

2016 Research Week Proposal Instructions and Template
Posters and Presentations

Proposal

Title – Job Satisfaction of Gen Y and Non-Gen Y Teachers Working at International Schools in Asia

Program of Study – School of Education, Doctorate – Educational Leadership

Presentation Type – PowerPoint (Remote)

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Category – **Choose one of the following:** Experimental (Applied)

Abstract

Current literature on job satisfaction and dissatisfaction does not comprehensively explain the possible relationship among the many factors in Herzberg et al.'s (1959) two-factor theory and teacher retention in international schools in Asia. While research exploring different individual factors to retention and job satisfaction exists, quantitative studies do not appear in great abundance, especially literature with international schools as the target. Given access to quantitative data, international school administrators may plan strategically and implement initiatives to retain and empower effective teachers, both Gen Y and non-Gen Y. The purpose of this correlational study is to examine the relationship between factors of job satisfaction and dissatisfaction in the contract renewal of Gen Y and non-Gen Y teachers working at international schools in Asia. This quantitative, non-experimental study will use a correlational research design, and survey data will be collected from international schools in Asia. A convenience sample consisting of 116 teachers from international schools in Asia was used in the study. Binary logistic regression analyses were used to analyze the data. Based on study results, there exist statistically significant and meaningful connections between factors of job satisfaction and

contract renewal for Gen Y and non-Gen Y teachers. The factor communication is a statistically significant predictor of contract renewal for Gen Y teachers. The factors nature of work and supervision are statistically significant predictors of contract renewal for non-Gen Y teachers.

Christian worldview integration: Even though I work at an international school in a country officially closed to full time ministry workers, God enabled our school to exist so that quality education with a Christian worldview can be offered sons and daughters of expat ministers. Many schools in a similar situation are thriving around the world, giving full time workers the assurance that quality education is possible away from their passport country. However, not all schools are equal. While there are many factors that goes into making a school great, the greatest component is the teachers. While I was conducting my research, I know information that can help retain effective Christian teachers at international school will benefit the host country, the students, that parents, and ultimately support the work of God.