

แรงจูงใจและความ(ไม่)พึงพอใจในการทำงานของครูเจ้าของภาษาจีนในภาคตะวันออก ของประเทศไทย

NATIVE CHINESE LANGUAGE TEACHERS' MOTIVATION AND JOB (DIS) SATISFACTION IN EASTERN THAILAND

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งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาแรงจูงใจ ความพึงพอใจ และความไม่พึงพอใจในการทำงานของครูเจ้าของภาษาจีนในจังหวัดชลบุรี ระยอง ปราจีนบุรี จันทบุรี ฉะเชิงเทรา และตราด ซึ่งเป็นจังหวัดในภาคตะวันออกของประเทศไทย เครื่องมือวิจัยหลักที่ใช้เก็บข้อมูลคือแบบสอบถามออนไลน์ ซึ่งมีสี่ตอน โดยผู้ตอบแบบสอบถาม จำนวน 93 คน (n = 93) วิเคราะห์ด้วยสถิติพรรณนาด้านความถี่ เปอร์เซ็นต์ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน ผลการวิจัยมี ดังนี้ 1) จำนวนเกินครึ่งของครูมีแรงจูงใจทั้งภายนอกและภายใน ในการสอนภาษาจีน ชั่วโมงการทำงาน และวันหยุด (64.52%) ข้อบังคับในการฝึกงานเพื่อสำเร็จการศึกษา และความต้องการครูชาวจีนในประเทศไทยที่สูงเป็นปัจจัยภายนอก ในขณะที่ความสนใจส่วนตัวในการสอนภาษาจีนในประเทศไทย (60.21%) ซึ่งสะท้อนได้จากวุฒิการศึกษา (66.7%) ความมั่นใจและความสามารถในการสอนของครูชาวจีนเป็นปัจจัยภายใน (79.57%) เงินเดือนเป็นปัจจัยภายนอกหลักในการลดแรงจูงใจ (69.80%) การอยู่ไกลบ้าน และความแตกต่างทางวัฒนธรรมเป็นปัจจัยเพิ่มเติม 2) โดยรวมแล้ว ครูค่อนข้างพึงพอใจกับงานสอนของตน (M=4.69, SD=1.03) ซึ่งการเติบโตในสายอาชีพ (M=5.08, SD=1.95) ความสำเร็จของนักเรียน (M=5.07, SD=1.06) และความสัมพันธ์กับผู้อื่น (M=5.07, SD=0.93) เป็นปัจจัยที่ดึงดูดใจครูมากที่สุด โดยเฉพาะความสัมพันธ์เชิงบวกกับผู้อื่น เนื่องจากบรรยากาศการทำงานที่เป็นมิตรในโรงเรียน ความพึงพอใจในการทำงานจากภายนอก คือ การที่โรงเรียนไทยให้ความสำคัญกับการเรียนการสอนภาษาจีน และครูได้รับความเคารพจากสังคม (M=5.05, SD=1.40) และสื่อไทย (M=5.10, SD=1.29) ส่วนเงินเดือนต่ำ ภาระงานมากเกินไป สภาพความเป็นอยู่ที่ไม่สะดวกสบาย ทักษะคติเชิงลบของนักเรียนที่มีต่อการเรียนรู้ภาษาจีน และพฤติกรรมที่ไม่เหมาะสมในชั้นเรียนส่งผลกระทบต่อครูเช่นกัน ผลการวิจัยบอกเป็นนัยได้ว่า 1) ชั่วโมงทำงาน วันหยุด ความสนใจส่วนตัว ข้อบังคับในการฝึกงานเพื่อสำเร็จการศึกษา ปัจจัยภายนอก และภายในอื่น ๆ สามารถชดเชยความไม่พึงพอใจในการทำงานกับเงินเดือนที่ต่ำ ภาระงานที่มากเกินไป และปัจจัยภายนอกอื่น ๆ ได้ เนื่องจากครูส่วนใหญ่ต่ออายุสัญญาสอน

หลังจากการสอนหนึ่งปี 2) ความสัมพันธ์เชิงบวกกับนักเรียน และเพื่อนร่วมงานมีผลต่อการเตรียมการสอน การเติบโตด้านอาชีพด้วยตนเอง และความสำเร็จด้านการสอน

คำสำคัญ: ครูเจ้าของภาษาจีน, แรงจูงใจในการสอนภาษาจีน, ความพอใจและความไม่พอใจในการทำงาน, ภาวะตะวันออกของประเทศไทย

ABSTRACT

This research aimed to investigate native Chinese language teachers' motivation and job satisfaction/dissatisfaction in Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat, provinces in eastern Thailand. An online questionnaire which had four parts was the main research instrument for data collection. The findings from 93 respondents (n=93) analyzed by descriptive statistics of frequency, percentage, mean, and standard deviation indicated as follows that: 1) more than half of them had both extrinsic and intrinsic motivation to teach Chinese. Working hours and holidays (64.52%), the internship requirements of graduation, and a high demand of Chinese teachers in Thailand were the extrinsic factors while personal interests in teaching Chinese in Thailand (60.21%), reflected in their educational background (66.7%), and their confidence and competency to teach were the intrinsic factors (79.57%). Salary (69.80%) was the main extrinsic demotivating factor; being far away from home and cultural differences were additional factors. 2) Overall, the teachers were somewhat satisfied with their teaching job (M=4.69, SD=1.03), but professional self-growth (M=5.08, SD=1.95), student achievement (M=5.07, SD=1.06), and relationships with others (M=5.07, SD=0.93) were factors that appealed to them most. Positive relationships with others was in particular due to friendly working atmospheres at school. Their extrinsic job satisfaction was that Thai schools placed importance on teaching and learning Chinese courses and that they perceived themselves to be respected by Thai society (M=5.05, SD=1.40) and media (M=5.10, SD=1.29). Low salary, excessive workload, uncomfortable living conditions as well as students' negative attitudes toward Chinese learning, and inappropriate behaviors in class also impacted the teachers. The findings implied that: 1) working hours, holidays, personal interests, internship requirements for graduation, and other extrinsic and intrinsic factors could compensate for their job dissatisfaction with the low salary, excessive workload, and other extrinsic factors since most of the teachers renewed their teaching contract after a year of teaching; and 2) positive relationships with their students and co-workers were beneficial to their preparedness of teaching, professional self-growth, and teaching achievement.

Keywords: Native Chinese Language Teachers; Motivation in Teaching Chinese; Job Satisfaction and Dissatisfaction; Eastern Thailand

Introduction

Learning Chinese as a third or an additional language in Thailand is recently pivotal, especially for economic reasons, so Chinese language courses have been offered as an elective or a major subject at public and private schools at all levels. Doing a business in fruit, jewelry, and tourism with China in Chonburi, Rayong,

Prachinburi, Chanthaburi, Chachoengsao, and Trat, provinces in eastern Thailand, has apparently promoted the local people's motivation to learn and master Chinese with the increasing demand of native Chinese language teachers. Most native Chinese language teachers are generally hired on a one-year contract through the headquarters of the Confucius Institute and the Volunteer Chinese Teachers Program associated with the Chinese government, and they can renew their contracts twice. After teaching for more than two years with satisfactory performance, they can also apply for a higher position in the Confucius Institutes in Bangkok (Zhao, 2014). Some Thai schools recruit other native Chinese language teachers from private agencies.

As compared to the native Chinese language teachers, it was reported that local Thai teachers felt secure with their jobs as receiving medical care, housing, and tuition fees from the schools for their children (Syamananda, 2017). It can imply that Thai language teachers of Chinese have more job satisfaction than the native and that different circumstances at the workplace can influence the native Chinese language teachers' teaching motivation and satisfaction. Past studies conducted in different parts of Thailand except the eastern region revealed that native Chinese language teachers experienced challenges in teaching Chinese at Thai schools, such as curriculum-related pressure (Wuttiphan, 2013), poor school climate, and poor relationships with co-workers (Lim & Min, 2021; Shao, 2022) and the host language barrier (Lim & Min, 2021), which could extrinsically and/or intrinsically demotivate them to renew their contract. The issues of Chinese teaching motivation and job satisfaction have not been carried out widely although there has been a shortage of qualified native Chinese language teachers (Masuntisuk, 2017; Lim & Min, 2021). Both are also important factors that can encourage the teachers to pursue higher education, improve teaching skills, continue their careers as educators (Han & Yin, 2016; Iridayanti et al., 2020), motivate their students to learn (Dornyei & Ushioda, 2013) and influence their students' emotional well-being (Possel et al., 2013).

One study into native Chinese language teachers' motivation in Thailand by Zhao (2014) was only found. Her framework was adapted from Herzberg's (1959) two-factor theory, which included hygiene and motivational factors with additional personal and organizational factors, to investigate the level and the influential factors of native Chinese language teachers' teaching motivation in Bangkok. The overall findings showed that personal growth, relations with others, achievement, and recognition highly motivated their teaching whereas work conditions, salary, and school policies demotivated them to continue their teaching profession. These demotivated factors may cause a shortage of qualified native Chinese language teachers, the current issue that needs to be understood. Therefore, the researcher aimed to investigate motivation and job satisfaction/ dissatisfaction among native Chinese language teachers in Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat, where they were concentrated. Dinham and Scott's (1997b) models of teachers' motivation (orientation and preparedness to teaching) and job satisfaction (eight factors contributing to job satisfaction and dissatisfaction) were adapted to investigate those two variables. The models were suitable for the investigation because they could identify and quantify the sources and relative strength of factors that contributed to the variables, and they

were applied in different contexts, including New Zealand, Australia, England (Dinham & Scott, 1997a, 1998) and China (Liu & Onwuegbuzie, 2014).

Research Objectives

1. To investigate native Chinese language teachers' motivation to teach Chinese in eastern Thailand.
2. To investigate native Chinese language teachers' job satisfaction/ dissatisfaction in eastern Thailand.

Conceptual Framework



Figure 1 Conceptual Framework

Research Methodology

Population and Sample

According to the Confucius Classroom of Rayong Secondary School, there were about 100 (N= 100) native Chinese language teachers teaching at Thai schools in Rayong, Chonburi, Chanthaburi, Chachoengsao, Prachinburi, and Trat in 2023. The appropriate sample size based on the 95% confidence level was 80 (Johnson & Christensen, 2014).

Data Collection Procedure

By adopting the snowball sampling technique, an online questionnaire, the main research tool, was sent to the first few contacts of the target teachers who then further suggested other potential participants in July 2023. Eventually, 93 (n=93) respondents teaching Chinese in Chonburi (30.1%), Rayong (25.8%), Prachinburi (15.3%), Chanthaburi (10.8%), Chachoengsao (9.8%) and Trat (8.2%) returned the completed survey in the same month. Most of them were female (87.1%), aged between 21 and 25 (76.3%), taught Chinese in Thailand for less

than 2 years (92.5%) at private schools (52.7%) and at public schools (43%), got a job through the Volunteer Chinese Teachers Program (59.1%). Many of them (66.7%) studied Teaching Chinese as a foreign language (TCFL) with a master's degree (64.5%).

Research Instrument

The questionnaire had four parts. Part 1 asked about teachers' personal information. Part 2 used 9 "true or false" questions to measure teachers' Chinese teaching motivation taken from Dinham and Scott's (2000) study with alteration. Part 3 employed a 7-point Likert scale to measure teachers' job satisfaction/ dissatisfaction; it had 44 items drawn from both Dinham and Scott's (1997b) 75 items and a pilot study with 30 native Chinese language teachers in other regions of Thailand to examine the suitability of the items. Part 4 also adopted Dinham and Scott's (1997b) two open-ended questions about other additional factors contributing to teachers' motivation and job satisfaction/ dissatisfaction. The questionnaire was reliable with Cronbach's Alpha coefficient score of 0.972.

Data Analysis

Frequency and percentage were used to analyze data collected from Parts 1 and 2 while exploratory factor analysis categorized all the items of Part 3 into eight satisfaction factors as shown in Table 2; mean (M) and standard deviation (SD) analyzed each item which was interpreted based on 7 rating scales (1.00-1.85=highly dissatisfied, 1.86-2.71=dissatisfied, 2.72-3.57=somewhat dissatisfied, 3.58-4.43=neutral, 4.44-5.29=somewhat satisfied, 5.30-6.15=satisfied, 6.16-7.00=highly satisfied). By using content analysis, 28 teachers' concrete responses in Part 4 were coded and categorized into factors that motivated and demotivated their teaching and contributed to their job satisfaction and dissatisfaction. Their personal information was included in Table 1.

Table 1 Personal Information of the Participants Who Gave Concrete Responses in Part 4 (n=28)

Teacher	Gender	Major	E.L.	T.E.	Province	Job Satisfaction
1	Female	Eng. Literature	Bachelor	2-5	Rayong	Neutral (M=4.34)
2	Female	TCFL	Master	2-5	Rayong	Neutral (M=4.30)
3	Female	Bilingual Education	Master	<2	Rayong	Highly satisfied (M=6.43)
4	Female	Bilingual Education	Master	<2	Chonburi	Somewhat satisfied (M=4.91)
5	Female	TCFL	Master	<2	Chonburi	Satisfied (M=5.30)
6	Female	TCFL	Bachelor	<2	Chanthaburi	Somewhat satisfied (M=5.20)
7	Male	Eng. Lan. Study	Bachelor	<2	Chachoengsao	Satisfied (M=5.66)
8	Female	Thai	Bachelor	<2	Chachoengsao	Neutral (M=4.16)
9	Female	TCFL	Master	<2	Trat	Somewhat satisfied (M=4.89)
10	Male	TCFL	Bachelor	>5	Chonburi	Somewhat satisfied (M=4.89)
11	Female	TCFL	Master	<2	Chonburi	Somewhat satisfied (M=4.68)

Teacher	Gender	Major	E.L.	T.E.	Province	Job Satisfaction
12	Female	TCFL	Master	<2	Prachinburi	Somewhat satisfied (M=4.68)
13	Female	TCFL	Master	<2	Chanthaburi	Somewhat satisfied (M=4.75)
14	Female	TCFL	Bachelor	<2	Chanthaburi	Neutral (M=4.33)
15	Female	TCFL	Master	<2	Rayong	Neutral (M=4.4)

(Continuation Table 1)

Teacher	Gender	Major	E.L.	T.E.	Province	Job Satisfaction
16	Female	TCFL	Bachelor	<2	Chanthaburi	Highly satisfied (M=6.71)
17	Female	Thai	Master	<2	Chonburi	Satisfied (M=5.83)
18	Female	TCFL	Master	<2	Rayong	Satisfied (M=5.75)
19	Male	Eng. Literature	Master	<2	Rayong	Somewhat satisfied (M=4.67)
20	Female	TCFL	Bachelor	<2	Trat	Highly satisfied (M=7)
21	Female	TCFL	Master	<2	Chachoengsao	Dissatisfied (M=2.5)
22	Female	TCFL	Bachelor	<2	Rayong	Satisfied (M=5.5)
23	Female	TCFL	Master	<2	Trat	Highly satisfied (M=6.43)
24	Male	TCFL	Doctor	<2	Prachinburi	Somewhat satisfied (M=5)
25	Female	TCFL	Master	<2	Trat	Highly satisfied (M=6.33)
26	Female	TCFL	Bachelor	<2	Chachoengsao	Somewhat satisfied (M=4.67)
27	Female	TEFL	Bachelor	<2	Prachinburi	Satisfied (M=5.75)
28	Female	TCFL	Master	<2	Chonburi	Somewhat satisfied (M=4.67)

Note: E.L.= Educational Level, T.E.= Teaching Experience (Years)

Research Results

Native Chinese language teachers' motivation to teach Chinese in eastern Thailand

From Table 2, out of 93 respondents, 60 of them had a desire and determination to teach Chinese in eastern Thailand because of working hours and holidays (64.52%), but 65 were not attracted by salary (69.89%); 56 people always wanted to be Chinese language teachers in Thailand (60.21%) in line with 80 people who did not think that family pressured them to be Chinese language teachers (86%). Most teachers thought that they had prepared themselves before coming to Thailand with a realistic view of teaching (81.72%) and adequate teacher training (79.57%).

Table 2 Orientation and Preparedness to Teach CFL in Eastern Thailand (n=93)

Statement	Option	Frequency	Percentage
I have a desire and determination to teach Chinese in eastern Thailand because ...			
1. I always wanted to become a Chinese language teacher in Thailand.	True	56	60.21
	False	37	39.78
2. Teaching Chinese in Thailand was not my first choice of career ¹	True	54	58.06
	False	39	41.93
3. I became a Chinese language teacher in Thailand because of a lack of other options.	True	37	39.78
	False	56	60.21
4. I became a Chinese language teacher in Thailand because of a lack of other options.	True	37	39.78
	False	56	60.21
(Continuation Table 2)			
Statement	Option	Frequency	Percentage
I have a desire and determination to teach Chinese in eastern Thailand because ...			
5. I became a Chinese language teacher in Thailand because of a lack of other options.	True	37	39.78
	False	56	60.21
6. There was pressure from my family to become a Chinese language teacher.	True	13	13.98
	False	80	86.02
7. I was attracted to teaching Chinese in Thailand because of the hours and holidays.	True	60	64.52
	False	33	35.48
8. I thought that teaching Chinese in Thailand would fit in well with family commitments.	True	38	40.86
	False	55	59.14
9. I was attracted to teaching Chinese in Thailand because of the salary.	True	28	30.11
	False	65	69.89
10. I had a realistic view of teaching Chinese in Thailand before I began my teacher training.	True	76	81.72
	False	17	18.28
11. My teacher training adequately prepared me for teaching Chinese in Thailand.	True	74	79.57
	False	19	20.43

The qualitative findings from the open-ended question indicated additional factors that contributed to the teachers' motivation including an internship requirement for graduation and a high demand of native Chinese language teachers in Thailand (Teachers 5, 6, 9, 12, 13, 14, 18, 20, and 24) as well as a willingness to experience Thai culture in depth (Teachers 11, 12, 15, 23, and 26) to improve professional competency and to apply language teaching knowledge (Teachers 2, 8, 9, 10, and 13). Long distance from home and cultural differences (Teachers 2 and 6) leading to poor relationships with co-workers were demotivating factors.

Native Chinese language teachers' job satisfaction/ dissatisfaction in Thailand

Based on Dinham and Scott's (1997b) model and exploratory factors analysis, 44 items were classified into eight satisfaction factors shown in Table 3. The overall mean was at a "somewhat satisfied" level ($M=4.69$, $SD=1.03$). Factor 3 was the highest mean score ($M=5.08$, $SD=1.05$), followed by Factor 1 ($M=5.07$, $SD=1.06$) and Factor 5 ($M=5.07$, $SD=0.93$), while Factor 2 was the lowest mean ($M=4.53$, $SD=1.09$). It implied that the teachers were more satisfied with professional self-growth, student achievement, and relationships with others, but less satisfied with teacher achievement.

Table 3 Eight Satisfaction Factors (n=93)

Factor	M	SD	Meaning
1. Student Achievement (Items 1, 2, 3, 4, 38, 39)	5.07	1.06	Somewhat satisfied
2. Teacher Achievement (Items 5, 6, 10, 24, 42, 43, 44)	4.53	1.09	Somewhat satisfied

(Continuation Table 3)

Factor	M	SD	Meaning
3. Professional Self-growth (Items 7, 8, 9, 11, 12)	5.08	1.05	Somewhat satisfied
4. Recognition from Others (Items 22, 23)	4.81	1.24	Somewhat satisfied
5. Relationships with Others (Items 29, 30, 31, 32, 33)	5.07	0.93	Somewhat satisfied
6. Workload and Impact of Change (Items 13, 14, 15, 16, 17, 18)	4.83	0.95	Somewhat satisfied
7. The Status and Image of Teachers (Items 19, 20, 21, 40)	4.92	1.02	Somewhat satisfied
8. School Leadership, Climate, and School Infrastructure (Items 25, 26, 27, 28, 34, 35, 36, 37, 41)	4.69	1.03	Somewhat satisfied
Overall Mean	4.69	1.03	Somewhat satisfied

Table 4 showed that the teachers were satisfied with their relationships with students (Item 29, $M=5.61$, $SD=1.07$) and teachers (Item 30, $M=5.30$, $SD=1.20$). The teachers were also satisfied with their students' achievement and professional self-growth because they could help their students succeed in some way (Item 1, $M=5.60$, $SD=1.62$; Item 2, $M=5.32$, $SD=1.39$) and could master the teaching content (Item 9, $M=5.40$, $SD=1.13$; Item 8, $M=5.34$, $SD=1.23$). However, they were neutrally satisfied with the chances for promotion (Item 24, $M=3.91$, $SD=1.59$), their involvement in school decision-making (Item 27, $M=3.99$, $SD=1.66$), and their capacity to contribute to the whole school's progress (Item 5, $M=4.41$, $SD=1.65$).

Table 4 Descriptive Statistics of Satisfaction Factors (n=93)

How satisfying do you find ...			
Statement	M	SD	Meaning
<i>Factor 1: Student Achievement</i>			
Item 1: it when your students achieve success in some way?	5.60	1.62	Satisfied
Item 2: your capacity influence student achievement?	5.32	1.39	Satisfied

Item 3: your capacity to change pupil behavior?	4.76	1.43	Somewhat satisfied
Item 4: your capacity to change pupil attitudes?	4.80	1.46	Somewhat satisfied
Item 38: pupil behavior generally in your school?	4.92	1.14	Somewhat satisfied
Item 39: pupil attitudes generally in your school?	5.01	1.17	Somewhat satisfied
Factor 2: Teacher Achievement			
Item 5: your capacity to contribute to whole school progress?	4.41	1.65	Neutral
Item 6: the effects of teaching on your personal/family life?	4.77	1.45	Somewhat satisfied
Item 10: the degree to which you have achieved your professional goals?	4.75	1.37	Somewhat satisfied
Item 24: your opportunities for promotion?	3.91	1.59	Neutral
Item 42: support structures for teacher welfare in your school?	4.77	1.38	Somewhat satisfied
(Continuation Table 4)			
How satisfying do you find...			
Statement	M	SD	Meaning
Item 43: support structures for teacher welfare in the department of school education?	4.66	1.29	Somewhat satisfied
Item 44: you current salary?	4.46	1.32	Somewhat satisfied
Factor 3: Professional Self-growth			
Item 7: your degree of development/acquisition of professional skills since you began teaching?	5.04	1.33	Somewhat satisfied
Item 8: your degree of mastery of teaching content since you began teaching?	5.40	1.13	Satisfied
Item 9: successfully organizing teaching activities?	5.34	1.23	Satisfied
Item 11: the in-service courses that you have undertaken/ been involved in?	4.80	1.55	Somewhat satisfied
Item 12: professional in-service courses/programs/ consultancy/support offered to teachers?	4.81	1.45	Somewhat satisfied
Factor 4: Recognition from Others			
Item 22: the amount of recognition you receive for your efforts from people in your school?	4.87	1.33	Somewhat satisfied
Item 23: the amount of recognition you receive for your efforts from the department of school education?	4.75	1.36	Somewhat satisfied
Factor 5: Relationships with Others			
Item 29: your dealings with students?	5.61	1.07	Satisfied
Item 30: your dealings with teachers in your school?	5.30	1.20	Satisfied

Item 31: your dealings with school's executive?	4.91	1.23	Somewhat satisfied
Item 32: your dealings with the department of school education personnel outside school?	4.80	1.14	Somewhat satisfied
Item 33: the opportunities to socialize with other staff in and out of school?	4.74	1.33	Somewhat satisfied
Factor 6: Workload and Impact of Change			
Item 13: the 'official' working hours and holidays in teaching?	5.01	1.50	Somewhat satisfied
Item 14: the amount of time and effort you put into teaching activities?	5.28	1.20	Somewhat satisfied
Item 15: the amount of time and effort you put into in extra-curricular activities?	4.75	1.29	Somewhat satisfied
Item 16: your current workload overall?	4.70	1.23	Somewhat satisfied
(Continuation Table 4)			
How satisfying do you find...			
Statement	M	SD	Meaning
Item 17: recent changes to curricula?	4.66	1.41	Somewhat satisfied
Item 18: the pace of educational changes?	4.59	1.17	Somewhat satisfied
Factor 7: The Status and Image of Teachers			
Item 19: your status/reputation in your school?	4.98	1.35	Somewhat satisfied
Item 20: the status of teachers in society?	5.05	1.40	Somewhat satisfied
Item 21: the image of teachers portrayed in the media?	5.10	1.29	Somewhat satisfied
Item 40: the way professional associations work for the betterment of education in this region?	4.57	1.25	Somewhat satisfied
Factor 8: School Leadership, Climate, and School Infrastructure			
Item 25: the degree of feeling of belonging and teamwork in your school?	4.76	1.48	Somewhat satisfied
Item 26: the quality of leadership in your school?	4.73	1.40	Somewhat satisfied
Item 27: the opportunity for your involvement in school decision making?	3.99	1.66	Neutral
Item 28: the quality of supervision received by staff in your school?	4.67	1.31	Somewhat satisfied
Item 34: the physical working environment of your school?	4.86	1.35	Somewhat satisfied
Item 35: the amount of ancillary/general staff support in your school?	4.81	1.22	Somewhat satisfied
Item 36: class sizes in your school?	4.82	1.24	Somewhat satisfied
Item 37: your school's material resources/equipment?	4.74	1.33	Somewhat satisfied
Item 41: your school's material resources/equipment?	4.81	1.25	Somewhat satisfied

The qualitative findings indicated additional factors that contributed to job satisfaction were a friendly working atmosphere (Teachers 14, 16, 20, and 27), and a respect by schools resulting from the emphasis on teaching and learning Chinese courses (Teachers 5, 7, 12, and 16). Students' negative attitudes toward learning Chinese and their inappropriate behaviors in class (Teachers 1, 2, 5, 6, 9, 10, 14, and 16), low salary (Teachers 2, 6, 10, 16, and 19), excessive workload (Teachers 1, 11, 13, 17, and 21), uncomfortable living conditions (Teachers 15, 20, 22, and 25) and classroom management difficulty resulting from outdated teaching methods and large classroom size (Teachers 2, 14, 15, and 26) were factors contributing to job dissatisfaction.

Discussion

The results fulfilled the research objectives as follows:

1. More than half of the teachers had extrinsic motivation in teaching Chinese in eastern Thailand due to working hours and holidays (64.52%), which differed from Liu and Onwuegbuzie's (2014) research findings conducted in China. Chinese students' final grades were excessively emphasized (Yao, 2022), so most teachers were assigned to tutor their students after school in the evening and on weekends, but in Thailand, students were allowed to cultivate their personal interests rather than worry about their final grades because of the "Happy Education" policy (Qin, 2018). In this case, the teachers were seen to have more proper working hours. Since most native teachers in this research were recruited through the Volunteer Teachers Program (59.1%) that prioritized student interns, other extrinsic motivating factors were the internship requirements for graduation and the high demand of Chinese teachers in Thailand (9 respondents) where it provided more chances of the internships. Salary was the main extrinsic factor that contributed to more than half of the teachers' teaching demotivation (69.89%), unlike Liu and Onwuegbuzie's (2014) study in China where teachers earned better income. Long distance from home (2 respondents) may make some teachers feel homesick and lonely when teaching in Thailand, and differences between Thai and Chinese cultures (2 respondents) may bring unnecessary misunderstandings with co-workers and impact their relationships. More than half of the teachers also had intrinsic motivation driven by their personal interests in teaching Chinese (60.21%), consistent with the research results in Australia, England, New Zealand (Dinham & Scott, 2000), China (Liu & Onwuegbuzie, 2014), and Thailand (Zhao, 2014). Their personal interests in teaching Chinese could be reflected in their educational background in TCFL (66.7%), their confidence and competency to teach Chinese in Thailand (79.57%), and their willingness to improve their professional teaching ability and apply teaching knowledge at the workplace (5 respondents).

2. Professional self-growth, student achievement, and relationship with others were job satisfaction factors that appealed to the teachers most. In particular, they were intrinsically satisfied with the relationships with their students ($M=5.61$, $SD=1.07$) and co-workers ($M=5.30$, $SD=1.20$) perhaps due to the friendly atmosphere at school (4 respondents), in line with Dinham and Scott's (2000) findings. They also had intrinsic satisfaction when they could help their student succeed in some way ($M=5.60$, $SD=1.62$), improve their teaching competency ($M=5.34$, $SD=1.23$) and master the teaching content ($M=5.40$, $SD=1.13$), similar to studies in China (Liu & Onwuegbuzie, 2014) and in Hadiya Zone in Ethiopia (Ayele, 2014). Their extrinsic job satisfaction was that Thai

schools placed an importance on teaching and learning Chinese courses (4 respondents), which could strengthen their status and image as Chinese teachers by the locals. As a matter of fact, they could recognize a high respect by Thai society ($M=5.05$, $SD=1.40$) and media ($M=5.10$, $SD=1.29$) due to the Thai cultural values of collectivism and power distance that Thais live by (Thongprasert, 2009); in contrast with Australia, England, and New Zealand (Dinham & Scott, 2000) and China (Liu & Onwuegbuzie, 2014), most teachers complained about the low status in their countries.

However, the teachers had less intrinsic satisfaction with their achievement as they obtained less opportunity in promotion ($M=3.91$, $SD=1.59$) and school decision-making involvement ($M=3.99$, $SD=1.66$), and they had the difficulty to contribute to whole school progress ($M=4.41$, $SD=1.65$), consistent with research in China (Liu & Onwuegbuzie, 2014) and in Saudi Arabia (Tayyar, 2014). Low salary (5 respondents) and excessive workload (5 respondents) were dissatisfactory factors, consistent with the results by Dinham and Scott (2000) as well as Sahito and Vaisanen (2017). It implied that teachers' income and workload in Thailand, China, New Zealand, and Australia were not proportional. Thai students' negative attitudes towards learning Chinese and inappropriate behaviors in class (8 respondents) were also other dissatisfactory factors, which were similar to Liu and Onwuegbuzie's (2014) results. The reason could firstly be that they had difficulty in adapting themselves to the Thai school environments where Thai is the media of communication and instruction causing language barriers between them, Thai students, and Thai teachers. Secondly, outdated teaching methods and the large class size made it difficult for the teachers to manage the classroom well. Moreover, the uncomfortable living conditions in a dormitory such as a long distance from school and unwell-equipped facilities (4 respondents) resulting in tiredness could all impact their teaching energy and effectiveness, hesitating them to renew their teaching contract.

The above findings could firstly imply that working hours, holidays, personal interests in teaching Chinese in Thailand, the internship requirements for graduation, the high demand of native Chinese language teachers in Thailand, and their willingness to experience Thai culture in depth, improve professional competency and apply language teaching knowledge could compensate their dissatisfaction with the low salary, excessive workload, uncomfortable living conditions, and classroom management difficulty resulting from students' negative attitudes towards Chinese learning and inappropriate behaviors in class, outdated teaching methods and large classroom size. Secondly, the teachers' positive relationships with students and co-workers were beneficial to their teaching effectiveness as Dinham and Scott's (2000) stated that positive relationships with students and others was an intrinsic factor that played an essential role to make the teachers more confident and willing to teach and help them improve their teaching effectiveness and proficiency.

Recommendation

Recommendations for Thai Schools

Thai schools should consider:

1. balancing native Chinese language teachers' salary, workload and extracurricular activities;

2. providing the teachers with basic Thai language and culture courses to maximize relationships between them and Thai teachers and students and to minimize the impacts of cultural differences and home-sickness; and

3. arranging suitable accommodation for the teachers so that they feel like home.

Recommendation for Further Study

Interested researchers can:

1. Include in-depth interviews with native Chinese language teachers teaching in other regions of Thailand;

2. explore factors that impact native Chinese language teachers' happiness at work in Thailand; and

3. investigate factors that affect native Chinese language teachers' teaching competence in eastern Thailand.

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