concerns: "I sometimes feel that maybe the racial/cultural/national mix of staff could be better" (faculty), and

> The mindset may want to be global - and they try - but as the faculty are not global in their diversity and many come from a similar background which has not been exposed to a global student audience (parent).

A few comments specifically raised concerns about the disparity of diversity within the school:

> [Our school's] strength is the fact that its student body is so diverse and international. However management and teachers are mostly English or European (parent).

The sub-theme of *change* included eleven comments related to the dynamic context that is an inherent part of life in the host country. Comments included the challenges related to school growth, moving to new locations, and changes in student population. When describing the challenges related to school growth, one

stakeholder commented:

> There are many issues that arise with the development of a growing school. These are to be expected and it is not necessary to assign blame. However, many of these issues can be avoided or mitigated by strong leadership in the school. Being a school with such a transient population of students, teachers, and administration, it is important for the leadership to recognize the work that has been accomplished rather than constantly attempting to reinvent the wheel (faculty).

One stakeholder looked toward the school's new location as a reason for hope:

> Perhaps, when we move to the new location, things will hopefully get bigger and brighter to set an example for International Education. Teachers also need to adapt to this new environment and they also have a long way to go but on the right track (parent).

Changes in student population pose another challenge, as one stakeholder commented:

> The curriculum is developing. This reflects the constant shift in our student population. However, I cannot wait for a more organized curriculum to be consistently implemented. I think that this would help teachers serve the students more effectively (faculty).

The theme of *general context* included comments from stakeholders with regard to *government regulations, diversity, and change*. Stakeholder comments connect *government regulations* to the local culture. The comments express concerns about factors that constrain school leadership's ability to fully pursue an internationalist agenda. Stakeholders argue these constraints directly affect the curriculum and limit the student development of a global perspective.

With regard to the theme of *diversity,* stakeholders describe that there is high diversity within the country and within the student populations of the schools. While some comments emphasize that students will gain the pragmatic competitive advantage of developing intercultural social skills, others emphasize the idealistic appreciation for students developing intercultural understanding. While diversity may be seen in the 'macro' scale, such as city-wide and student populations, some

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stakeholders identified a lack of diversity at the 'micro' scale, such as within school staff. Comments described that the student population is much more diverse than the faculty population, which tends to be mostly Caucasian. If there is diversity to be found within the staff population, some stakeholders say it is found in the support staff members, who tend to be from developing Asian countries. With regard to the theme of change, stakeholders identified transience in student population, growth in school population, and movement to new schools as factors that pose challenges for schools to implement educational programs effectively. It is within this general context of government regulations, diversity and change that we may explore how schools attempt to implement their school philosophy.

Philosophy perceptions

The theme of *philosophy* included forty-one comments describing the perceptions of the school's values and philosophy. The *philosophy* theme had three sub-themes: a) *importance of aligning practice with philosophy*, b) *positive perceptions of philosophy*, and c) *criticism of perceptions of philosophy*.

Some comments emphasized the *importance of aligning practice with philosophy*: "What a school does each day is more important than what they write in a mission statement or any other document" (faculty).

A few stakeholders commented that they have *positive perceptions of philosophy*: "The community and culture of the school has a global outlook and perspective, keeping in par with the standard of international education" (parent).

However, there were many more stakeholders who provided criticism of *perceptions of philosophy*: "The school has great intentions, but very poor implementation"

(parent) and "All well on papers! Too poor in practice!" (parent). Some put the responsibility for implementation directly on the teachers; others suggest it is the responsibility of all stakeholders in a school.

The comments about philosophy suggest that parents are able to discern between the school's stated philosophy, as may be found in documents such as the school mission, and the implementation of that philosophy, as may be seen in daily practices within the school. While some comments were quite positive about how schools implement their philosophy, many more comments were negative about lack of alignment within schools. Some stakeholders criticized teachers for ignoring the larger philosophy of the school and just continued the regular routine of teaching. Others suggested that successful implementation of the school's philosophy rests with the larger school community. Leaders of international schools should consider that the implementation of a school's philosophy may require engaging the entire school community in helping implement the philosophy on a daily basis in all school operations.

Curriculum.

The theme of curriculum included thirty-eight comments describing four sub-themes: a) cross-curricular tensions, b) positive summary, c) on-going development, and d) critical summary.

Cross-curricular tension comments emphasized inherent conflicts between different curriculum schemes. Other comments identified perceived limitations of national curricula to be able to provide an international education:

> The curriculum of the school tries to encompass a global perspective
> however due to the restraints of the British curriculum this isn't
> always possible (parent).

Positive summary comments expressed the stakeholder's satisfaction with the school's overall curriculum: "[Our school] fulfils all the requirements of an IB World school. It has a rigorous and comprehensive curriculum which enables a student to be an enquirer and a balanced learner" (faculty) and "[The] school curriculum is quite robust and caters to the needs of different students from various nationalities" (faculty).

On-going development comments emphasized the continuous improvement that schools are experiencing: "It needs a bit of polishing. Nevertheless, the school is doing its utmost best in making it a very successful one" (parent) and "We continuously strive to make curriculum relevant to the changing times and as a result it keeps on changing from time to time" (faculty).

Critical summary comments emphasized clear areas for improvement: "The language, science, and social studies curricula are painfully underdeveloped" (parent) and "Lack of foreign languages, only two implemented as of sixth grade: French & Spanish. School should offer more, at least four in the globalization era we are living" (parent).

Stakeholder comments suggest a variety of opinions regarding various national curricula around the world. Some stakeholders feel positive about their school's curriculum, others see that continuous improvement may help curricular development, and others are critical of their school's curriculum in particular areas.

Management

The theme of *management* included thirty-four comments describing the various

leadership aspects of the school. The *management* theme had five sub-themes: a)

leadership definitions, b) *positive general*, c) *negative general*, d) *resources*, and e)

other specific.

Some stakeholders chose to make comments contributing to *leadership definitions*,

such as "Treating faculty as a human resource is important" (faculty) and "A good

leader is someone who can authoritatively lead and must be ready to follow too"

(faculty).

There were many *positive general* comments, ranging from "Leadership is of a top

notch" (parent) to "The leadership is ideal as they are not biased and have a

commitment to the overall development of the school and its policies. They have an

open door policy and have an international outlook" (parent) to "The Principal is

very professional and approachable. Also very hands on within the school

community whilst promoting cultural differences with a global perspective" (parent).

There were a similar number of *negative general* comments, such as "Leadership

should mirror the school's international education philosophy; all efforts should be to

meet the philosophy set" (parent).

A few comments identified concerns related to *resources*: "[The school needs an]

advanced plan to make sure that the school books are available before starting the

year of education" (parent), "The school's curriculum is related to the needs of

international education, but lacks resources which, if provided, would definitely

make it worth appreciating" (parent), and "So far the school appears to have no

books!!! Students in 6th grade never bring home books, especially Math and

English" (parent). One comment addressed the resource of school facilities:

> [The school] does not even have a proper snack time (which

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sometimes none is given) and lunch time and while there is a
designated lunch area now, it is neither adequate nor sufficient for the
student body (parent).

Finally, there were *other specific* comments related to school management. Some

stakeholders brought the integrity of the leadership into question:

We are constantly given excuses about why we don't have [report
cards]. The school says they will send them home with students; then
they say [they] will send them online; then the story changes again.
As of today, we still do not have them (parent).

The *management* theme included *leadership definitions, positive general comments*,

negative general comments, *resources*, and *other specific comments*. Comments

suggest that leadership is considered to be very important to stakeholders. It appears

that while visionary skills are important, such as holding a global perspective and

setting the school's direction, they need to be balanced with practical skills, such as

responsibility, resource management, and operational systems. These comments

suggest that leaders, like international schools, may need to balance idealistic and

pragmatic agendas.

Teaching

The theme of *teaching* included twenty-nine comments describing the issues directly

related to teaching and learning. The *teaching* theme had six sub-themes: a)

priorities, b) *quality of staff,* c) *assessment,* d) *teacher groups, and* f) *other*

comments.

Some stakeholders chose to make comments about the *priorities* they felt should be

implemented in the school. These priorities ranged from teaching focus to students,

increasing creativity, and promoting leadership. One parent chose to comment that

"all children are blessed with certain innate abilities which a teacher has to find out

and polish that ability, i.e. to find out diamond from charcoal."

At least nine comments directly related to *quality of staff*; all but one of these comments were critical. One comment focused on improving recruitment of quality teachers:

> Focus needs to be on educational attainment as a priority. Teachers and staff should be recruited and judged on their teaching abilities first and foremost. Good teachers should not be overlooked simply to try and attain a cultural goal. Teaching needs to be merit based (Parent).

Others thought the issue may be compensation, as one parent commented: "Underpaid teachers probably! Teaching is a passion! Whereas here, it is (?)" Some parents suggested improving the teacher evaluation system: "Each section head who is working full time in the school should evaluate all teachers working under his section supervision on a quarterly basis in order to maintain high efficiency of school teachers." Other parents point to professional development: "More importantly, train the teacher, i.e. changes to the imparting of curricula must be imparted by trained teachers who have the experience and are trained to impart the new curriculum." Some comments specifically focused on teaching assistants and their apparent general lack of education.

At least five comments directly relate to suggestions on improving *assessment* practices in the school. One parent simply calls for more frequency of assessment: "Encourage students to become successful learners by constantly monitoring all aspects of teaching and learning." Other parents called for more reporting of assessments: "Parents have no idea if students are passing, failing, etc. We have been waiting for 2 weeks for report cards/mid-term reports." Other parents questioned the ethics of the assessment practices: "Some teachers are unfair in their practice (no rubrics are used, work is not returned, etc.)."

There were *other comments* from parents about various aspects of the school, such as

math and student behavior. One comment raised concerns across a number of areas:

> Math appears to be taught haphazardly. The teacher skips around
> quite a bit. No consistency. All students failed the first assessment
> test which tells you that the teacher failed to teach the material
> correctly. Still not sure about what is going on in Social Studies and
> Science. Whenever I ask the teachers just say that my son is doing
> fine. No tests are shown, etc. Nothing. Life and Study Skills teacher
> likes to take a break and let the students work on the computers while
> she works on hers. I am very unhappy with the curriculum at [our
> school].

Stakeholder comments indicated that high quality in teaching is a priority for

stakeholders. Issues such as compensation, professional development, supervision,

and assessment practices were raised as areas of concern and the uneven distribution

of ethnic diversity among staff may enforce, or reinforce, negative cultural biases.

Leaders of international schools may need to pay close attention to staffing diversity

issues within the school and how to minimize unintended messages that may become

part of the school's hidden curriculum (Boutelier, 2015).

Communication

The theme of *communication* included seventeen comments describing issues related

to communication between school and home. The *communication* theme had three

sub-themes: a) *communication systems,* b) *communication frequency,* and c)

communication quality.

Comments included in the theme of *communication systems* addressed

communication issues that might be improved by establishing basic systems

commonly used in schools. Concerns focused on topics such as report cards, written

curriculum overviews, interim reports of grades, phone message systems, school

mission, school vision, and schedule for the day. As one parent stated, "A large issue

is that there is little to no communication with parents."

Comments regarding *communication frequency* addressed how often communication comes from the school to the home. While two of the comments raised concerns about the lack of regular communication, one parent complained about the frequency being too high:

> Teach children that email is a poor communication method, practice what you preach and stop these constant email messages with superfluous information about nothing (Parent).

Comments included in the theme of *communication quality* addressed issues related to the actual content of the communication. Some positive parent comments suggested overall pleasure with the quality: "Interaction between school and community is very good" and "I feel that the school nurtures this philosophy and embraces it as a key component in their internal and external communications." Alternatively, others raised concerns about the quality of communication: "I still feel that the school is not well organized as we are left in the blank what the kids do all day" and "The decline in educational standards and communication with parents suggests that leadership is no longer adequate."

These comments suggest that quality communication is important to stakeholders, but that managing the appropriate frequency of communication is challenging. One comment directly linked the school's communication with stakeholder perception of leadership quality. This suggests that international school leaders should consider the effect that school communication has on stakeholder perceptions of international education within the school.

4.4.3.2 Second source: analysis of focus group interview.

The focus group transcript, the second source of qualitative data, was subjected to

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content analysis. With regard to stakeholder perceptions of implementation of

international education, the following themes emerged: *general context, philosophy,*

management, stakeholder role, teaching, and *communication*.

General context

The theme of *general context* included comments describing the contextual

influences that affect schools situation in the country. The *general context* theme

had three sub-themes: a) *government regulations*, b) *diversity*, and c) *change*.

When the focus group was asked about teaching subjects in more than one language,

one participant referenced issues related to *government regulations*:

> There's been some level of parents who feel that we should be
> offering an additional language, an additional [language] to Arabic in
> the elementary school. But we purposefully have stayed away from
> that because seventy five percent of our student population don't
> speak English as their mother tongue and so much… high expectation
> from the government to deliver… two hundred and forty minutes a
> week of Arabic, so we just don't want to [offer another language]. We
> didn't think that was educationally beneficial. But knowing that so
> many languages are spoken within the school community I think
> parents value language learning immensely (Administrator).

With regard to *diversity*, comments addressed the student population, the number of

mother tongues, and the lack of representativeness of the senior leadership team.

One group member discussed how the diversity of the student population is both

valued by the survey participants, as well as perceived as being implemented highly:

> I think the international nature of our school is [a high] value because
> of the international and the multicultural nature of our school. I've
> looked at [the] internationalism in grade twelve. We've got one out of
> every two students in grade twelve is from a different country so
> internationalism… is just a reality of our school (Teacher).

This diversity of nationalities was connected to the various languages spoken in the

school. As one parent commented, "We probably have so many different mother

tongues because of the difference in origin in our school population." An administrator then commented on how that diversity could be a resource: "So they suggest there's a huge community of language speakers out there that we could probably harness to improve our mother tongue program." A parent comment related to diversity addressed the disparity of diversity between groups: "I don't think that the cultural makeup of our senior leadership team is representative of our community."

The theme of *change* was raised frequently by the focus group. In particular, they addressed the young age of the school. The school has grown quickly in six years. As one member mentioned, this caused challenges with communication:

> Everybody is looking for a process of good communication. Whether it be teachers from the administration or parents from the teachers and/ or administration… As you grow from zero to two thousand in six years, the ability to communicate and communicate well to all the stakeholders when it grows so quickly is probably one of the most challenging areas (Administrator).

Related to general communication, one participant specifically mentioned the challenge of embedding the philosophy into the culture of the school:

> I think maybe if you consider how long our school has been opened for and the vision and mission we have and how long it takes for you to consistently build that into practice, I think we're definitely on the way there, far from where we were in the beginning. As the years progress, more people are accepting the vision and philosophy (Parent).

A long comment described how the changes that have occurred in their school, and the school curriculum options in the host city, created a context that was important to the start of the school.

> When we opened in 2008, at the height of the, sort of the peak of the economy we really filled up very quickly because people couldn't get in anywhere else. We weren't people's first choice. After six years of pretty strong implementation we are the first choice for a lot of people and people seek us out because we're not British and we're not American and we are international IB school. So, I think that we

represent something that people want to be a part of that isn't British or American or Indian or you know they want their kids to be exposed to this international ideal so I think [they are] the kind of people who choose to come here (Administrator).

The broader context within which schools operate plays an important role in many facets of their existence. Government regulations may drive educational decisions. Opportunities may be found in diversity of student body while disparities in diversity pose challenges to some of the ideals related to internationalism. Changes in fast enrollment growth create challenges in communication and messaging, but also provides a rich story for staff who stay at the school for only a few years. International school leaders may do well to focus on the context within which their school operates, paying particular attention to the impact and opportunities presented by government regulations, diversity within the school community, changes within the school, and communication to the community.

Philosophy

The theme of *philosophy* included comments related to the implementation of the school's values and philosophy.

The focus group was shown the general trend of questionnaire results indicating that *perceptions* was rated lower than *values*. The response from most participants was to accept this discrepancy to be the norm. One participant stated:

I think immediately from a human response sort of view you're always going to see this kind of difference, it doesn't matter what to- whether it's a school or it's corporation or community whatever (Parent).

Another participant commented:

Well, we all know what we think we need to have; we know what the ideal is. Whether we're talking about education or anything else,

whether you're wanting to be perfect weight or fitness or whatever. But, implementing that and achieving the ideal requires action and particular things to happen (Parent).

A teacher began to take some responsibility for bringing implementation into alignment with values: "Ideally you want philosophy and implementation to be aligned, you know this is what we think and this is what we're doing." An administrator stated: "I think you're right, until we get to the point where [values and perceptions are] leveling off… I've got no concern. To me that's a concern."

However, when specific topics were raised, the discrepancy between values and perceptions received less of a defensive response. With relation to compensation reflecting international mindedness, a teacher stated: "I think people who do look at what support staff earn and where they live and see that's there is discrepancy. That is a concern." With relation to supporting mother tongue instruction, a participant stated:

We have struggled with [this topic] for a few years, really. I think the IB has a very idealistic statement in the standards and practices about how much we value and promote mother tongue. I just don't feel like we've been able to hit it (Administrator).

While it appears there is a general acceptance that implementation of international education will never reach the level to which it is valued, stakeholders seem to take more responsibility when it comes to specific issues.

Management

The theme of *management* included comments describing leadership aspects of the school, such as symbolic leadership and participatory decision making.

When discussing the importance of the leader of the school implementing international education standards, one parent commented:

Because that's the face of the school. That's the face of the organization. It's when you're buying an Apple product you're also buying into Steve Jobs. And so when a client comes into an organization you need that human aspect. If you are on a tour [and] you're lucky enough to meet the principal or the head or whoever, that's why that's important. That's part of buying into the school.

When discussing lower responses for implementation of aspects related to participatory decision making, participants identified some challenges with stakeholders:

Regardless of who you are, whether you're a student or a teacher or a parent or an administrator, you may be heard, you may be able to have your voice and say your peace. But if what you believe is not what happens, then there's disgruntlement; it doesn't matter who you are (Teacher).

Stakeholders appear to be aware of the power that leaders have as symbols of the school. They also seem to be aware of how challenging it is to avoid disgruntled community members, even if their input has been carefully heard.

Stakeholder role

The theme of *stakeholder role* included dialogue between stakeholders about how their individual roles may influence their individual perspectives. This dialogue was in response to statements in the survey regarding whether the compensation of staff represented global perspectives.

Parent 1:   [parents may have the perspective of:] I pay plenty, [staff are] compensated just fine, thank you very much vs. the teachers who say boy I could sure use a couple extra dirhams in my pocket. So, I wonder if that's where the variation comes down to- it's just actually having the parents' versus the teacher's perspective.
Teacher 1:   I think that they have a different idea or an understanding of what they think that teachers and staff get paid and what we do get paid. Because...
Parent 1:   We're looking at it from the client perspective.
Teacher 1:   Yes.
Teacher 2:   And from the tuition that you're paying, right?
Teacher 1:   Yeah.
Teacher 2:   So what- obviously our expectations would be quite-

it's a different perspective.

Teacher 1:   Sure.

Parent 1:   I wonder if you were a client, right.

The dialogue emphasizes that parents and staff members are on opposite sides of the monetary exchange related to school funding: parents pay tuition costs and teachers receive salary payments. The dialogue suggests that for certain statements in the survey, it would be expected the 'stakeholder role' would be a significant factor in how participants answer questions.

Teaching

One of the comments that was coded for the theme of *teaching* addressed the international education standard of aligning the teacher orientation process with internationalist perspectives. A participant commented:

> I think that orientation of new hires begins the minute they sign the contracts and we establish very positive relationships with them, in order to process their visas and welcome them and support them as they come in. I think that we do a very strong social orientation and get people settled, I think we welcome [them] into the country very well, I think we balance their personal needs with introducing them to culture and customs and country with curriculum.

The comment clearly shows that the school is very intentional about orienting new teachers to the school, not just as employees, but also orienting them to the country, culture and customs. This may be an example of how schools may influence staff perceptions, and possibly values, once an employee joins the faculty.

Communication

Comments were coded for the theme of *communication* when they addressed communication from school to home, home to school, or general communication systems. One participant, reflecting on communicating to parents, stated:

I wonder if, when we embed that emphasis on local and global perspectives inside the curriculum, I wonder if we don't explicitly help parents understand that we're not teaching one view of world history, but that we're teaching through that conceptual approach and multiple perspectives. Maybe were not doing a good enough job at helping parents understand that that's our intention (Teacher).

A different participant reflected on the challenges to good communication posed by a population of high diversity:

I think one of the challenges for communication is the [number of different] languages. So, a high proportion of non-working mothers have the least proficiency in English and often they're the primary contact for the school. So as much as [we] produce a lot of communication, [such as] newsletters and notifications, how much or how effectively that's being understood my Russian moms, Koreans moms? …But I do wonder how much of our community just lets that wash over them because it just comes in English. If it came to me in Russian I would just not read it (Administrator).

A teacher raised the question that communication might need to be viewed as a two-way system: "Communication can be one-way or it can be two-way and maybe people feel that they get lots of communication one-way but they don't necessarily have a two-way." A parent emphasized the need for two-way communication: "Everyone wants to be heard, everyone wants their [complaints] listened to. They think that their views are valued, doesn't matter what they hold or what they belong to."

These comments suggest that quality communication about complex pedagogical issues is challenging for schools, and even more so in a diverse community with various levels of English proficiency. Some comments suggest that emphasizing two-way communication systems may be especially important in order to make all stakeholders feel valued. The comments suggest that school communication systems may be effective at influencing stakeholder perceptions of implementation of international education.

4.4.3.3 Third source: analysis of administrator interviews

The administrator interview transcripts, the third source of qualitative data, were

subjected to content analysis. With regard to stakeholder perceptions of

implementation of international education, the following themes emerged: *general*

context, philosophy, management, stakeholder role, and *communication.*

General context

The theme of *general context* included comments describing the contextual

influences that affect schools situation in the country. The *general context* theme

had three sub-themes: a) *government regulations*, b) *diversity*, c) *change*, and d)

community and culture.

One administrator described how government regulations limit the effectiveness of

leaders:

> If you are going to different countries, they have seen different things.
> Stakeholders may have experienced international schools in other
> settings where leaders are less restricted.

A different administrator commented on how diversity at the creation of a school can

create a self-perpetuating cycle of diversity:

> Since we were an IB school welcoming EAL students, people self-
> selected and that created a wide variety of nationalities in our school.
> Since like attracts like, it becomes self-perpetuating.

Many comments from administrator interviews raised the topic of *change* due to

growth or newness in the context of the country and their schools.   One comment

contrasted this growth to more established international schools:

> Often our schools are going through rapid growth, with 15-20%
> turnover, with 30-40% growth, keeping a community with a small
> feeling is incredibly difficult. In contrast to other international
> schools that may be smaller and more established, the perception of
> implementation of community and culture is bound to be stronger [at

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schools that are more established].

Administrator interviews raised a new aspect to the theme of *general context*:

community and culture. While a variety of comments addressed the concepts of

community and culture, one administrator summarized the general importance of

community and culture within a school:

> I think that people who have been educated may better understand that
> culture sets the tone of a school, especially for administrators setting
> the tone for a school; it is a top-down phenomena. It effects
> leadership, curriculum, how teachers and parents and students are
> empowered and engaged in the school. I think, for many
> stakeholders, the international school becomes a community center. It
> sets a tone for their time in that country. The school plays an
> important part of your life, your social life, your professional life,
> very few outside influences in the expatriate situation.

The theme of *general context* includes ideas such as *government regulations*,

diversity, *change*, and *community and culture.* Stakeholder comments emphasize

that government regulations limit the effectiveness of leaders. Comments about

diversity suggest that the degree of diversity at the beginning of a school may create

self-perpetuating cycle. Comments about change suggest that turnover of

community members in a school poses challenges to creating a sense of community

within the school. This sense of community and culture, say some stakeholders, sets

the tone for the school. Another comment supports the idea that the leaders play an

important role in establishing the community and culture of the school. Also found

in the comments is the idea that international schools often serve as the community

center for the school community. Leaders of international schools should consider

that contextual factors such as government regulations, diversity and change may be

important considerations when trying to strengthen the 'community center' aspect of

their school.

Philosophy

Three administrator comments connected the theme of *change* to the challenges it

poses to implementing *philosophy*:

> We are a new school- really only 3.5 years in this building, within that
> time we are on our new head of school, who is the person pushing the
> philosophy and guiding voice. Too frequent changes for a school this
> young. This might explain why people at our school feel philosophy
> isn't implemented well.

A different administrator summarized how growth and change prevent continuity of

vision for the school:

> If you look at [SCHOOL 4], there was tremendous growth and
> constantly a new head there. Change in leadership, and growing like
> crazy, there isn't enough time to reflect and communicate that to the
> stakeholders. The more established a school, and the longer heads of
> school are in place, I imagine that this would impact the
> implementation of philosophy. You can move your philosophy, your
> vision, and your mission forward with continuity.

A third described how established schools avoid the challenges that *change* poses to

implementing *philosophy:*

> These two go hand in hand. Established international schools have a
> strong name, clearly communicate who they are, what they are
> delivering, and people know what they are getting into. Those
> schools can be selective about who they admit based on what they
> believe. These are the schools that have top educators in there.

These comments suggest that successful implementation of a schools philosophy is

supported by certain conditions, such as continuity of leadership, controlled growth,

and clearly established visions from the start of the school.

Management

A few administrator comments emphasized the importance of *management* and

leadership in international schools. One administrator commented that "International

schools have a higher turnover of leadership, and mistakes get repeated, and people

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can lose faith in the leadership structure." Another comment emphasized, again, the importance of consistency of leadership over time:

> Stakeholders are looking for consistency in their experience. They are not getting it. Changes in people in key places and positions, disruptions occur in their child's life and therefore their opinions of being in international schools [is negatively impacted].

These comments support the importance of continuity of leadership in order to strengthen the international school's community and culture.

Stakeholder role

Six administrator comments raised the importance of *stakeholder role* and how it may be a factor in perceptions of implementation of international education. One administrator described how the experience of stakeholders in different roles influences their perceptions:

> It has to do with understanding. While parents may be educated, they are not usually educators. They may not understand that philosophy influences everything in the school. Teachers are more aware, due to training, professional development, etc. From a parent's perspective, they are going to perceive one viewpoint. Staff members get a different insight into things and see things in a different way. Faculty have the inside view of things. Parents are customers and don't see how things are done.

One administrator described how the reasons behind how stakeholders found themselves in these roles may influence their perceptions:

> Teachers who have decided to go internationally are a self-selected groups. In general, teachers are intentionally choosing to go. It is a 'pull' factor for teachers, whereas it is often a 'push' factor for many parents. Many of our parents, approximately 90+% are moms, are 'trailing spouses' and did not necessarily choose to come overseas. Or if they did, they may still not be completely convinced of the value of an international school. Whereas, 86% of our teachers are international hires and are almost all choosing to intentionally go abroad to work at international schools.

Another administrator described this 'pull/push' phenomena in a different way:

> When I go to recruiting and listen to why teachers want to go to

international schools, they hope that they can have the opportunity to teach without being driven by tests, without lack of support. There is a belief that international schools provide this freedom. Therefore, this probably plays a major role in why faculty members value international education philosophy. Parents come from different countries with different expectations. They may be thrown into a system that they may not be familiar with. They may care much less about the international education philosophy than they may care about whether their children can fit back into their home country educational system once they return.

These comments suggest three different explanations for why parent and faculty stakeholder groups may have different perspectives: training, access, and motivation. The comments suggest that teachers often have training in education, while most parents do not, leading to differing understandings of international education. The comments also suggest that staff have greater access to information within the school, thereby increasing their understanding of how international education is implemented within the school. Two different motivations for joining the school may be different between the stakeholder groups: causality and priority. Comments suggest that while faculty members move to a new country because of joining the international school, many parents join the international school because they have joined the country. Comments also suggest that while parents may be pushed to the international school to meet very pragmatic needs, faculty members may be pulled to the international school for certain anticipated professional freedoms.

Communication

One administrator commented on how *communication* can influence stakeholder perceptions of implementation of international education

> We do a lot of information sessions, a lot of newsletters, and constantly espousing what we believe in our curriculum, in our assemblies, we constantly drive home the IB Learner Profile and we over-emphasize it.

This suggests that schools may be able to influence stakeholder perceptions of how

international education is implemented within the school.

4.4.3.4 Cross-case analysis

All three sources of information were subjected to cross-case analysis. Common themes were identified across all cases, as well as differences. This analysis provides potential answers to the question "What might explain why some factors are related to differences in stakeholder perceptions of implementation?"

The common themes across all cases included *General context, Philosophy, Management* and *Communication*. The themes of *Teaching* and *Stakeholder role* emerged in two of the three cases. The theme of *Curriculum* only emerged in one of the cases.

Teaching did not emerge as a theme in the administrator interviews. *Stakeholder role* did not emerge as a theme is the questionnaire comments. *Curriculum* did not emerge as a theme in either the focus group or administrator interviews. It is possible that these themes did not emerge due to the questions used in the semi-structured interviews, the differences in the audiences, or other unidentified reasons.

Table 33 illustrates which themes related to perceptions of implementation of international education emerged for each of the three different cases.

These seven themes of *General context, Philosophy, Management, Communication, Teaching, Stakeholder role* and *Curriculum* may provide explanations for why stakeholders perceive different aspects of international education are implemented at various levels.

Table 33
Implementation: cross-case analysis

Implementation themes	Questionnaire comments	Focus group	Administrator interviews	Total cases
General context	Yes	Yes	Yes	3
Philosophy	Yes	Yes	Yes	3
Management	Yes	Yes	Yes	3
Communication	Yes	Yes	Yes	3
Teaching	Yes	Yes	No	2
Stakeholder role	No	Yes	Yes	2
Curriculum	Yes	No	No	1

The general context in which an international school operates may have a significant impact on the degree to which the school may successfully implement international education. Important issues such as diversity, change, government regulations, and school community may contribute to a context that may help, or hinder, implementation of international education.

While stakeholder comments about the philosophy of international schools range from positive to negative, there is consistent call for alignment between stated philosophy and implemented philosophy. Leaders of international schools should consider that the implementation of a school's philosophy may require engaging the entire school community in increasing alignment. Certain conditions, such as continuity of leadership, controlled growth, and clearly established vision, may further aid implementation of philosophy.

International school leaders, like the schools they lead, may need to balance idealistic and pragmatic agendas. While idealistic leadership may focus on communicating

vision, pragmatic leadership may focus on basic, but necessary, operations. Continuity of leadership emerged as an important concept to help successfully implement international education within the school.

Comments regularly suggested that school communication has the potential to influence stakeholder perceptions of international education.

The manner in which diversity of the teaching staff is implemented within the school may contribute to the school's hidden curriculum. Comments suggest that schools may influence staff perceptions of implementation of international education.

Comments suggest four different explanations for why parent and faculty stakeholder groups may have different perceptions: training, access, motivation, and roles related to monetary exchange. Teachers tend to have more training in education, greater access to knowledge about the school, motivation to move to a new country because of the school, and receive money from tuition costs. Parents tend to have less training in education, less access to knowledge about the school, motivation to move to the school because they have moved to a new country, and pay money for tuition costs.

Stakeholder perceptions about their school's implementation of curriculum, range from positive, to seeing need for continuous improvement, to highly critical in particular areas.

Each theme may apply to a variety of aspects of international education and may even across more than one topic. Together, the seven themes of *general context, philosophy, management, communication, teaching, stakeholder role* and *curriculum* provide some explanations for differences in stakeholder perceptions of international

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education implementation.

4.4.3.5 Cross-thematic analysis

Results of within-case and cross-case analysis were subjected to cross-thematic analysis. The cross-thematic analysis was organized around the seven themes that emerged during cross-case analysis: *general context, philosophy, management, communication, teaching, stakeholder role* and *curriculum*. This was further developed with the results from the within-case analysis by adding sub-themes and details. The cross-thematic analysis provides expanded answers to the question "What might explain why certain factors are related to differences in stakeholder perceptions of implementation?"

Figure 39 provides a network diagram of reasons that may explain why stakeholders value different aspects of international education. The diagram identifies themes, sub-themes, and details related to stakeholder values of international education. The diagram also indicates the degree to which various themes emerged during the various cases.

One major theme that emerged was stakeholder perception of how *philosophy* was implemented in the school. Sub-themes included: a) the importance of alignment, b) positive implementation, and c) criticism of implementation, including comments about the challenges caused by changes in leadership.

Another major theme that emerged was stakeholder perception of how *management* was implemented in the school. Sub-themes included: a) concerns about resources, b) comments about different aspects of leadership, c) positive general comments, d)

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negative general comments, e) other specific comments, f) definitions of leadership, and g) comments related to participatory decision making.

A third major theme that emerged was stakeholder perceptions of how *communication* was implemented in the school. Sub-themes included: a) frequency of communication, b) quality of communication, and c) communication systems, which included home-to-school systems, school-to-home systems, and general communication systems.

A fourth major theme that emerged was stakeholder perceptions of the *general context* within which the school operates. Sub-themes included: a) governmental regulations, b) diversity, and c) change. Governmental regulations addressed impact on students, impact on schools, impact on leadership, and the general regulatory environment. Diversity included comments about diversity in the general school community, diversity among staff, diversity among students, disparities in diversity between populations, and observations about diversity in the community outside of the school. Change included comments about moving to new locations, changes in the student population, and general growth of the school.

A theme emerged about stakeholder perceptions of the *teaching* being implemented in the school. Sub-themes included: a) teacher orientation programs, b) quality of staff, c) teacher groups, d) priorities, e) assessment, and f) other comments.

Another theme addressed stakeholder perceptions of *stakeholder role* within the school. Two sub-themes included a) differences in experiences and b) origin of how people came into their stakeholder role.

Figure 39. Implementation: thematic network diagram

Central Questions

1. What factors are related to differences in stakeholder perceptions of implementation?

2. What might explain why these factors are related to differences in stakeholder perceptions of implementation?

Stakeholder Role
- differences in experiences
- Origin of role

Communication
- communication frequency
- Communication quality
- communication systems
  - general
  - home to school
  - school to home

Curriculum
- critical summary
- on-going development
- positive summary
- cross-curricular tensions

Teaching
- Teacher orientation
- quality of staff
- Priorities
- assessment
- Arabic teachers
- Other comments

philosophy
- positive implementation
- Importance of alignment
- criticism of implementation
  - caused by change in leadership

Management
- positive general comments
- Aspects of leadership
- Other specific comments
- resources
- negative general comments
- leadership definitions
- Participatory decision making

General Context
- community and culture
  - importance within a school
- change
  - moving to new locations
  - change in student population
  - school growth
- diversity
  - disparities in diversity between populations
  - Community beyond school
  - school community
  - staff population
  - student
- government regulations
  - Impact on leadership
  - Impact on students
  - general regulatory environment
  - impact on schools

Statistical Analyses (pink nodes)
- ANOVA: Stakeholder Group related to PH, CU, LE, and CC. (Faculty higher than parents)
- MANOVA: international school related to Values & Implementation
- ANOVA: international school related to PH and CU
- Post-Hoc: PH higher at GWAD than GAAAD
- ANOVA: Number of international schools factor for LE and CC
- Post hoc: CC lower for 4+ vs. 1 or 2
- Post hoc: LE lower for 4+ schools vs. 1 or 2

ANOVA testing indicated that *international school* is a statistically significant factor for stakeholder perceptions of implementing *curriculum*. A satisfactory explanation must address why stakeholder perceptions of curriculum implementation vary depending upon their international school. Qualitative results suggest that the themes of *curriculum* and *teaching* may help explain this finding. The theme of *curriculum* included positive summary comments, critical summary comments, comments related to how the school is developing its curriculum, and comments related to tensions between different types of curriculum. These various comments suggest that different schools have developed their curriculum at various levels of quality and this may affect stakeholder perceptions of the curriculum. The theme of *teaching* included comments about teacher orientation, quality of staff, priorities, assessment, teacher groups, and other comments. These various comments suggest that different schools have different quality teaching faculties and this may also affect stakeholder perceptions of how the curriculum is implemented.

ANOVA testing indicated that *international school* is also a statistically significant factor for stakeholder perceptions of implementing *philosophy*. Post-hoc testing detected that much of this effect came from the differences in stakeholders of two schools: SCHOOL 6 and SCHOOL 4. Stakeholders at SCHOOL 6 rated implementation of philosophy statistically significantly higher than those at SCHOOL 4. A satisfactory explanation must address why stakeholders at these two schools would have distinctly different responses. Qualitative results suggest that the theme of *philosophy* may help explain this result. The theme of *philosophy* included comments about the importance of aligning philosophies in the school, comments about positive implementation, and comments criticizing implementation. In particular, comments criticizing implementation of philosophy discussed how

changes in leadership cause challenges with implementation of philosophy in the school. Qualitative results identified that SCHOOL 4 has had much more turnover of leadership than SCHOOL 6. This suggests that the higher turnover of leadership at SCHOOL 4 may explain stakeholder perceptions of philosophy implementation at these two schools.

ANOVA testing indicated that *stakeholder group* is a statistically significant factor for stakeholder perceptions of implementing the topics of *philosophy, curriculum, leadership,* and *community and culture*. A satisfactory explanation must address why stakeholder group affects perceptions of implementation across all topics of international education. Qualitative results suggest that the themes of *stakeholder role* and *communication* may help explain this finding. The theme of *stakeholder role* included comments about the origin of how stakeholders came into the role, as well as differences in the experience of different stakeholder groups. Qualitative comments stated that while most international school teachers actively choose to join an international school, parents did not usually choose to move to another country for the express purposes of having their children attend a particular school. Furthermore, comments described the differences between teachers who are at the school full-time, versus parents who have minimal direct exposure to the school. This relates to the theme of *communication* which included comments about frequency of communication, quality of communication, and communication systems. Comments about communication systems discussed school-to-home communication, home-to-school communication, and general communication. Faculty members are working in the school full time and have a more direct experience of how all aspects of international education are being implemented in the school. Parents, with indirect experience in the school, rely upon the quality and

frequency of communication to inform their understanding of how international education is implemented in the school. This indirect experience filtered through communication systems may explain why parents perceive lower implementation of international education in the school.

ANOVA testing indicated that *number of international schools* is also a statistically significant factor for stakeholder perceptions of implementing *leadership* and *community and culture*. Post-hoc testing detected that much of this effect came from the differences between stakeholders who experienced four or more schools and stakeholders who experienced two or one schools. Stakeholders who experienced four or more international schools rated implementation of *leadership* and *community and culture* lower.   These findings are discussed further in the two paragraphs below.

Post-hoc testing detected that stakeholders who experienced four or more international schools rated implementation of *leadership* lower than those who have experienced two or less international schools. A satisfactory explanation must address why more experience in international schools effects perceptions of implementation of leadership. Qualitative results suggest that the themes of *management* and *general context* may help explain this finding. The theme of *management* included comments about positive general comments, negative general comments, leadership definitions, resources, aspects of leadership, participatory decision making, and other specific comments. These comments highlight the complexity of school leadership and suggest that stakeholders may develop their understanding of leadership as they experience more international schools. As they have a more developed understanding of leadership, they may be more able to criticize current leadership practices in the school. The theme of *general context*

included comments about change, diversity and government regulations. Comments about change identified how school growth, changes in student population, and moving to new locations describe specific challenges to the leaders. The degree of change occurring in the school network and the country may exceed the degree of change that stakeholders have experienced in other international schools. This may cause them to perceive lower implementation of quality leadership. Comments about diversity included the multi-national diversity beyond the school, within the school, within the staff, within the student body, and disparities in diversity between populations describe specific challenges to leaders. The degree of multi-national diversity existing in the study schools may exceed the degree of population that stakeholders have experienced in other international schools. This may also cause them to perceive lower implementation of quality leadership. Comments about government regulations included the general regulatory environment, impact on schools, impact on students, and impact on leadership describe specific challenges to leaders. In particular, some comments described how the regulatory environment of the country is different from many other countries and limits the quality of leadership that can be implemented in the school. This may also explain why these stakeholders rate leadership implementation at a lower level.

Post-hoc testing detected that stakeholders who experienced four or more international schools rated implementation of *community and culture* lower than those who have experienced two or less international schools. A satisfactory explanation must address why more experience in international schools affects perceptions of implementation of leadership. Qualitative results suggest that the theme of *general context* may help explain this finding. Comments about general context included comments about change and the challenges it poses to developing a

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strong culture and sense of community within a school. Comments specifically described how changes in staff, parents, and students limit the sense of community and culture in a school. Stakeholders who have experienced a variety of international schools may have experienced a stronger sense of community and culture in general contexts that are not so impacted by change.

4.5 Integrating the results of the research questions

There is a complex relationship between stakeholder values of international education and stakeholder perceptions of how international education is implemented. This section begins with a statistical analysis of the difference between how stakeholders value and perceive implementation of international education. Then, a summary of inferential statistical analysis contrasts which factors are statistically significant for values and implementation. Finally, a thematic network of qualitative and quantitative results explores the complex relationship between stakeholder values and perceptions of implementation.

4.5.1 Difference between stakeholder values and perceptions

Results of the descriptive statistical analysis suggest that stakeholders tend to value international education more highly than they perceive it is implemented in their schools. Figure 41 illustrates an overview of the mean average of responses for each category by question type. For 'values' questions, the topic of Philosophy had the highest mean average response ($x = 4.30$) while the topic of Leadership had the lowest ($x = 4.18$). Results were similar for the 'implementation' questions; the topic of Philosophy had the highest mean average response ($x = 3.81$) and the topic of Leadership had the lowest ($x = 3.60$). The findings show that for each topic, the

mean average for *values* exceeds that of the mean average for *implementation*.
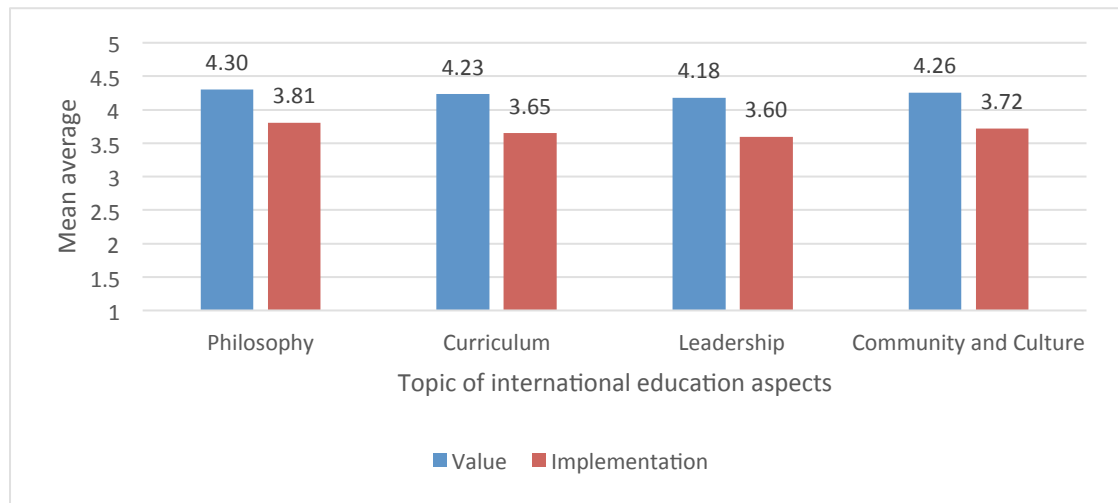
Figure 41. Average Responses by topic (among all schools)

This result appears to be a large difference and was therefore subjected to inferential statistical analysis. A repeated-measures, or "paired", T-test was conducted for each of the four topics using SPSS software. The repeated-measures test determines if two sets of data are statistically significant in their differences from each other (Gravetter & Wallnau, 2007). The null hypothesis was that the value means and the implementation means were not statistically significant. The alternative hypothesis was that the means were statistically significant. For each of the four topics, the statistical significance is reported as *p values*. All testing was conducted within the conventionally accepted $p<.05$. Figure 42 reports the T-test results for each of the four topics. For the topic of *philosophy*, there was a significant difference in the scores for *values* (M=4.30, SD=.629) and *implementation* (M=3.81, SD=.850) conditions; t(476)=14.348, p=0.00. For the topic of *curriculum*, there was a significant difference in the scores for *values* (M=4.22, SD=.635) and

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implementation (M=3.64, SD=.800) conditions; t(474)=16.955, p=0.00. For the

topic of *leadership*, there was a significant difference in the scores for *values*

(M=4.16, SD=.760) and *implementation* (M=3.58, SD=.898) conditions;

t(452)=14.604, p=0.00. For the topic of *community and culture*, there was a

significant difference in the scores for *values* (M=4.24, SD=.718) and

implementation (M=3.70, SD=.844) conditions; t(443)=14.675, p=0.00. These

results indicate that stakeholders value all four topics of international education at a

significantly higher level than they perceive its implementation within their schools.

4.5.2 Significant factors for values and implementation.

Few stakeholder factors appear to be statistically significant for both values and

perceptions of implementation of international education. Table 34 illustrates the

factors and topics found to be statistically significant according to MANOVA,

ANOVA, and Post-hoc testing. Of the five factors that had statistical significance,

only two were significant for both values and implementation: *international school*

and *stakeholder group*. The finding related to international school came from

MANOVA testing and ANOVA testing detected that much of the effect was related

to *perceptions*. Only stakeholder group had statistically significant results for both

values and *perceptions*: ANOVA testing results related to the topic of *philosophy*.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	phil_value - phil_imp	.49133	.74790	.03424	.42404	.55862	14.348	476	.000
Pair 2	curr_value - curr_imp	.58257	.74888	.03436	.51505	.65009	16.955	474	.000
Pair 3	leader_value - leader_imp	.58117	.84697	.03979	.50297	.65938	14.604	452	.000
Pair 4	CC_value - CC_imp	.53577	.76930	.03651	.46401	.60752	14.675	443	.000

Figure 42. Paired T-test for values and perceptions

The mixed-methods results for both *values* and *perceptions* research questions were integrated in order to provide explanations for the primary research question. Figure 43 provides a network diagram illustrating relationships between these quantitative and qualitative results for all research questions. The integration was organized around the research questions (dark pink), then the statistically significant factors derived from inferential statistical analysis (light pink), and then the thematic results derived from the qualitative analysis (greens, tans and yellows). The diagram center indicates the primary research question of this study: "How is international education valued and perceived by stakeholders in international schools?"

MANOVA testing indicated that *international school* is a statistically significant factor across both values and perceptions. Qualitative responses suggested that the international school is a self-selected community based on common values and the school serves as a center for that community. This may be influenced by stakeholder understandings of themes such as internationalism and general philosophy. These themes may be pre-existing conditions informing the self-selection process, as well as themes that are influenced by interactions with the international school community. There may be a dynamic interplay between pre-existing values and perceptions of implementation within the school.

Table 34

Summary of inferential statistics: Values and perceptions

Factor	Topic			
	Philosophy	Curriculum	Leadership	Community/Culture
International school	- - - - - - - Values and Implementation: MANOVA - - - - - -			
	Perceptions: Changes by school (ANOVA), SCHOOL 4 lower than SCHOOL 6 (Post hoc)	Perceptions: Changes by school (ANOVA)		
Stakeholder group	Values: Faculty higher than Parents (ANOVA)			
	Perceptions: Faculty higher than Parents (ANOVA)	Perceptions: Faculty higher than Parents (ANOVA)	Perceptions: Faculty higher than Parents (ANOVA)	Perceptions: Faculty higher than Parents (ANOVA)
Number of international schools			Perceptions: Changes by number of schools (ANOVA), 4+ schools lower than 1 or 2 schools (Post hoc)	Perceptions: Changes by number of schools (ANOVA), 4+ schools lower than 1 or 2 schools (Post hoc)
Primary language				Values: Arabic primary language vs. 'other' languages (Post hoc)
Educational Attainment				Values: Changes in uneven pattern (ANOVA)

While the left side of the diagram shows the three statistical results related specifically to stakeholder values, it is possible that the qualitative explanations may also help explain stakeholder perceptions. Conversely, the diagram's right side shows the six statistical findings related specifically to stakeholder perceptions. The qualitative explanations for these results may also help explain stakeholder values. While each of the identified statistical factors were found to be statistically significant, the magnitude of every effect size is small. This fact, combined with the complexity of the interconnected network of explanations, raises the question of whether interactions of multiple factors and multiple explanations may be at play.

4.5.3 Thematic network integrating all results

All research questions, along with the related results, are illustrated in the thematic network shown in Figure 43. The integration was organized around the primary research question and then branches into the two sub-questions, one for *values* and one for *perceptions of implementation*. Each of the sub-questions then have two more questions branching off of them, one for *factors* and the other for *explanations*. All of the research questions are shown in dark pink. All significant statistical findings from MANOVA, ANOVA, and post-hoc testing are shown in light pink. Thematic results derived from qualitative analysis are shown in green, light-green, and yellow. The thematic network shows complex relationships between a large number of connected factors and explanations.
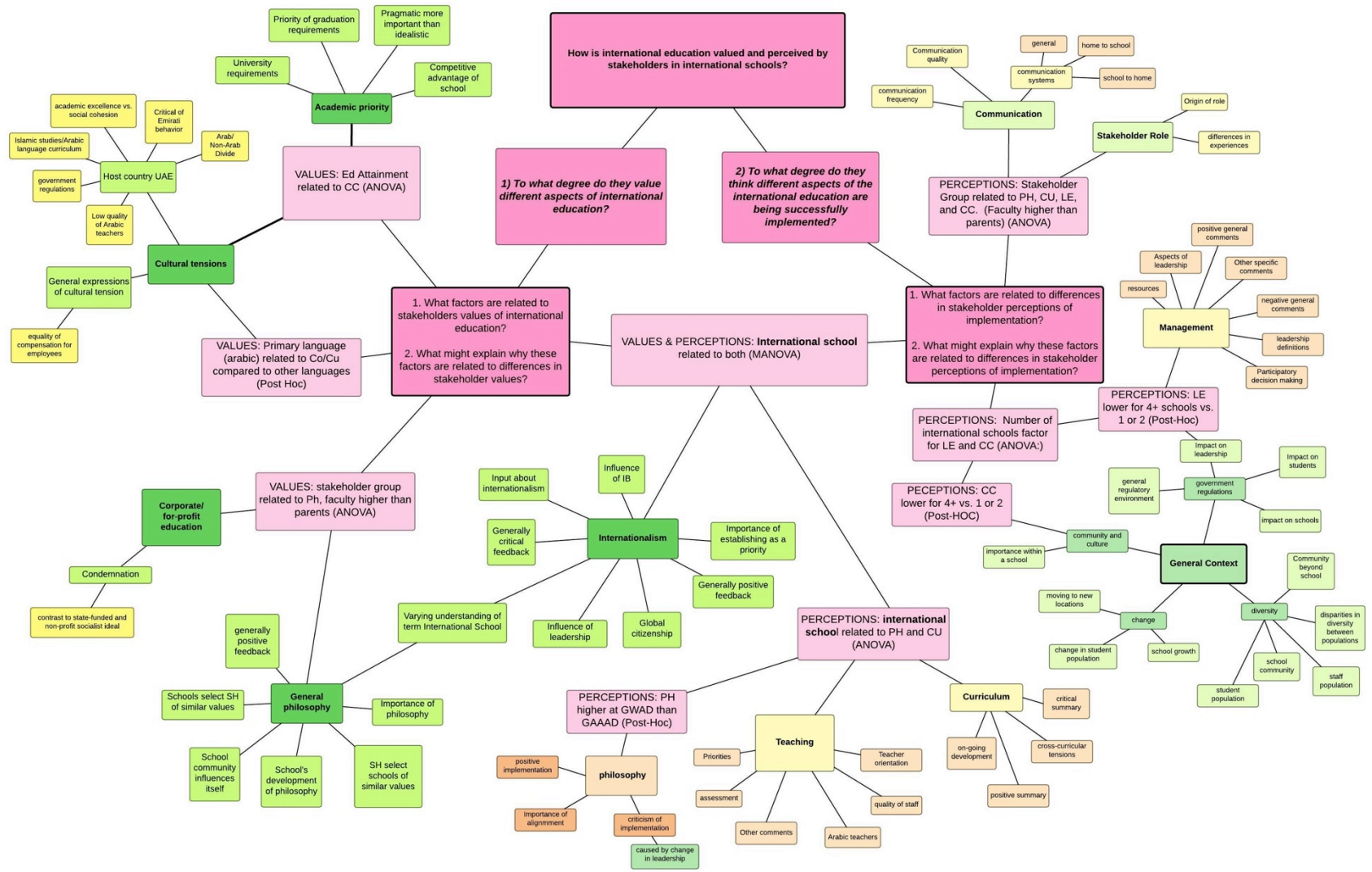
Figure 43. Integrated network of results from all research questions

4.6 Conclusion

This chapter presented the results of the study and how they specifically address the main research question, as well as each of the sub-questions and their parts. Divided into four sections, the chapter began with an overview of the results. The second and third sections presented the results related to the research questions about stakeholder values and stakeholder perceptions of implementation, respectively. The fourth section integrated the results in order to address the primary research question: "How is international education valued and perceived by stakeholders in different international schools?"

MANOVA testing indicated that *international school* was a statistically significant factor for stakeholder values and perceptions of international education. Descriptive statistical analysis showed that international education was valued by stakeholders between *important* and *very important.* Inferential statistical analysis detected the following statistically significant factors: *educational attainment* is related to values of *community and culture, stakeholder group* is related to values of *philosophy*, and stakeholders who speak the host country language *community and culture* less than speakers of *other languages.* Through qualitative data analysis, stakeholder comments emerged into the following themes: *general philosophy, internationalism, cultural tensions, corporate for-profit education* and *academic priority.*

Integration of qualitative and quantitative results provided explanations for the statistically significant findings from inferential statistical analysis. *International school* may be related to stakeholder values because of the mutual selection process between schools and stakeholders. Faculty members may value the philosophy of international education more than parents due to the same mutual selection process,

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as well as on-going school influence on faculty members during their service in the school. Those who speak the host country language may have less value for the international education topic of *community and culture* because of cultural tensions between the international school community and their local community.

Descriptive statistical analysis showed that stakeholders perceive the implementation of international education between *fair* and *well.* Stakeholders experienced in four or more international schools perceived implementation of *leadership* and *community and culture* lower than stakeholders experienced in two or one schools. *International school* is related to how stakeholders perceive implementation of *curriculum* and *philosophy*, the difference in perceptions of *philosophy* implementation was particularly strong between *SCHOOL 4* and *SCHOOL 6* stakeholders. Faculty members perceive implementation of *philosophy, curriculum, leadership,* and *community & culture* at higher levels than parents. Qualitative data identified the following themes: *General context, Philosophy, Management, Communication, Teaching, Stakeholder role*, and *Curriculum.* Stakeholders who have experienced more international schools tend to perceive lower implementation of *leadership* and *community and culture*.

Descriptive statistical analysis indicates that stakeholders tend to value international education more highly than they perceive implementation of international education in international schools. This was confirmed through inferential statistical analysis. ANOVA testing detected two statistically significant factors that were evident for values and implementation: *international school* and *stakeholder group*. Explanatory themes suggest there may be a dynamic interplay between pre-existing stakeholder values and perceptions that may influence current stakeholder values and perceptions while at their current school. The network diagram provided in Figure 43 illustrates

a large number of connected factors and explanations.

The quantitative and qualitative data sets of this study are both sufficient in size. Analysis of the the data has provided insights into the degree to which stakeholders value international education, a description of the typical stakeholder who values international education most highly, a list of statistically significant factors related to stakeholder values, and explanations for why stakeholders may hold these values.

Analysis of the same data set has provided similar results related to how stakeholders perceive the implementation of international education within their current school. The integration of these results a) reveals similarities and differences between stakeholder values and perceptions of implementation; b) suggests a complex, dynamic interplay between past and current experiences, and c) suggests complex interactions of multiple factors and explanations. These three ideas will be discussed further in the following chapter.

CHAPTER 5: CONCLUSION

5.1 Introduction

The previous chapter described the results of the research study. This chapter

connects the literature review, methodology, and results of the study by synthesizing

and elaborating on the findings. The chapter is organized into seven parts: a) a

review of the significance of the study, b) an overview of the findings, c) a detailed

discussion of the findings, d) an analysis of the implications for practice, e) a

description of implications for further research, f) a description of the limitations of

the study, and g) a summary conclusion to the study.

5.2 Significance of the study

This study is important for three reasons: a) the international school market is large

and growing quickly, b) the context of international school leadership is uniquely

complex and challenging, and c) the literature related to managing international

school stakeholder perspectives is limited.

The importance of the study is directly related to the history of international schools.

Chapter two described how the earliest 'international schools' were organized for

primarily idealistic or pragmatic reasons. Those beginnings of international

education constituted mostly small, non-profit, international schools located in

Europe (Sylvester, 2002). Since those early days of international education, the rapid

progress of globalization has fueled growth of international schools throughout the

world (Bunnell, 2005). This growth of international schools has been in a mostly ad-

hoc fashion; even the terms *international school* and *international education*

continue to defy commonly accepted definitions (Dolby & Rahman, 2008; Hayden & Thompson, 2008). In order to provide quality control of international education, organizations such as the Council of International Schools, the International Baccalaureate and the International Schools Association have each developed instruments for evaluating international schools. These evaluation schemes share many common elements, including a focus on values related to the ideals internationalism, inter-cultural understanding, and global citizenship. However strongly international schools may pursue an idealistic agenda, parents may be pursuing a more pragmatic agenda for their children that are related to language acquisition, global cultural capital, and university admissions (Mackenzie, Hayden, & Thompson, 2003).

The context of international school leadership is uniquely complex and challenging. International schools are challenged to balance tensions between a pragmatic globalist agenda and the idealistic internationalist agenda (Cambridge, 2003). Building upon Wylie's (2008) International Education Matrix, this study proposes an International School Dualities Theoretical Framework, also referred to as the Dualities Framework, which utilizes the competing theories of Post-Colonialism (Spring, 2008) and Global Civil Society (Keane, 2003). Under the headings of internationalist and globalist agenda, the Dualities Framework identifies four topics of 'practice': *philosophy, curriculum, leadership,* and *community and culture.* Understanding and managing the tensions inherent in the pragmatic/idealistic duality is a priority for leaders of international schools (Keller, 2014). Managing these tensions means that leaders need to carefully understand the perspectives of their various stakeholders (Connor, 2004). The *Dualities Framework* may serve as a valuable model for helping leaders understand stakeholder perspectives.

The literature related to managing international school stakeholder perspectives is limited. In addition, international education may not be particularly well defined by the organizations who purport to be its representatives in the world. The majority of their evaluation standards were found to not be essential to the construct of international education, as defined in this study. The remaining standards reflect a bias toward the internationalist agenda: 66 of the dependent variables appear to be more concerned with the internationalist perspective, while only seven appear to reflect the globalist perspective.

5.3 Discussion of the findings

This study has resulted in seven findings:

1. Stakeholders value international education as highly important.

2. Significant differences in stakeholder values of international education are related to the factors of *international school, educational attainment, stakeholder group,* and *primary language*.

3. Significant variations in the relationship between stakeholder values and demographic factors are explained by the themes of *philosophy, internationalism, cultural tensions*, c*orporate/for profit education* and *academic priority*.

4. Stakeholders perceive that international education is implemented less than well.

5. Significant differences in stakeholder perceptions of international education implementation are related to the factors of *international school, number of international schools,* and *stakeholder group*.

6. Significant variations in the relationship between stakeholder perceptions and demographic factors are explained by the themes of *general context, philosophy, management, communication, teaching, stakeholder role,* and *curriculum*.

7. International school stakeholders value international education at significantly higher levels than they perceive its implementation.

Each finding is discussed from four perspectives: a) how each research question generated a specific finding, b) how the finding is substantiated by specific results, c) how the literature relates to the finding, and d) how the finding relates to problems of practice.

Finding 1: Stakeholders value international education as highly important.

Section 4.3.1 presented results to the research question "To what degree do they value different aspects of international education?" Descriptive statistical analysis indicated that international school stakeholders tend to value international education, as defined by the construct, between *important* and *very important* ($4.18 < \mu < 4.30$) for all four topics of *philosophy, curriculum, leadership,* and *community and culture.*

The finding that stakeholders value international education highly is consistent with some findings in the literature. Hayden & Thompson (1998) found faculty members valued a mixture of pragmatic and idealistic aspects of international education. Hayden et al. (2000) found students and teachers considered ideas related to attitude of mind predominated their conception of what it meant to 'be international.' However, other findings in the literature present a different view. While some

findings suggest parents choose international schools for pragmatic reasons (Fox, 1985; Ingersoll, 2010), other findings suggest they specifically value an international education for their children (Mackenzie, Hayden, & Thompson, 2003; MacKenzie, 2009). The literature regarding stakeholder values predominantly utilized open-ended questioning approaches which may yield results that tend to reveal more pragmatic priorities. The design of this study, by proposing different aspects of international education and asking stakeholders to indicate the degree to which they value those aspects, may tend to elicit more positive responses to idealistic aspects.

The Dualities Framework, discussed in section 2.7.3, distinguishes the distinct realms of the pragmatic and idealistic agendas. As discussed in section 5.2, the composite list of aspects of international education utilized in this study favors the idealistic agenda. The results show that stakeholders highly value the generally idealistic aspects of international education.

These results have significant implications for practitioners in the field of international school leadership. Leaders, operating in the context of this study, can know that stakeholders tend to highly value the idealistic agenda of international education. Leaders may find that appealing to the ideals of international education may be influential with stakeholders. However, leaders should be careful to avoid the conclusion that stakeholders do not value pragmatic aspects of international education. With little data on the degree to which stakeholders value the pragmatic agenda, leaders should be prepared for stakeholders who might refute idealist appeals with pragmatic priorities.

Finding 2: Significant differences in stakeholder values of international education are related to the factors of *international school, educational attainment, stakeholder group,* and *primary language.*

Section 4.3.2 presented results to the research question "What factors are related to differences in stakeholder values?" Inferential statistical analysis indicated that *international school, educational attainment, stakeholder group,* and *primary language* are statistically significant factors related to differences in stakeholder values of international education. MANOVA testing detected significant differences between *international schools* in stakeholder values and perceptions of international education. ANOVA testing indicated significant differences in values of *Community and Culture* between stakeholders with different levels of *Educational Attainment.* ANOVA testing also indicated significant differences in stakeholder values of *philosophy* between stakeholders from the two different *Stakeholder Groups*: staff and parents. While ANOVA testing did not detect a statistically significant relationship within *Primary Language* groups, post-hoc test results revealed that the valuing of *Community and Culture* statements was statistically significantly lower by stakeholders whose *Primary Language* was *Arabic* compared to *other languages.* All ANOVA effect sizes are considered to be small.

The finding that stakeholder values of international education are related to *international school, stakeholder group, primary language*, and *educational attainment* is reflected in the literature. Literature supporting *International school* as a factor related to stakeholder values includes Sylvester's (2003) findings that there are different types of international schools and Cambridge and Thompson's (2001) findings that different international schools have different ethos. Literature supports *stakeholder group* as a factor related to stakeholder values. Ingersol (2010) found

that parents have aspirational priorities when selecting schools. MacKenzie, Hayden and Thompson (2003) found that international school parents selected schools based on specific factors, many from the pragmatic agenda. Fox (1985) found most parents are more immediately interested in a school's academic achievement than in its philosophy. Hayden & Thompson (1998) found international school teacher values were a balance of the globalist and internationalist agendas. Returning to MacKenzie, Hayden and Thompson's (2003) study, they also found that *primary language* may be a factor related to stakeholder values: non-native English speakers tended to have different values related to language curriculum issues than native English speakers. No literature was found that directly relates *educational attainment* to stakeholder values of international education.

These results have implications for practitioners in the field of international school leadership. There are some significant differences between certain demographic groups, knowledge of which may have potential use for schools leaders. Leaders should first be aware that staff tend to value international education philosophy more highly than parents. Leaders may be able to rely on teachers to help communicate to parents from an idealistic perspective. Second, international school leaders should also be aware that host country language speakers may have less value for the international education topic of community and culture. Leaders may need to be sensitive to the possibility that there may be differences between the needs of expatriate and local stakeholders. Local stakeholders may have a lesser need for the school to serve as their community center.

Finding 3: Significant variations in the relationship between stakeholder values and demographic factors are explained by the themes of *philosophy, internationalism, cultural tensions*, c*orporate/for profit education* and *academic priority*.

Section 4.3.3 presented results to the research question "What might explain why these factors are related to differences in stakeholder values?" Qualitative data analysis developed a set of five themes, viz. *philosophy, internationalism, cultural tensions, corporate for-profit education* and *academic priority*, which provide possible explanations for some of the significant differences in factors discussed in 'Finding 2' above: *international school, stakeholder group, educational attainment,* and *primary language*.

Stakeholder comments indicate that a school's *philosophy* is important to stakeholders. While some feel generally positive about their school's philosophy, others appreciate that their school is still in a process of developing its philosophy.

Stakeholder comments about *internationalism* reflected opinions ranging from critical to positive views of the concept. Stakeholders offered input about their personal ideas on internationalism and often emphasized the importance of establishing internationalism as a priority. Leaders were identified as influential in stakeholder values of internationalism, as well as outside organizations such as the IB.

Stakeholders expressed *cultural tensions* ranging from inequality of compensation for employees of different nationalities to concerns about the degree to which a school is focusing on specific national curricula. In addition, a number of cultural tensions were expressed about issues such as government regulations, specific

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teacher groups, differences between local and international populations, and tensions between well-established cultural values and those associated more recently with international education.

Stakeholders expressed concerns about the *corporate for-profit* arrangement of the international schools. The comments in this theme were negative and focused on condemning the for-profit motives of schools, suggesting that an inherent conflict may exist between the aims of education and the aims of for-profit schooling.

A*cademic priority* was a value held by some stakeholders, expressing their prioritization of the pragmatic purposes of school over the idealistic purposes. This was sometimes expressed in terms of financial advantage to the school, academic advantage to students aiming to graduate, and academic advantage to students aiming to enter selective universities.

Together, the themes of *philosophy, internationalism, cultural tensions*, *corporate for-profit education* and *academic priority* are important to understanding stakeholder values of international education. These values significantly change in relation to four stakeholder factors: *international school, stakeholder group, educational attainment,* and *primary language*.

International school was a significant factor related to changes in stakeholder values of international education. This relationship may be explained by two processes: match-making and influencing. As discussed in section 4.3.3, the match-making process occurs when stakeholders and international schools select each other. These processes include parents searching for appropriate schools, teachers searching for appropriate schools, schools searching for appropriate teachers, and to a lesser extent, schools searching for appropriate families. The degree to which a match is

deemed appropriate may be significantly related to alignment of values between stakeholders and schools. As an acceptable alignment of values leads to a match, new stakeholders become incorporated into the school community and the process of influencing begins. A school may influence stakeholders, stakeholders may influence schools, or stakeholders may influence other stakeholders within the school community. If the process of match-making creates a school community with similar values, the process of influencing may further refine the common values within the community. These processes provide an explanation for why international school is a significant factor for differences in stakeholder values.

Stakeholder group was a significant factor related to changes in stakeholder values of *philosophy* of international education. International education, as the construct was defined in this study, was valued significantly higher by staff members than parents. As discussed in section 4.3.3, the differences in how these two groups value philosophy of international education may be explained by how they differently experience origin, match-making, influencing, and understanding. The origin for selecting an international school is often different between parents and faculty members. While international faculty members may be in the country because they were hired by the school, most international families are in the school because they were brought to the country. As one administrator described: "It is a 'pull' factor for teachers, whereas it is often a 'push' factor for many parents." Staff members may be pulled to move to other parts of the world to work in international schools; this may explain why they value international education at higher levels.

The process of match-making may also be different between the two stakeholder groups. While schools, during the hiring process, are able to truly select teachers based on a perceived match in philosophy, the process for match-making with

families, who are paying customers in for-profit schools, may be less selective. International schools, desiring to have teachers who value the philosophy of international education, may be likely to select staff members with higher appreciation for the philosophy of international education than the parent customers who send their children.

The degree of influence in values may also be different between the two groups. The relationship between school and staff members is based on employment, involving professional development, supervision, evaluation, discipline, meetings, discussions, and termination. The relationship between school and parents is based on customer service. With regard to valuing the philosophy of international education, international schools may have a greater degree of influence on staff members than parents. The level of understanding of international education may be different between the two stakeholder groups. International school educators, with on-going professional development in topics related to international education, may be more knowledgeable about the subject than parents. This increased knowledge level may increase staff value for the philosophy of international education. Differences in how parents and staff members value the philosophy of international education may be explained by four differences related to the international school: purpose, match-making, influencing, and understanding. They provide an explanation for why the philosophy of international education is valued significantly higher by staff members than parents.

Educational attainment was a significant factor related to changes in stakeholder values of the *community and culture* topic of international education. The least educated stakeholders tend to value *community and culture* aspects of international education significantly less than stakeholders with higher levels of education.

Qualitative data analysis did not yield explanations for this statistical finding. It is possible that the community and culture aspects of international education are more abstractly related to the purposes of international schooling and that lesser educated stakeholders don't see the value of this topic.

Primary language was also a significant factor related to changes in stakeholder values of the *community and culture* topic of international education. Arabic speakers tend to value *community and culture* aspects of international education significantly less than speakers of other languages. Strong qualitative results described a variety of cultural tensions, one of which was clearly described between the general 'culture' valued in international schools (with highly diverse populations) and the host-country culture which had a focus on connection and cohesion. These tensions may explain why the community and culture aspects of international education are valued significantly differently by the different communities served by the school.

The finding of the explanatory themes of *philosophy, internationalism, cultural tensions*, *corporate for-profit education* and *academic priority* are reflected in the research literature. There are a number of studies supporting *philosophy* and *internationalism* as explanatory themes for stakeholder values. Cambridge and Thompson (2001) found that different international schools have different ethos, thus supporting the finding that stakeholder values are related to international schools. Sylvester (2005) described that international schools may be analyzed through their political and idealistic considerations; the idealistic considerations ranging from *education for international understanding* to *education for world citizenship*, thus further supporting the notion that different school communities may have different common values.

Cultural tension as an explanatory theme is supported in the literature. Some evidence suggests that diversity within schools strengthens an international education (Hayden & Thompson, 1997), thus agreeing with the many stakeholder comments valuing diversity in their school. Other studies suggest that simply increasingly diversity can perpetuate normative national, cultural and ethnic identities (Matthews & Sidhu, 2005), thus supporting the comments about cultural tensions made by other stakeholders.

While there is little research related to stakeholder perceptions of *corporate for-profit international education*, Odland and Ruzicka (2009) found that proprietary international schools suffer from the perception that operational decisions are driven by a profit incentive. This is consistent with the stakeholder comments expressing criticism of for-profit education.

Academic priority as an explanatory theme has strong support in the literature. MacKenzie, Hayden and Thompson (2003) found parents selection of international schools was based heavily on a pragmatic agenda. Fox (1985) found most parents are more immediately interested in a school's academic achievement than in its philosophy. Cambridge (2003) argues that wealthy global elite parents seek economic advantages for their children by paying for them to attend exclusive schools, learn English as the international language of business, attend a program that allows for easy mobility between schools, and earn a diploma that permits access to top universities. These studies support the stakeholder comments related to academic priority.

The *Dualities Framework* illustrates the tensions between the explanatory themes of stakeholder values. Some explanatory themes, such as *philosophy* and

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internationalism, are well-described on the right side of Figure 4 illustrating the idealism of a global civil society. On the other side of the diagram, explanatory themes such as *academic priority*, are depicted in the pragmatic post-colonial approach to globalization. The middle of the diagram depicts the tensions between the pragmatic and idealistic agendas. This is where explanatory themes like *cultural tensions* and *corporate for-profit education* may be found. While many stakeholders may like the ideal of cultural diversity in their school community, the pragmatic realities of needing intercultural understanding may create *cultural tensions*. Furthermore, an international school may appear to be culturally diverse as measured by nationality, but yet could be found to be quite mono-cultural as measured by family income. While many stakeholders may be predisposed to criticize *corporate for-profit* schools for driving all educational decisions for a profit incentive, the stakeholders may be joining that school for similar reasons: to seek economic advantage, but for their children. Cambridge (2003) portrays this tension found in the *Dualities Framework* with the following metaphor: "some surf the globalization wave of pragmatic opportunity while others work toward creating a wave of idealist commitment."

These results have implications for international school leaders who are better able to understand the explanations behind stakeholder values. While school communities are values-laden enterprises, they are also pragmatic organizations tasked with providing an academic priority for all students. The space between the pragmatic and idealistic agenda is filled with tensions. While cultural diversity may be considered a strength to international schools, cultural tensions are a natural byproduct. While stakeholders are happy to pursue economic advantage for themselves and their children, they may criticize the school for pursuing similar

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goals. It is the management of this complex list of tensions that may be the priority

for international school leaders (Keller, 2014).

**Finding 4: Stakeholders perceive that international education is implemented
less than well.**

Section 4.4.1 presented results to the research question "To what degree do

stakeholders perceive different aspects of the international education are being

successfully implemented?" Descriptive statistical analysis indicated that

international school stakeholders tend to perceive that international education is

implemented between *fair* and *well* (3.60 < μ < 3.81) for all four topics of

Philosophy, *Curriculum*, *Leadership* and *Community and Culture.*

Limited publicly available literature exists directly addressing stakeholder

perceptions of implementation of international education within international

schools. The literature that was found discussed the instruments that were available

to international schools, rather than studies sharing the results from administering

those instruments. Three main instruments were discussed in section 2.5: CIS, IB,

and ISA. The Council of International School's *Standards for Accreditation, 8th

Edition* (2010) has a self-evaluation component to their evaluation process that

involves a stakeholder questionnaire aligned to the CIS standards. The International

Baccalaureates *Programme Standards and Practices* (2010) has a self-evaluation

phase to their evaluation process encouraging schools to gather information from

stakeholders, but it is not a pre-designed questionnaire like CIS. The International

School Association's *Internationalism in schools - A self-study guide* (2006) is a very

detailed self-study guide; schools may choose how many stakeholders are involved

in the self-study process. For reasons of confidentiality, none of the results of these

stakeholder perception instruments are made available outside of these organizations.

The *Dualities Framework* describes the *pragmatic* and *idealistic* agendas across four practices. The results of the study indicate that stakeholders value international education more highly than they perceive its implementation. If these results were placed on Figure 4, the *Dualities Framework* diagram, stakeholder values of international education would be marked in a different place than stakeholder implementation. As discussed in section 5.2, the instrument in this study predominantly measures aspects of international education consistent with the idealistic agenda. Therefore, if both values and implementation were marked on the diagram, implementation would be somewhere within the right-side 'idealistic' circle and values would be marked further to the right.

These findings have important implications for practitioners in the field of international school leadership. Leaders can know that stakeholders tend to perceive that international education is being implemented fair to well. This raises the question as to why the ratings are lower than ratings for values. It would be helpful for leaders to understand why the perceptions of implementation are lower and what they may do to improve these perceptions. It raises the question whether it is the implementation in the school or whether communication with parents is the problem, or whether some other dynamic is effecting these perceptions.

Finding 5: Significant differences in stakeholder perceptions of international education implementation are related to the factors of *international school, number of international schools,* and *stakeholder group.*

Section 4.4.2 presented results to the research question "What factors, if any, are related to differences in stakeholder perceptions of implementation of international education?" Inferential statistical analysis indicated that *international school, number of international schools,* and *stakeholder group* are statistically significant factors related to differences in stakeholder perceptions of international education implementation.

Section 4.2.1 established that MANOVA testing detected statistically significant differences between *international schools* in stakeholder values and perceptions of international education. ANOVA testing indicated significant differences in perceptions of implementation of *Philosophy* and *Curriculum* of international education between stakeholders from different *International Schools*. ANOVA testing also indicated significant differences in perceptions of implementation of *Leadership* and *Community and Culture* between stakeholders experienced with different *Numbers of International Schools*. Post-hoc testing detected that stakeholders experiencing *four or more international schools* responded statistically significantly lower than those attending either *one* or *two international schools.* Furthermore, ANOVA testing indicated *Stakeholder Group* is a significant factor: for all four topics of international education, *Philosophy, Curriculum, Leadership,* and *Community & Culture*, perceptions of implementation are rated significantly higher by staff members than by parents. All ANOVA effect sizes are considered to be small.

As discussed above, there appears a dearth of limited literature directly addressing stakeholder perceptions of implementation of international education standards within international schools. With regard to *international school* being a significant factor, the evaluation systems of CIS (Council of International Schools, 2010), IB

(International Baccalaureate Organization, 2010), and ISA (International Schools Association, 2006) do not publicly report the results of stakeholder perceptions of implementation.

Some research does discuss how a stakeholder's experience with a *number of international schools* may be connected to their perceptions of implementation of international education. In *Global Product Branding and International Education* (2002), Cambridge argues that 'products' like the IB are marketed toward global elites who travel between multiple international schools in a child's educational career. He makes an analogy between the global product of an education from the IB and the global product of a burger from a fast-food chain like McDonald's. The analogy explores issues like easy identification and quality control for global nomads in need of reliable education delivered with convenience. Cambridge's analogy suggests that more experience across multiple international schools may create experienced 'consumers' of international education. Therefore, his research supports findings that stakeholder perceptions of implementation of *leadership* and *community and culture* topics of international education may be significantly different for stakeholders experienced with more international schools.

It has previously been discussed how stakeholder factors like *international school* and *stakeholder* group relate to the *Dualities Framework*. However, the relationship between *number of international schools* and the *Dualities Framework* warrants discussion. This study found that stakeholders experienced in a higher *number of international* schools had significantly lower perceptions of *Leadership* and *Community and Culture* implementation. The *Dualities Framework* illustrates that an idealistic stakeholder would have perspectives aligned with concepts of internationalism, affective curriculum, equity in leadership, pluralism in community,

and cosmopolitanism in culture. Such an idealistic stakeholder, subscribing to the global civil society theory, would certainly have high expectations of *leadership* and *community and culture*.

Alternately, the framework illustrates how a pragmatic stakeholder would have perspectives aligned with concepts of globalist agenda, cognitive curriculum, privilege creating inequity, mono-culturalism in school community, and nationalism in the culture. More experienced stakeholders may have higher expectations of the implementation of the idealistic aspects of international education. In addition, they may also be better able to distinguish between school rhetoric and actual implementation. If increased expectations and decreased gullibility are byproducts of stakeholder experience in multiple international schools, than these byproducts may explain why more experienced stakeholders rate implementation of *leadership* and *community and culture* at significantly lower levels.

These results have implications for practitioners in the field of international school leadership. Leaders should remember that their most experienced stakeholders may be able to compare schools. This may lead to lower perceptions of implementation of their current school's international education. In addition, parents may have lower perceptions than staff members of the school's implementation of international education. Leaders may want to leverage the positive perceptions of faculty by having them connect more closely with parents. Or they may consider involving the most experienced stakeholders in the community in constructive feedback about the school.

Finding 6: Significant variations in the relationship between stakeholder perceptions and demographic factors is explained by the themes of *general context, philosophy, management, communication, teaching, stakeholder role,* and *curriculum.*

Section 4.4.3 presented results to the research question "What might explain why some factors are related to differences in stakeholder perceptions of implementation?" Qualitative data analysis developed a set of seven explanatory themes, viz. *context, philosophy, management, communication, teaching, stakeholder role,* and *curriculum*, which provide possible explanations for some of the significant differences in factors discussed in Finding 5 above: *international school, number of international schools,* and *stakeholder group*.

Stakeholder comments described how implementation of international education was affected by the *general context* within which the school operates. Key features of the context included governmental regulations, diversity, and change. The regulatory environment was described as setting bounds on the ability of international schools to implement international education. The highly diverse population within the country was perceived as a positive multi-cultural environment at one level but interactions between those cultural groups may be limited. The host country was described as a fast-changing economy, and the education sector reflected this with new schools being built, growing quickly in student population, and moving to new larger school facilities. Stakeholders commented that this rapidly changing environment challenged a school's ability to successfully implement aspects of international education.

Stakeholders suggested that *philosophy* plays an important role in the

implementation of international education. Comments ranged from generally positive impressions of implementation to criticisms of how some schools did not appear to be implementing the school's stated philosophy successfully. The importance of aligning stated philosophy with implemented philosophy was reflected in many comments, suggesting that some stakeholders are able to discern between rhetoric and implementation. Some comments directly connected the challenges posed by the *general context* of a school with the school's ability to successfully implement its intended philosophy.

Management of schools was another theme of comments related to implementation of international education. While general comments ranged from positive to negative, there were more specific comments addressing topics such as concerns about resources, ideas about leadership and schools, and ways to improve participatory decision making. Comments generally suggested that successful implementation of international education rested with the leaders of international schools.

Comments from stakeholders suggested that *communication* affects perceptions of international education implementation. Stakeholders identified that both frequency and quality of communication are important in affecting stakeholder perceptions. Some suggested that focus should be on school-to-stakeholder communication, as well as stakeholder-to-school communication.

Stakeholder comments about *teaching* addressed teacher orientation programs, quality of general teaching staff, concerns about specific groups of teachers, how teachers should prioritize their efforts, and how teachers should improve assessment practices. Comments stated that teachers are the main agents of implementation of

the international education in the school and should be the focus of attention. Some described a distinct disconnect between the school's stated philosophy and the perceived teacher philosophy.

The theme of *stakeholder role* included comments on how stakeholders join the school and the differences in experiences between groups. Comments about the different experiences between staff and parents describe how staff 'live' at the school while parents 'drive by' to drop off and pick up their child; while parents pay tuition costs, teachers draw salary payments. These differences, comments suggest, affect stakeholder perceptions of how international education is implemented within the school.

Stakeholder comments about *curriculum* ranged from negative to positive. Some addressed the on-going development of the curriculum and cross-curricular tensions. Some stakeholders described how, due to a context filled with change, they perceive their school as still developing the curriculum and therefore facing challenges to implement the international education. Others described how they are torn between different national curricular systems, or between the current curriculum in the school, and what they hope it could be. The curriculum is not only a major aspect of how international education is implemented in the school, but also has the potential to impact stakeholder perceptions of other aspects of international education.

Together, the themes of *general context, philosophy, management, communication, teaching, stakeholder role,* and *curriculum* are important to understanding stakeholder perceptions of how international education is implemented within international schools. These perceptions of implementation significantly change in relation to three stakeholder factors: *international school, number of international*

schools, and stakeholder group.

International school was a significant factor related to changes in stakeholder perceptions of how the international education topics of *philosophy* and *curriculum* are implemented. This relationship may be explained by two processes: implementation and influencing perceptions. Comments ranged from positive to negative for the themes of *general context, philosophy, management, communication, teaching, stakeholder role,* and *curriculum*, and stakeholders often provided specific suggestions for improvements. Stakeholder perceptions of implementation may change according to international school for the simple reason that some international schools are more successfully implementing their international education *curriculum*. The themes may provide a structure for understanding why some schools are more successfully implementing *curriculum* than others. Comments related to *general context* describe change as a major factor impacting many international schools in the host country. More established schools may no longer be dealing with challenges related to increasing enrollment and moving to new facilities. Similarly, they have had more time to clarify and implement their *philosophy,* more continuity with *management*, more established *communication* systems, more developed systems for improving *teaching*, and more developed supports for the *curriculum*. As one parent commented:

> I think maybe if you consider how long our school has been opened
> for and the vision and mission we have and how long it takes for you
> to consistently build that into practice, I think we're definitely on the
> way there, far from where we were in the beginning. As the years
> progress, more people are accepting the vision and philosophy.

While there are surely other causes for successful implementation, the impact of rapid change should not be underestimated. As one administrator stated:

> As you grow from zero to two thousand in six years, the ability to
> communicate and communicate well to all the stakeholders… is

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probably one of the most challenging areas.

This comment leads to the second explanation for why *international school* is a significant factor for stakeholder perceptions of international education implementation: influencing perceptions. Schools may be able to influence stakeholder perceptions of how the *philosophy* of international education is implemented within the school. Implementation and influencing perceptions provide two explanations for why *international school* is a significant factor for differences in stakeholder perceptions of international education philosophy implementation.

Number of international schools was a significant factor related to changes in stakeholder perceptions of how the international education topics of *leadership* and *community and culture* are implemented. As described above, stakeholder experience across multiple international schools may create experienced 'consumers.' Their critical perceptions of implementation of international education *leadership* may be related to topics such as *complexity of leadership*, *change in leadership*, *diversity of population*, and *regulatory environment.* Stakeholder comments highlight the *complexity* of international school leadership and suggest that stakeholders may develop their personal understanding of leadership as they experience more international schools. They may then become more critical of current leadership practices in the school. Lack of leadership continuity in fast developing school systems may be another cause for lower perceptions of leadership from more experienced stakeholders.

Stakeholders comment that the degree of multi-national *diversity* existing in the study schools may exceed that which stakeholders have experienced in other international schools. Comments suggest that some aspects of diversity pose challenges to ideals of international education such as equity, which may lead

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experienced stakeholders to perceive leadership as unprincipled. Stakeholder comments described how a *regulatory environment* can inhibit quality leadership in the school. Experienced stakeholders perceiving lower implementation of international education *leadership* may be explained by findings related to complexity of leadership, change in leadership, diversity of population, and regulatory environment.

Experienced stakeholders also perceive lower implementation of international education *community and culture*. These perceptions may be related to stakeholder comments about the challenges that change poses to developing a strong culture and sense of community within a school. Comments specifically described how changes in staff, parents, and students limit the sense of community and culture in a school. Others emphasized that changes in leadership also negatively affects the implementation of a strong international school community and culture. Experienced stakeholder perceptions of international education *leadership* implementation may be related to topics such as *complexity of leadership, change in leadership, diversity of population*, and *regulatory environment*. Experienced stakeholder perceptions of international education *community and culture* implementation may be related to the topic of *change*. These findings provide explanations for why *number of international schools* is a significant factor for differences in perceptions of implementing international education *leadership* and *community and culture*.

Stakeholder group was a significant factor related to changes in stakeholder perceptions of international education implementation of all four topics: *philosophy, curriculum, leadership,* and *community and culture*. International education, as the construct was defined in this study, was valued significantly higher by staff members than parents. As discussed in Finding 3, differences between these two groups

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include the degree of *influence* the school may exert and the degree of *understanding*

international education. In addition, comments from section 4.4.3 also include

differences in stakeholder *role* and different levels of *access to information*.

Together, these four ideas help explain why staff members rate implementation of

international education significantly higher than do parents. Schools have a higher

degree of *influence* they may exert over staff members than they may over parents.

Stakeholder comments suggest the 'employment relationship' allows schools to exert

more influence over employees than the 'customer service relationship' allows over

paying customers. Comments suggest schools may intentionally use this added

influence to positively impact how staff perceive the implementation of international

education. Further, international school educators with professional training in

international education may be more knowledgeable about the subject than parents.

The difference in stakeholder *roles* may also explain why staff members perceive

implementation of international education at a higher level. As one administrator

stated:

> Staff members get a different insight into things and see things in a
> different way. Faculty have the inside view of things. Parents are
> customers and don't see how things are done. How do we work on
> our curriculum? Faculty members will always have a better
> understanding. Parents are coming in the morning and the afternoon
> for pickup.

One comment summarized this difference by simply stating that teachers work hard

to try to implement international education in the school and they can see if their

efforts are successful. Finally, staff members have more *access to information* than

parents, working in the school full time and with experience of how all aspects of

international education are implemented. Parents rely upon the quality and

frequency of communication. This indirect experience filtered through various

communication systems may explain why parents perceive lower implementation of

international education in the school. The explanations of *influence*, *understanding*, *role*, and *access to information* provide reasons why staff members may perceive a higher implementation of international education.

The research literature supports *context* as an important explanatory theme for stakeholder perceptions. Simkins (2005) argues that instead of trying to find easy leadership prescriptions, leaders need to make sense of the context within which their school operates. Bunnell (2006) directly applied Simkins' work to the area of international schools and the role of international school organizations to help in 'making sense' of the international school context. Caffyn (2010) explored the significance that location plays as a factor in the political environment of international schools. The research literature also supports *philosophy* as an important explanatory theme for stakeholder perceptions by providing specific tools for assessing these perceptions. The ISA's evaluation tool *Internationalism in schools - A self-study guide* (International Schools Association, 2006) is based primarily on the stakeholders perceptions of how international schools implement the philosophy of internationalism. The theme of *management* is well-represented in the literature related to international schools. Poore (2005) described the important role that leadership plays in developing the culture of international schools. Caffyn (2011) explored the relationship of leaders and micropolitics in international schools. Benson (2011) discussed the impact that international school administrative turnover has on stakeholders in the organization. While the literature found on *Communication* in international school contexts is limited, Bunnel (2005) found that schools tend to not have strategic marketing plans, and those that do tend to focus only on attracting students, rather than strategically addressing issues like internal communications. The literature supports *teaching* and *curriculum* as explanatory

themes for stakeholder perceptions. Miller (2006) examined stakeholder perceptions of curriculum regarding bilingual education programs. Other studies have utilized stakeholder perceptions to explore teaching (Whelan, Manour, Farmer, & Yung, 2007) and curriculum (Muller, Jain, Loeser, & Irby, 2008).

The *Dualities Framework* provides an instrument to analyze some of the tensions within the explanatory themes of stakeholder perceptions. Teachers, with much more knowledge about how things are implemented in the school, perceive implementation at a higher level than parents, who usually receive more diluted information about the school. However, it could also be that teachers are more confident about the service they provide than parents who perceive how the service is received by their children. This leads directly to the importance of *communication.* The more successfully the school communicates to parent stakeholders, the more successfully it may be able to help them better understand the actual implementation within the school. Implementation in the school directly connects with themes like *philosophy* and *context, for which m*any comments express frustration between the pragmatic and idealistic agendas of the school, or of the local education authority's impact on the school. Stakeholder comments then emphasized the importance of *management* and how leaders need to help resolve the various tensions and *communicate* a clear *philosophy* for the school. Tensions between pragmatic and idealistic agendas regularly emerged within the stakeholder comments about *teaching* and *curriculum.*

These results have implications for practitioners in the field of international school leadership. The importance of *leadership* and *communication* is a clear message for how leaders can help influence stakeholder perceptions- particularly those of parents. Topics for communication could include clarifying the school's *philosophy* for the school community; interpreting and resolving the *context* within which the school

operates; and clarifying and justifying the *curriculum* for the parent stakeholders.

Teaching was also a theme related to stakeholder perceptions of international education implementation. Since teaching is the main method of how schools implement international education, leaders could ensure that teachers use effective strategies to improve quality of teaching in the school and serve as effective communicators to parents.

Finding 7: International school stakeholders value international education at significantly higher levels than they perceive its implementation.

The primary research question for this study is "How is international education valued and perceived by stakeholders in international schools?" Section 4.5.1 described how, for all four topics of international education, stakeholders rated their value of international education at higher levels than they rated implementation of international education. The difference was subjected to inferential statistical analysis and the results indicate that stakeholders value all four topics of international education at a significantly higher level than they perceive its implementation within their schools.

Finding 3 discussed how stakeholder values about international education may be understood through the themes of *philosophy, internationalism, cultural tensions, corporate for-profit education* and *academic priority.* Stakeholder values may be considered to be the aspirations stakeholders have for the educational experience of children.

Finding 6 discussed how stakeholder perceptions of international education implementation may be understood through the themes of *context, philosophy,*

management, communication, teaching, stakeholder role, and *curriculum.*
Stakeholder perceptions of implementation may be considered to be the judgement of
the actual education experienced by children. If the premises are accepted that a)
stakeholder values may be considered aspirations and b) stakeholder perceptions of
implementation may be considered judgements, then it is proposed that c) the
discrepancy between aspirations and judgements may be considered disappointment.

The international schools in this study were unable to live up to the aspirations of
their stakeholders. While it has been established that stakeholders value a
philosophy of international schools that embraces the ideals of internationalism, it
has also been established that a number of pragmatic realities inhibit international
schools from fully reaching their aims. Rapid changes, a mobile parent body,
government regulations, for-profit corporate governance, cultural tensions, disparate
academic expectations, communication challenges, and teacher limitations are just a
few of the pragmatic realities that have been discussed. This tension between
idealistic aspirations and pragmatic realities is easily seen in the *Dualities
Framework*. The framework suggests that the discrepancy between the idealistic and
the pragmatic is a tension inherent in international education. This further suggests
that pragmatic realities make the ideals of international education unattainable and
stakeholder disappointment unavoidable.

These findings have significant implications for international school leadership.
Leaders may need to embrace the pessimistic view that stakeholder disappointment is
inevitable while simultaneously holding the optimistic view that the ideals of
international education have strong stakeholder support. Leaders may also need to
focus on managing stakeholder expectations in order to minimize disappointment.

5.4 Implications for practice

The findings from this study have implications for leaders of international schools. During the discussion of each of the seven findings, implications for international school leaders were identified. Below, these implications have been organized into three themes: a) knowledge about stakeholder values and perceptions, b) knowledge about findings that reveal tensions, and c) suggestions for managing those tensions.

There are three areas of stakeholder knowledge that leaders of international schools would do well to remember in their practice: a) their values of international education, b) their perceptions of international education implementation, and c) their placement and schools along the *Dualities Framework* continuum. While stakeholders tend to highly value the idealistic agenda, leaders should remember that they may also value the pragmatic agenda. While stakeholder characteristics, such as *international school, educational attainment, stakeholder group,* and *primary language,* are significant factors related to differences in stakeholder values of international education, the effect size of these factors is small. Stakeholders tend to perceive international education as being implemented less than well. Certain stakeholder groups, such as parents and stakeholders experienced with multiple international schools, may tend to have lower perceptions of how the school is implementing international education.

The findings revealed that leaders should keep in mind: tensions between the idealistic and pragmatic, tensions between stakeholder values and perceptions of implementation, and tensions between the values and perceptions of teachers and parents. International schools may be values-laden enterprises and stakeholders in this study tend to subscribe to the philosophical ideals of internationalism.

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International schools, however, also operate within contexts that contain pragmatic realities. The space between the pragmatic and idealistic agenda is filled with tensions. Stakeholders perceive implementation of international education significantly less than they value it. Teachers tend to value and perceive implementation of international education standards more highly than parents.

Managing these tensions may be the most important implication for leaders of international schools, who are responsible for bringing all stakeholders together around common core values. It raises the question as to whether it is the implementation in the school or communication with parents which is the problem, or if there is some other dynamic affecting these perceptions. Knowing that different stakeholder groups have different values may be helpful to leaders as they manage the group dynamics within their schools. Leaders may want to leverage the positive perceptions of faculty by having them connect more closely with parents. In addition, leaders may consider involving the most experienced stakeholders in the community in constructive feedback about the school. Leaders may need to address and resolve any disparities between the 'stated' school philosophy and the 'actual' philosophy as held by its stakeholders. This will support leaders as they strategically engage in the match-making process between school and stakeholders.

5.5 Implications for further research

The findings from this study have implications for variations on the existing research design, as well suggestions for continuing research in certain topics.

Three variations on the existing research design are proposed. The first, and possibly most obvious, would be to replicate this study in a different context. Variations in

the context could include geographic location as well as a group of schools that are not members of the same corporate for-profit network. It may be interesting to look at international schools, located in different continents around the world, which represent various organization structures, such as independent non-profit or government sponsored.

The second proposed variation generates from the questionnaire comments on the length of the instrument. It would be a significant contribution to find a way to decrease the number of statements without significantly sacrificing the quality of data. This may be performed through a statistical analysis of the existing data to determine the least number of questions for each topic that yields similar topic means with the lowest margin of error.

The third proposed variation relates to the implications for practice, where a number of suggestions were made for how leaders might manage tensions within their school. A longitudinal study adapting the instruments of this study to measure impact of specific leadership interventions may provide fruitful information.

The findings from this study also have implications for continuing research in the following topics: tension between agendas, discrepancy between values and perceptions, school communication, experienced stakeholders, and the match-making process.

Two implications for research related to the tensions between the pragmatic and idealistic agendas are proposed. First, it would be helpful to modify the questionnaire instrument in order to be sensitive to placements along the *Dualities Framework*. Then, research into understanding why certain schools or individuals are located in certain locations within the framework may yield interesting results.

Secondly, the challenges leaders face in the context of for-profit schools could be addressed. While much has been written about the importance of visionary international school leadership anchored in core values, more research is needed to explore the inherent tensions between competing values. While stakeholder comments and literature describe stakeholder complaints about a school's profit motive, more research about successful strategies for handling those concerns may prove helpful.

Findings from this study suggest further research into the discrepancy between values and implementation. There significant difference between ratings for values and ratings for perceptions of implementation. As previously described, while the scale for both values and perceptions was five points, the descriptors were different. It would be fruitful to replicate the study but modify the descriptors to be identical in order to confirm the results of this study.

Findings from this study suggest further research may be needed in the area of communications within the context of international schools. This study suggests that stakeholder perceptions may be influenced, in part, by the communication provided by the school's leadership. Research into effective stakeholder communication may prove to be useful to leaders of international schools.

Further research into the stakeholders experienced with a large *number of international schools* may prove to be particularly interesting because of its connection to prior international school experiences. It would serve leaders well to know why more experienced stakeholders perceive implementation of leadership, community and culture at lower levels. It may also be helpful to know what those more experienced stakeholders might provide in the way of advice or suggestions to

international school leaders. Focus group interviews with this unique group of experienced stakeholders might yield valuable insights.

The 'match-making' process between stakeholders and international schools is also an interesting topic for further research. Four possible interactions could be explored: a) how international schools attract stakeholders with specific values, b) how international schools affect the values of their stakeholders, c) how the stakeholder community affects the values of individual stakeholders within the community, and d) how the values of international schools are affected by their stakeholders. An exploratory qualitative case study may be an appropriate method to investigate this topic.

5.6 Limitations

The scope of the research is limited with regard to causality. The quantitative phase, as a non-experimental design, provides descriptive information but does not provide information about causality. The qualitative results, which suggest causality, have limitations related to self-reported data.

The scope of the research is also limited with regard to generalizability, which is limited by time, space, and type of school. The cross-sectional design limits the findings to the time frame of the study.

The quality of data is limited due to the potential sources of bias associated with self-reported data. The design of the study gathered data from questionnaires, focus groups, and interviews. These methods rely on accepting data at face value, but self-reported data may contain bias related to selective memory, telescoping, attribution, and exaggeration.

The instrumentation has limitations with regard to aim. The aim of the instrument was to measure stakeholder values and perceptions of international education as described by leading international education organizations. However, through analysis of the findings, it was determined that the aim of the instrument was not specifically designed to be sensitive to 'placing' schools or stakeholders along the pragmatic/idealistic continuum described in the *Dualities Framework.* This difference between the aim of the instrument and the scope of the framework is due to the idealistic biases of leading international education evaluation schemes.

The instrumentation has limitations with regard to participant fatigue. The questionnaire was lengthy and a number of participants commented that they were experiencing fatigue while attempting to complete the instrument. Research into reducing the length of the instrument could significantly improve the general usability of the questionnaire in the future. Statistical analysis may be used in order to determine the least number of questions for each topic of international education that yields similar results within acceptable margins of error.

The study is limited by the sample sizes of both the quantitative and qualitative phases. Quantitatively, as discussed in section 4.2.1, the sample size of the study, for the confidence level of 95%, has a margin of error of 4.5%. The qualitative phase had sample size limitations related to two sources of data, as the second source of qualitative data, the focus group, was limited to only one site for reasons of limited study resources. The third source, the administrator interviews, included a sampling of three administrators from the study population. Therefore, the results from both sources are limited in their ability to generalize to the entire study population. Future research studies may choose to focus more on the qualitative phase in order to sample a wider section of the targeted/respondent population with a view to gaining a

broader insight into motivation behind perspectives revealed by the quantitative data.

5.7 Conclusion

The history of international education has been shown to be a continuing compromise between the pragmatic needs of the parent and teacher populations, and the idealistic need to provide students with an education promoting a global civil society. This study has shown that the terms international school and international education continue to defy commonly accepted definitions. It has also shown there are common values underlying the ideals of international education, rooted in the concepts of nation, culture, and citizenship, with some agreement among the different stakeholders of the international education community. The study used these common understandings as the basis for investigating international education within the context of international schools. The construct of international education was defined as "an approach to education that pursues the dual priorities of meeting the educational needs of internationally-mobile families and developing a global perspective in students."

The primary research question of this study was "How is international education valued and perceived by stakeholders in international schools?"   Results show that all targeted stakeholders value international education highly; however their perceptions of international education implementation are rated significantly lower than their ratings of values.

The findings from this study have three major implications for leaders of international schools. Leaders should understand the discrepancy between stakeholder values and how they perceive international education to be implemented

in the school. They are advised to consider the suggested methods for managing the tensions inherent in international schools.

This study has implications for further research into the fields of international education, and several directions have been identified, ranging from variations on the design of this study to explorations of the findings.

The issues related to stakeholder values and perceptions have been shown to be important. It was seen that international school leaders are challenged to manage competing tensions within their school stakeholder community. These tensions may be summarized as a conflict between pragmatic and idealistic agendas. These two agendas represent a larger struggle at play between a post-colonial capitalistic advantage for the privileged and a global civil society idealistic vision for the world. To some degree, the tensions played out in international schools around the world may be representing the tensions playing out in our larger world today.

Those of us fortunate enough to ponder these issues must face the reality that along the global continuum of wealth, we are each members of the privileged class. Like international schools, we personally benefit from the economic advantages of globalization while also wanting to pursue ideals of equity. The tensions between post-colonial theory and global civil society theory are not purely academic abstractions; they are tensions that exist around us, and within our lives, on a daily basis. As leaders of international schools must manage the competition between pragmatic and idealistic agendas, so too must we manage these tensions in our own lives.

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APPENDICES

Informed Consent

About the project... The World View Project aims to develop understanding of international education within the context of international schools. The Project is part of a doctoral research study receiving academic supervision at Bilkent University and visiting scholar advising at University of Cambridge. The Project is conducted in cooperation with the International Schools Association and is partially funded by the International Baccalaureate Research Award.

About the survey... The WorldView Survey is a research-based instrument designed to measure international school stakeholder perceptions of a school's international education program. Your responses remain anonymous. The survey is made of two (2) sections: Demographics and Perceptions. To begin, please click "Continue" below.

Informed consent... You are invited to participate in a research study regarding perceptions of international education. The study aims to contribute to our understanding of international education by exploring how international school stakeholders perceive the international education provided at their school. This study is being conducted with permission from your international school and under the supervision of the Bilkent University Graduate School of Education. The purpose of this anonymous questionnaire is to gather data regarding perceptions of the international education curriculum of your international school. The expected benefits of this research are a better understanding of how stakeholders perceive a school's international education curriculum. This increased understanding may assist educators to better meet the needs of stakeholders. The principal investigator, Dan Keller, is employed as the Chief Executive Officer of GEMS American Academy (Abu Dhabi, UAE). This research study is being conducted as partial fulfillment of the degree of Doctor of Philosophy of Curriculum and Instruction, Graduate School of Education of Bilkent University. The principal investigator retains rights to publish valid and reliable findings from this research study, and takes full responsibility for the publication of the research findings and to protect your right to privacy (including maintaining ANONYMITY, CONFIDENTIALITY, and NON-TRACEABILITY of all data). This questionnaire contains a mixture of scaled response and open-ended questions and is estimated to take less than fifteen minutes to complete. There are no incentives or rewards for participants, other than the satisfaction of helping educational research that may improve schools. Participation in this questionnaire is strictly voluntary and you may choose to end your participation at any time without reason. You may ask that your responses be destroyed and the data removed from the research study at any time without reason. Please contact worldview.edu@gmail.com if you would like to learn more about this research study and/or receive a copy of the final report.

Appendix B

Letter to potential interview participants

Dear <<participant>>:

You are invited to participate in a research study regarding perceptions of international education. The study aims to contribute to our understanding of international education by exploring how international school stakeholders perceive the international education provided at their school.

Soon, you will be invited to participate in a short interview. The purpose of this interview is to explore what international school administrators say about the value of understanding stakeholder perceptions of international education.

I will be serving as the principal investigator of the study. This research study is being conducted as partial fulfillment of the degree of Doctor of Philosophy of Curriculum and Instruction, Graduate School of Education of Bilkent University. I will protect your right to privacy (including maintaining ANONYMITY and CONFIDENTIALITY of all data).

There are no incentives or rewards for participants, other than the satisfaction of helping educational research that may improve schools. Thank you, in advance, for considering participating in the interview.

Sincerely,

Dan Keller

Principal Investigator

Email: danieljohnkeller@gmail.com

Appendix C

Letter to interview participants

Dear <<participant>>:

You are invited to participate in a research study regarding perceptions of international education. The study aims to contribute to our understanding of international education by exploring how international school stakeholders perceive the international education provided at their school. This study is being conducted with permission from <<your international school>>; << in cooperation with, and partial funding by, the International Baccalaureate>>and under the supervision of the Bilkent University Graduate School of Education.

The purpose of this interview is to explore what international school administrators say about the value of understanding stakeholder perceptions of international education. The expected benefit of this research is a better understanding of stakeholder perceptions of international education and the value of this information to international school administrators. This increased understanding may assist educators to better meet the needs of stakeholders.

The principal investigator is employed as the Associate Director General, Elementary Division, Bilkent Laboratory & International School (Ankara, Turkey). This research study is being conducted as partial fulfillment of the degree of Doctor of Philosophy of Curriculum and Instruction, Graduate School of Education of Bilkent University. The principal investigator:

- Retains ownership of the data and the rights to publish valid and reliable findings from this research study, and
- Takes full responsibility for the publication of the research findings and to protect your right to privacy (including maintaining ANONYMITY, CONFIDENTIALITY, and NON-TRACEABILITY of all data).

This interview is estimated to take less than thirty minutes to complete. The interview will be video recorded and then transcribed. You will have the opportunity to review the transcriptions before giving permission for their contents to be included in the research. The transcriptions will then become anonymous and confidential. Video segments will not be shared without your explicit and separate permission. There are no incentives or rewards for participants, other than the satisfaction of helping educational research that may improve schools. Participation in this interview is strictly voluntary and you may choose to end your participation at any time without reason. You may ask that your responses be destroyed and the data removed from the research study at any time without reason.

Please feel free to contact me at the email address below if you would like to learn more about this research study and/or receive a copy of the final report.

Sincerely,

Dan Keller, Principal Investigator, Email: danieljohnkeller@gmail.com

Appendix D

Informed consent form for interview participants

I understand that I have been invited to participate in an interview that is part of a research study regarding perceptions of international education. As found in the "Letter to Participants," I have been informed and understand:

1. The aims of the study
2. The purpose of the interview
3. The expected benefits of this research
4. The background of the principal investigator
5. The rights and responsibilities of the principal investigator
6. This interview will be video recorded and then transcribed
7. This interview is confidential and transcripts will be kept anonymous
8. There are no incentives or rewards for participation
9. participation if voluntary and I may choose to withdraw at any time without reason

Based on this information, I agree to voluntarily participate in this confidential interview stage of the research study described above.

Today's Date: _____

Participant's Name: _____

Participant's Email: _____

Appendix E

Semi-structured interview protocol

> **Introduction:** This semi-structured interview is to help gather further information about "How is international education valued and perceived by stakeholders in different international schools?" The purpose of the interview is to gain explanatory information that is difficult to get from simple questionnaires. In order to respect your time, the interview will be audio recorded and your responses will be transcribed in order to protect anonymity and confidentiality. This is an open-ended interview format, so please feel comfortable to share your thoughts freely. My role will be to serve as an objective listener. Are you ready to begin?

1. **General perspectives of international education**
    1.1. For the purposes of this study, *International Education* will be operationally defined as an approach to education that pursues the dual priorities of meeting the educational needs of internationally-mobile families and developing a global perspective in students.
    1.2. In addition, G*lobal Perspective* will be operationally-defined as a mindset that pursues international-mindedness, intercultural sensitivity, and globally-oriented citizenship in order to promote world peace and justice.
    1.3. How much do you feel your school community (staff, students, and parents) values international education?
    1.4. With relation to the term international education, how much common understanding do you think exists in your school?
        1.4.1. Why?
    1.5. How well do you feel you understand your school stakeholders' (parents and teachers) values related to international education?
        1.5.1. What currently informs your understanding of your stakeholders' values related to international education?
    1.6. How well do you feel you understand your school stakeholders' perceptions of how well your school implements different facets of international education?
        1.6.1. What currently informs your understanding of your stakeholders' perceptions of your schools implementation of different facets of international education?
2. **Responses to information from the survey:** Your school has administered the questionnaire to a variety of stakeholders within your school. You have had an opportunity to review the results prior to our meeting today. Based on your review of the results, please answer the following questions.
    2.1. Let's look at how the school community values different aspects of international education.
        2.1.1. What did you notice as interesting or helpful?
        2.1.2. What reasons might explain how the values are different?
        2.1.3. What reasons might explain why the values are different?
    2.2. Let's look at how the school community thinks different aspects of international education are being successfully implemented in the school.
        2.2.1. What did you notice as interesting or helpful?

2.2.2.   What reasons might explain <u>how</u> the perceptions are different?

2.2.3.   What reasons might explain <u>why</u> the perceptions are different?

3. Conclusions

3.1. From this discussion, what <u>final conclusions</u> do you make?

3.2. Are there any <u>final comments</u> you would like to make?

Conclusions: Thank you for taking the time to participate in this interview. Your responses will be transcribed in order to protect anonymity and confidentiality. Thank you, again, for your participation and cooperation.

Appendix F

Letter to potential participating schools

Your school has been invited to participate in a research study regarding perceptions of international education. The study aims to contribute to our understanding of international education by exploring how international school stakeholders perceive the international education provided at their school. This study is partially funded by, and is being conducted in cooperation with the International Baccalaureate, and under the supervision of faculty members from Bilkent University Graduate School of Education and University of Cambridge Faculty of Education.

The principal investigator is employed as the Associate Director General, Elementary Division, Bilkent Laboratory & International School (Ankara, Turkey). This research study is being conducted as partial fulfillment of the degree of Doctor of Philosophy of Curriculum and Instruction, Graduate School of Education of Bilkent University. The principal investigator:

- Retains ownership of the data and the rights to publish valid and reliable findings from this research study, and
- Takes full responsibility for the publication of the research findings and to protect your right to privacy (including maintaining ANONYMITY, CONFIDENTIALITY, and NON-TRACEABILITY of all data).

This questionnaire contains a mixture of scaled response and open-ended questions and is estimated to take less than fifteen minutes to complete. There are no incentives or rewards for participants, other than the satisfaction of helping educational research that may improve schools. All participants will be given an informed consent form before participation. Participation in this questionnaire is strictly voluntary and participants may choose to end the process at any time without reason. They may ask that your responses be destroyed and the data removed from the research study at any time without reason.

This study must be approved by the Head of School in order for stakeholders within a school to participate.

By completing this information and returning it, you are giving permission for your school to participate in the study.

Today's Date and Time: _____
Name of School: _____
Name of Head of School: _____
Email of Head of School: _____

Semi-structured interview protocol

Introduction: This semi-structured interview is to help gather further information about "How is international education valued and perceived by stakeholders in different international schools?" The purpose of the interview is to gain explanatory information that is difficult to get from simple questionnaires. In order to respect your time, the interview will be audio recorded and your responses will be transcribed in order to protect anonymity and confidentiality. This is an open-ended interview format, so please feel comfortable to share your thoughts freely. My role will be to serve as an objective listener. Are you ready to begin?

1. **General perspectives of international education**
    1.1. For the purposes of this study, *International Education* will be operationally defined as an approach to education that pursues the dual priorities of meeting the educational needs of internationally-mobile families and developing a global perspective in students.
    1.2. In addition, *Global Perspective* will be operationally-defined as a mindset that pursues international-mindedness, intercultural sensitivity, and globally-oriented citizenship in order to promote world peace and justice.
    1.3. How much do you feel your school community (staff, students, and parents) values international education?
    1.4. With relation to the term international education, how much common understanding do you think exists in your school?
        1.4.1.   Why?
    1.5. How well do you feel you understand your school stakeholders' (parents and teachers) values related to international education?
        1.5.1.   What currently informs your understanding of your stakeholders' values related to international education?
    1.6. How well do you feel you understand your school stakeholders' perceptions of how well your school implements different facets of international education?
        1.6.1.   What currently informs your understanding of your stakeholders' perceptions of your schools implementation of different facets of international education?
2. **Responses to information from the survey:** Your school has administered the questionnaire to a variety of stakeholders within your school. You have had an opportunity to review the results prior to our meeting today. Based on your review of the results, please answer the following questions.
    2.1. Let's look at how the school community values different aspects of international education.
        2.1.1.   An analysis of the data was performed using inferential statistical techniques. Please look at the findings that are statistically significant. What reasons might explain why the values are different?
    2.2. Let's look at how the school community thinks different aspects of international education are being successfully implemented in the school.
        2.2.1.   An analysis of the data was performed using inferential statistical techniques. Please look at the findings that are statistically significant.

What reasons might explain <u>why</u> the perceptions of implementation are different?

3. Conclusions

   3.1. From this discussion, what <u>final conclusions</u> do you make?

   3.2. Are there any <u>final comments</u> you would like to make?

Conclusions: Thank you for taking the time to participate in this interview. Your responses will be transcribed in order to protect anonymity and confidentiality. Thank you, again, for your participation and cooperation.

Appendix H

Variables by Category, Type and Scale

Variables	**Type**	**Scale**
Quasi-independent		
Gender	Discrete	Nominal
Age	Continuous	Ordinal
# of international schools	Discrete	Ordinal
# of languages spoken	Discrete	Ordinal
Primary language spoken in household	Discrete	Nominal
Citizenship status	Discrete	Nominal
# of countries lived in	Discrete	Ordinal
Educational attainment (highest degree)	Discrete	Ordinal
Current international school	Discrete	Nominal
# of Years at current international school	Continuous	Ordinal
Stakeholder group	Discrete	Nominal
Dependent		
Philosophy values	Discrete	Ordinal
Philosophy perceptions	Discrete	Ordinal
Curriculum values	Discrete	Ordinal
Curriculum perceptions	Discrete	Ordinal
Leadership values	Discrete	Ordinal
Leadership perceptions	Discrete	Ordinal
Community and culture values	Discrete	Ordinal
Community and culture perceptions	Discrete	Ordinal

Appendix I

Paired T-test SPSS Results

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	phil_value	4.2990	477	.62887	.02879
	phil_imp	3.8076	477	.84902	.03887
Pair 2	curr_value	4.2224	475	.63455	.02912
	curr_imp	3.6399	475	.79998	.03671
Pair 3	leader_value	4.1638	453	.76030	.03572
	leader_imp	3.5826	453	.89831	.04221
Pair 4	CC_value	4.2408	444	.71834	.03409
	CC_imp	3.7051	444	.84405	.04006

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	phil_value & phil_imp	477	.522	.000
Pair 2	curr_value & curr_imp	475	.475	.000
Pair 3	leader_value & leader_imp	453	.489	.000
Pair 4	CC_value & CC_imp	444	.525	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	phil_value - phil_imp	.49133	.74790	.03424	.42404	.55862	14.348	476	.000
Pair 2	curr_value - curr_imp	.58257	.74888	.03436	.51505	.65009	16.955	474	.000
Pair 3	leader_value - leader_imp	.58117	.84697	.03979	.50297	.65938	14.604	452	.000
Pair 4	CC_value - CC_imp	.53577	.76930	.03651	.46401	.60752	14.675	443	.000

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General Linear Model

Multivariate Tests[a]

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.924	484.617[b]	8.000	319.000	.000
	Wilks' Lambda	.076	484.617[b]	8.000	319.000	.000
	Hotelling's Trace	12.153	484.617[b]	8.000	319.000	.000
	Roy's Largest Root	12.153	484.617[b]	8.000	319.000	.000
YrsStkhldr	Pillai's Trace	.060	.823	24.000	963.000	.709
	Wilks' Lambda	.941	.821	24.000	925.798	.712
	Hotelling's Trace	.062	.819	24.000	953.000	.715
	Roy's Largest Root	.033	1.313[c]	8.000	321.000	.236
GroupStkhldr_incl	Pillai's Trace	.040	1.669[b]	8.000	319.000	.105
	Wilks' Lambda	.960	1.669[b]	8.000	319.000	.105
	Hotelling's Trace	.042	1.669[b]	8.000	319.000	.105
	Roy's Largest Root	.042	1.669[b]	8.000	319.000	.105
NmbrSchools	Pillai's Trace	.095	1.312	24.000	963.000	.145
	Wilks' Lambda	.906	1.328	24.000	925.798	.134
	Hotelling's Trace	.102	1.344	24.000	953.000	.125
	Roy's Largest Root	.082	3.310[c]	8.000	321.000	.001
NmbrLanguages	Pillai's Trace	.040	.819	16.000	640.000	.665
	Wilks' Lambda	.960	.818[b]	16.000	638.000	.666
	Hotelling's Trace	.041	.818	16.000	636.000	.666
	Roy's Largest Root	.031	1.225[c]	8.000	320.000	.283
PrimLang_incl	Pillai's Trace	.060	.816	24.000	963.000	.719
	Wilks' Lambda	.941	.817	24.000	925.798	.717
	Hotelling's Trace	.062	.818	24.000	953.000	.716
	Roy's Largest Root	.042	1.695[c]	8.000	321.000	.099
gender	Pillai's Trace	.028	1.160[b]	8.000	319.000	.323
	Wilks' Lambda	.972	1.160[b]	8.000	319.000	.323
	Hotelling's Trace	.029	1.160[b]	8.000	319.000	.323
	Roy's Largest Root	.029	1.160[b]	8.000	319.000	.323
age	Pillai's Trace	.075	1.555	16.000	640.000	.076
	Wilks' Lambda	.926	1.560[b]	16.000	638.000	.074
	Hotelling's Trace	.079	1.564	16.000	636.000	.073

edattainment	Roy's Largest Root	.062	2.461^c	8.000	320.000	.013
	Pillai's Trace	.068	.936	24.000	963.000	.552
	Wilks' Lambda	.933	.934	24.000	925.798	.555
	Hotelling's Trace	.070	.932	24.000	953.000	.558
	Roy's Largest Root	.034	1.359^c	8.000	321.000	.214
IntSchool_incl	Pillai's Trace	.375	2.005	64.000	2608.000	.000
	Wilks' Lambda	.671	2.066	64.000	1846.441	.000
	Hotelling's Trace	.425	2.109	64.000	2538.000	.000
	Roy's Largest Root	.208	8.483^c	8.000	326.000	.000
Citizenship	Pillai's Trace	.056	1.160	16.000	640.000	.296
	Wilks' Lambda	.944	1.162^b	16.000	638.000	.294
	Hotelling's Trace	.059	1.164	16.000	636.000	.292
	Roy's Largest Root	.047	1.866^c	8.000	320.000	.065
CntrsLived	Pillai's Trace	.072	.987	24.000	963.000	.481
	Wilks' Lambda	.929	.989	24.000	925.798	.477
	Hotelling's Trace	.075	.992	24.000	953.000	.474
	Roy's Largest Root	.050	2.025^c	8.000	321.000	.043

a. Design: Intercept + YrsStkhldr + GroupStkhldr_incl + NmbrSchools + NmbrLanguages + PrimLang_incl + gender + age + edattainment + IntSchool_incl + Citizenship + CntrsLived

b. Exact statistic

c. The statistic is an upper bound on F that yields a lower bound on the significance level.

Appendix K

ANOVA Tests SPSS Results

Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	phil_value	17.711[a]	31	.571	1.477	.053
	phil_imp	39.283[b]	31	1.267	1.861	.005
	curr_value	13.833[c]	31	.446	1.190	.229
	curr_imp	31.847[d]	31	1.027	1.652	.018
	leader_value	23.128[e]	31	.746	1.392	.085
	leader_imp	34.228[f]	31	1.104	1.441	.065
	CC_value	21.144[g]	31	.682	1.384	.089
	CC_imp	31.881[h]	31	1.028	1.551	.034
Intercept	phil_value	1303.166	1	1303.166	3368.233	.000
	phil_imp	1086.816	1	1086.816	1595.691	.000
	curr_value	1275.820	1	1275.820	3403.364	.000
	curr_imp	994.459	1	994.459	1599.419	.000
	leader_value	1229.761	1	1229.761	2294.623	.000
	leader_imp	961.271	1	961.271	1254.225	.000
	CC_value	1248.055	1	1248.055	2532.358	.000
	CC_imp	980.060	1	980.060	1477.869	.000
YrsStkhldr	phil_value	1.322	3	.441	1.139	.333
	phil_imp	4.103	3	1.368	2.008	.113
	curr_value	1.078	3	.359	.959	.413
	curr_imp	2.981	3	.994	1.598	.190
	leader_value	2.827	3	.942	1.758	.155
	leader_imp	3.752	3	1.251	1.632	.182
	CC_value	1.808	3	.603	1.223	.301
	CC_imp	3.860	3	1.287	1.940	.123
GroupStkhldr_incl	phil_value	1.832	1	1.832	4.734	.030
	phil_imp	6.713	1	6.713	9.856	.002
	curr_value	.313	1	.313	.836	.361
	curr_imp	6.413	1	6.413	10.314	.001
	leader_value	.466	1	.466	.869	.352
	leader_imp	5.695	1	5.695	7.430	.007
	CC_value	.400	1	.400	.811	.369
	CC_imp	5.751	1	5.751	8.672	.003
NmbrSchools	phil_value	1.810	3	.603	1.559	.199
	phil_imp	3.268	3	1.089	1.599	.189
	curr_value	.306	3	.102	.272	.846

NmbrLanguages	curr_imp	2.607	3	.869	1.398	.243
	leader_value	1.269	3	.423	.790	.500
	leader_imp	6.846	3	2.282	2.977	.032
	CC_value	.121	3	.040	.082	.970
	CC_imp	6.358	3	2.119	3.196	.024
	phil_value	.413	2	.206	.533	.587
	phil_imp	.221	2	.111	.162	.850
	curr_value	1.423	2	.711	1.898	.152
	curr_imp	.134	2	.067	.108	.898
	leader_value	.807	2	.403	.752	.472
	leader_imp	.583	2	.291	.380	.684
	CC_value	.345	2	.173	.350	.705
	CC_imp	.500	2	.250	.377	.686
PrimLang_incl	phil_value	2.531	3	.844	2.181	.090
	phil_imp	1.231	3	.410	.603	.614
	curr_value	1.538	3	.513	1.367	.253
	curr_imp	.751	3	.250	.402	.751
	leader_value	3.472	3	1.157	2.159	.093
	leader_imp	2.154	3	.718	.937	.423
	CC_value	3.779	3	1.260	2.556	.055
	CC_imp	2.276	3	.759	1.144	.331
gender	phil_value	.080	1	.080	.206	.650
	phil_imp	.502	1	.502	.737	.391
	curr_value	.451	1	.451	1.202	.274
	curr_imp	.195	1	.195	.313	.576
	leader_value	1.192	1	1.192	2.225	.137
	leader_imp	.226	1	.226	.295	.587
	CC_value	1.046	1	1.046	2.123	.146
	CC_imp	.116	1	.116	.175	.676
age	phil_value	2.196	2	1.098	2.837	.060
	phil_imp	.740	2	.370	.543	.581
	curr_value	1.230	2	.615	1.641	.195
	curr_imp	.398	2	.199	.320	.726
	leader_value	.980	2	.490	.914	.402
	leader_imp	.180	2	.090	.117	.889
	CC_value	.635	2	.318	.644	.526
	CC_imp	.044	2	.022	.033	.967
edattainment	phil_value	.930	3	.310	.801	.494
	phil_imp	4.515	3	1.505	2.210	.087
	curr_value	1.990	3	.663	1.770	.153
	curr_imp	4.049	3	1.350	2.171	.091
	leader_value	3.189	3	1.063	1.983	.116
	leader_imp	3.254	3	1.085	1.415	.238

			df			
IntSchool_incl	CC_value	4.044	3	1.348	2.735	.044
	CC_imp	3.171	3	1.057	1.594	.191
	phil_value	4.301	8	.538	1.390	.200
	phil_imp	21.623	8	2.703	3.968	.000
	curr_value	3.519	8	.440	1.173	.315
	curr_imp	13.902	8	1.738	2.795	.005
	leader_value	5.507	8	.688	1.285	.251
	leader_imp	9.599	8	1.200	1.566	.134
	CC_value	4.731	8	.591	1.200	.298
	CC_imp	6.488	8	.811	1.223	.285
Citizenship	phil_value	1.122	2	.561	1.449	.236
	phil_imp	.015	2	.008	.011	.989
	curr_value	.274	2	.137	.366	.694
	curr_imp	.355	2	.178	.286	.752
	leader_value	.210	2	.105	.196	.822
	leader_imp	.990	2	.495	.646	.525
	CC_value	.564	2	.282	.572	.565
	CC_imp	.138	2	.069	.104	.901
	phil_value	.414	3	.138	.357	.784
	phil_imp	.861	3	.287	.421	.738
	curr_value	1.394	3	.465	1.239	.295
CntrsLived	curr_imp	.902	3	.301	.483	.694
	leader_value	1.121	3	.374	.697	.554
	leader_imp	1.308	3	.436	.569	.636
	CC_value	1.430	3	.477	.967	.408
	CC_imp	1.810	3	.603	.910	.436
	phil_value	126.129	326	.387		
	phil_imp	222.037	326	.681		
	curr_value	122.208	326	.375		
Error	curr_imp	202.695	326	.622		
	leader_value	174.714	326	.536		
	leader_imp	249.855	326	.766		
	CC_value	160.667	326	.493		
	CC_imp	216.189	326	.663		
	phil_value	6791.690	358			
	phil_imp	5460.421	358			
	curr_value	6550.390	358			
Total	curr_imp	4958.291	358			
	leader_value	6364.188	358			
	leader_imp	4822.423	358			
	CC_value	6572.456	358			
	CC_imp	5121.045	358			
Corrected Total	phil_value	143.840	357			

	phil_imp	261.320	357			
	curr_value	136.041	357			
	curr_imp	234.541	357			
	leader_value	197.841	357			
	leader_imp	284.083	357			
	CC_value	181.811	357			
	CC_imp	248.071	357			

a. R Squared = .123 (Adjusted R Squared = .040)

b. R Squared = .150 (Adjusted R Squared = .070)

c. R Squared = .102 (Adjusted R Squared = .016)

d. R Squared = .136 (Adjusted R Squared = .054)

e. R Squared = .117 (Adjusted R Squared = .033)

f. R Squared = .120 (Adjusted R Squared = .037)

g. R Squared = .116 (Adjusted R Squared = .032)

VITA

Dan Keller was born in Norwalk, Connecticut, USA, on March 31, 1967. After graduating from Staples High School in Westport, Connecticut in 1985, he entered Beloit College in Beloit, Wisconsin, USA. During the fall semester 1988, he trained with the National Outdoor Leadership School in Lander, Wyoming, USA. Dan earned his Bachelor of Arts degree with a major in Philosophy from Beloit College in 1991. After working for a few years in the private sector, he returned for further education. Dan completed the University of Washington Teacher Education Program in 1994, earned his Washington State Teaching Certificate, and began working as an elementary school teacher in Shoreline, Washington, USA. After being selected to serve as the Applied Learning Teacher Specialist, Dan entered the University of Washington's Danforth Program for Educational Leadership and Policy Studies.   He graduated from the program in 2001, earning a Master in Education degree and a Washington State Principal Certificate. Dan took a position as the Principal of Brier Elementary School in Brier, Washington, USA in 2001. In 2006, he accepted a position as the Associate Director General of Bilkent Laboratory and International School in Ankara, Turkey. Dan entered the Bilkent University Graduate School of Education in order to earn a Doctor of Philosophy degree in Curriculum and Instruction. Beginning in 2011, he studied as a Visiting Scholar with the University of Cambridge, Faculty of Education in the area of Leadership and Learning. In 2013, Dan accepted the position of Head of School and Chief Executive Office of GEMS American Academy in Abu Dhabi, UAE. In 2014, he accepted the position of Elementary Principal of Saigon South International School in Ho Chi Minh City, Vietnam. Dan is a Workshop Leader with the International Baccalaureate Educators Network and has served on the European Council of International Schools Administrators Committee. With his wife Lara, daughter Maddie, and son Forrest, he enjoys time in their summer home Riverwood, located along the Stillaguamish River near North Cascades National Park, Washington State, USA.