The Impact of Leadership on the Grit of International Migrant Teachers

Over the past decade, the teaching profession has become increasingly borderless due to the international migration of teachers. Grit and leadership directly affect teachers' motivation, which in turn influences job satisfaction and the school's performance. The purpose of this study was to determine the perceived impact of leadership on migrated teachers' grit and job satisfaction. The study was exploratory in nature with a quantitative research method. Homogeneous purposive sampling was used and existing structured questionnaires were implemented, after which descriptive and inferential statistics were applied. Significant differences were found in the following: how teachers with different years of experience viewed grit, how different qualification groups viewed grit and leadership and lastly how teachers in different subject areas viewed grit. Grit mediated the relationship between job satisfaction and leadership in a statistically significant manner. The research might contribute to the leadership of international schools and to understanding the effect of leadership styles on the grit of migrated teachers. It could also shed light on leadership and its implications for the grit of teachers in the international school environment, with specific reference to the challenges that migrated teachers experience in their everyday lives.

Keywords: *Grit, International schools, Leadership, Migrant teachers, Job satisfaction*

Introduction

Over the past decade, the teaching profession has become increasingly borderless, leading to a proliferation of international schools worldwide (Mizzi, 2021:01). Deciding to migrate is often a difficult and life-changing choice. Migrant teachers (educators who have been trained in their native countries, but are employed at schools over the globe) acquire valuable skills within these multicultural settings, boosting their hire-ability for future endeavours (Mizzi, 2021:02).

There is a great deal of empirical evidence of the challenges educators face globally such as access, accountability and children's rights, to name but a few (Zajda, 2020:201). It could be argued that international teachers encounter additional difficulties, such as the culture shock of adjusting to a new country as well as trying to integrate into a new educational system. Therefore, they have the dual challenge of assimilating both socially and professionally (Galamba, 2021:346).

It is inevitable that during teachers' professional careers they will report to a person in a higher position. Schools need effective leadership to prevent high rates of teacher turnover and to increase student achievement (Johnson & Voelkel, 2021:313). Khany and Ghasemi (2021:514) point out some of the most desired characteristics of leaders, namely communicating effectively, building trusting

relationships and articulating a clear vision for the school. Schimschal and Lomas (2019:1449) found that leadership correlated positively with the successful management of educational organisations.

Hwang and Lee (2020:8314-8316) refer to the influence of leaders on the grit of migrant teachers and define grit as passion and perseverance for long-term goals. Grit is the mental stamina that allows an individual to persist in a long-term endeavour even in the face of setbacks and lack of positive results. Lee (2022) found that grit was associated with enhanced organisational performance and that leadership could strengthen the grit of employees. Organisations marked by gritty employees are likely to perform better; additionally, when the organisation has a supportive organisational climate and is led by transformational leaders, it is apt to show a strong relationship between grit and job satisfaction. Rego (2021) found a positive relationship between grit and job satisfaction among child care teachers. According to Rego (2021), gritty employees are more likely to experience job satisfaction and thrive in their positions.

Limited research has been done on leadership and its impact on the grit and therefore the job satisfaction of employees.

The main purpose of this study was to determine the perceived impact of leadership on the grit and job satisfaction of migrant teachers in international schools and job satisfaction among teachers in selected international schools.

Research Problem

The "high stress" nature of the teaching profession has been well documented by various education experts (Camacho & Parham, 2019:160). Teachers are accountable not only for the academic achievement of their students but also for their socio-emotional wellbeing (Camacho & Parham, 2019:160), in addition to coping with stressful situations, staying up to date with current teaching methodologies and adapting to the ever-changing landscape of global challenges (Zeng & Luo cited in Xu et al., 2021:335).

Numerous factors in the learning environment can either hinder or aid teachers in fulfilling their professional duties and responsibilities. Effective leadership has a direct impact on teachers' motivation and capacities, as well as the overall school environment (Pont, Moorman & Nusche, 2008:9). A longitudinal study in the United States by Grissom et al. (2021:222) found that high-quality school leaders were an accurate predictor of the overall success of schools.

The effective management of schools has a substantial impact on teachers' job satisfaction (Grissom et al., 2021:223), as lower teacher turnover is reported among skilled teachers and in poor schools where there are highly capable principals. Leadership holds the key to a school's overall success (Cansoy, 2019:02), therefore the factors identified in this research – grit and job satisfaction – may contribute to how adept leaders are perceived. Moreover, gritty leaders could be seen to be more satisfied with their jobs, which in turn could make them better leaders.

1   Grit has received much attention in recent research as it has been an accurate
2 predictor of success in various endeavours; however, the link between grit, job
3 satisfaction and leadership has not been explored. Moreover, grit – a non-
4 cognitive construct – could be an accurate predictor of teachers' aptness to remain
5 in their positions for longer periods versus those who possess lower levels of grit.
6 Therefore, researching the link between grit, job satisfaction and leadership could
7 provide key insights into what makes teachers more resilient in their positions and
8 whether possessing grit makes for better leaders in schools.
9
10

11 **Theoretical Framework**
12
13   The theoretical framework for this study was the human relations theory of
14 Elton Mayo (1953). This management approach emphasises the importance of
15 social and psychological factors in the workplace. The theory is based on the
16 humanistic way of managing people in an organisation. It holds the belief that
17 valuing employees' feelings, emotions, needs and attitudes; teamwork; employee
18 participation; non-directive supervision; and good relationships between managers
19 and workers are key to employee motivation and productivity in the whole
20 organisation.
21
22

23 **Literature Review**
24
25 *Migration*
26
27   Migration, the process whereby individuals leave their country of residence to
28 relocate to another country (Ennerberg & Economou, 2021:591), is often a
29 difficult and life-changing choice for any professional. In some instances,
30 professional teachers can migrate to other countries after they have secured a job
31 (Akavalou, 2020:9) or registered with the local teaching authority (Australian
32 Institute for Teaching and School Leadership, 2022; BridgeUSA, 2022). The
33 increased movement of people across borders has led to the proliferation of
34 international schools worldwide (Mizzi, 2021:01). Countries like Sweden have
35 special programmes designed to help migrant teachers by offering training courses
36 to combat the shortage of trained teachers in the country (Ennerberg & Economou,
37 2021:588). It has been estimated that in 2017 there were roughly 8000
38 international schools worldwide with at least 420 000 international teachers, with
39 the number of schools expected to double over the next ten years (Wechsler,
40 2017).
41
42 *International Schools*
43
44   An international school is defined as a school which is "independent of any
45 national system of education and offers a curriculum that is different from that in
46 the host country" (Ennerberg & Economou, 2021:588). The curriculum focuses on

international education, while meeting the requirements of the host country's ministry of education. The school is usually, but not always, located overseas from a student's country of citizenship. There is a multinational and multilingual student body, with either bilingual instruction or English as the language of instruction. Some international schools have local students from the host country whose parents pay high tuition fees so that their children have exposure to international education, learn in the language of the international school and obtain the qualifications necessary for applying for higher education studies overseas (Van Rompay-Bartels & Geessink, 2021:04).

Many countries, like Indonesia, Sweden and some East Asian countries (Kim, 2020:67), promote multiculturalism as a way to foster tolerance and embrace diversity in students and ultimately cultivate good citizens (Jayadi et al., 2022:04). One way of achieving this is by employing international teachers and encouraging multicultural education concepts to be transferred to the host country's curriculum. For teachers, moving to a new geographical location means a new backdrop against which to reflect on what is normal and to explore traditions and habits that deepen understanding of pedagogical contexts and systems on the part of the migrant teacher (Enneberg & Economou, 2021:588).

Grit

Southwick et al. (2020:01) and Arli et al. (2020:1270) define grit as continued passion and perseverance for long-term goals, with Duckworth et al. (2019: 23499) adding that the personal significance of the goals plays an important role. As a non-cognitive trait, grit comprises a set of abilities that enables an individual to overcome obstacles and tackle long-term goals with a zeal that sets it apart from other traits that predict success and personal accomplishment (Arli et al., 2020:1271). Opengrowth (2022) suggests that there are five characteristics of grit, namely courage, conscientiousness, perseverance, resilience and passion. Medina-Craven et al. (2021:01) state that grit comprises two dimensions – passion and perseverance – and that passion is the inclination to invest time and energy into activities judged to be important. Southwick et al. (2020:2) add that the individual's tendency to remain devoted to the same goal over a long period should be considered when defining grit. Craven et al. (2021:03) describe perseverance as continuous effort over longer periods even when faced with setbacks or obstacles, while Southwick et al. (2020:02) maintain that working assiduously toward a goal in the presence of obstacles is a key feature of perseverance.

Receiving guidance and direction from managers or supervisors is key to employees' perception of job satisfaction (Van Hieu et al., 2021:67). Many studies, like those by Arif et al. (2019:239), Han et al. (2021:26), Lan et al. (2019:01) and Torres (2019:111), have found that management positively impacts job satisfaction in schools, with findings highlighting the link between management in schools and teachers' job motivation and job satisfaction. In schools where the levels of teachers' job satisfaction are markedly higher, factors such as favourable working conditions and motivational leadership are cited as reasons (Anastasiou &

1   Garametsi, 2021:58). Teachers who report higher levels of job satisfaction
2   experience positive outcomes in the workplace like giving positive verbal
3   feedback to students; productive work behaviour; more satisfied customers; and
4   reduced turnover intention (Akinwale & George, 2020:72). A "person's grit
5   enhances the grit of others" (Duckworth, 2016: 263) through social contagion and
6   role modelling.

7   Teachers often go beyond the call of duty, with the onus on educational
8   organisations to shape environments that foster teachers' willingness to engage in
9   desirable behaviour in terms of their commitment to their role, how they view their
10 positions and how they engage with others (Somech & Ohayon, 2020:637). Grit,
11 according to Blanco (2021:11), is a valuable trait of educators, as it is linked to
12 increased performance in an organisation in addition to being an accurate predictor
13 of several sought-after competencies such as persistence, performance and having
14 a growth mindset. Further, grit encourages critical thinking and is a strong
15 predictor of leadership behaviours that nurture organisation-wide resilience.

16 The key to creating a culture of grit in an organisation is to employ
17 individuals with grit. Simply put, recruiting individuals with grit will result in
18 higher levels of job satisfaction among employees as well as more favourable
19 leadership styles being employed (Agrawal et al., 2022). Retaining and recruiting
20 teachers with grit will have a ripple effect on the overall working environment that
21 goes beyond the benefits to individuals with grit, such as increased career success
22 (Popoola & Karadas, 2022:1136), increased stamina and resilience among
23 employees, improved citizenship behaviour, greater corporate social responsibility
24 and creating a culture of grit in organisations (Agrawal et al., 2022:01).

25

26 *Leadership*

27

28 According to Caza and Posner (2019:8), it is important for leaders in the
29 educational environment to engage with teachers and address any uncertainties
30 that they may have. This leadership behaviour brings about superior performance
31 and wellness outcomes (Southwick, Tsay & Duckworth, 2020:7). Organisational
32 decisions of leaders, such as the selection and retention of skilled teachers, as well
33 as generating proper conditions for teachers to deliver quality lessons, ultimately
34 equate to students' academic achievement (Grissom et al., 2021:44) and the
35 successful operation of the school. Leadership in the school is vital to the school's
36 overall success but also bears on students' academic achievement and learning
37 (Verma & Bala, 2022).

38 The role of management or leadership in ensuring that employees perceive
39 their work as worthwhile and in creating working environments conducive to
40 achieving job satisfaction is paramount. There are four main foci related to the
41 functions of school leaders, namely using school resources effectively to realise
42 the mission and vision of the school, overseeing and leading teaching and learning,
43 facilitating teachers' professional development and promoting collaborative
44 decision making within the school organisation (Widodo, 2021:130). Each of these
45 functions is essential and they can be seen as parts that have to work together on a
46 macro level. However, how these functions are implemented and how successful

1 school leadership is in achieving them can vary greatly depending on the
2 leadership style employed.
3 It is noteworthy that most principals in a study conducted by Grantham-
4 Caston and DiCarlo (2021) reported employing transformational leadership
5 strategies, often agreed upon by literature to be the most effective leadership style
6 (Atan & Mahmood, 2019:2191; Budur, 2020:119; Dwivedi et al., 2020:1572).
7 Therefore, individuals with grit are more likely to appreciate favourable leadership
8 styles (Doria, 2022) and report higher levels of job satisfaction (Gustari &
9 Widodo, 2020:218) and lower rates of turnover intention (Lacap, 2020:669).
10 Gustari and Widodo (2020:218) found that grit markedly affected job
11 satisfaction among lecturers. Therefore, the more satisfied an individual is with
12 his/her job, the lower the intention to leave. Among teachers in particular (Nazari
13 & Oghyanous, 2021:01), occupational stress – one of the factors that influence job
14 satisfaction – is positively correlated with turnover intention among both novice
15 and experienced teachers; however, the association between turnover intention and
16 occupational stress is more prominent among novice teachers.
17 A study conducted by Priyanka et al. (2022:21) found that among engineers,
18 doctors and teachers, life satisfaction was positively affected by job satisfaction.
19 Leaders ought to strive to create working environments that contribute to
20 employees' life satisfaction, which in turn will help generate job satisfaction
21 (Marshall, 2020:235). Firstly, having higher levels of job satisfaction will confirm
22 to current employees that the organisation is a pleasant place to work, which will
23 reduce turnover intention and boost individuals' contentment with their lives
24 (Luque-Reca et al., 2020:01; Marshall, 2020:235). Secondly, the organisation will
25 be seen as an appealing place to work by potential employees, attracting top talent
26 to the organisation as opposed to other organisations where job satisfaction is
27 perceived to be lower among existing staff.
28 The relationship between grit, leadership and job satisfaction has been
29 explored in fields such as nursing (Seguin, 2019:125), sales (Caza & Posner,
30 2019:36) and athletics (Donald, 2019). However, there is no recent research on the
31 relationship between leadership and the grit of employees in the educational
32 context.
33
34
35 **Research Methodology**
36
37 *Research Design*
38
39 An exploratory research design and a qualitative research method within
40 interpretivism as the research philosophy was adopted in this study. This method
41 was selected as it enables in-depth data collection which is directly related to
42 personal feelings and emotions and its application is exploratory (Rahi, 2017:02).
43 This method was chosen as most suitable because it generates more understanding
44 of a phenomenon in a natural setting (Austin, 2014:10).
45 The study was exploratory in nature, due to the lack of previous studies on the
46 effect of leadership on the grit of teaching staff. A quantitative approach was

1 followed for this study, using a survey to explain relationships among variables
2 (Adjei-Boateng, 2020:22; Asenahabi, 2019:80; Davies, 2020:11). Three existing
3 questionnaires, namely the Grit scale (Duckworth & Quinn, 2009), Multifactor
4 Leadership Questionnaire (Bass & Avolio, 1995) and Job Satisfaction Survey
5 (Spector, 1985) using a 5-point Likert scale were adapted to suit the objectives of
6 the study. The research adopted a constructivist approach to understanding the
7 experience of the research participants to discover their subjective truth or
8 perceptions. The population of the study consisted of teachers working in
9 international educational organisations. Homogeneous purposive sampling uses
10 digital means to collect the data.

11 To ensure that the study was ethical, the researcher applied the following
12 guidelines (Love, 2012:03): obtain informed consent from the participants;
13 communicate and respect the rights of the participants to withdraw at any time;
14 avoid all forms of deceptive practices and guarantee participants' anonymity and
15 confidentiality; make it clear that participation in the study is completely voluntary
16 and that no people will be coerced into participating against their will; keep the
17 data safe and secure once gathered and only allow access to the statistician; present
18 the research questionnaire and informed consent to the Tshwane University of
19 Technology (TUT) Faculty Committee for Research Ethics for approval; and
20 obtain written permission from the Tshwane University of Technology's ethics
21 committee before proceeding with the research.

22
23
24 **Results**
25
26 *Biographical Background*
27
28 The biographical information encompassed factors such as age, years of
29 service, country of residence, citizenship and highest qualification. Altogether 103
30 respondents' data were collected. Most respondents (44.7%) were between 18 and
31 35 years of age; 36.9% of the respondents were between 36 and 45 years old,
32 while 18.4% were older than 48 years. Of the respondents, 77.44% reported
33 working in registered international schools and 22.6% worked in other types of
34 international schools.

35 The majority (45.63%) of respondents reported working in Sweden, with
36 12.62% of respondents indicating that they worked in South Africa. The third most
37 frequent country reported was Italy (9,7%), followed by the United States of
38 America (4,85%) and then China (2,91%).

39 Most respondents reported working as teachers (73.8%). The remaining
40 respondents reported working as teachers' assistants (3.9%) or management with
41 some teaching hours (11.7%), while 6.8% were part of the management team of
42 the school.

43 The respondents' qualifications were as follows: 33.95% of respondents had a
44 master's degree while 24.25% had a bachelor's degree. A further 8.37% had a
45 Bachelor of Education degree, 8.37% had a Postgraduate Certificate in Education
46 (PGCE) and 7.76% had an honours qualification. The majority (36.89%) reported

1 having taught between 11 and 20 years, while 27.18% had taught for 1 to 5 years
2 and 17.48% for 6 to 10 years. Overall, the majority of the participants had between
3 1 and 20 years of service in education.
4
5 *Reliability and Variable Means*
6
7 According to Barbera et al. (2020:257), an acceptable alpha value indicates
8 good internal consistency between items; the acceptable threshold for confidence
9 in a scale's results is ≥ 0.70. Table 1 indicates that the Cronbach scores for
10 leadership (0.8), grit (0.7) and job satisfaction (0.87) were equal to or above 0.7,
11 which represent an acceptable satisfactory internal consistency between the items.
12
13 **Table 1**. *Cronbach's Alpha*

Item	Chronbach's Alpha	Chronbach's Alpha rounded off
Cronbach's alpha for the Grit scale	0.6836	0.7
Cronbach's alpha for the Leadership scale	0.8041	0.8
Cronbach's alpha for the Job Satisfaction scale	0.8681	0.87

14
15 The means and standard deviations for continuous data and Likert scale data
16 are reported below in Table 2. In other words, on average the respondents' score
17 for grit was 25, which means on average respondents scored around 3 for each
18 item, indicating a moderate grit score when considering that 1 indicates low grit
19 and 5 indicates high grit levels. The overall average leadership score for the data
20 set was 51, indicating moderate to high scores in leadership skills, and the overall
21 average leadership score for the data set was 51, indicating moderate to high
22 scores in leadership skills.
23
24 **Table 2.** *Means and Standard Deviations*

Variable	Mean	Standard Deviation
Grit	25	3.70
Leadership	51	6.30
Job satisfaction	42	5.90

25
26 *Non-parametric Data*
27
28 Non-parametric data were analysed using quantile regression to investigate
29 the impact of leadership on grit and job satisfaction. The results, as shown in Table
30 3 below, reveal that only leadership had a positive influence on grit (p-
31 value=0.034), whereas job satisfaction (0.26) did not exhibit a statistically
32 significant effect.
33
34

1   **Table 3.** *Quantile Numbering Regression for Non-parametric Data*

Grit	Coefficient	Standard Error	P value
Leadership	0.189	0.088	**0.034**
Job satisfaction	0.168	0.149	0.266

2
3   Table 4 illustrates the relationship between biographical factors and grit using
4   the Kruskal-Wallis test for skewed data. Stockemer (2019:104) states that an
5   acceptable alpha level is 0.5 for most social research. Therefore, the results
6   indicate a strong statistically significant difference in the group median of different
7   positions at work (P-value=0.02) and grit. However, there was no statistically
8   significant difference between perceived grit and age, years of teaching experience
9   or highest qualifications at a 5% significance level.
10
11   **Table 4.** *Comparisons of Grit in Biographical Factors*

Variables				
Age	**Obs**	**Rank sum**	**Chi2**	**P-value**
18 - 35	44	2196.50	0.691	0.8753
36 - 45	38	1970.50		
46 - 55	16	793.00		
56 - 65	3	191.00		
How many years of teaching	**Obs**	**Rank sum**	**Chi2**	**P-value**
None	1	27.50	5.292	0.5069
At least 1 year	6	439.00		
1- 5 years	27	1318.00		
6-10 years	17	787.00		
11-20 years	38	2029.00		
21-30 years	10	461.50		
More than 30 years	2	89.00		
Position at work	**Obs**	**Rank sum**	**Chi2**	**P-value**
Management with some teaching hours	12	669.50	11.643	**0.0202**
Management in a school	7	464.50		
Teacher	74	3543.50		
Teacher's assistant	4	353.50		
Other	4	120.00		

1   Pairwise comparisons using Dunn's test (Bonferroni) are depicted in Table 5.
2   Using an alpha value of 0.5 to establish significance (Stockemer, 2019:104),
3   Dunn's test indicated that there was a statistically significant difference between
4   the categories "other" and "teacher's assistant" (p-value=0.0237) in terms of grit.

5   The "other" category refers to individuals working in schools in a capacity
6   that does not fit the traditional role of a teacher; for example, those working as
7   special educational needs teachers or have jobs where the focus is on behavioural
8   outcomes rather than teaching academic subjects – for example, behaviour
9   coordinators. Moreover, statistically significant differences were observed
10 between the groups, "teacher" and "teacher's assistant" (p-value=0.0348).

11 Teachers can be defined as those who are responsible for the planning and
12 implementation of a set curriculum, whereas a teacher's assistant is an individual
13 whose job includes but is not limited to providing select students in a class with
14 additional adapted instruction or who assist the teacher in the activities related to
15 implementing the curriculum (Chasani, 2022:242). Literature indicates that grit
16 plays a significant role in educators dealing with special needs pupils, as this is a
17 challenging and emotionally draining job. A teacher's assistant, as per the
18 definition by Torres (2019:111), is expected to deal with pupils' needs and
19 behaviour. In a culturally diverse international school environment, it can be
20 expected that the grit of teacher assistants plays an important role in their
21 performance and retention.

22

23 **Table 5**. *Dunn's Pairwise Comparison of Job Satisfaction by Position at Work*
24 *(Bonferroni)*

Position at work	Management with some teaching hours	Management within a school	Other	Teacher
Management within a school	-0.760085 1.0000			
Other	1.528446 0.6320	1.984643 0.2359		
Teacher	0.869267 1.0000	1.598257 0.5499	-1.192067 1.0000	
Teacher's assistant	-1.930928 0.2675	-1.201898 1.0000	-2.824567 **0.0237**	-2.698702 **0.0348**

25

26 Table 6 shows the significant mediation effect of leadership on the interaction
27 between grit and job satisfaction. Grit mediates (p-value= 0.002) the relationship
28 between job satisfaction and leadership in a statistically significant manner. As
29 stated by Barbera et al. (2020:257), a significance threshold of $p < 0.05$ is
30 universally acceptable, and thus a p-value of 0.002 is considered highly
31 significant.

32
33

1 **Table 6**. *Mediating Factors*

Leadership	Coefficient	Std. err.	t	P>|t|	95% conf. interval
Grit and job satisfaction	0.0069204	0.002222	3.11	**0.002**	0.0025114

2
3   Figure 1 shows that Zhao, Lynch and Chen's (2010:197) approach to
4 testing mediation was employed to analyse the extent to which leadership
5 participated in the transference between grit and job satisfaction. In Figure 1, a
6 represents the relation of leadership (X) to grit (M), b represents the relation of grit
7 (M) to job satisfaction (Y) adjusted for leadership (X), and c the relation of
8 leadership (X) to job satisfaction (Y) adjusted for grit (M).
9
10 **Figure 1**. *Mediating Factor: Grit*
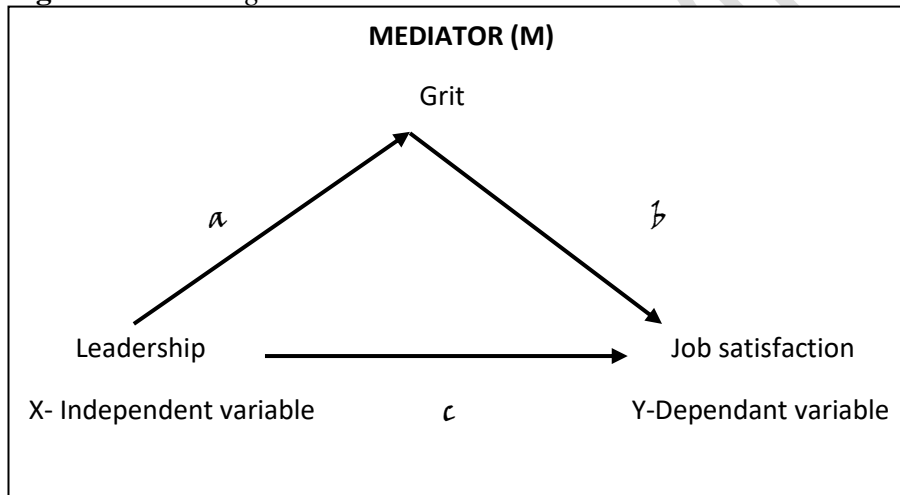
11
12
13   As shown in Table 7, the effect of leadership on job satisfaction, no mediation
14 was detected (p-value=0.00). However, the RIT indicated that leadership did
15 influence the effect of grit on job satisfaction by approximately 6% (0.055).
16 Further, as shown by the RID, the mediated effect was about 0.1 times as large as
17 the direct effect of leadership on job satisfaction.
18
19 **Table 7.** *Zhao, Lynch and Chen's Approach to Testing Mediation*

Ratio	Effect
Leadership -> Job satisfaction	B=0.385 and p=0.000
The ratio of the indirect effect to the total effect (RIT)	(Indirect effect / Total effect) (0.022 / 0.408) = **0.055**
The ratio of the indirect effect to the direct effect (RID)	(Indirect effect / Direct effect) (0.022 / 0.385) = **0.058**

Table 8 presents the results of testing the effect of leadership and job satisfaction on grit. The coefficient correlation (R) of 0.756 shows a positive correlation between leadership and both grit and job satisfaction.

Table 8. *Correlation between Leadership, Grit and Job Satisfaction*

Model	R	R-Square	Adjusted R-Square	Estimated Standard Error
1	0.871	0.759	**0.756**	6.484

Table 9 is the result of the significant test of parameter (Test Statistic t) on leadership. The significance level was below 0.05, which indicates that job satisfaction and grit together affected leadership.

Table 9. *Coefficient Leadership, Grit and Job Satisfaction*

Model 1	Unstandardized coefficients		Standard coefficients		
	B	Standard Error	Beat	T	Sig.
Constant	1.535	7.26		0.211	0.383
Leadership	0.064	0.077	0.034	0.838	0.403

Discussion

According to the findings, there was a weak relationship between grit and job satisfaction. However, there was a strong relationship between leadership and grit. A significant relationship was found between grit and leadership but there was no significant relationship between grit and job satisfaction.

Further, there was a positive relationship between leadership and job satisfaction. Significant differences in job satisfaction were found for some of the teachers' demographic groups, in particular the position they held at work. The most significant differences noted were between those who selected their job as "other" and "teacher's assistant", as well as between the "teachers" group and the "teacher's assistant" group. Grit was found to be a mediator between leadership and job satisfaction; in fact, approximately 6% of the effect of leadership on job satisfaction was mediated by grit.

Recommendations

Based on the study to investigate the perceived influence of grit on leadership and job satisfaction among teachers working in selected international schools, the following recommendations are made:

- Schools should foster leadership skills among employees, as this leads to higher levels of job satisfaction in educational organisations and reduces turnover intention among teachers (Lee, Hwang & Lee, 2021:1570; Amen, Sumayya & Butt, 2021:305; Molero Jurado, 2019:01).

- Schools should endeavour to address shortcomings in job satisfaction in the workplace (Kamboj & Garg, 2021:773) to ensure quality leadership is maintained and developed in the organisation.
- Managers in educational organisations should take a more proactive role in promoting and encouraging grit traits among teachers, as this can aid in the development and maintenance of leadership skills in the workplace (Shehzad et al., 2021:03).
- Schools ought to ensure that all teaching and teaching assistant staff experience favourable working conditions and should investigate possible causes for differences between these groups' perceived job satisfaction.
- Schools should endeavour to create professional development opportunities to foster leadership skills among all teaching staff, including those already in leadership positions and those in other positions, such as teachers' assistants.
- Favourable leadership styles for educational contexts should be investigated in organisations to ensure that the best leadership styles are employed and developed for school settings specifically.

Theoretical Contributions

This study made a theoretical contribution by broadening the understanding of grit in an organisational setup. Prior research had focused on the micro-level impact of grit on aspects like career success, academic performance and athletic performance (Arif et al., 2019; Haderer, 2020). This study, however, examined the effect of leadership on the grit of migrated teachers employed at international schools all over the globe. When an organisation comprises individuals with persistence and goal orientation, it can expect higher levels of performance and retention.

This study contributed to the literature by confirming the importance and effectiveness of grit, as little attention had been paid to the occurrence and expression of grit (Khany & Ghasemi, 2021:521). Therefore, this study added to the literature by looking at how leadership could affect grit as well as job satisfaction.

Practical Implications

The results of this study have several implications for educational organisations. An awareness of the importance of grit and the significant relationships that it has with leadership and job satisfaction can promote employee wellness, individual performance, understanding and support. Furthermore, it could contribute to organisations in terms of personnel selection and development. First, the human resource department needs to be aware of employees' potential (Cansoy, 2019) and reflect on the types of human capital to be recruited for the organisation as well as the traits that must be developed in them. Thus, grit can be

1 an important factor for organisations in personnel selection and development
2 (Kim, 2020).
3   Second, as gritty employees contribute to the organisation, the HR
4 department can create a supportive climate through policies and practices to
5 increase the employees' effectiveness (Bakker et al., 2022). Furthermore,
6 leadership characteristics, such as motivation, consideration, and support (Bass
7 and Avolio, 1995), should be demonstrated by leaders to enhance employee grit
8 and job satisfaction (Bakker et al., 2022). HR managers must develop leaders
9 through training, coaching and feedback programmes (Bridgeusa, 2022).
10
11
12 **Limitations of the Study**
13
14   There is a plethora of knowledge and literature on grit, leadership and job
15 satisfaction. However, there is limited literature with a specific focus on perceived
16 grit, leadership and job satisfaction in educational contexts and on the perceived
17 impact of grit, leadership and job satisfaction on teachers working in international
18 contexts.
19   In the current study the data gathered came from teachers working across the
20 globe. Although there is some information on specific populations of international
21 teachers, no global international teacher database exists at the current moment.
22
23
24 **Future Research**
25
26   There are boundless opportunities for future investigation within this area of
27 research. Educational organisations, especially international schools, rely heavily
28 on a quality pool of teachers to achieve the objectives of the organisation.
29 Therefore, further research into fostering, maintaining and promoting work
30 environments that help develop grit among teaching staff should be a top priority
31 for any organisation that values a workforce that is well-equipped to deal with the
32 daily challenges of education.
33   Furthermore, researching specific ways in which working conditions and
34 general perceptions of the workplace could be improved could yield exceedingly
35 positive outcomes in terms of job satisfaction, which has been proven repeatedly
36 to impact turnover intention among employees. Future research into leadership
37 practices that nurture job satisfaction among teachers in schools would be
38 beneficial to the education sector, in addition to investigating why certain job
39 positions in educational organisations report higher levels of job satisfaction
40 compared to other groups.
41   Teachers are often managers in their classes; therefore, a great area for future
42 research is to establish which teaching qualities naturally lend themselves to
43 springboarding leadership in schools, thus ensuring that leadership potential in
44 schools is developed.
45
46

1 **Conclusions**
2

3   Leadership is a determining factor in improving the grit and job satisfaction
4 of migrant teachers. The study showed that certain teaching positions differed in
5 their perceptions of grit and subsequently job satisfaction. Leaders should motivate
6 and encourage migrant teachers to develop their grit characteristics for the benefit
7 of themselves, their schools and their pupils.
8

9

10 **References**
11

12 Adjei-Boateng E (2020) A review of quantitative and qualitative research traditions for
13   teacher education. *The International Journal of Educational Researchers* 11(2): 20–
14   29.
15 Akinwale OE, George OJ (2020) Work environment and job satisfaction among nurses in
16   government tertiary hospitals in Nigeria. *Rajagiri Management Journal* 14(1): 71–
17   92.
18 Amen U, Sumayya U, Butt A (2021) The impact of training and development in
19   educational institutions of Pakistan for job satisfaction and employee retention.
20   *Multicultural Education* 7(10): 305–315.
21 Anastasiou S, Garametsi V (2021) Perceived leadership style and job satisfaction of
22   teachers in public and private schools. *International Journal of Management in
23   Education* 15(1): 58–77.
24 Arif S, Zainudin HK, Hamid A (2019) Influence of leadership, organisational culture,
25   work motivation, and job satisfaction of performance principles of senior high school
26   in Medan City. *Budapest International Research and Critics Institute-Journal*
27   (BIRCI-Journal): 239–254.
28 Arli D, Tjiptono F, Tkaczynski A, Bakpayev M (2020) Grit: the good, the bad and the
29   ugly. *Asia Pacific Journal of Marketing and Logistics* 33(5): 1270–1285.
30 Asenahabi BM (2019) Basics of research design: a guide to selecting appropriate research
31   design. *International Journal of Contemporary Applied Researches* 6(5): 76–89.
32 Ashraf MA (2020) Demographic factors, compensation, job satisfaction and
33   organisational commitment in private university: an analysis using SEM. *Journal of
34   Global Responsibility* 11(4): 407–436.
35 Australian Institute for Teaching and School Leadership (2022) *Nationally consistent
36   registration for all teachers.* https://www.aitsl.edu.au/teach/improve-practice/start-
37   your-career/registration/nationally-consistent-teacher-registration
38 Bakker A, Wagner D (2020) Pandemic: lessons for today and tomorrow? *Educational
39   Studies in Mathematics* 104(1): 1–4.
40 Barbera J, Naibert N, Komperde R, Pentecost TC (2020) Clarity on Cronbach's alpha use.
41   *Journal of Chemical Education* 98(2): 257–258.
42 Bass B, Avolio BJ (1995) *Multifactor leadership questionnaire*. https://www.mindgarden.
43   com/16-multifactor-leadership-questionnaire
44 Blanco JMM (2021) What is behind grit? Developing stamina for your organisation.
45   *Development and Learning in Organisations: An International Journal* 35(6): 11–
46   13.
47 Bridgeusa (2022) *Connecting global leaders, creating lasting impact.* https://j1visa.state.
48   gov/programs/teacher
49 Camacho DA, Parham B (2019) Urban teacher challenges: what they are and what we can
50   learn from them. *Teaching and Teacher Education* 85: 160–174.

1 Cansoy R (2019) The relationship between school principals' leadership behaviours and
2   teachers' job satisfaction: a systematic review. *International Education Studies* 12(1):
3   37–52.
4 Caza A, Posner BZ (2019) An exploratory investigation of how grit influences the
5   leadership practices of sales managers. *Journal of Selling* 19(2): 36–45.
6 Craven MN, Marett EG, Davis SE (2021) The willing successor: an exploration of grit and
7   situational cues in family firms. *Journal of Family Business Management* ahead-of-
8   print.
9 Davies C (2020) *A quick guide to quantitative research in the social sciences*. Wales
10   Academy of Professional Practice and Applied Research. University of Wales
11   Trinity Saint David.
12 Donald KU, Marvin SR, Farmer AW, Cypress K (2019) *The association between high
13   school coaches' leadership behaviours and athletes' self-efficacy and grit.* Doctoral
14   dissertation, Freed-Hardeman University.
15 Doria JR (2022) *Transformational leadership and grit on the actions of principals in
16   secondary schools.* Doctoral dissertation, Hofstra University.
17 Duckworth AL, Quinn PD (2009) Development and validation of the Short Grit Scale
18   (Grit-S). *Journal of Personality Assessment* 91: 166–174.
19 Duckworth AL, Quirk A, Gallop R, Hoyle RH, Kelly DR, Matthews MD (2019)
20   Cognitive and noncognitive predictors of success. *Psychological and Cognitive
21   Sciences* 116(47): 138–162.
22 Dwivedi P, Chaturvedi V, Vashist JK (2020) Transformational leadership and employee
23   efficiency: knowledge sharing as mediator. *Benchmarking: An International Journal*
24   27(4): 1571–1590.
25 Ennerberg E, Economou C (2021) Migrant teachers and the negotiation of a (new)
26   teaching identity. *European Journal of Teacher Education* 44(4): 587–600.
27 Galamba A (2021) International STEM pre-service teachers' intercultural competence.
28   School of Education Communication and Society, King's College London, UK.
29   *Journal for Multicultural Education* 15(4): 345–357.
30 Grantham-Caston M, Dicarlo CF (2021) Leadership styles in childcare directors. *Early
31   Childhood Education Journal* 12(6): 398–403.
32 Grissom JA, Anna JE, Constance AL (2021) *How principals affect students and schools: a
33   systematic synthesis of two decades of research.* http://www.wallacefoundation.org/
34   principalsynthesis.
35 Gustari I, Widodo W (2021) The power of grit on lecturer's job satisfaction through
36   effective commitment. *Jurnal Konseling dan Pendidikan* 9(2): 218–225.
37 Haderer AM (2020) Exploring the relationship between teacher efficacy and grit. Doctoral
38   dissertation, Shenandoah University.
39 Han B, Tösten R, Elçiç Z (2021) Public leadership behaviours of school principals: does it
40   affect teacher motivation and job satisfaction in Turkish culture? *International
41   Journal of Public Leadership*, 11(3).
42 Hwang YK, Lee CS (2020) The relationship between organisational incivility and job
43   satisfaction of child-care teachers: the multiple mediating effect model of job stress,
44   psychological burnout, and grit. *Journal of Critical Reviews* 7(19): 8308–8318.
45 Jayadi K, Amirullah A, Muhamma B (2022) A meta-analysis of multicultural education
46   paradigm in Indonesia. *Heliyon* 8(1).
47 Johnson CW, Voelkel JRH (2021) Developing increased leader capacity to support
48   effective professional learning community teams. *International Journal of Leadership
49   in Education* 24(3): 313–332.

1 Kamboj KP, Garg GP (2021) Teachers' psychological well-being role of emotional
2   intelligence and resilient character traits in determining the psychological well-being
3   of Indian school teachers. *International Journal of Educational Management* 35(4).
4 Khany R, Ghasemi F (2021) Development and validation of teacher classroom leadership
5   scale in EFL context. *International Journal of Leadership in Education* 24(4): 513–
6   532.
7 Kim BL (2020) Multicultural education in Asia and the role of language teaching:
8   focusing on South Korea. *Journal of Pan-Pacific Association of Applied Linguistics*
9   24(1): 67–83.
10 Lacap JPG (2020) Reducing employees' intention to quit: the effects of transformational
11   leadership, employee engagement, and grit. *Kasetsart Journal of Social Sciences*
12   41(3): 665–670.
13 Lan TS, Chang IH, Ma TC, Zhang LP, Chuang KC (2019) Influences of transformational
14   leadership, transactional leadership, and patriarchal leadership on job satisfaction of
15   cram school faculty members. *Sustainability* 11(12): 3465.
16 Lee J (2022) The role of grit in organizational performance during a pandemic. *Frontiers
17   in Psychology* 13: 929517.
18 Lee MH, Hwang YK, Lee CS (2021) The effect of job stress, emotional commitment, and
19   job satisfaction on child-care center teachers' turnover intention: the moderated
20   mediation effect of grit. *European Journal of Molecular & Clinical Medicine* 8(2):
21   298–314.
22 Love K (2012) *Ethics in social research. Studies in qualitative methodology.* Boston:
23   Prentice Hall.
24 Luque-Reca O, Garcia-Martinez I, Pulido-Marots M, Burguera JL, Augusto-Landa JM
25   (2022) Teachers' life satisfaction: a structural equation model analysing the role of
26   trait emotion regulation, intrinsic job satisfaction and affect. *Teaching and Teacher
27   Education* 113: 103668.
28 Marshall C (2020) Analysis of a comprehensive wellness program's impact on job
29   satisfaction in the workplace. *International Hospitality Review* 34(2): 221–241.
30 Mayo E (1953) *The human problems of an industrial civilization.* New York: Macmillan.
31 Ogunbameru OA (2008) *Human resource management.* Industrial Sociology Nigeria:
32   Penthouse Publications, 167–194.
33 Mizzi RC (2021) Homeward bound: educational leaders' perceptions of hiring repatriating
34   international teachers. *International Journal of Education Policy & Leadership*
35   17(21): 63–81.
36 Molero-Jurado MDM, Perez-Fuentes MDC, Atrai L, Oropesa R, Gazquez Linares JJ
37   (2019) Burnout, perceived efficacy, and job satisfaction: perception of the educational
38   context in high school teachers. *BioMed Research International* 2019(1021408): 10.
39 Nazari M, Oghyanous PA (2021) Exploring the role of experience in L2 teachers'
40   turnover intentions/occupational stress and psychological well-being/grit: a mixed
41   methods study. *Cogent Education* 8(1): 218–231.
42 Opengrowth (2022) *Characteristics of grit.* https://www.opengrowth.com/resources/cha
43   racteristics-of-grit
44 Pont TB, Moorman H, Nusche D (2008) Improving school leadership. *Journal of
45   Leadership* 1: 1–199.
46 Popoola T, Karadas G (2022) How impactful are grit, I-Deals, and the glass ceiling on
47   subjective career success? *Sustainability* 14(3): 1136.
48 Priyanka JT, Mily AM, Asadujjaman M, Arani M, Billal MM (2022) Impacts of work-
49   family role conflict on job and life satisfaction: a comparative study among doctors,
50   engineers and university teachers. *PSU Research Review* ahead-of-print.

Rahayu M, Rasid F, Tannady H (2019) The effect of career training and development on job satisfaction and its implications for the organizational commitment of Regional Secretariat (SETDA) employees of Jambi Provincial Government. *International Review of Management and Marketing* 9(1): 79–89.

Rego A, Cavazotte F, Cunha MP, Valverde C, Meyer M, Giustiniano L (2021) Gritty leaders promoting employees' thriving at work. *Journal of Management* 47(5): 1155–1184.

Schimschal SE, Lomas T (2019) Gritty leaders: the impact of grit on positive leadership capacity. *Psychological Reports* 122(4): 1449–1470.

Shehzad MW, Hasan NK, Ahmed R, Razzaq S, Ahmed S (2021) The nexus between grit and pronunciation performance among EFL learners: the mediating role of pronunciation self-efficacy beliefs. *Learning and Teaching in Higher Education: Gulf Perspectives* 14: 89–106.

Somech A, Ohayon BE (2020) The trickle-down effect of OCB in schools: the link between leader OCB and team OCB. *Journal of Educational Administration* 58(6): 629–643.

Southwick DA, Tsay CJ, Duckworth AL (2020) Grit at work. *Research in Organisational Behaviour* 15(3): 359–392.

Spector PE (1985) Measurement of human service staff satisfaction: development of the Job Satisfaction Survey. *American Journal of Community Psychology* 13: 693–713.

Stockemer D (2019) *Quantitative methods for the social sciences: a practical introduction with examples in SPSS and Stata*. Springer Nature Switzerland AG.

Torres DG (2019) Distributed leadership, professional collaboration, and teachers' job satisfaction in US schools. *Teaching and Teacher Education* 79: 111–123.

Van Hieu D, Nhung DTH, Lihn TM (2021) Identifying work-related factors influencing job satisfaction using job descriptive index questionnaire: a study of IT companies in Hanoi. *Tạp chí Quản lý Kinh tế Quốc tế (Journal of International Economics and Management)* 21(01): 63–85.

Van Rompay-Bartels I, Geessink J (2021) Exploring peer feedback on behaviour in the international classroom: a case study on students' experiences and perceptions. *Journal of International Education in Business* ahead-of-print.

Verma A, Bala K (2022) Transformational leadership and organisational citizenship behaviour of cross-functional team members: an empirical assessment of moderating and mediating effects. *Management and Labour Studies* 47(4): 502–524.

Wechsler A (2017) The international-school surge. *The Atlantic*, June 5. https://www.theatlantic.com/education/archive/2017/06/the-international-school-surge/528792/

Widodo W (2021) Enhancing teachers' professional competence through grit, personality, and creativity. *Management Science Letters* 11(1): 129–138.

Xu J, Haijuan H, Yumeng T, Kaiwen C, Shiyi C, Aiding H, Yiheng W (2021) An exploration of the competency traits of high-quality children's teachers in Shanghai, China. *9th International Conference on Information and Education Technology (ICIET)* (Minnesota, New York).

Zajda J (2020) Education globally. *Human Rights Education Globally* 22: 201–211.

Zhao X, Lynch JG, Chen Q (2010) Reconsidering Baron and Kenny: myths and truths about mediation analysis. *Journal of Consumer Research* 37: 197–206.