Data in Brief

Dataset of ex-pat teachers in Southeast Asia's intention to leave due to the COVID-19 pandemic

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ABSTRACT

The COVID-19 pandemic exerted an adverse influence on the global education system, especially since starting school lockdown. The growth of teacher unemployment figures climbed double-digit and spawned these unexpected sequels. For instance, while native teachers seemed indisposed to leave the profession with the aim of seeking another more profited and seasonal jobs, many ex-pat teachers presented themselves with moving or stayed dilemma in the way the government salvaged their situation. In preference with the ex-pat teacher's case, we elucidated further throughout an e-survey in the International Baccalaureate community on Facebook from 4 to 11 April 2020 for 18,000 ex-pat teachers, who are teaching at Southeast Asia. This dataset includes 307 responses of ex-pat teachers who are staying in Singapore, Thailand, Vietnam, the Philippines, and Indonesia during the pandemic. The dataset comprises (i) Survey partakers’ Demographics; (ii) Ex-pat teachers’ perceptions in the relation of national, regional and school plans were afoot to the

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pandemic; (iii) The degree of attachment of ex-pat teacher to their current society, the ex-pat community, friends, and families during the pandemic time; (iv) Ex-pat teachers’ embryo intention to reconsider their current teaching location.

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Specifications table

| Subject | Education, Education Management |
|---------|--------------------------------|
| Specific subject area | Teacher retention, Teacher engagement |
| Type of data | Raw data in excel file and analysed data |
| How data were acquired | Data was gathered using an online survey and converted into the .xlsx format for formal analysis in SPSS v.20. |
| Data format | Raw Analyzed |
| Parameters for data collection | This research focuses on ex-pat teachers who are teaching in several Southeast Asia countries: Singapore, Thailand, Vietnam, the Philippines, and Indonesia. |
| Description of data collection | An online survey has been distributed throughout the International Baccalaureate community on Facebook (18,000 ex-pat teachers worldwide) and mainly ranged within ex-pat teachers who are working in Southeast Asia. |
| Data source location | Information is collected from secondary student institutes in Vietnam (Latitude 16°0’N, Longitude 106°0’E), Indonesia (Latitude 5°00’N, Longitude 120°00’E), Thailand (Latitude 15°00’N, Longitude 100°00’E), Philippines (Latitude 13°00’N, Longitude 122°00’E), Singapore (Latitude 1°17’24.9702”N, Longitude 103°51’7.0524”E). |
| Data accessibility | Repository name: Harvard Dataverse
Data identification number: Direct URL to data: https://doi.org/10.7910/DVN/ZB2DNH, Harvard Dataverse, V1 |

Value of the data

- The dataset heralds further research into these underlying reasons why ex-pat teachers no longer keep their teaching location stayed.
- Policymakers, schools, or even business managers can utilize this dataset to address brain drain-related phenomenon.
- This dataset can be accessed to more corrective courses of action, which bring teachers into perceiving the policy decision.
- The dataset offers an additional contribution to publication reviews regarding the policy’s influence extended towards teacher involvement.
- The dataset produces a scale model exploring ex-pat teachers’ changing perceptions about their current working regions, especially when these national politics formulate different policies during the COVID-19 pandemic.

1. Data description

Teacher retention and teacher engagement are strong influencers in educational institutions, especially in terms of students’ academic achievement [1,2]. Due to the COVID-19 pandemic, schools around the world had to choose distance learning with many changes in ways of teaching and learning, thus native and ex-pat teachers were both affected [3,4]. In addition, this unex-
pected digital transformation creates many educational problems related to learning and teaching demand [5]. This dataset focuses on ex-pat teachers’ engagement and intention to leave, which is an expansion of our recent research about Vietnamese teachers’ perceptions and student’s learning habits during the pandemic [6–8].

This dataset contains two main parts, the first part is demographic information, and the second part reports on teachers’ perspective and intention. The former includes teachers’ gender, nationality, teaching country, teaching subject and grade, school type, teaching qualification and experience, and participants’ income. The later part concerns three main issues related to the pandemic: (i) Policy and regulation toward ex-pat teachers; (ii) Ex-pat teachers’ engagement with various communities; and (iii) Intention to leave of ex-pat teachers. The above variables can be used to study teacher retention, teacher engagement, impacts of policy, and teachers’ salary. Finally, the full survey, code, and measurement parameters for all variables can be found on Harvard Dataverse [9].

2. Experimental design, materials, and methods

Firstly, four experts in K-12 international education and organizational behavior were asked to pretest the validity of the assessments. Then we implemented a pilot study including 50 observations, before distributing the survey online within a Facebook community named International Baccalaureate from 4th to 11th April 2020. We only collect data from ex-pats who were teaching in Southeast Asia and recorded 528 accesses on the survey link. Among those, teachers from Indonesia, Philippines, Singapore, Thailand, and Vietnam accounted for the majority; thus, 36 responses were deleted since they were from other countries. Finally, after cleaning the dataset, there were 307 observations valid for further analysis.

Table 1 is the descriptive statistics of participants’ demographics. Table 2 shows the relationship between ex-pat teachers’ intention to leave and various indicators. The differences between participants’ retention among demographic variables are examined and presented through ANOVA analysis. Specifically, Table 3 is the summary of ANOVA analysis’s significance, Table 4 is the more detailed results of between and within groups, and Table 5 shows specific robust test’ results.

This dataset uses mainly five-point Likert scale to examine the impacts of various factors on ex-pat teachers’ retention. Based on this dataset, some research can be carried out to study the relationships between teacher engagement and external policy on teachers’ intention to leave (INTEND). First, teacher engagement (ENGAGE) is considered to have long-term influence over schools and societies [10]. This relationship becomes even more substantial and more complicated, especially in this era of globalization, when ex-pat teachers frequently face multiculturalism [11]. In this dataset, teacher engagement can be indicated by activities and communication among inter-related stakeholders [12], such as local communities (ENGAGE_LOCAL), ex-pat communities (ENGAGE_EXPAT) and families and friends at home (ENGAGE_HOME). Consequently, the relationship between teacher engagement and teacher retention can be found by using the regression model (1). Similarly, the impact of policy on teacher retention should also be investigated [13,14, 1985] as in model (2). In the questionnaire, the policy and regulation (POLICY) under examination are national policy (POLI_NATION), regional policy (POLI_REGION), and school policy (POLI_SCHOOL). Finally, model (3) can also lead to significant results. However, as policies can affect teacher engagement [15], researchers may consider using instrumental variables.

\[ \text{INTEND} \sim \beta_0 + \beta_1 \ast \text{ENGAGE} + u \]  
(1)

\[ \text{INTEND} \sim \beta_0 + \beta_1 \ast \text{POLICY} + u \]  
(2)

\[ \text{INTEND} \sim \beta_0 + \beta_1 \ast \text{ENGAGE} + \beta_2 \ast \text{POLICY} + u \]  
(3)
### Table 1
Descriptive Statistics of Participant’s Demographics.

| Intend                           | N     | Mean    | Std. Deviation | Std. Error | Lower Bound | Upper Bound |
|----------------------------------|-------|---------|----------------|------------|-------------|-------------|
| **Gender**                       |       |         |                |            |             |             |
| Male                             | 131   | 2.735   | 0.890          | 0.078      | 2.581       | 2.889       |
| Female                           | 176   | 2.801   | 0.880          | 0.066      | 2.670       | 2.932       |
| **Current country of teaching**  |       |         |                |            |             |             |
| Indonesia                        | 34    | 3.441   | 0.700          | 0.120      | 3.197       | 3.685       |
| Thailand                         | 66    | 2.904   | 0.882          | 0.109      | 2.687       | 3.121       |
| Philippines                      | 51    | 3.157   | 0.823          | 0.115      | 2.925       | 3.388       |
| Vietnam                          | 121   | 2.413   | 0.859          | 0.078      | 2.259       | 2.568       |
| Singapore                        | 35    | 2.562   | 0.503          | 0.085      | 2.389       | 2.735       |
| **School type**                  |       |         |                |            |             |             |
| Public school                    | 50    | 2.747   | 0.856          | 0.121      | 2.503       | 2.990       |
| Private school                   | 227   | 2.819   | 0.860          | 0.057      | 2.707       | 2.932       |
| Extracurricular Edu Center       | 29    | 2.448   | 1.070          | 0.199      | 2.041       | 2.855       |
| **Nationality**                  |       |         |                |            |             |             |
| Australia and New Zealand        | 63    | 2.963   | 0.741          | 0.093      | 2.776       | 3.150       |
| Europe                           | 106   | 2.840   | 0.932          | 0.091      | 2.660       | 3.019       |
| South Africa                     | 11    | 2.091   | 0.870          | 0.262      | 1.506       | 2.676       |
| US and Canada                    | 107   | 2.732   | 0.888          | 0.086      | 2.562       | 2.902       |
| Others                           | 20    | 2.417   | 0.786          | 0.176      | 2.049       | 2.785       |
| **Grade level**                  |       |         |                |            |             |             |
| Kindergarten                     | 14    | 2.286   | 0.714          | 0.191      | 1.873       | 2.698       |
| Lower secondary school           | 111   | 2.775   | 0.841          | 0.080      | 2.617       | 2.933       |
| Upper secondary school           | 74    | 2.685   | 0.846          | 0.098      | 2.489       | 2.881       |
| **Degree**                       |       |         |                |            |             |             |
| BA in Education                  | 108   | 2.895   | 0.950          | 0.091      | 2.714       | 3.076       |
| MA in Education                  | 180   | 2.928   | 0.787          | 0.059      | 2.812       | 3.044       |
| Teaching certificate             | 78    | 2.628   | 0.912          | 0.103      | 2.423       | 2.834       |
| **Experience at the current country** |     |         |                |            |             |             |
| Less than a year                 | 33    | 2.485   | 1.014          | 0.177      | 2.125       | 2.844       |
| 1 year                           | 92    | 3.069   | 0.729          | 0.076      | 2.918       | 3.220       |
| 2 years                          | 106   | 3.000   | 0.735          | 0.071      | 2.859       | 3.141       |
| 3 years                          | 29    | 2.483   | 0.699          | 0.130      | 2.217       | 2.749       |
| More than 3 years                | 47    | 2.064   | 0.987          | 0.144      | 1.774       | 2.354       |
| Less than 1500 USD               | 15    | 2.311   | 0.636          | 0.164      | 1.959       | 2.663       |
| 1500–1999 USD                    | 28    | 2.512   | 1.389          | 0.263      | 1.973       | 3.051       |
| 2000–2499 USD                    | 46    | 2.696   | 0.913          | 0.135      | 2.425       | 2.967       |
| 2500–2999 USD                    | 110   | 3.245   | 0.663          | 0.063      | 3.120       | 3.371       |
| 3000–3499 USD                    | 81    | 2.646   | 0.661          | 0.073      | 2.500       | 2.792       |
| 3500–3999 USD                    | 16    | 1.917   | 0.627          | 0.157      | 1.583       | 2.251       |
| More than 4000 USD               | 11    | 1.848   | 0.480          | 0.145      | 1.526       | 2.171       |
| Less than 1500 USD               | 63    | 2.418   | 1.007          | 0.127      | 2.164       | 2.672       |
| 1500–1999 USD                    | 36    | 3.102   | 0.956          | 0.159      | 2.779       | 3.425       |
| 2000–2499 USD                    | 98    | 3.163   | 0.750          | 0.076      | 3.013       | 3.314       |
| 2500–2999 USD                    | 64    | 2.750   | 0.669          | 0.084      | 2.583       | 2.917       |
| 3000–3499 USD                    | 24    | 2.542   | 0.537          | 0.110      | 2.315       | 2.768       |
| 3500–3999 USD                    | 12    | 1.806   | 0.658          | 0.190      | 1.387       | 2.224       |
| More than 4000 USD               | 10    | 1.867   | 0.502          | 0.159      | 1.508       | 2.226       |
| Less than 1500 USD               | 23    | 2.406   | 0.899          | 0.187      | 2.017       | 2.794       |
| 1500–1999 USD                    | 28    | 2.607   | 1.264          | 0.239      | 2.117       | 3.097       |
| 2000–2499 USD                    | 30    | 2.433   | 0.889          | 0.162      | 2.101       | 2.765       |
| 2500–2999 USD                    | 106   | 3.302   | 0.638          | 0.062      | 3.179       | 3.425       |
| 3000–3499 USD                    | 87    | 2.655   | 0.658          | 0.071      | 2.515       | 2.795       |
| 3500–3999 USD                    | 19    | 1.982   | 0.662          | 0.152      | 1.663       | 2.301       |
| More than 4000 USD               | 14    | 2.238   | 0.999          | 0.267      | 1.661       | 2.815       |
| **Total**                        | 307   | 2.773   | 0.883          | 0.050      | 2.674       | 2.872       |
Table 2
Correlations between variables and ex-pat teacher’s intention to leave the current country.

| Variable                                | Sum of Squares | df | Mean Square | F     | Sig. |
|-----------------------------------------|----------------|----|-------------|-------|------|
| Gender                                  | .325           | 1  | .325        | .416  | .520 |
| Current country of teaching             | 41.050         | 4  | 10.262      | 15.677| .000***|
| School type                             | 3.581          | 2  | 1.790       | 2.307 | .101 |
| Nationality                             | 10.580         | 4  | 2.645       | 3.501 | .008**|
| Grade level                             | 5.511          | 3  | 1.837       | 2.386 | .069*|
| Degree                                  | 11.533         | 2  | 5.766       | 7.715 | .002***|
| Experience at the current country       | 42.334         | 4  | 10.584      | 16.273| .000***|
| Income before covid-19                  | 52.377         | 6  | 8.730       | 14.052| .000***|
| Income during covid-19                  | 47.523         | 6  | 7.921       | 12.426| .000***|
| Income after covid-19                   | 54.071         | 6  | 9.012       | 14.639| .000***|

* Correlation is significant at the 0.05 level; ** Correlation is significant at the 0.01 level; *** Correlation is significant at the 0.001 level.

Table 3
Significant of ANOVA analyses.

| Variable                                | Sig of Homogeneity test | Sig of ANOVA test | Sig of Robust Tests of Equality of Means |
|-----------------------------------------|-------------------------|------------------|----------------------------------------|
| Nationality                             | .377                    | .008             |                                        |
| Current country of teaching             | .024                    | .000             |                                        |
| Teaching qualification                  | .038                    | .002             |                                        |
| Experience at current country           | .120                    | .000             |                                        |
| Income before COVID-19                  | .000                    | .000             |                                        |
| Income during COVID-19                  | .003                    | .000             |                                        |
| Income after COVID-19                   | .000                    | .000             |                                        |

Table 4
Differences in Teachers’ Intention of Leaving during the COVID-19 Pandemic among Different Demographics (ANOVA analysis).

| Variable                                | Sum of Squares | df | Mean Square | F     | Sig. |
|-----------------------------------------|----------------|----|-------------|-------|------|
| Nationality                             | 10.580         | 4  | 2.645       | 3.501 | .008 |
| Current country of teaching             | 41.050         | 4  | 10.262      | 15.677| .000 |
| Degree                                  | 11.533         | 2  | 5.766       | 7.715 | .001 |
| Experience at the current country       | 42.334         | 4  | 10.584      | 16.273| .000 |
| Income before covid-19                  | 52.377         | 6  | 8.730       | 14.052| .000 |
| Income during covid-19                  | 47.523         | 6  | 7.921       | 12.426| .000 |
| Income after covid-19                   | 54.071         | 6  | 9.012       | 14.639| .000 |
Table 5
Robust Tests of Equality of Means toward Teacher’s Intention of Leaving.

| Current country of teaching       | Welch | Statistic | df1 | df2 | Sig.  |
|----------------------------------|-------|-----------|-----|-----|-------|
| Degree                           | 6.681 |           | 2   | 105.788 | .002  |
| Income before covid-19            | 21.872|           | 6   | 59.158 | .000  |
| Income during covid-19            | 15.894|           | 6   | 61.172 | .000  |
| Income after covid-19             | 17.776|           | 6   | 67.821 | .000  |

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships which have, or could be perceived to have, influenced the work reported in this article.

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Supplementary materials

Supplementary material associated with this article can be found, in the online version, at doi: 10.1016/j.dib.2020.105913.

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