



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

**BY
DONGYING XU**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION IN BILINGUAL
EDUCATION AND ENGLISH LANGUAGE TEACHING
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023**

Thesis entitled

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

by

DONGYING XU

was submitted in partial fulfillment of the requirements
for the degree of Master of Education in Bilingual Education
and English Language Teaching

Rangsit University
Academic Year 2023

Assoc. Prof. Pragasit Sitthitikul, Ph.D.
Examination Committee Chairperson

Asst. Prof. Anchalee Chayanuvat, Ed.D.
Member

Asst. Prof. Noparat Tananuraksakul, Ph.D.
Member and Advisor

Approved by Graduate School

(Asst.Prof.Plt.Off. Vanee Sooksatra, D.Eng.)

Dean of Graduate School

April 19, 2024

Acknowledgements

This thesis is the culmination of a long and arduous journey. I am extremely grateful for the dedicated support that I have received from so many people along the way. Without their tremendous understanding and encouragement in the past few months, it would be impossible for me to complete my research. First and foremost, I would like to express my deep and sincere gratitude to my research advisor, Asst. Prof. Dr. Noparat Tananuraksakul, for her invaluable guidelines, continuous support, and patience throughout my research. Her immense knowledge and plentiful experience have encouraged me in all the time of my academic research. She has taught me the methodology to carry out the research, to apply academic words and sentences, and to make the expression as clear as possible in the research, which deeply improved my research competency. It was a great privilege and honor to work and study under her guidance.

I would also like to say thanks to the committee members, Assoc. Prof. Dr. Pragasit Sitthitikul and Asst. Prof. Dr. Anchalee Chayanuvat, have given me valuable comments and suggestions for helping me to improve the quality of the thesis. In addition, I would like to express my gratitude to the native Chinese language teachers teaching in Eastern Thailand, without their support, it is impossible to collect the concrete data and complete my research.

Finally, I would express my deepest gratitude to my parents, friends, and classmates for being my continuous sources of motivation throughout this journey. Without their company, patience, and care during my education and life, this thesis would not have been accomplished.

Dongying Xu
Researcher

6406913 : Dongying Xu
 Thesis Title : Native Chinese Language Teachers' Motivation and Job
 (Dis)satisfaction in Eastern Thailand
 Program : Master of Education in Bilingual Education and English Language
 Teaching
 Thesis Advisor : Asst. Prof. Noparat Tananuraksakul, Ph.D.

Abstract

The research aimed to investigate native Chinese language teachers' motivation and job satisfaction and dissatisfaction in the provinces in Eastern Thailand including Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat. An online questionnaire with four parts was the main research instrument for data collection. The findings from 93 respondents analyzed by descriptive statistics of frequency, percentage, mean, and standard deviation indicated that:

1) More than half of them had both extrinsic and intrinsic motivation to teach Chinese. Working hours and holidays, 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 reflected in their educational background, and their confidence and competency to teach were the intrinsic factors. Salary 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; however, professional self-growth, student achievement, and relationships with others 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 and media. Low salary, excessive workload, uncomfortable living conditions as well as students' negative attitudes toward Chinese learning, and inappropriate behaviors in class also impacted on the teachers.

The findings firstly implied that 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 contracts after a year of teaching. Secondly, positive relationships with their students and co-workers were beneficial to their preparedness of teaching, professional self-growth, and teaching achievement.

(Total 110 pages)

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

Student's Signature Thesis Advisor's Signature

Table of Contents

		Page
Acknowledgements		i
Abstracts		ii
Table of Contents		iii
List of Tables		v
List of Figure		vi
Chapter 1	Introduction	1
	1.1 Background and Significance of the Problem	1
	1.2 Research Objectives	7
	1.3 Research Questions	7
	1.4 Conceptual Framework	7
	1.5 Definition of Terms	8
	1.6 Significance of Research	9
Chapter 2	Literature Review	11
	2.1 Chinese Language Teachers in Thailand	11
	2.2 Teachers' Motivation	16
	2.3 Teachers' Job Satisfaction and Dissatisfaction	18
	2.4 Related Studies	25
Chapter 3	Research Methodology	31
	3.1 Research Design	31
	3.2 Population and Sample	31
	3.3 Research Instrument	31
	3.4 Validity and Reliability	32
	3.5 Data Collection	33
	3.6 Data Analysis	34
	3.7 Ethical Considerations	37

Table of Contents (Cont.)

		Page
Chapter 4	Research Results	39
	4.1 Results of Quantitative Data	39
	4.2 Results of Qualitative Data	55
Chapter 5	Discussion, Conclusion, Recommendations	61
	5.1 Discussion	61
	5.2 Conclusion	65
	5.3 Limitation	66
	5.4 Recommendations	66
References		68
Appendices		75
Appendix A	Survey Questionnaire on Native Chinese Language Teachers' Motivation and Job (Dis)Satisfaction in Eastern Thailand	76
Appendix B	Personal Information and Statistic of Questionnaire Part 3 of Pilot Study	85
Appendix C	Frequency and Percentage of Each Item of Factor	94
Appendix D	Responses of Open-ended Questions	98
Appendix E	Certificate of Research Ethics	108
Biography		110

List of Tables

	Page
Tables	
3.1 The Value of KMO and Bartlett's Test of Sphericity	33
3.2 Description of internal consistency based on Cronbach's alpha	33
3.3 Cronbach's alpha for the teacher questionnaire	33
3.4 Scale of the options in the questionnaire	34
3.5 Personal Information (n=28)	35
4.1 Gender and Age	39
4.2 Major of Study and Educational Level	40
4.3 Teaching Experience	41
4.4 Job Recruitment Channels	42
4.5 Types of School and Provinces	43
4.6 Descriptive Statistics of The Orientation and Preparedness to Teach Chinese as a Foreign Language in Thailand	44
4.7 Eight Satisfaction Factors	45
4.8 Descriptive Statistic of Eight-Factor	45
4.9 Descriptive Statistic of Factor 1: Student Achievement	47
4.10 Descriptive Statistic of Factor 2: Teacher Achievement	48
4.11 Descriptive Statistic of Factor 3: Professional Self-growth	49
4.12 Descriptive Statistic of Factor 4: Recognition from Others	50
4.13 Descriptive Statistic of Factor 5: Relationships with Others	50
4.14 Descriptive Statistic of Factor 6: Workload and Impact of Change	52
4.15 Descriptive Statistic of Factor 7: The Status and Image of Teachers	53
4.16 Descriptive Statistic of Factor 8: School Leadership, Climate, and School Infrastructure	54
4.17 Summary of Motivating Factors of Teachers' Motivation	56
4.18 Summary of Demotivating Factors of Teachers' Motivation	57
4.19 Summary of Factors that Influence Teachers' Job Satisfaction	58
4.20 Summary of Factors that Influence Teachers' Job Dissatisfaction	59

List of Figures

Figures		Page
1.1	Conceptual Framework	8
2.2	Teachers' Motivation	18
2.3	Teachers' Job Satisfaction and Dissatisfaction	21



Chapter 1

Introduction

1.1 Background and Significance of Research Problem

In the past decade, the importance of learning Chinese as a third or additional language in Thailand has grown significantly due to the increasing international exchanges and collaborations between China and Thailand in various sectors, particularly for economic purposes. Recognizing the importance of Chinese language proficiency for Thai citizens, the government has actively advocated for Chinese language education in schools. As a result, Chinese language courses are now offered as an elective or major subject at both public and private schools across all levels. This concerted effort has led to the steady advancement of Chinese language education in Thailand over the years.

The inaugural Chinese school in Thailand was founded on an island in Ayutthaya Province in 1782 (Manomaiviboon, 2004). In 2003, the Chinese Ministry of Education and Thailand's Ministry of Education agreed in Bangkok to advance Chinese language education, resulting in rapid expansion (Hong, 2017). Since 2006, a total of sixteen Confucius Institutes and eleven Confucius Classrooms have been established in various provinces in Thailand, providing professional Chinese courses to Thai students. The Headquarters of the Confucius Institute has played a pivotal role in the advancement of Chinese language education in Thailand. This collaboration has significantly contributed to the expansion of Chinese language learning in the country.

In addition to the Confucius Institutes and Classrooms, numerous Thai universities have established specialized Chinese language courses to enhance the language proficiency of Thai students. For instance, Chulalongkorn University

became the first Thai university to offer a master's degree in Chinese in 1975 (Manomaiviboon, 2004). Presently, over 40 Thai universities, such as Prince of Songkla University, Assumption University, and Rangsit University, have implemented Chinese language majors. In addition, Thai vocational schools, language schools, and both public and private elementary and secondary schools, including Chinese schools in various regions, have incorporated Chinese language courses to cater to the diverse needs of Thai students learning Chinese (Masuntisuk, 2009). This signifies the increasing significance and recognition of Chinese language education across Thailand. The expansion of Chinese language instruction in Thailand mirrors the growing demand for Chinese language proficiency in various sectors, such as business, tourism, and international relations. This heightened focus on Chinese language education not only equips students with valuable language skills but also prepares them for future opportunities and global connections. With the ongoing development of Chinese language education in Thailand, the country is nurturing a new generation of students who are proficient in Chinese and well-prepared to engage in cross-cultural communication and collaboration. This trend underscores the strategic importance of Chinese language instruction in Thai education and its potential impact on Thai-Chinese relations in the long term.

The eastern region of Thailand is one of the areas where Chinese courses are offered at schools. As trade in fruit, jewelry, and tourism with China continues to grow in provinces such as Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat, the local population is becoming increasingly motivated to learn and become proficient in Chinese. The rising demand for native Chinese language teachers has driven this trend, as many businesses and organizations now require individuals to possess Chinese language skills. Consequently, Thai students are showing greater eagerness to learn Chinese and develop the ability to speak the language to improve their prospects for future employment. This has led to an increase in career opportunities for Chinese language teachers, resulting in a growing number of native Chinese language teachers arriving in Thailand to begin their careers, often working alongside Thai Chinese language teachers.

Teaching Chinese as a foreign language (TCFL) is experiencing substantial growth in the mentioned provinces. For example, the establishment of the Confucius

Classroom at Rayong Secondary School aims to provide professional training and education for Chinese language teachers and learners in the eastern region. Additionally, numerous Chinese language classes, projects, and competitions have been implemented at various schools to promote and improve the Chinese language skills of Thai students. In Chanthaburi, more than 14 primary and secondary schools now offer Chinese language courses to Thai students, as reported by Hong (2017). Saritdidet School, a private institution for students in grades one through twelve, has hired Thai Chinese language teachers to teach Chinese language classes and has also created Chinese clubs, camps, and activities. Similarly, Tang Eng School, a public Chinese school, has expanded its Chinese language course offerings and has introduced specialized Chinese language classes. The inclusion of Chinese lessons, clubs, and activities in these educational institutions has significantly increased Thai students' exposure to the Chinese language, enabling them to develop communicative competence for everyday conversations, business interactions, and further education in China.

As a result, there is an increasing demand for Chinese language education in the region, reflecting the growing interest and importance of Chinese language proficiency in Thailand. In order to promote Chinese language education in the eastern region, local schools have implemented policies to support the professional development of Chinese language teachers, including facilitating learning exchange forums, managing projects aimed at improving Chinese language communicative skills, and overseeing learning resources and media. Additionally, the provincial authorities in this region have established a Chinese language development institute and a network for Chinese language teachers, in efforts to promote the best practices for Chinese language teachers' learning and communication and to enhance cooperation between Chinese language teachers in Thailand and China. This exchange between native and non-native Chinese language teachers fosters a strong communicative relationship, which can enhance the motivation of native Chinese language teachers to teach Chinese as a foreign language (CFL) in Thailand and bring satisfaction to their teaching profession.

However, due to varying personal circumstances and intricate work situations, native Chinese language teachers in Thailand may be either inspired or discouraged to

teach CFL for a variety of reasons. As stated by Dinham and Scott (2000), the primary factors influencing teachers' motivation to pursue a career in education include job interest, career choice, family pressure, salary, benefits, and training preparation. Teachers may be drawn to the profession due to satisfaction with their salary, teaching schedules, and holidays, or they may feel compelled to teach to fulfill family expectations. Once they enter the profession and receive proper training, they are likely to be motivated, but their motivation may fluctuate based on factors such as school policies and job security. Ultimately, their motivation to teach CFL in Thailand is closely tied to their job satisfaction.

More than 1,000 native Chinese language teachers have been enlisted to teach in eastern Thailand via three primary channels: the headquarters of the Confucius Institute, the Volunteer Chinese Teachers Program, and private agencies. The first two channels are associated with the Chinese government, suggesting that the teachers chosen possess strong academic backgrounds, given the government's rigorous selection and deployment standards. The third channel is contingent upon the policies of individual Thai schools. These native Chinese language teachers have diverse opportunities to work in Thailand and participate in teacher training to enhance their teaching abilities. However, their career advancement prospects may be limited compared to Thai-Chinese teachers. Only after teaching for more than two years with satisfactory performance, are they eligible to apply for a higher position at the Confucius Institutes in Bangkok (Zhao, 2014). Additionally, some Thai schools enlist other native Chinese language teachers from private agencies.

Compared to the native Chinese language teachers, it was noted that local Thai teachers felt a sense of job security due to the schools providing medical care, housing, and tuition fees for their children (Syamananda, 2017). This suggests that Thai teachers of Chinese language may experience greater job satisfaction than their native counterparts, and that workplace conditions can significantly impact the teaching motivation and satisfaction of native Chinese language teachers.

Teacher satisfaction plays a crucial role in the attraction and retention of teachers in the profession (Vassallo, 2014). Teachers who are content with their jobs are more likely to remain in the profession, while those who experience low job

satisfaction due to stress and anxiety related to workload may opt to leave. Dinham and Scott (1997b) suggest that teachers' job satisfaction is influenced by internal factors such as student achievement, professional development, and positive relationships. Conversely, job dissatisfaction often stems from external factors such as changes in educational policies, increased workload, and the diminishing status of teachers in society.

Previous research conducted in various regions of Thailand, with the exception of the eastern region, has shown that native Chinese language teachers face difficulties when teaching Chinese in Thai schools. These difficulties include: 1) pressure related to the curriculum (Wuttiphan, 2013); 2) teachers' inadequate skills and limited sense of achievement (Xie, 2018; Tian, 2022); 3) job-related stress for teachers (Wang, 2020); 4) contextual factors linked to the institutional demands and limitations of the workplace (Wang, 2020); 5) a negative school atmosphere and strained relationships with colleagues (Lim & Min, 2021; Shao, 2022); and 6) the barrier of the host language (Lim & Min, 2021). These issues and challenges are connected to the current state of Chinese language teaching in Thailand and can externally and/or internally demotivate native Chinese language teachers. They reflect demotivating characteristics that can have a negative impact on their motivation, desire, and determination to teach Chinese as a foreign language, and can lead to dissatisfaction with their teaching in Thailand. This suggests that native Chinese teachers may experience job dissatisfaction, which could challenge or demotivate them from continuing their Chinese language teaching profession in Thailand.

The issues surrounding the motivation and job satisfaction of Chinese language teachers have not been extensively addressed, despite the shortage of qualified native Chinese language instructors (Masuntisuk, 2009; Lim & Min, 2021). These are crucial factors that can drive teachers to pursue further education, enhance their teaching abilities, and sustain their careers as educators (Han & Yin, 2016; Irnidayanti et al., 2020). Moreover, they can also serve to motivate students in their learning endeavors (Drnyei & Ushioda, 2013) and impact their emotional well-being (Pssel et al., 2013).

One study conducted by Zhao (2014) examined the motivation of native Chinese language teachers in Thailand. The study's framework was based on Herzberg's (1959) two-factor theory, which includes hygiene and motivational factors, as well as additional personal and organizational factors. Using a mixed research method, Zhao investigated the work motivation of native Chinese teachers in Bangkok, as well as the factors that influenced their motivation levels. The findings revealed that overall, the teachers had a high level of work motivation. However, those with low motivation were affected by their work conditions, salary, and school policies. For instance, some had limited opportunities for professional development and continuing education training, while others had low salaries and limited prospects for career advancement. These factors demotivated them from entering or continuing in the teaching profession. Surprisingly, the study found that personal factors (such as age, gender, education level, and teaching experience) and workload did not significantly impact the teachers' work motivation. These findings from Bangkok will be used as a reference to compare the motivation, job satisfaction, and dissatisfaction of native Chinese language teachers in eastern Thailand.

The factors causing demotivation as mentioned above could lead to a shortage of qualified native Chinese language teachers in eastern Thailand. According to Masuntisuk (2009), there is a dearth of competent teachers who can fulfill the requirements for Chinese language teaching in Thailand. Most teachers lack effective teaching skills to engage students' interest and enthusiasm in learning Chinese, which are current issues in the country that require further understanding. Therefore, the researcher aimed to investigate motivation and job satisfaction dissatisfaction among native Chinese language teachers in Rayong, Chonburi, and Chanthaburi, where they are concentrated. Dinham and Scott's (1997b) models of teachers' motivation (orientation and preparedness for teaching) and job satisfaction (eight factors contributing to job satisfaction and dissatisfaction) were adapted to examine these two variables. The models were suitable for the investigation as they could identify and quantify the sources and relative strength of factors contributing to the variables, and they have been applied in different contexts, including New Zealand, Australia, England (Dinham & Scott, 1998a), and China (Liu & Onwuegbuzie, 2014).

1.2 Research Objectives

The aims of this research were as follows:

- 1) To investigate native Chinese language teachers' motivation to teach CFL in Thailand
- 2) To investigate native Chinese language teachers' job satisfaction and dissatisfaction in Thailand

1.3 Research Questions

- 1) What factors motivated native Chinese language teachers to teach CFL in Thailand?
- 2) What factors contributed to native Chinese language teachers' job satisfaction and dissatisfaction in Thailand?

1.4 Conceptual Framework

This research explores native Chinese language teachers' motivation, and job satisfaction and dissatisfaction in Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat, provinces in the eastern Thailand by applying Dinham and Scott's (1997b) models of teaching motivation and job satisfaction and dissatisfaction. The former model was "orientation to teaching" including intrinsic and extrinsic motivation and "preparedness to teach"; the latter covered the factors that contributed to teachers' job satisfaction and dissatisfaction. The conceptual framework is shown in Figure 1.1.

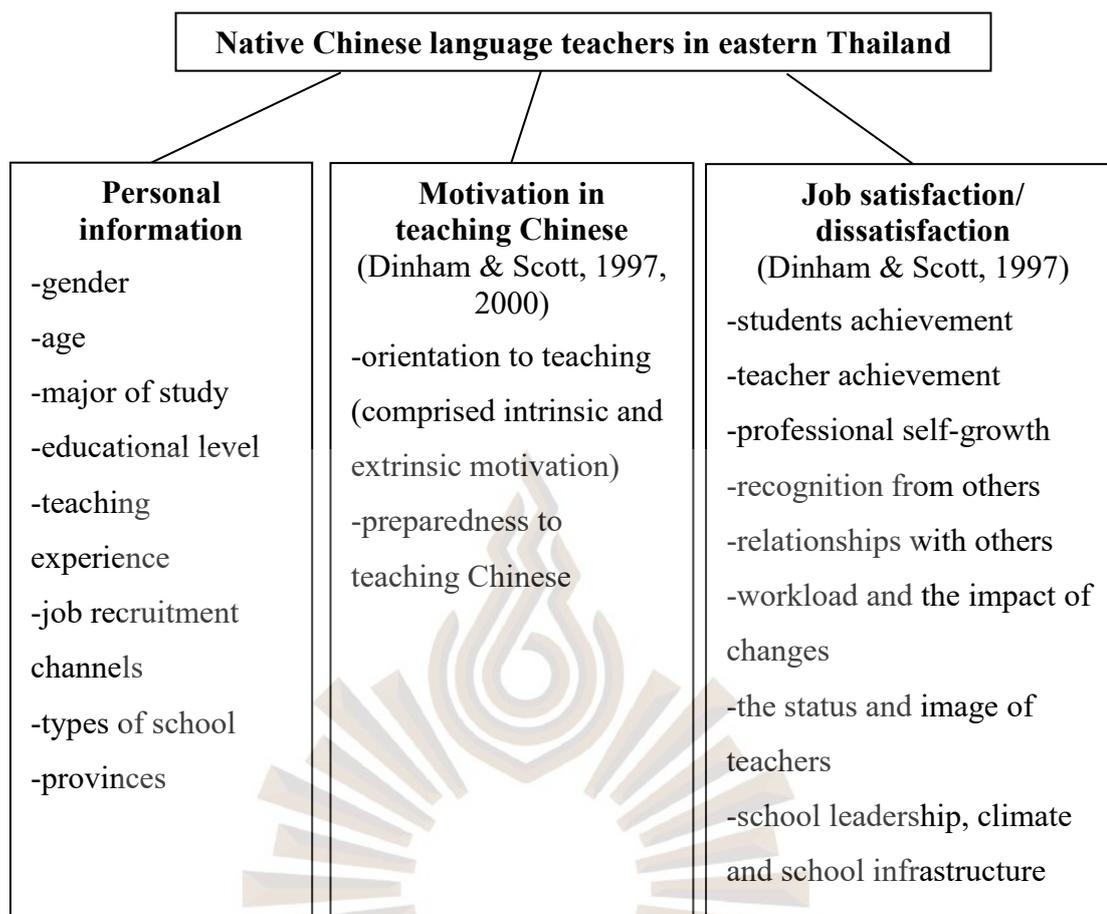


Figure 1.1 Conceptual Framework

1.5 Definition of Terms

1.5.1 Native Chinese Language Teachers

Native Chinese language teachers refer to teachers who teach Chinese in Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat in eastern Thailand. They are from China and use Chinese as their first language considered native Chinese speakers and are mostly dispatched by the headquarters of the Confucius Institute and the volunteer Chinese teachers program. They joined the professional teacher training program before entering their teaching career. Only some of them applied for teaching jobs in Thailand through private agencies.

1.5.2 Motivation

Motivation refers to the native Chinese language teachers' desire to teach CFL in Thailand, which links to their desire to take part in the teaching process. It includes the orientation to teaching and preparedness to teach.

1.5.3 Job Satisfaction and Dissatisfaction

Job satisfaction refers to native Chinese language teachers' satisfaction with teaching jobs, which is generally related to the phenomena and rewards intrinsic to teaching, and influenced by student achievement, teacher achievement, recognition from others, relationships with others, and professional self-growth. While job dissatisfaction refers to native Chinese language teachers' dissatisfaction with teaching jobs, which is generally related to the phenomena extrinsic to the teaching of students, and influenced by workload and the impact of changes, the status and image of teachers, and school leadership, climate, and school infrastructure.

1.5.4 Eastern Thailand

Eastern Thailand refers to six main provinces: Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat.

1.6 Significance of Research

The research findings can be beneficial to the Thai and Chinese authorities as follows:

1.6.1 understanding the levels of native Chinese language teachers' motivation and job satisfaction/ dissatisfaction, and the current issues of Chinese teaching in eastern Thailand;

1.6.2 thinking of the measures to promote native Chinese language teachers' motivation and job satisfaction/ dissatisfaction to improve Chinese language teaching and learning in eastern Thailand;

1.6.3 promoting the cooperative relationships among native Chinese language teachers and Thai teachers and students to minimize the impact of cultural difference.



Chapter 2

Literature Review

This chapter reviews the literature related to Chinese language teachers in Thailand, teachers' motivation, and teachers' job satisfaction/ dissatisfaction.

2.1 Chinese Language Teachers in Thailand

The “Belt and Road” Initiative has bolstered the diplomatic, economic, tourist, and educational connections between China and Thailand (Xie, 2018; Shao, 2022), resulting in a heightened demand for Chinese language professionals in Thailand. In light of this demand, the Thai government has enacted measures to promote Chinese language instruction in universities, public and private schools, and other institutions (Wuttiphan & Yang, 2013; Xie, 2018), leading to the growing popularity of Chinese language education in Thailand and an increased need for Chinese language instructors. Despite these efforts, Thailand continues to grapple with a shortage of qualified Chinese language teachers (Masuntisuk, 2009; Lim & Min, 2021; Zhao, 2014).

In order to fully understand the current shortage situation, it is crucial to have a thorough knowledge of the different types of Chinese language teachers in Thailand. There are primarily two groups of Chinese language teachers. The first group comprises native Chinese language teachers, who have Chinese as their mother tongue and have typically received professional training in Chinese language teaching. The second group consists of non-native Chinese language teachers, who were born and raised in Thailand, are well-versed in the Thai educational system and culture, and are engaged in teaching the Chinese language (Lim & Feng, 2021; Shao, 2022). Native Chinese language teachers were chosen as the focus of this study because they constitute a significant portion of Chinese language teachers in Thailand, and they face challenges and limited opportunities for career advancement.

2.1.1 Native Chinese Language Teachers

Chinese language teachers from China, with expertise in instructing Chinese in Thailand, predominantly come from three different sources. These sources differ in terms of requirements, teaching background, instructional skills, educational credentials, and perks.

The first category consists of instructors who are officially designated and dispatched by the headquarters of the Confucius Institute, a public institution under the jurisdiction of the Chinese Ministry of Education. Since 2006, 16 Confucius Institutes and 11 Confucius Classrooms have been established in Thailand, all under the management of the headquarters of the Confucius Institute with the backing of the Thai Royal Family, the Thai Government, and the Center for Language Education and Cooperation (CLEC).

The headquarters of the Confucius Institute adhere to stringent standards when selecting Chinese language teachers for global instruction. This means that the instructors assigned by this institution are seasoned educators with significant experience in teaching Chinese. They typically hold a master's or doctoral degree in TCFL and have a minimum of two years of experience as Chinese language teachers in Chinese universities and primary or secondary schools. Some are even experts in the field, with a deep passion for teaching Chinese. Additionally, teachers from this institution are tasked with teaching the Chinese language, creating Chinese language teaching materials, and promoting Chinese culture worldwide, in order to facilitate the use of Chinese as a bridge for friendship and communication between China and the rest of the world (Lim & Feng, 2021). It can be said that the teachers dispatched from this institution possess a strong educational background, a fervor for teaching Chinese, high teaching qualifications, and extensive experience in teaching the language.

The second type of teacher is comprised of volunteers selected and sent out by the Volunteer Chinese Teachers Program under CLEC. According to Shao (2022), since 2003, a total of 17,000 volunteer Chinese language teachers have been dispatched to Thailand, where they have taught Chinese in over 1,000 schools across 73 Thai provinces. Prior to their placement in Thailand, these teachers are required to

undergo training in Chinese language instruction, which serves to enhance their Chinese language proficiency, teaching methodologies, and their ability to handle various classroom situations. While their presence has contributed to a growing interest in Chinese language learning among Thai students, as evidenced by increased participation in activities such as the “Chinese Language Bridge” competition and a higher confidence in taking the Chinese Proficiency Test (HSK), it is important to note that most volunteer Chinese language teachers are recent graduates with limited teaching experience, and many of them did not specialize in Teaching Chinese as a Foreign Language (TCFL) and lack professional expertise in Chinese language and teaching skills.

Additionally, volunteer educators typically have a brief term of service and a high rate of staff turnover, meaning they are only permitted to teach for a one-year period, and even if they perform well, they can reapply for the volunteer position annually to teach in the same location, but their tenure cannot exceed three years (Zhao, 2014). If they desire to advance to a managerial role at one of the Confucius Institutes in Bangkok and receive a higher salary, they must demonstrate strong performance for a minimum of two years. These challenges are detrimental to the teaching and learning of Chinese language, as students must continually adapt to different teaching methods employed by different teachers. Volunteer Chinese teachers account for a significant percentage of Chinese language educators in Thailand. More than 17,000 volunteer Chinese language instructors have been sent to Thailand to facilitate Chinese education (Zhao, 2014). Each year, the Ministry of Education requires over 1,000 volunteer teachers from China to support Chinese education in elementary schools, high schools, and universities (Masuntisuk, 2009).

The third group comprises Chinese students studying in Thailand or Chinese language teachers hired by private agencies to teach at Thai schools (Zhao, 2014; Lim & Zhao, 2021; Li, 2021; Shao, 2022). In recent years, there has been a growing number of Chinese students studying in Thailand, with many choosing to stay in the country. Some of them take up positions as Chinese language teachers at Thai schools to gain course internship credits, work experience, or support themselves financially. While the number of these teachers is not large, they play a critical role in the teaching of Chinese language in Thailand.

Due to the COVID-19 pandemic from 2020 to 2022, China Immigration Bureau and Local Public Security Bureau imposed entry and exit restrictions, complicating the arrival of Chinese teachers sent by the Confucius Institute headquarters or the CLEC volunteer program to teach in Thailand. The volunteer program was even temporarily suspended in 2020 and 2021. As a result, Chinese teachers recruited through private agencies in Thailand have filled the void during the pandemic. While Chinese students majoring in education in Thailand make strong candidates for Chinese language teaching positions, non-education majors may struggle with curriculum design, classroom management, and teaching evaluation, impacting their performance. Generally, Thai schools that independently recruit Chinese language teachers have less stringent qualification requirements compared to the Confucius Institute headquarters and CLEC. It is evident that Chinese language teachers hired through private agencies have helped alleviate the shortage, but the teaching standards and teacher quality in this category can vary.

In summary, the three sources of native Chinese language teachers vary in terms of their teaching levels, experiences, and educational backgrounds, which are correlated with individual characteristics. The diverse teacher qualifications required by schools may lead to varying levels of on-the-job stress and curriculum-related pressure. Moreover, different schools and institutions provide teachers with different perks (benefits and salary) and working environments, which can impact the motivation and job satisfaction and dissatisfaction of native Chinese language teachers in eastern Thailand.

2.1.2 Non-Native Chinese Language Teachers

Non-native Chinese language teachers in Thailand are Thais by birth. There are two categories of non-native Chinese language teachers in Thailand, each with its own unique characteristics.

The first option is to receive professional training in Chinese language. These teachers have obtained a degree in a field related to Chinese, such as Teaching Chinese as a Second Language, Chinese Language and Literature, or Business Chinese. Some have received their training in Thai universities such as Chulalongkorn University, Silpakorn University, and Dhurakij Pundit University, while others have

studied in China at institutions like Beijing Language and Culture University, Jinan University, and Guangdong University of Foreign Studies. They are required to undergo pre-service and in-service training to improve their teaching quality and standards. This gives them the expertise needed to meet the demands of teaching Chinese. Non-native teachers who receive professional training in Chinese language generally possess certain teaching competencies and standards. Many of them are eligible to apply for government teaching positions and receive benefits such as medical care, housing, and tuition assistance for their children, providing them with job security and satisfaction.

An alternative option is for individuals to engage in independent study of the Chinese language. These individuals are motivated by personal or professional reasons to become proficient in Chinese, but often lack formal language instruction. As a result, they may struggle with grammar, pronunciation, and communication when teaching Chinese. Additionally, their limited knowledge of teaching methods may hinder their ability to create effective lesson plans and teaching techniques, leading to difficulties in managing the classroom and providing course content. While self-directed learners can make important contributions to Chinese language education, their lack of formal training and inadequate language skills can present challenges. Therefore, they often need additional support and resources to overcome these obstacles and succeed in mastering the Chinese language. Self-study programs, resources, mentorship opportunities, and language immersion experiences can help to lessen the impact of their limitations and strengthen their potential for success in teaching and learning Chinese.

In summary, the aforementioned non-native Chinese language teachers differ in terms of their educational backgrounds, language proficiency levels, and career aspirations. It should be noted that Thai Chinese language teachers were not included in this study due to their higher opportunities for career advancement and fewer challenges in their teaching roles.

2.2 Teachers' Motivation

Motivation is a concept that has been extensively explored and utilized in various domains, particularly in the realm of second-language education. This term originates from the Latin verb “movere”, which translates to “move”, and it encompasses the impetus for guiding, regulating, and persisting in certain behaviors (Tohidi & Jabbri, 2011). Drnyei and Ushioda (2013) assert that, broadly speaking, motivation dictates individuals' decision-making, endurance, and level of exertion in pursuing their goals. However, it is certain that people encounter diverse and intricate real-life situations, and their motivations vary as a result of personal disparities. Thus, while motivation is generally shaped by individual traits, it can also be influenced by social and environmental factors.

In the field of second language acquisition (SLA), the concept of motivation is primarily discussed in terms of students' learning motivation, specifically their motivation to learn a second language (L2) and achieve a high level of proficiency at different stages of the L2 learning process (Luo, 2021). Another aspect is teacher motivation, which differs from other types of motivation as it is directed towards becoming a language teacher. In this study, teacher motivation is associated with the desire to teach and participate in the pedagogical process (Reeve & Su, 2014; Iliya & Ifeoma, 2015).

In order to gain a better understanding of teachers' motivation, different categories of teachers' motivation have been suggested. Deci and Rayon (2017) categorized teachers' motivation into three types: intrinsic motivation, extrinsic motivation, and amotivation.

Intrinsic motivation refers to the internal drive that leads people to take action out of personal enjoyment, curiosity, and career aspirations. This means that teachers' intrinsic motivation reflects their dedication to teaching for the sake of enjoyment and fulfillment. It is closely linked to the internal desire to educate students, share knowledge, and contribute to the growth of a community or the entire nation (Drnyei & Ushioda, 2013). According to Deci and Rayon (2017, p.171), “teaching” is more strongly connected to intrinsic motivation than many other areas of behavior.

Extrinsic motivation, as defined by Tohid & Jabbari (2011), refers to the impetus behind people's actions that originates from external factors, and is influenced by the surrounding context. Han and Yin (2016) state that extrinsic motivators such as salary, job security, and career advancement are key drivers for individuals in the field of teaching. Additionally, benefits such as pension, insurance, holidays, and vacations are found to significantly enhance job satisfaction and motivation for teaching, as highlighted by Praver & Oga-Baldwin (2008).

Amotivation, on the other hand, refers to the absence of any form of motivation, whether it be intrinsic or extrinsic (Drnyei & Ushioda, 2013). It indicates that individuals would lack motivation to become teachers and would be unwilling to pursue it as a lifelong career when they find no significance or interest in the teaching process (Deci & Ryan, 2017). In such cases, those who enter the teaching profession may easily lose their enthusiasm or even give up their teaching roles if they are unable to access opportunities for advancement or encounter difficulties and challenges in the process of teaching. Therefore, amotivation is connected to any job-related challenges that teachers may face, which can ultimately demotivate them from teaching.

To investigate the motivation of native Chinese language teachers in eastern Thailand, including the provinces of Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat, this research focused on the intrinsic and extrinsic factors by utilizing Dinham and Scott's (1997b) model of motivation for entering the teaching profession in Australia. The model consists of 9 questionnaire items related to job interest, career choice, family pressure, salary, workload, benefits, and training preparation, which have been previously applied in different contexts such as New Zealand, America, England (Dinham and Scott, 1998a, 1998b) and China (Liu & Onwuegbuzie, 2014). Previous studies using this model have indicated that personal interest and salary are the main factors attracting teachers to the profession, with those having higher intrinsic motivation showing greater motivation. The nine questionnaire items were taken with alteration to investigate the target group's motivation to teach CFL in Thailand, adding "Chinese language", "Chinese", or "in Thailand". The statements were "I always wanted to become a Chinese language teacher in Thailand.", "Teaching Chinese in Thailand was not my first choice of career.", "I became Chinese language teachers in Thailand because of a lack of other options.", "There was

pressure from my family to become Chinese language teachers.”, “I was attracted to teaching Chinese in Thailand because of the hours and holidays.”, “I thought that teaching Chinese in Thailand would fit in well with family commitments.”, “I was attracted to teaching Chinese in Thailand because of the salary.”, “I had a realistic view of teaching Chinese in Thailand before I began my training.”, “My training adequately prepared me for teaching Chinese in Thailand.” Statements 1-7 were about orientation to teaching. Statements 1-3 reflect intrinsic motivation while statements 4-7 reflect extrinsic motivation. Statements 8-9 were about preparedness to teach. The framework used to answer the first research question is shown in Figure 2.2.

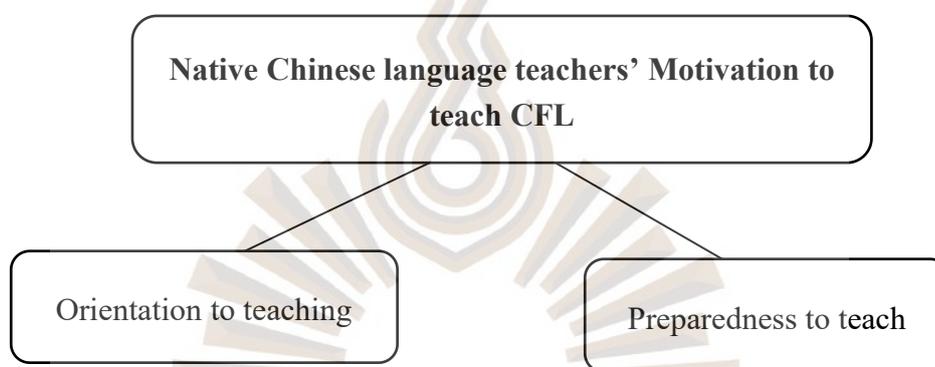


Figure 2.2 Teachers' Motivation

2.3 Teachers' Job Satisfaction and Dissatisfaction

Satisfaction is a multifaceted concept commonly utilized in fields such as education and psychology. This term is derived from the Latin word “satis”, which means “enough”. There are various forms of satisfaction, with job satisfaction being a significant factor in the efficiency and effectiveness of an organization (Adah & Elegba, 2015). When employees are content with their work and working conditions, they are more inclined to be motivated and work effectively. Conversely, when they are dissatisfied due to poor working conditions and low salary, they are likely to lose their enthusiasm and may even choose to resign (Wongthaworn & Sucaromana, 2012). These negative aspects can lead to job dissatisfaction and have an impact on the work process and outcomes.

In the field of pedagogy, teacher job satisfaction plays a crucial role in their decision to stay in the profession (Vassallo, 2014). Conversely, job dissatisfaction can

have negative impacts on teachers' teaching process and future career plans. According to Dinham and Scott (2000), teacher satisfaction is primarily derived from working with children, promoting their development, and witnessing their engagement in social activities and contributions to others, which in turn contributes to teachers' sense of achievement. Additionally, long-serving teachers may find high levels of satisfaction from collaborating with colleagues and personal growth (Vassallo, 2014). Teachers' motivation to enter the profession can also affect their job satisfaction, regardless of the challenges they may face (Liu & Onwuegbuzie, 2014). Previous studies (e.g., Herzberg, Mausner, & Snyderman, 1959; Dinham & Scott, 1997; Vassallo, 2014) confirm that job satisfaction is related to intrinsic satisfaction in the actual work, while job dissatisfaction is more extrinsic and related to working conditions.

Several theories and models are utilized to explore the factors that impact teachers' job satisfaction and dissatisfaction in the field of education. One of these theories is Herzberg's (1959) two-factor theory, which categorizes motivation into Hygiene factors and Motivators to assess employees' level of job satisfaction in various organizations (Herzberg, Mausner, & Snyderman, 1959). According to this theory, Hygiene factors are related to work conditions, including school policies and relationships with others, and can lead to extrinsic dissatisfaction that negatively affects individuals' careers. On the other hand, Motivators are related to the nature of work, recognition, promotion based on merit, personal growth, and sense of achievement, and can lead to intrinsic satisfaction that motivates individuals to improve their professional skills.

Similar to Herzberg, Mausner, and Snyderman (1959), Dinham (1992)'s two-factor frameworks investigated the factors leading to teacher resignations in Western Sydney, Australia. Through qualitative research method, she identified factors that contributed to both job satisfaction and dissatisfaction. Job satisfaction linked to phenomena and reward intrinsic to teaching, namely "pupil achievement, teacher achievement, change pupil attitudes and behaviors in a positive way, recognition from others, mastery and self-growth, and positive relationships". Job dissatisfaction, on the other hand, was associated with phenomena extrinsic to the teaching of students, namely "impacts of changes to educational policies and procedures, greater

expectations on schools to deal with and solve social problems, the declining status of teachers in society, poor supervision, being treated impersonally by employees, and new responsibilities for schools and increased administrative workloads". Their interview results were carried on as "the Teacher 2000 Project" with the aim to test and extend both framework and key outcomes of those factors that influenced teaching resignation using a quantitative research method (Dinham, 1996). Based on Dinham and Scott (1997b), "the Teacher 2000 Project" had five main aims to achieve. First, to build upon and validate understandings of teachers' satisfaction and dissatisfaction, orientation to teaching, teachers' values, and teacher health revealed by prior research. Second, to develop an instrument suitable for identifying and quantifying the sources and relative strength of factors contributing to teachers' satisfaction and dissatisfaction through completing a case study in Western Sydney. Third, to refine the instrument and apply it more widely in the future. Fourth, to obtain benchmark information on matters relating to teacher welfare which can be used for tracking, explanatory, planning, and predictive purposes at school, system, and other levels. Finally, where established instruments are used, to compare the findings of the study with previous research. These objectives underscore the suitability of using the framework and questionnaire items for job satisfaction and dissatisfaction in this study, particularly the second objectives.

Following up on their previous study, Dinham and Scott (1997b) utilized an enhanced questionnaire consisting of seven sections. Firstly, demographic items were used to gather information about teachers' personal details, such as age, years of service, years at their current school, gender, current position, qualifications, country of birth, and first language. Secondly, 9 items focusing on teaching orientation were included to assess the motives for entering the teaching profession and the level of preparedness. Thirdly, 75 items and two open-ended questions were used to evaluate both satisfaction and dissatisfaction with teaching. Fourthly, a pie chart was employed to depict the distribution of time spent on various teaching tasks, including lesson preparation, meetings, and face-to-face teaching. Fifthly, the 40-item Commitments Scale from Novacek and Lazarus's instrument was utilized to measure motivation and commitment. Sixthly, the 12-item version of the General Health Questionnaire was utilized to assess non-psychotic mental distress or stress. Lastly, an open-ended

question allowed teachers to provide additional comments about teaching. The second and third sections of the survey were specific to this study, with the former already being mentioned in the earlier section on teachers' motivation. The latter included 75 items related to job satisfaction and dissatisfaction, rated on a 7-point scale from high dissatisfaction to high satisfaction. A total of 72 questionnaire items were utilized in this study. Three items related to the New South Wales Teachers Federation and the transfer procedures of the Department of School Education (DSE) were excluded: "How satisfying do you find the way the NSW Teachers Federation works for the betterment of education in this state?", "How satisfying do you find the way the NSW Teachers Federation represents the interests of its members?", and "How satisfying do you find current DSE transfer procedures?". The framework for addressing the second and third research questions is depicted in Figure 2.3.

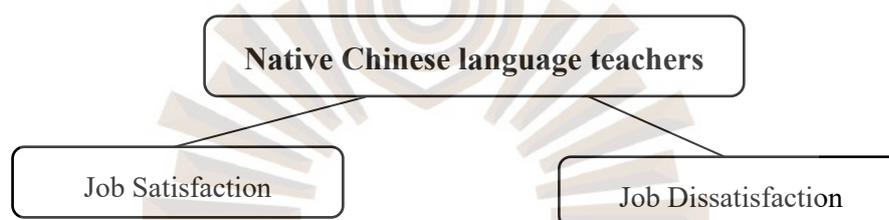


Figure 2.3 Teachers' Job Satisfaction and Dissatisfaction

The findings from prior research on teachers' job satisfaction and dissatisfaction in Australia, England, and New Zealand (Dinham & Scott, 1998b, 2000) expanded their investigation and identified eight factors influencing teachers' job satisfaction and dissatisfaction, including school leadership, atmosphere, decision-making, merit-based promotion and local hiring, school facilities, school reputation, status and perception of teachers, student achievement, workload and the impact of change, and professional development. Conversely, a study in China (Liu & Onwuegbuzie, 2014) revealed that three factors influenced teachers' job satisfaction: working with students, professional efficacy, and the simplicity and safety of campus life; and seven factors influenced teachers' job dissatisfaction: high stress, salary, holidays and vacations, social status, student misbehavior and negative parental attitudes, unfair teacher evaluation systems, and unimplemented educational reforms. Based on the findings of these previous studies, eight factors were identified as contributing to teachers' job satisfaction and dissatisfaction: student achievement, teacher achievement, professional growth, recognition from others, interpersonal

relationships, workload and the impact of change, status and perception of teachers, and school leadership, atmosphere, and facilities.

I. Student Achievement

Student achievement is closely linked to the job satisfaction of teachers (Dinham & Scott, 2000). This entails positive results for students, which in turn fosters a sense of accomplishment and passion for teaching among educators. For instance, teachers aid students in adjusting their attitudes and behaviors, promoting self-improvement, and developing professional expertise (Dinham & Scott, 1998b).

II. Teacher Achievement

Teachers' achievements are reflected in the rewards they receive based on their teaching performance, such as the benefits provided by schools and the Department of School Education, as well as opportunities for career advancement. These factors are linked to the job satisfaction of teachers and serve as motivation for them to continue teaching. For instance, for many individuals, being a teacher implies having a secure job and a steady income, therefore, increasing teachers' salary is crucial for attracting and retaining qualified individuals in the teaching profession (Liu & Onwuegbuzie, 2014).

III. Professional Self-growth

Professional development is another element that impacts the job satisfaction of teachers, and it is linked to their personal growth (Deci & Ryan, 2017) and the training options offered by schools. Teachers can feel motivated and content in their jobs when they are given the opportunity to enhance their skills, knowledge, and teaching practices, and to accomplish their professional objectives.

IV. Recognition from Others

Recognition pertains to educators receiving acknowledgment from schools, society, students, and parents for their teaching effectiveness and results. Increased recognition can lead to job satisfaction for teachers and motivate them to pursue their teaching careers.

V. Relationships with Others

The satisfaction and dissatisfaction of teachers' job are affected by their relationships with others (Dinham, 1992). This includes their interactions with colleagues, superiors, students, parents, and the local community. As Dinham (1992) points out, teachers who feel they are treated impersonally by the school and the Department of School Education are more likely to experience job dissatisfaction. On the other hand, positive relationships, particularly with students, are a significant source of job satisfaction for teachers, as they are at the core of the teaching role.

VI. Workload and the Impact of Changes

Workload refers to the quantity of tasks or hours of work expected or assigned. In this study, teachers' workload encompasses the time and effort that teachers invest in teaching, administrative, and supplementary activities. The increased burden of heavy workload is another significant factor that diminishes teachers' job satisfaction. Teachers who are burdened with heavy workloads struggle to effectively manage their teaching responsibilities, which can lead to feelings of exhaustion and frustration in their work.

The impact of change entails the effects on teachers' instructional practices resulting from alterations in curricular content, school duties, enforcement of school policies, and the rapidity of educational transformations. These modifications prompt teachers to deliberate on curriculum planning and school advancement and could result in increased workloads, leading to feelings of job dissatisfaction.

VII. The Status and Image of Teachers

The status and reputation of teachers refers to the social standing and public perception of teachers within society, among students, and parents. Many educators express dissatisfaction with their declining status, feeling that society as a whole does not objectively and appropriately appreciate teachers (Liu & Onwuegbuzie, 2014). For example, social media often sensationalizes and distorts public perception when individual teachers behave inappropriately, which can have a detrimental impact on teachers' public image. In cases of conflict between a teacher and parents, the media

consistently takes the side of the parents. This can lead to demotivation among teachers and job dissatisfaction.

VIII. School Leadership, Climate, and School Infrastructure

The effectiveness of a school's leadership and supervision system is closely tied to the school's decision-making framework, policies, and established standards for management and development. Teachers play a crucial role in the functioning of schools, and the specific rules, regulations, and management structure contribute to the alignment of school operations with policies, creating a positive cycle of growth (Zhao, 2014). Conversely, inadequate school policies and norms that stifle teacher input in school management and development may diminish teachers' enthusiasm for teaching and lead to job dissatisfaction, prompting some to leave the profession.

The school climate encompasses the working conditions of teachers, including the working environment, class sizes, and support systems within the schools (Drnyei & Ushioda, 2013). These factors are both contextual and physical in nature, and have a significant impact on teachers' motivation and the teaching process. Teachers who work in unfavorable conditions are likely to feel dissatisfied with their work and may lose their enthusiasm for the teaching profession.

School infrastructure is considered a crucial component of the educational atmosphere. It encompasses tangible educational tools and facilities such as books, electronic devices, school buildings, and recreational areas. Inadequate or inappropriate school infrastructure can negatively impact the learning environment and teaching process, leading to teacher dissatisfaction.

In summary, teachers' job satisfaction is generally intrinsically influenced by student achievement, teacher achievement, professional self-growth, recognition from others, and their positive relationship with others; while job dissatisfaction is caused by extrinsic factors, including increased workload and changes in educational policies and procedures, the declining status and image of teachers, and poor school leadership, climate and school infrastructure.

2.4 Related Studies

There are more studies about teachers' motivation and job satisfaction in the field of TEFL in other contexts in the last decade, such as Iraq, Indonesia, Yemen, Turkey, and Greece. In Thailand, two studies were found; one for TEFL and another for TCFL.

2.4.1 Teachers' Motivation

Momen (2020) conducted a study on teachers' motivation in TEFL within the Iraqi Kurdistan context and found significant differences in the types of motivational strategies used in EFL classes according to teachers' gender. He also observed variations in motivation strategies based on teachers' teaching experience. Based on these findings, he proposed suggestions for EFL teachers, students, curriculum designers, and the Ministry of Education in Iraqi Kurdistan. Firstly, EFL teachers should employ motivational strategies to create a warm and pleasant classroom environment to encourage student learning. Secondly, curriculum designers should prioritize the quality of the curriculum over quantity to alleviate teachers' concerns about completing the curriculum on time. Thirdly, the Ministry of Education should organize workshops, seminars, and conferences for EFL teachers to facilitate discussions on effective strategies for motivating students to learn.

Lestari and Arfiandhani (2019) examined the career motivation of prospective EFL teachers in Indonesia. The research involved English teachers enrolled in a teacher training program at a private university, where a mixed-method study was carried out. They analyzed the questionnaire data relating to three categories (namely, extrinsic motivation, intrinsic motivation, and altruistic motivation) and found that 83.9% of the participants were driven by altruism in their desire to become teachers, as they believed that teaching could bring benefits to their society and nation, and that it was a respected profession. Other factors motivating the participants to pursue teaching included potential, capability, academic qualifications, parental influence, and the wish to prove to others that teaching is a worthwhile profession. These factors would impact their intentions to become qualified teachers and their ability to inspire their students to also choose a career in teaching (Lestari and Arfiandhani, 2019).

In China, two studies by Zhang, Yu, and Liu (2019), as well as Xu, Li, and Liu (2016), revealed various factors impacted teachers' motivation, and this motivation was related to their commitment to teaching. Teachers with a strong commitment to teaching were more inclined to teaching, patient in considering instructional strategies, and eager to participate in professional development training programs. The former study focused on Chinese early career and early childhood teachers to explore their motivation and commitment to teaching, identifying reasons for entering and staying in the teaching field, their perceptions of the teaching profession, and environmental influences as key factors. It also found that teachers' motivation played a role in encouraging individuals to become and remain teachers, with happiness and interest in teaching contributing to their desire to join the profession and their high level of commitment. The latter study investigated the motivation of English teachers at independent colleges in mainland China, using Paired-Samples T Test and SPSS analysis to study internal and external motivation. Several influential factors of teachers' motivation were identified, including salary, workload, and department cohesion, and teaching equipment. Analysis of the data revealed that internal teachers' motivation was generally stronger than external teachers' motivation, with positive cooperation with students, salary, workload, and training opportunities identifies as the most significant influences on teachers' motivation.

Awadh Boset, Asmawi, and Abedalaziz (2017) conducted a study on the correlation between the proficiency of EFL teachers and their work drive in public secondary schools in Yemen. They pointed out that Yemen was grappling with a lack of quality in education, and policymakers were neglecting the proficiency and work drive of EFL teachers, as well as their impact on teacher performance. The study found that extrinsic motivation was not a strong driving force for EFL teachers, who were primarily motivated by intrinsic factors. Additionally, the results indicated that EFL teachers with high proficiency in Yemen were more motivated to teach compared to those with lower proficiency. There were statistically significant positive connections between teacher proficiency and motivation.

In Turkey, Yasemin (2020) utilized pre-service educators as a case study to examine their motivation and attitudes towards the teaching profession. Through a

quantitative survey, he aimed to depict the current state of teacher candidates in the study. The data indicated that pre-service teachers exhibited strong and positive motivation and professional attitudes, with a preference for internal motivation as opposed to external motivation. This indicated that pre-service teachers were enthusiastic about entering their careers and held favorable attitudes towards them, which boded well for their potential success. While there was no gender disparity in pre-service teachers' teaching motivation, there were differences in their attitudes towards the teaching profession. In sum, pre-service teachers held a positive view of the teaching profession, which in turn bolstered their motivation and contributed to the enhancement of their teaching abilities, such as their instructional approach and classroom management.

In Ethiopia, Ayele (2014) conducted a study in the Hadiya Zone, focusing on the job satisfaction of teachers in the secondary school. The study employed questionnaires, interviews, and document analysis. The findings showed a significant, positive relationship between teachers' job satisfaction and their commitment, with higher job satisfaction being associated with greater commitment. Internal and external factors were found to impact teachers' job satisfaction, with dissatisfaction stemming from a lack of teaching equipment and materials, inadequate professional development and career advancement opportunities, dissatisfaction with student performance, unfair assessment and rewards from principals, a lack of benefits and incentives for extra work, and poor working conditions. It was suggested that external factors had a greater impact on teachers' job satisfaction than internal ones.

In Pakistan, Sahito and Vaisanen (2017) conducted a study in the universities of Sindh, to explore the factors influencing teachers' job satisfaction. The study employed a qualitative research approach, using in-depth semi-structured interviews. The findings revealed that teachers' job satisfaction and dissatisfaction were shaped by individual or demographic factors, financial considerations, work-supporting elements, social and contextual influences, organizational management and leadership, and opportunities for professional growth. Participants identified heavy workloads and inadequate recognition, rewards, and award systems as primary sources of dissatisfaction in their professional roles.

In Saudi Arabia, Tayyar (2014) conducted a study on the motivation and job satisfaction of secondary school teachers utilizing a self-administered questionnaire and semi-structured interviews. The findings revealed that the teachers in the study area generally indicated contentment with their jobs, with the most significant impact coming from interpersonal relationships, followed by school administration and the nature of work. This implies that external factors had a stronger influence on the teachers' job satisfaction in this region compared to internal factors. However, they were less satisfied with their opportunities for career advancement, involvement in school decision-making, and staff development, leading to their dissatisfaction with their jobs.

In a study conducted in Thailand, Syamananda (2017) explored the factors that affect the motivation of EFL teachers in universities. The findings from the questionnaire data revealed that key factors for sustaining teachers' motivation in their teaching careers included both intrinsic and extrinsic motivation, such as the fulfillment of imparting knowledge, personal accomplishment, and job security. On the other hand, demotivating factors were predominantly extrinsic, such as inadequate compensation, heavy workloads, and insufficient employee welfare. As a result, the researchers recommended continuous professional development to enhance motivation, the cultivation of positive and personal relationships among colleagues and students, and the provision of job security and benefits (e.g. medical coverage, housing, and tuition assistance for their children) for teachers. It was hoped that the impact of demotivating factors could be mitigated through the implementation of policies and collaborative efforts to increase teachers' motivation and support their teaching and professional development.

Only one study conducted by Zhao (2014) focused on teachers' motivation in teaching CFL in Thailand, utilizing Herzberg's two-factor theory (1959). The study focused on Chinese language teachers in Chinese schools in Bangkok, employing a mixed-methods research approach including a questionnaire and in-depth interviews. The results indicated that school size had a statistically significant impact on Chinese language teachers' work motivation, while age, gender, and present position did not show any statistically significant differences. This study could serve as a reference for investigating the factors influencing native Chinese language teachers' motivation to

teach CFL in eastern Thailand, specifically in Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat.

In conclusion, the motivation of teachers plays a crucial role in the teaching and learning process. It has an impact on their skills, performance, professional growth, as well as the interests and emotional learning of students. Various factors such as teaching experience, school size, workload, job security, and interpersonal relationships can influence teachers' motivation to pursue a career in teaching in different situations. Although numerous studies have focused on teachers' motivation, the majority of them have been conducted in the context of TEFL and other areas. The question remains whether the findings on teachers' motivation in TEFL and other contexts align with the motivation of native Chinese language teachers teaching CFL in eastern Thailand. This gap in research highlights the significance of conducting a survey on the motivation of native Chinese language teachers in Chonburi, Rayong, Prachinburi, Chanthaburi, Chachoengsao, and Trat in eastern Thailand.

2.4.2 Teachers' Satisfaction and Dissatisfaction

In Greece, Griva, Panitsidou, and Chostelidou (2012) conducted a study to explore the factors influencing job motivation and satisfaction among foreign language (FL) teachers. They utilized a mix of quantitative and qualitative methods, such as questionnaires, semi-structured interviews, focus group discussions, non-participant observations, and open-ended interviews. The study revealed that increased job satisfaction plays a crucial role in determining the effectiveness of FL teaching. The factors affecting job satisfaction and motivation of FL teachers significantly impact their attitudes, work behavior, and dedication to teaching. The study emphasized the importance of addressing teachers' needs to cultivate self-motivated, high-achieving, and proficient FL educators. Job satisfaction was identified as a key factor in motivating, empowering, and advancing teachers.

In Malta, Vassallo (2014) conducted a study focusing on long-serving teachers to investigate the factors influencing their job satisfaction and dissatisfaction. The findings confirmed that the daily satisfaction of teachers stems from working with children, supporting their development, and witnessing their active participation in society while contributing to the welfare of others. Additionally, factors such as short

working hours and holidays were found to play a crucial role in retaining teachers in their careers. Conversely, work overload, social problems, and frequent changes were identified as sources of dissatisfaction for teachers.

In Iran, Soodmand Afshar and Doosti (2016) conducted a study focusing on EFL teachers to explore the variations in job satisfaction and dissatisfaction in relation to their job performance. They utilized a 58-item Likert Scale questionnaire. The results revealed that both intrinsic and extrinsic job satisfaction played a role in influencing the employees' job performance. Specifically, dissatisfied teachers tended to favor extroverted and proficient colleagues, with certain individuals taking the lead in class activities. The study also identified several demotivating factors impacting teachers' job satisfaction and performance, including low salary, additional work, low occupational status and social respect, challenging working conditions, and students' lack of motivation to learn.

Kassabgy, Boraie, and Schmidt (2001) conducted a study focusing on EFL teachers in Egypt and Hawaii to explore the determinants of teachers' job satisfaction and dissatisfaction based on Herzberg's (1959) theory. They aimed to examine whether intrinsic values or extrinsic rewards were more indicative of teachers' satisfaction in their jobs and careers. The study revealed that teachers derived the highest satisfaction from the intrinsic rewards of teaching, while experiencing the most dissatisfaction with the extrinsic rewards they received. The findings suggested that teachers had different expectations and desires from their teaching jobs and careers, and that these were associated with various factors such as salary, recognition, and opportunities for creativity.

In summary, numerous factors, such as salary, students' learning attitudes, teacher status, and workload, play a role in determining the job satisfaction or dissatisfaction of teachers. However, there has been limited research on TCFL in the Thai context, with earlier studies mainly focused on TEFL. This study referenced existing research applying Dinham and Scott's (1997b, 2000) framework in various countries to compare and investigate job satisfaction and dissatisfaction among native Chinese language teachers in eastern Thailand.

Chapter 3

Research Methodology

This chapter explains the research design along with population and sample, research instruments, validation and reliability, data collection and analysis process, and ethical considerations.

3.1 Research Design

The study utilized a combination of quantitative and qualitative research methods to enhance the depth of its findings. The quantitative approach involved the measurement of occurrences using numerical data and calculations, while the qualitative approach sought to understand and explain underlying phenomena (Flick, 2014). A 63-item questionnaire survey was primarily used to investigate the motivation, job satisfaction, and dissatisfaction of native Chinese language teachers working in eastern Thailand, supplemented by open-ended questions to complement and validate the quantitative data.

3.2 Population and Sample

In 2023, the Confucius Classroom of Rayong Secondary School reported that there were approximately 100 (N=100) Chinese language teachers from China teaching at schools in Rayong, Chonburi, Chanthaburi, Chachoengsao, Prachinburi, and Trat. The appropriate sample size for a 95% confidence level was determined to be 80 (Johnson & Christensen, 2014).

3.3 Research Instrument

The primary research tool utilized was a questionnaire survey comprising four sections. Section 1 gathered information on teachers' personal details (such as gender, age, field of study, educational background, and teaching experience) through 10

items. Section 2 included “true or false” questions to assess teachers’ motivation and readiness for teaching Chinese, with 9 items adapted from Dinham and Scott’s (2000) study. Items 1-7 gauged their orientation towards teaching Chinese as a foreign language in Thailand, encompassing intrinsic and extrinsic motivations, while items 8-9 evaluated their readiness to teach.

Part 3 utilized a Seven-point Likert scale (1=Highly Dissatisfied to 7=Highly Satisfied) to assess the factors impacting teachers’ job satisfaction and dissatisfaction. It comprised 44 items drawn from Dinham and Scott’s (1997b) 75 questionnaire items following a pilot study involving 30 native Chinese language teachers in other regions of Thailand, which aimed to ascertain the accuracy of the translation (i.e. how well the translated questionnaire items were understood by the Chinese teachers) and evaluate the appropriateness of the questionnaire items in Thailand. Based on feedback from the respondents, 31 items were removed as they were not relevant to the educational context in Thailand (e.g. items about the New South Wales Teachers Federation, transfer procedures in the department of school education, community involvement in schools or teacher unions, teacher-parent relationships and parental recognition, student welfare provided by schools and community, and opportunities for teachers to take on leadership roles), and some items were repetitive.

Part 4 utilized Dinham and Scott’s (1997b) two unstructured questions to inquire into additional factors influencing the motivation of CFL teachers in Thailand and their level of job satisfaction.

3.4 Validity and Reliability

3.4.1 Validity

In this research, the 44 items of the survey questionnaire were utilized from Dinham and Scott’s (1997) questionnaire. As indicated by the KMO and Bartlett’s Test of Sphericity, Table 1 revealed that the KMO value exceeded 0.8, indicating favorable validity of the questionnaire.

Table 3.1 The Value of KMO and Bartlett's Test of Sphericity

KMO	.884
Approximate chi-square	3521.740
Bartlett's Test of Sphericity	df 946
	p .000

3.4.2 Reliability

In order to ensure reliability, a pilot study was conducted with 30 native Chinese language teachers who teach in regions other than the eastern area. The study utilized the calculation of internal consistency of the questionnaire using SPSS, and the Cronbach's α value was obtained. The interpretation of the reliability is presented in Table 3.2, indicating that the value must be at least 0.7.

Table 3.2 Description of internal consistency based on Cronbach's alpha

Cronbach's alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

The reliability result of the 44 questionnaire items was excellent with the α value of 0.972. in Table 3.3. It showed that the questionnaire had reliability.

Table 3.3 Cronbach's alpha for the teacher questionnaire

Cronbach's alpha	Cronbach's alpha based on the normalization term	N of Items
.972	.972	44

3.5 Data Collection

By utilizing the snowball sampling method, an online survey, the primary research instrument, was distributed to initial contacts of the targeted educators, who

then recommended additional potential participants in July 2023. Ultimately, 93 (n=93) individuals teaching Chinese in Chonburi (30.1%), Rayong (25.8%), Prachinburi (15.3%), Chanthaburi (10.8%), Chachoengsao (9.8%), and Trat (8.2%) completed the survey during the same month. The majority of respondents were female (87.1%), aged 21-25 (76.3%), had less than 2 years of teaching experience in Thailand (92.5%), predominantly at private schools (52.7%) and public schools (43%), and secured their positions through the Volunteer Chinese Teachers Program (59.1%). A large proportion (66.7%) had pursued a master's degree in Teaching Chinese as a Foreign Language (TCFL) (64.5%).

3.6 Data Analysis

3.6.1 Quantitative Data Analysis

For the quantitative data analysis, SPSS version 26 was utilized to generate descriptive statistics, which included frequency, percentage, mean, and standard deviation. The responses from part 1 and 2 of the questionnaire were assessed using frequency and percentage, while exploratory factor analysis was applied to the data from part 3. The interpretation of the data was based on the Seven-point Likert scale presented in Table 3.4.

Table 3.4 Scale of the options in the questionnaire

Seven-point Likert scale	Description
6.16-7.00	Highly satisfied
5.30-6.15	Satisfied
4.44-5.29	Somewhat satisfied
3.58-4.43	Neutral
2.72-3.57	Somewhat dissatisfied
1.86-2.71	Dissatisfied
1.00-1.85	Highly dissatisfied

3.6.2 Qualitative Data Analysis

The qualitative data involved content analysis of the specific responses provided by 28 participants in part 4 of the questionnaire. Table 3.5 included their

personal information. Data from the open-ended questions in Appendix II were initially coded to depict the content, and then categorized into two predetermined themes based on the research title: teachers' motivation and teachers' job satisfaction dissatisfaction. Subsequently, the data were further coded based on the initial codes and the research questions, resulting in the identification of factors that motivated and demotivated teachers to teach, as well as factors contributing to their job satisfaction and dissatisfaction.

Table 3.5 Personal Information (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	Chachoengsa o	Satisfied (M=5.66)
8	Female	Thai	Bachelor	<2	Chachoengsa o	Neutral (M=4.16)
9	Female	TCFL	Master	<2	Trat	Somewhat satisfied (M=4.89)

Table 3.5 Personal Information (n=28) (Cont.)

Teacher	Gender	Major	E.L.	T.E	Province	Job Satisfaction
10	Male	TCFL	Bachelor	>5	Chonburi	Somewhat satisfied (M=4.89)
11	Female	TCFL	Master	<2	Chonburi	Somewhat satisfied (M=4.68)
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)
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)

Table 3.5 Personal Information (n=28) (Cont.)

Teacher	Gender	Major	E.L.	T.E	Province	Job Satisfaction
21	Female	TCFL	Master	<2	Chachoengsa	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	Chachoengsa	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)

3.7 Ethical Considerations

Various considerations must be taken into account to ensure the survey in this study is conducted ethically.

Initially, all subjects completed an informed consent document to verify their comprehension of the research's objectives. Participants were provided with sufficient details by the investigator in order to make an informed decision about their involvement in the study.

Secondly, the security of all personal information belonging to the study participants was guaranteed. The researcher committed to maintaining the confidentiality of all personal data and to using it solely for the purpose of analyzing this study. All materials and information will be deleted upon completion of the study.



Chapter 4

Research Results

This chapter reports on the analysis of the results garnered through the questionnaire.

4.1 Results of Quantitative Data

The quantitative data were obtained from 93 respondents using a survey consisting of 4 sections. Section 1 inquired about personal details, while Sections 2 and 3 focused on the motivation and level of satisfaction or dissatisfaction among teachers. Section 4 contained two open-ended questions aimed at eliciting specific feedback on teachers' motivation and job satisfaction or dissatisfaction.

4.1.1 Personal Information

The personal data consisted of the participants' gender, age, field of study, teaching background, job search channels, school categories, and geographic locations of employment.

Table 4.1 illustrated that the majority of participants were female (87.1%) while only 12 were male (12.9%). The largest portion of respondents fell between the ages of 21 and 25 (76.3%), 20 of them were teachers aged between 26 and 30 years (21.5%), and only 2 of them were aged between 31 and 35 years (2.2%).

Table 4.1 Gender and Age (n=93)

Item	Option	Frequency	Percentage
Gender	Female	81	87.1
	Male	12	12.9
Age	21-25 years old	71	76.3

Table 4.2 Major of Study and Educational Level (n=93) (Cont.)

Education Level	Bachelor		Master		Doctor		F2	P2
	F1	P1	F1	P1	F1	P1		
Others:								
<u>Creative Modes Design (1, 1.1%); Politics (1, 1.1%), IBB (1, 1.1%)</u>	3	100	-	-	-	-	3	3.2
F3	36		53		4		93	
P3	38.7		57		4.3		100	

Note: F1=Proportion of Educational Level in Major of Study, P1=Percentage of Educational Level in Major of Study; F2=Proportion of Major of Study, P2=Percentage of Major of Study; F3=Proportion of Educational Level, P3=Percentage of Educational Level

Table 4.3 indicated that the majority of respondents had less than 2 years of experience teaching Chinese in Thailand (92.5%), 6 teachers (6.5%) had 2-5 years of experience, and only 1 teacher (1.1%) had more than 5 years of experience. Most respondents had only taught Chinese in Thailand (95.7%), while 4 teachers (4.3%) had taught in other countries, including one teacher in China (1-2 years), one teacher in Egypt (1 year), one teacher in the UK and Mongolia (1-2 years), and one teacher in America (online, 1 month).

Table 4.3 Teaching Experience (n=93)

Item	Option	Frequency	Percentage
How long have you been teaching Chinese in Thailand?	Less than 2 years	86	92.5
	2-5 years	6	6.5
	More than 5 years	1	1.1
Yes:			
Have you been teaching Chinese in other countries?	China (1-2 years); Egypt (1 year); UK & Mongolian (1-2 years); America (online, 1 month)	4	4.3
	No	89	95.7

Table 4.4 indicated that the majority of teachers secured their teaching positions via the Volunteer Chinese Teachers Program (59.1%). 30 teachers obtained their positions through a private agency or direct recruitment (32.3%), while just 8.6 percent of teachers were hired through the headquarters of the Confucius Institute.

Table 4.4 Job Recruitment Channels (n=93)

Item	Option	Frequency	Percentage
How did you get your teaching job?	Through the Volunteer Chinese Teachers Program	55	59.1
	Through the headquarters of the Confucius Institute	8	8.6
	Through a private agency/self-applied	30	32.3

Table 4.5 indicated that the majority of respondents hailed from Rayong (25.8%), Chonburi (30.1%), and Chanthaburi (10.8%), totaling 66.7 percent. Additionally, 31 teachers were from Chachoengsao, Prachinburi, and Trat (33.3%). The majority of teachers were employed in private schools (52.7%), while 40 teachers worked in public schools (43%), and only 4 teachers were employed at language institutions (4.3%).

In Rayong, Chonburi, and Chanthaburi, the majority of respondents were employed as teachers in private schools, while in Chachoengsao, Prachinburi, and Trat, most teachers were employed in public schools. In Rayong, 13 teachers worked in private schools (54.17%), 10 teachers worked in public schools (41.67%), and only 1 teacher worked in a language institution (4.17%). In Chonburi, 16 teachers worked in private schools (57.14%), 9 teachers worked in public schools (32.14%), and only 3 teachers worked in language institutions (10.71%). In Chanthaburi, 8 teachers worked in private schools (80%), and 2 teachers worked in public schools (20%). In Chachoengsao, Prachinburi, and Trat, 19 teachers worked in public schools (61.29%), and 12 teachers worked in private schools (38.71%).

Table 4.5 Types of School and Provinces (n=93)

	Private school		Public school		Language Institution		F2	P2
	F1	P1	F1	P1	F1	P1		
Rayong	13	54.17	10	41.67	1	4.17	24	25.81
Chonburi	16	57.14	9	32.14	3	10.71	28	30.11
Chanthaburi	8	80	2	20	-	-	10	10.75
Others (e.g. Chachoengsao, Prachinburi, and Trat)	12	38.71	19	61.29	-	-	31	3.33
F3	49		40		4		93	
P3	52.69		43.01		4.30			100

Note: F1 = Proportion of Types of School in Provinces, P1 = Percentage of Types of School in Provinces; F2 = Proportion of Provinces, P2 = Percentage of Provinces; F3 = Proportion of Types of School, P3 = Percentage of Types of School

4.1.2 Teachers' Motivation to Teach Chinese as a Foreign Language in Thailand

According to Table 4.6, from a total of 93 respondents, 60 individuals expressed a strong inclination and determination to pursue a career teaching Chinese in eastern Thailand due to favorable working hours and holidays (64.52%). However, 65 respondents indicated that they were not motivated by the salary offered (68.89%). Among the participants, 56 people aspired to work as Chinese language educators in Thailand (60.21%), consistent with the 80 individuals who did not feel pressured by their families to choose this career path (86.02%). These individuals also revealed that they pursued Chinese language teaching opportunities in Thailand due to limited options (60.21%) and because it aligned well with their family responsibilities (59.14%). Additionally, 54 participants stated that teaching Chinese in Thailand was not their first career choice (58.06%).

Additionally, the majority of teachers believed that they had adequately equipped themselves for teaching in Thailand with a practical understanding of teaching (81.72%) and sufficient teacher training (78.57%).

Table 4.6 Descriptive Statistics of The Orientation and Preparedness to Teach Chinese as a Foreign Language in Thailand (n=93)

I have a desire and determination to teach Chinese as a foreign language in Thailand because...			
Statement	Option	Frequency	Percentage
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.	True	54	58.06
	False	39	41.94
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. there was pressure from my family to become a Chinese language teacher.	True	13	13.98
	False	80	86.02
5. I was attracted to teaching Chinese in Thailand because of the hours and holidays.	True	60	64.52
	False	33	35.48
6. I thought that teaching Chinese in Thailand would fit in well with family commitments.	True	38	40.86
	False	55	59.14
7. I was attracted to teaching Chinese in Thailand because of the salary.	True	28	30.11
	False	65	69.89
8. i had a realistic view of teaching Chinese in Thailand before I began my training.	True	76	81.72
	False	17	18.28
9. my training adequately prepared me for teaching Chinese in Thailand.	True	74	79.57
	False	19	20.43

In summary, the majority of native Chinese language teachers in Thailand were driven to teach CFL due to the favorable working hours and holidays (64.52%), as well as their own passion for the profession (60.21%). They were not enticed by the salary (68.89%) and were not pressured by their family (86.02%).

4.1.2 Teachers' Job Satisfaction/ Dissatisfaction to Teach Chinese as a Foreign Language in Thailand

Based on Dinham and Scotts' (1997b) model and exploratory factor analysis, 44 items were classified into eight satisfaction factors shown in Table 4.7.

Table 4.7 Eight Satisfaction Factors

Factor	Items
1. Student Achievement	1, 2, 3, 4, 38, 39
2. Teacher Achievement	5, 6, 10, 24, 42, 43, 44
3. Professional Self-growth	7, 8, 9, 11, 12
4. Recognition from Others	22, 23
5. Relationships with Others	29, 30, 31, 32, 33
6. Workload and Impact of Change	13, 14, 15, 16, 17, 18
7. The Status and Image of Teachers	19, 20, 21, 40
8. School Leadership, Climate, and School Infrastructure	25, 26, 27, 28, 34, 35, 36, 37, 41

According to Table 4.8, the average satisfaction level was "Somewhat satisfied" ($M = 4.69$, $SD = 1.03$). Factor 3 had 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 had the lowest mean ($M = 4.53$, $SD = 1.09$). This suggests that teachers were more content with their professional self-growth, student achievement, and relationships with others, but less satisfied with teacher achievement.

Table 4.8 Descriptive Statistic of Eight-Factor (n=93)

Factor	M	SD	Meaning
1. Student Achievement	5.07	1.06	Somewhat satisfied
2. Teacher Achievement	4.53	1.09	Somewhat satisfied

Table 4.8 Descriptive Statistic of Eight-Factor (n=93) (Cont.)

3. Professional Self-growth	5.08	1.05	Somewhat satisfied
4. Recognition from Others	4.81	1.24	Somewhat satisfied
5. Relationships with Others	5.07	0.93	Somewhat satisfied
6. Workload and Impact of Change	4.83	0.95	Somewhat satisfied
7. The Status and Image of Teachers	4.92	1.02	Somewhat satisfied
8. School Leadership, Climate, and School Infrastructure	4.69	1.03	Somewhat satisfied
Overall Mean	4.69	1.03	Somewhat satisfied

Table 4.9 presented the overall average for Factor 1 (student achievement) at a “Somewhat satisfied” level ($M=5.07$, $SD=1.06$). However, Items 1 and 2 were at a “Satisfied” level with the highest average scores ($M=5.60$, $SD=1.62$; $M=5.32$, $SD=1.39$, respectively), while Items 3 and 4 had similarly the lowest average scores ($M=4.76$, $SD=1.43$; $M=4.80$, $SD=1.46$, respectively).

The findings indicated that the participants were generally content when they observed their students achieving success in some aspect (Item 1, $M=5.60$, $SD=1.62$) and when their ability impacted student performance (Item 2, $M=5.32$, $SD=1.39$). However, the participants did not display as much satisfaction when they observed their ability to influence student behavior (Item 3, $M=4.76$, $SD=1.43$) and attitudes (Item 4, $M=4.80$, $SD=1.46$). Additionally, the frequency and percentage of each item in Factor 1 (as shown in Appendix B) revealed that many participants were highly satisfied with Item 1 (39.8%), but only somewhat satisfied with Item 2 (31.2%). This suggests that although teachers were generally satisfied when they observed their students achieving success and their ability influencing student performance, a majority of them were highly satisfied when they observed their students achieving success (39.8%), while being only somewhat satisfied with their ability influencing student performance (31.2%).

Table 4.9 Descriptive Statistic of Factor 1: Student Achievement (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item1: it when your students achieve success in some way?	5.60	1.62	Satisfied
Item2: your capacity influence student achievement?	5.32	1.39	Satisfied
Item3: your capacity to change pupil behavior?	4.76	1.43	Somewhat satisfied
Item4: your capacity to change pupil attitudes?	4.80	1.46	Somewhat satisfied
Item38: pupil behavior generally in your school?	4.92	1.14	Somewhat satisfied
Item39: pupil attitudes generally in your school?	5.01	1.17	Somewhat satisfied
Overall Mean	5.07	1.06	Somewhat satisfied

Table 4.10 presented the average score for Factor 2 (teacher achievement) as “Somewhat satisfied” (M=4.53, SD=1.09). Items 6, 10, and 42 received the highest average scores (M=4.77, SD=1.45; M=4.75, SD=1.37; M=4.77, SD=1.38, respectively). On the other hand, Items 5 and 24 were rated at a “Neutral” level, with the lowest average scores (M=4.41, SD=1.65; M=3.91, SD=1.59, respectively).

The findings indicated that the participants expressed a modest level of satisfaction with their ability to contribute to overall school advancement (Item 5, M=4.41, SD=1.65) and their prospects for career advancement in the teaching profession (Item 24, M=3.91, SD=1.59). Furthermore, the distribution and proportion of each item in Factor 2 (as shown in Appendix B) revealed that a significant number of respondents also reported modest satisfaction with Item 44 (31.2%). In essence, the results suggested that a considerable proportion of educators were moderately content with their current salary (31.2%).

Table 4.10 Descriptive Statistic of Factor 2: Teacher Achievement (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item5: your capacity to contribute to whole school progress?	4.41	1.65	Neutral
Item6: the effects of teaching on your personal/family life?	4.77	1.45	Somewhat satisfied
Item10: the degree to which you have achieved your professional goals?	4.75	1.37	Somewhat satisfied
Item24: your opportunities for promotion?	3.91	1.59	Neutral
Item42: support structures for teacher welfare in your school?	4.77	1.38	Somewhat satisfied
Item43: support structures for teacher welfare in the department of school education?	4.66	1.29	Somewhat satisfied
Item44: you current salary?	4.46	1.32	Somewhat satisfied
Overall Mean	4.53	1.09	Somewhat satisfied

Table 4.11 illustrates that the overall average score for Factor 3 (professional self-growth) was at a level of “Somewhat satisfied” (M=5.08, SD=1.05). Specifically, Items 8 and 9 received the highest mean scores at a “Satisfied” level (M=5.40, SD=1.13, M=5.34, SD=1.23, respectively), while Items 11 and 12 obtained the lowest mean scores (M=4.80, SD=1.55, M=4.81, SD=1.45, respectively).

The findings indicated that the participants expressed satisfaction with their level of competence in teaching content since they began teaching (Item 8, M=5.40, SD=1.13) and effectively organizing teaching activities (Item 9, M=5.34, SD=1.23). They were moderately satisfied with the in-service courses they had taken or been involved in (Item 11, M=4.80, SD=1.55) and the professional in-service courses program consulting support provided to them (Item 12, M=4.81, SD=1.45). Furthermore, the frequency and percentage of each item in Factor 3 (outlined in Appendix B) indicated that many respondents were moderately satisfied with Item 8 (41.9%) and 9 (37.6%), but satisfied with Item 11 (26.9%). This suggests that a

significant number of teachers were moderately satisfied with their level of competence in teaching content since they began teaching (41.9%) and effectively organizing teaching activities (37.6%), while many were satisfied with the in-service courses they had taken or been involved in (26.9%).

Table 4.11 Descriptive Statistic of Factor 3: Professional Self-growth (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item7: your degree of development/acquisition of professional skills since you began teaching?	5.04	1.33	Somewhat satisfied
Item8: your degree of mastery of teaching content since you began teaching?	5.40	1.13	Satisfied
Item9: successfully organizing teaching activities?	5.34	1.23	Satisfied
Item11: the inservice courses that you have undertaken/ been involved in?	4.80	1.55	Somewhat satisfied
Item12: professional inservice courses/programs/ consultancy/support offered to teachers?	4.81	1.45	Somewhat satisfied
Overall Mean	5.08	1.05	Somewhat satisfied

Table 4.12 illustrated that the average score for Factor 4 (recognition from others) was at a level of “Somewhat satisfied” (M=4.81, SD=1.24). Item 22 scored higher than the overall mean (M=4.87, SD=1.33), whereas Item 23 scored lower than the overall mean (M=4.75, SD=1.36).

The findings indicated that the participants expressed greater contentment with the acknowledgment they received from individuals within their school (Item 22, M=4.87, SD=1.33) compared to the acknowledgment received from the school education department (Item 23, M=4.75, SD=1.36).

Table 4.12 Descriptive Statistic of Factor 4: Recognition from Others (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item22: the amount of recognition you receive for your efforts from people in your school?	4.87	1.33	Somewhat satisfied
Item23: the amount of recognition you receive for your efforts from the department of school education?	4.75	1.36	Somewhat satisfied
Overall Mean	4.81	1.24	Somewhat satisfied

Table 4.13 presented the overall average for Factor 5 (relationships with others) as “Somewhat satisfied” (M=5.07, SD=0.93), with Items 29 and 30 scoring at a “Satisfied” level with the highest mean scores (M=5.61, SD=1.07; M=5.30, SD=1.20, respectively), while Item 33 received the lowest mean score (M=4.74, SD=1.33).

The findings indicated that participants expressed contentment with their relationships with their students (Item 29, M=5.07, SD=0.93) and their colleagues (Item 30, M=5.30, SD=1.20) in schools. However, they reported lower satisfaction with the opportunities for socializing with other staff within and outside of the school (Item 33, M=4.74, SD=1.33) compared to other aspects. Furthermore, the frequency and percentage of each item in Factor 5 (as shown in Appendix B) revealed that a significant portion of respondents felt somewhat satisfied with Item 30 (34.4%). This suggests that many teachers were somewhat content with their interactions with colleagues in their school (34.4%) compared to those who were fully satisfied (29%).

Table 4.13 Descriptive Statistic of Factor 5: Relationships with Others (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item29: your dealings with students?	5.61	1.07	Satisfied
Item30: your dealings with teachers in your school?	5.30	1.20	Satisfied

Table 4.13 Descriptive Statistic of Factor 5: Relationships with Others (n=93) (Cont.)
How satisfying do you find...

Statement	M	SD	Meaning
Item31: your dealings with school's executive?	4.91	1.23	Somewhat satisfied
Item32: your dealings with the department of school education personnel outside school?	4.80	1.14	Somewhat satisfied
Item33: the opportunities to socialize with other staff in and out of school?	4.74	1.33	Somewhat satisfied
Overall Mean	5.07	0.93	Somewhat satisfied

Table 4.14 depicted that the overall average of Factor 6 (workload and impact of change) was at a level of "Somewhat satisfied" (M=4.83, SD=0.95). Items 14 and 13 obtained the highest mean scores (M=5.28, SD=1.20; M=5.01, SD=1.50, respectively), while Items 18 and 17 achieved the lowest mean scores (M=4.59, SD=1.17; M=4.66, SD=1.41, respectively).

The findings indicated that the participants expressed higher levels of satisfaction with the "official" working hours and holidays in teaching in Thailand (Item 13, M=5.01, SD=1.50) and the level of time and effort they devoted to teaching activities (Item 15, M=4.75, SD=1.29), while showing lower levels of satisfaction with the impact of changes, including the pace of educational changes (Item 18, M=4.59, SD=1.17) and recent changes to curricula (Item 17, M=4.66, SD=1.41). The frequency and percentage of each item in Factor 6 (displayed in Appendix B) also revealed that a substantial number of respondents were moderately satisfied with Items 15 and 18 (29%, 39.8%, respectively), while being satisfied with Item 17 (24%). The results indicated that many teachers were moderately satisfied with the amount of time and effort they invested in extra-curricular activities (29%) and the pace of educational changes (39.8%), and a noteworthy proportion of respondents were satisfied with recent changes to curricula (24.7%).

Table 4.14 Descriptive Statistic of Factor 6: Workload and Impact of Change (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item13: the 'official' working hours and holidays in teaching?	5.01	1.50	Somewhat satisfied
Item14: the amount of time and effort you put into teaching activities?	5.28	1.20	Somewhat satisfied
Item15: the amount of time and effort you put into in extra-curricular activities?	4.75	1.29	Somewhat satisfied
Item16: your current workload overall?	4.70	1.23	Somewhat satisfied
Item17: recent changes to curricula?	4.66	1.41	Somewhat satisfied
Item18: the pace of educational changes?	4.59	1.17	Somewhat satisfied
Overall Mean	4.83	0.95	Somewhat satisfied

Table 4.15 presented the average score for Factor 7 (the status and image of teachers) as “Somewhat satisfied” (M=4.92, SD=1.03). Item 21 had the highest mean score (M=5.10, SD=1.29), while Item 40 had the lowest mean score (M=4.57, SD=1.25).

The findings indicated that the respondents expressed higher satisfaction with the media's portrayal of images (Item 21, M=5.10, SD=1.29), but lower satisfaction with the efforts of professional associations in improving education in this area (Item 40, M=4.57, SD=1.25). The frequency and percentage distribution of each item in Factor 7 (refer to Appendix B) also revealed that a significant portion of respondents were neutrally satisfied with Item 40 (31.2%). The percentage of “Somewhat satisfied” and “Neutral satisfied” responses were equal (31.2%). These results suggest that while many teachers were somewhat satisfied with the efforts of professional associations in enhancing education (31.2%), an equal proportion of them were neutrally satisfied with it (31.2%).

Table 4.15 Descriptive Statistic of Factor 7: The Status and Image of Teachers (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item19: your status/reputation in your school?	4.98	1.35	Somewhat satisfied
Item20: the status of teachers in society?	5.05	1.40	Somewhat satisfied
Item21: the image of teachers portrayed in the media?	5.10	1.29	Somewhat satisfied
Item40: the way professional associations work for the betterment of education in this region?	4.57	1.25	Somewhat satisfied
Overall Mean	4.92	1.03	Somewhat satisfied

Table 4.16 indicated that the overall average of Factor 8 (school leadership, climate, and school infrastructure) was at a level of “Somewhat satisfied” (M=4.69, SD=1.03). However, Item 27 was at a “Neutral” level with the lowest average (M=3.99, SD=1.66), while Items 34, 36, 35, and 41 had the highest averages (M=4.86, SD=1.35; M=4.82, SD=1.24; M=4.81, SD=1.22; M=4.81, SD=1.25, respectively).

The findings indicated that the respondents expressed a moderate level of satisfaction with the opportunity to participate in school decision-making (Item 27, M=3.99, SD=1.66), but they were more satisfied with the physical working environment (Item 34, M=4.86, SD=1.35), class sizes (Item 36, M=4.82, SD=1.24), staff support (Item 35, M=4.81, SD=1.22), and material resources and equipment (Item 41, M=4.81, SD=1.25) in their school. The frequency and percentage of each item in Factor 8 (as shown in Appendix B) also revealed varying opinions among teachers regarding Item 27. Specifically, 17 teachers were dissatisfied with Item 27 (18.3%), 17 teachers were neutrally satisfied with Item 27 (18.3%), and 15 teachers were somewhat dissatisfied with Item 27 (16.1%). These results indicate that a significant proportion of teachers were dissatisfied or neutrally satisfied with their involvement in school decision-making (18.3%), and a considerable number of teachers were somewhat dissatisfied with it (16.1%).

Table 4.16 Descriptive Statistic of Factor 8: School Leadership, Climate, and School Infrastructure (n=93)

How satisfying do you find...			
Statement	M	SD	Meaning
Item25: the degree of feeling of belonging and teamwork in your school?	4.76	1.48	Somewhat satisfied
Item26: the quality of leadership in your school?	4.73	1.40	Somewhat satisfied
Item27: the opportunity for your involvement in school decision making?	3.99	1.66	Neutral
Item28: the quality of supervision received by staff in your school?	4.67	1.31	Somewhat satisfied
Item34: the physical working environment of your school?	4.86	1.35	Somewhat satisfied
Item35: the amount of ancillary/general staff support in your school?	4.81	1.22	Somewhat satisfied
Item36: class sizes in your school?	4.82	1.24	Somewhat satisfied
Item37: your school's material resources/equipment?	4.74	1.33	Somewhat satisfied
Item41: your school's material resources/equipment?	4.81	1.25	Somewhat satisfied
Overall Mean	4.69	1.03	Somewhat satisfied

In summary, while the average score for the eight contributing factors to job satisfaction and dissatisfaction among native Chinese language teachers was at a level of “Somewhat satisfied” (M=4.69, SD=1.03), they expressed satisfaction with their relationships with their students (M=5.61, SD=1.07), their students' success to some extent (M=5.60, SD=1.62), their mastery of teaching content since they began teaching (M=5.40, SD=1.13), their successfully organized teaching activities (M=5.34, SD=1.23), and their ability to influence their students' achievement (M=5.32, SD=1.39). However, many teachers were dissatisfied or somewhat dissatisfied with their involvement in school decision making (18.3%, 16.1%, respectively).

4.2 Results of Qualitative Data

Based on the feedback from two open-ended questions in the survey, 28 participants provided elaborate and coherent responses. This section examined their feedback, discussed the predetermined themes and emerging sub-themes, and identified additional factors that influenced teachers' motivation to teach and their levels of job satisfaction or dissatisfaction.

4.2.1 Theme 1: Teachers' Motivation

This theme recorded additional factors that motivated or demotivated teachers to enter the teaching profession to teach CFL in Thailand in sub-themes.

4.2.1.1 Motivating Factors

Based on Table 4.17, it can be observed that out of a total of 28 respondents, nine individuals expressed their motivation to teach Chinese as a Foreign Language (CFL) in Thailand due to the internship requirement for graduation and a high demand for native Chinese language teachers in Thailand (Teachers 5, 6, 9, 12, 13, 14, 18, 20, and 24). In addition, five respondents mentioned the desire to have a deeper immersion in Thai culture and customs (Teachers 11, 12, 15, 23, and 26), as well as to enhance personal competence and apply their language teaching knowledge (Teachers 2, 8, 9, 10, and 13).

Based on the feedback, it was observed that the majority of respondents were inspired to teach in Thailand due to a variety of reasons. For instance, Teacher 13 mentioned that "My major was TCFL, so I wanted to apply my major knowledge in a practical setting. My school required an internship, so working in Thailand fulfilled that requirement. Additionally, working in Thailand offered decent compensation and plenty of holidays." Teacher 28 stated that "I was motivated by the competitive salary, the proximity of Thailand to China, the sense of fulfillment, and the government and school's focus on Chinese education. I felt appreciated teaching here." The details of the responses can be found in Appendix D.

Table 4.17 Summary of Motivating Factors of Teachers' Motivation (n=28)

Factors	Frequency
Passion about Language-related job	2
Passion about teaching profession	2
Holiday and vocation	5
A willingness to experience Thai culture and custom in-depth	5
A willingness to improve the professional competency and to apply the language teaching knowledge	5
An internship requirement of graduation and a large demand of native Chinese language teachers in Thailand	9
Personal interest	2
A willingness to spread Chinese language and culture	4
Proper salary for fresh graduates	4
Family's influence	2
Comfortable environment in Thailand	3
The emphasis of Chinese teaching and learning in Thailand and the high social status of teachers in Thailand	2
The mature management system of CLEC in Thailand	1
Close distance between China and Thailand	1
Obtain a sense of achievement	1

4.2.1.2 Demotivating Factors

The respondents were demotivated to teach in Thailand due to a number of factors. The main reasons were the long distance from home and cultural differences, which led to poor relationships with co-workers, as reported by Teachers 2 and 6. Two out of 28 respondents specifically mentioned that the far distance from home and cultural differences resulted in poor relationships with co-workers and demotivated their teaching. Teacher 6 expressed, "The cultural differences and the distance from my home to Thailand demotivated me. I was concerned that the cultural differences, such as Buddhism, would lead to conflicts with my co-workers. Additionally, I felt homesick when I was far away from home." The summary is presented in Table 4.18.

Table 4.18 Summary of Demotivating Factors of Teachers' Motivation (n=28)

Factors	Frequency
Far distance from home	2
Less chances for improvement/ promotion	1
Cultural differences that bring poor relationship with co-workers	2

In conclusion, the majority of native Chinese language teachers in Thailand were driven by external factors such as the internship requirement, increased job opportunities, the appeal of holidays and vacations in Thailand, and competitive salaries for new graduates. In addition to these extrinsic motivators, intrinsic factors such as a desire to immerse themselves in Thai culture, promote Chinese language and culture, and enhance their professional skills also played a significant role in motivating them. However, the distance and cultural disparities between China and Thailand could act as demotivating factors for them.

4.2.2 Theme 2: Teachers' Job Satisfaction/ Dissatisfaction

This theme recorded additional factors that contributed to teachers' job satisfaction/ dissatisfaction in sub-themes

4.2.2.1 Satisfactory Factors

Based on Table 4.19, among 28 respondents, four individuals indicated that a pleasant working environment was the key to their satisfaction with teaching (Teachers 14, 16, 20, and 27). Teacher 20 mentioned that "My colleagues were all friendly and included me in social gatherings and trips," which contributed to the positive atmosphere at the school. Additionally, the respect shown by the schools towards the teaching and learning of Chinese language courses was also highlighted by four respondents (Teachers 5, 7, 12, and 16). Teacher 5 noted that "The school promoted Chinese cultural activities and provided excellent support and benefits for Chinese language teachers, and parents were supportive of Chinese language education." Most Thai schools demonstrated their respect and dedication towards the teaching and learning of Chinese language courses, which led to satisfaction among native Chinese language teachers.

Table 4.19 Summary of Factors that Influence Teachers' Job Satisfaction (n=28)

Factors	Frequency
Positive relationship with students	4
Proper working hours, holidays, and less workload	7
No requirements to deal with the relationship with parents	1
The emphasis of Chinese courses in schools	4
Positive relationship with co-workers	9
A friendly working atmosphere	4
Schools provide teachers' benefits	2
Convenient and comfortable living environment	1
Positive students' attitudes and behaviors toward Chinese learning	2
The schools provide good treatment and benefits to teachers	1

4.2.2.2 Dissatisfactory Factors

According to Table 4.20, among 28 respondents, eight expressed dissatisfaction with the negative attitudes and inappropriate behaviors of students in learning Chinese, particularly from Teachers 1, 2, 5, 6, 9, 10, 14, and 16. Four of these respondents cited difficulties in classroom management due to outdated teaching methods and large class sizes as contributing to their job dissatisfaction, particularly Teachers 2, 14, 15, and 26. For instance, Teacher 14 noted that “Students lacked motivation to learn Chinese, and it was challenging to manage the classroom, which was consistently disorganized.” Similarly, Teacher 26 mentioned that “The classroom was difficult to manage, which affected my confidence while teaching and significantly impacted my teaching experience.” These responses can be found in Appendix D.

According to the feedback, inadequate pay (Teachers 2, 6, 10, 16, and 19), overwhelming workloads (Teachers 1, 11, 13, 17, and 21), and substandard living conditions (Teachers 15, 20, 22, and 25) were also cited as reasons for job dissatisfaction among native Chinese language teachers. For instance, Teacher 2 complained about “receiving low pay while facing high pressure to find housing”, and Teacher 17 expressed frustration about “earning a low salary while being burdened with numerous extracurricular activities and having to invest significant time in class

preparation.” Meanwhile, Teacher 15 highlighted that “the living situation had changed from having a private bathroom in a close proximity to the school to a dormitory without private bathrooms further away from the school,” making it difficult for her to “commute to school every day.” The situation worsened when the school eliminated teachers’ offices, forcing “all teachers to move into student classrooms, depriving them of a relatively quiet rest and office environment,” indicating dissatisfaction with the poor working conditions. The summary is presented in Table 10.4.

Table 4.20 Summary of Factors that Influence Teachers’ Job Dissatisfaction (n=28)

Factors	Frequency
Unfairly Treatment between native and non-native teachers	1
Low salary	5
Students’ negative attitudes toward learning Chinese and their inappropriate behaviors in class	8
Classroom management difficulty	4
Conflicts with co-workers	1
Language barrier	3
Students’ achievement	1
Excessive workload	4
Unfriendly working environment	3
Uncomfortable living conditions	4
Less emphasis on Chinese learning	2
Slow working pace	1
Inadequate school facilities	2
Poor students’ achievement	1
Difficulty in integrating Thai culture and social environment	1

In summary, the majority of native Chinese language teachers in Thailand were satisfied with their relationships with colleagues and students, their working hours, and the holidays. Additionally, they generally worked in a supportive environment where Chinese language courses were valued. However, the research did reveal some sources of dissatisfaction, particularly related to students’ negative

attitudes and disruptive behavior, which impacted classroom management and teaching. Many teachers also expressed concerns about their heavy workload and low salary, such as the need to provide extra tutoring for students participating in Chinese competitions on weekends.



Chapter 5

Discussion, Conclusion, Recommendations

This chapter discusses the findings of this study, makes the conclusion and reports the recommendation.

5.1 Discussion

This research utilized Dinham and Scott's (1997b) framework to examine the motivation, job satisfaction, and dissatisfaction of native Chinese language teachers. The study focuses on two key concepts: motivation and job satisfaction dissatisfaction, which serve as the variables being investigated. Motivation among teachers comprises two main components: the desire to teach and the readiness to teach. The former encompasses intrinsic motivation, such as personal interest and career choice, as well as extrinsic motivation, including family pressure, salary, and benefits. The latter is part of extrinsic motivation and pertains to teacher training preparation. Job satisfaction among teachers is generally associated with the phenomena and rewards intrinsic to teaching, and is influenced by student achievement, teacher recognition, relationships with others, and professional development. Conversely, job dissatisfaction is typically related to the external factors affecting teaching, such as workload, changes in the education system, teachers' status and image, and school leadership, environment, and infrastructure. The findings address the research questions as follows:

5.1.1 Research Question 1: What factors that motivated native Chinese language teachers to teach CFL in Thailand?

The study revealed that over half of the teachers in eastern Thailand were primarily motivated by external factors such as working hours and holidays (64.52%), which contrasts with the findings of Liu and Onwuegbuzie (2014) in China, where only 29% of teachers were attracted to the profession for the same reasons. Chinese

Students' final grades were given excessive importance (Yao, 2022), leading to teachers spending extra hours tutoring students after school and on weekends. However, in Thailand, the "Happy Education" policy (Qin, 2018) allowed students to focus on personal interests rather than being overly concerned about grades, resulting in more reasonable working hours for teachers. Additionally, the majority of native teachers in the study were recruited through the Volunteer Teachers Program (59.1%), where the internship requirements for graduation and the high demand for Chinese teachers in Thailand (9 respondents) were other motivating factors. The graduating student is prioritized recruited by the program, and those students require graduation internships. Also, the close ties between China and Thailand in the jewelry, tourism, and fruit industries in those six provinces in eastern region resulted in a high demand for Chinese teachers and more opportunities for native language teachers to work in the area.

The primary extrinsic factor leading to over half of the teachers' teaching demotivation (69.89%) was their salary, in contrast to Liu and Onwuegbuzie's (2014) research in China where teachers earned higher incomes. This disparity may be due to Chinese teachers placing a high value on their stable income (Liu & Onwuegbuzie, 2014) and earning higher salaries than their counterparts in Thailand. Additionally, the distance from home (2 respondents) may cause some teachers to feel homesick and lonely while teaching in Thailand, and differences in Thai and Chinese cultures (2 respondents) may lead to misunderstandings with colleagues and affect their relationships.

More than 50% of the teachers were also intrinsically motivated by their personal interests in teaching Chinese (60.21%), which is consistent with research findings in Australia, England, New Zealand (Dinham & Scott, 2000), China (Liu & Onwuegbuzie, 2014), and Thailand (Zhao, 2014). Their personal interests in teaching Chinese were evident in their educational background in TCFL (66.7%), their confidence and competence in teaching Chinese in Thailand (79.57%), and their willingness to enhance their professional teaching skills and apply teaching knowledge in the workplace (5 respondents). These studies all indicate that "I always wanted to become a teacher" was the most commonly cited reason for entering the teaching profession, suggesting that personal interest is a key intrinsic factor motivating

individuals to pursue teaching careers in different countries. In Thailand, this was primarily attributed to the fact that more than half of the teachers studied TCFL (66.7%), while 25 of them (26.9%) pursued majors related to education and language (e.g., Bilingual Education, Education Management, English Language Study, English Literature, TEFL/TESOL, and Thai).

Furthermore, the majority of survey participants (86%) did not feel pressured by their families to pursue careers as Chinese language teachers, and over half (59.1%) did not believe that teaching Chinese in Thailand aligned well with their family obligations. These findings mirror those reported in Australia, England, New Zealand (Dinham & Scott, 2000), and China (Liu & Onwuegbuzie, 2014), suggesting that across different countries, family influence does not significantly impact teachers' career choices. This may be attributed to the general capacity for independent thinking among individuals with a certain level of education (Rosenberger, 2020), allowing them to make career decisions based on their own interests and needs rather than familial expectations.

5.1.2 Research Question 2: What factors contributed to native Chinese language teachers' job satisfaction and dissatisfaction?

The results indicated that teachers were most attracted to job satisfaction factors such as professional development, student achievement, and interpersonal relationships. Specifically, they derived intrinsic satisfaction from their relationships with students ($M=5.61$, $SD=1.07$) and colleagues ($M=5.30$, $SD=1.20$) possibly due to the friendly school environment (4 respondents), in line with Dinham and Scott's (2000) findings. They also found intrinsic satisfaction in helping students succeed ($M=5.60$, $SD=1.62$), enhancing their teaching skills ($M=5.34$, $SD=1.23$), and mastering the teaching content ($M=5.40$, $SD=1.13$), similar to studies in China (Liu & Onwuegbuzie, 2014) and in the Hadiya Zone in Ethiopia (Ayele, 2014).

Their extrinsic job satisfaction stemmed from the emphasis placed on teaching and learning Chinese courses in Thai schools (4 respondents), which could elevate their status and reputation as Chinese teachers among the local community. They also felt a high level of respect from Thai society ($M=5.05$, $SD=1.40$) and the

media ($M=5.10$, $SD=1.29$), and noticed an improvement in their reputation and status in schools ($M=4.98$, $SD=1.35$) due to the cultural values of collectivism and power distance in Thai society (Thongprasert, 2009). This is in contrast to the complaints of low status voiced by teachers in Australia, England, New Zealand, and China (Dinham & Scott, 2000), and suggests that teachers in Thailand hold a higher position in society. This may be attributed to the high demand for Chinese language education in Thailand, as well as the cultural reverence for teachers in Thai society, as evidenced by their respect shown on Teacher Appreciation Day.

However, the teachers experienced less intrinsic satisfaction in their achievements due to limited opportunities for promotion ($M=3.91$, $SD=1.59$) and involvement in school decision-making ($M=3.99$, $SD=1.66$). They also faced challenges in contributing to overall school progress ($M=4.41$, $SD=1.65$), which is consistent with research in China (Liu & Onwuegbuzie, 2014) and Saudi Arabia (Tayyar, 2014). The primary reason is the strict requirements for teachers seeking promotion opportunities. For instance, native Chinese language teachers in Thailand must work for over 2 years and perform exceptionally during their service periods to be eligible for higher positions at the Confucius Institute in Bangkok. Additionally, dissatisfaction with low salary (5 respondents) and excessive workload (5 respondents) aligns with the findings of Dinham and Scott (2000) and Sahito and Vaisanen (2017). This suggests that teachers' income and workload in Thailand, China, New Zealand, and Australia are not proportionate. According to the study's responses, teachers reported low salaries but significant involvement in extra-curricular activities. They spent their time designing Chinese camps, organizing and training students for Chinese competitions on weekends or holidays.

The unsatisfactory factors also included Thai students' lack of enthusiasm for learning Chinese and their inappropriate conduct in class (8 respondents), which echoed the findings of Liu and Onwuegbuzie (2014). Many native Chinese language teachers in Thailand reported that their students exhibited low motivation for learning Chinese and displayed disruptive behavior in the classroom. The students often seemed disengaged, frequently moving around or engaging in activities unrelated to the class content. This may be attributed to their struggle to adapt to the Thai school environment, where Thai is the primary language of communication and instruction,

leading to language barriers between the students, their Thai teachers, and the curriculum. Furthermore, outdated teaching methods and large class sizes posed challenges for effective classroom management. Additionally, the uncomfortable living conditions in the dormitory, such as long distances from the school and inadequate facilities (4 respondents), contributed to the teachers' fatigue, impacting their teaching energy and effectiveness and causing them to hesitate in renewing their teaching contracts.

5.2 Conclusion

This study aimed to explore the motivation and job satisfaction of native Chinese language teachers in Eastern Thailand. An online questionnaire served as the primary research tool, with quantitative data analysis utilizing the SPSS system to identify the factors driving these teachers to teach. Additionally, exploratory analysis was conducted to examine the factors contributing to their job satisfaction or dissatisfaction.

The findings indicated that more than half of the native Chinese language educators in Eastern Thailand were motivated by both external and internal factors to teach Chinese. External factors included working hours, vacation time, the internship requirements for graduation, and the high demand for Chinese teachers in Thailand, while personal interest in teaching Chinese in Thailand was reflected in their educational background, as well as their confidence and competence to teach. However, the primary external demotivating factor was salary, while being far from home and cultural differences were also contributing factors.

The teachers expressed a moderate level of satisfaction with their teaching job in terms of job satisfaction. However, they were most drawn to factors such as professional growth, student achievement, and interpersonal relationships. The positive relationships were particularly attributed to the amicable working environment at the school. Their extrinsic job satisfaction stemmed from the emphasis placed on Chinese language courses in Thai schools, and their perception of being respected by Thai society and media. On the other hand, low salary, high workload,

uncomfortable living conditions, students' negative attitudes towards Chinese learning, and disruptive behavior in class also had a negative impact on the teachers.

The findings of this study suggest that factors such as working hours, vacation time, personal interest in teaching Chinese in Thailand, internship requirements for graduation, high demand for native Chinese language teachers in Thailand, and willingness to experience Thai culture in depth can help to compensate for dissatisfaction with low salaries, excessive workloads, uncomfortable living conditions, and difficulties in classroom management arising from students' negative attitudes towards Chinese learning, inappropriate behaviors in class, outdated teaching methods, and large class sizes. Additionally, positive relationships with students and co-workers can enhance teaching effectiveness, in line with Dinham and Scott's (2000) assertion that positive relationships with students and others are intrinsic factors that play an essential role in building teachers' confidence and willingness to teach, thereby improving their teaching effectiveness and proficiency.

5.3 Limitation

One obvious limitation was a lack of in-depth interview data which could have provided more insightful information about the native Chinese language teachers' motivation and job satisfaction/ dissatisfaction in those six provinces in eastern Thailand.

5.4 Recommendations

5.4.1 Recommendations from research findings

The results of this study showed the factors motivated/demotivated native Chinese language teachers to teach CFL in Thailand, and the factors contributed to their job satisfaction and dissatisfaction. Thai schools should consider:

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

5.4.1.2 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

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

5.4.2 Recommendation for further study

Interested researchers can:

5.4.2.1 include in-depth interviews with native Chinese language teachers teaching in other regions of Thailand;

5.4.2.2 explore factors that impacted native Chinese language teachers' happiness at work in Thailand; and

5.4.2.3 investigate factors that affected native Chinese language teachers' teaching competence in eastern Thailand.



References

- Ayele, D. (2014). *Teachers' job satisfaction and commitment in general secondary schools of Hadiya zone, in southern nation nationality and people of regional state* (Master dissertation, Jimma University Institute of Education). Retrieved from <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/5340>
- Adah, P. & Elegba, F. (2015). Satisfaction. *Department of Urban and Regional Planning School of Environmental Planing, the Federal Polytechnic*. Retrieved from https://www.researchgate.net/publication/320045022_SATISFACTION
- Awadh Boset, S.A., Asmawi, A., & Abedalaziz, N. (2017). The Relationship between Competency and Work Motivation of EFL Teachers at Public Secondary Schools in Yemen. *Arab World English Journal (AWEJ)*, 8(4), 212-228. Retrieved from <https://dx.doi.org/10.24093/awej/vol8no4.14>
- Best, J.W. & Kahn, V.J. (2006). *Research In Education* (8th ed.). Cape Town: Pearson Education Inc.
- Bryman, A. (2016). *Social Research Methods* (5th ed.). London: Oxford University Press.
- Deci, L.E. & Ryan, M.R. (2020). The 'What' and 'Why' of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11, 227-268.
- Deci, L.E. & Rayon, M.R. (2017). *Self-determination theory*. NY: The Guilford Press.
- Dikilitas & Mumford (2019). Teacher autonomy development through reading teacher tearch: Agency, motivation and identity. *Innovation in Language Learning and Teaching*, 13(3), 253-266. doi: 10.1080/17501229.2018.1442471
- Dinham, S. (1992). *Human perspectives on the resignation of teachers from the New South Wales Public School System: Towards a model of teacher persistence* (Doctor dissertation, University of New England, Institute of Education). Retrieved from <https://www.academia.edu/115285575>
- Dinham, S. (1996). *How teaching can affect teachers' partners*. NY: American Educational Research Association.
- Dinham, S. & Scott, C. (1997). *Modeling teachers satisfaction: Findings from 892 teaching staff at 71 schools*. Paper presented at the annual meeting of the American Educational Research Association 1997, 24-28.

References (Cont.)

- Dinham, S. & Scott, C. (1998a). A three domain model of teacher and school executive career satisfaction. *Journal of Educational Administration*, 36 (4), 362-378. doi: 10.1108/09578239810211545
- Dinham, S. & Scott, C. (1998b). *An international comparative study of teacher satisfaction, motivation, and health: Australia, England, and New Zealand*. Paper presented at the annual meeting of the American Educational Research Association 1998, 13-17.
- Dinham, S. & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Education Administration*, 38 (4), 379-395. doi:10.1108/09578230010373633
- Donyina, F., Opoku, E., & Kwapong, A. (2015). The effect of motivation on the performance of teaching staff In Ghanaian Polytechnics: The moderating role of education and research experience. *Global Journal of Human Resource Management*, 3(6), 30-43.
- Dörnyei, Z., & Ushioda, E. (2013). *Teaching and Researching Motivation*. NY: Routledge.
- Griva, E., Panitsidou, E., & Chostelidou, D. (2012). Identifying factors of job motivation and satisfaction of foreign language teachers: research project design. *Social and Behavioral Sciences*, 46, 543-547. doi: 10.1016/j.sbspro.2012.05.157
- Han, J., & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3(1). doi: 10.1080/2331186X.2016.1217819
- Han, J., Yin, H., & Wang, W. (2015). The effect of tertiary teachers' goal orientations for teaching on their commitment: The mediating role of teacher engagement. *Educational Psychology*, 36, 526-547.
- Herzberg, F., Mausner, B., & Snyderman, B.B. (1959). *The motivation to work* (2nd ed.). NY: John Wiley & Sons.
- Herzberg, F. (1966). Work and the nature of man. Cleveland. *World*, 290, 339-441

References (Cont.)

- Irnidayanti, Y., Maulana, R., Helms-Lorenz, M., & Fadhilah, N. (2020). Relationship between teaching motivation and teaching behaviour of secondary education teachers in Indonesia. *The Study of Education and Development*, 43(2), 271-308. doi: 10.1080/02103702.2020.1722413
- Kassabgy, O., Boraie, D., & Schmidt, R. (2001). Values, rewards, and job satisfaction in ESL/EFL. In Z. Dörnyei & R. Schmidt (Eds.), *Motivation and second language acquisition*, 23, 213–237. Honolulu: University of Hawaii, Second Language Teaching and Curriculum Center.
- Krejcie, R.V. & Morgan, D.W. (1970). Determining Sample Size For Research Activities. *Educational And Psychological Measurement*, 30(3), 607-610. Retrieved from <https://doi.org/10.1177/001316447003000308>
- Lestari, I.W., & Arfiandhani, P. (2019). Exploring Career Motivation of Indonesian Pre-service EFL Teachers. *Advances in Social Science, Education and Humanities Research*, 353, 63-69. doi: 10.2991/icosihess-19.2019.10
- Li, Q. & Tananuraksakul, N. (2022). Mobile learning in English listening and speaking skills: Challenges and opportunities of non-English major sophomores at a public university in China. *Journal of Humanities & Social Science*, 20 (3), 23-44.
- Lim, C.E. & Min, F. (2021). Teaching Chinese language outside of China: The case of Chinese teachers in Thailand. *Asia-Pacific Social Science Review*, 21(4), 148-158.
- Liu, S.J. & Onwuegbuzie, J.A. (2014). Teachers' motivation for entering the teaching profession and their job satisfaction: a cross-cultural comparison of China and other countries. *Learning Environ Res*, 17, 75-94. doi: 10.1007/s10984013-9155-5
- Luo, Z.Q. (2021). "Why do I (no longer) love teaching?" Investigating (de)motivation of EFL teachers in Chinese middle schools (Master dissertation). Retrieved from https://www.teachingenglish.org.uk/sites/teacheng/files/2022-08/MDA2022_Cambridge_Luo.pdf

References (Cont.)

- Manomaiviboon, P. (2004). Chinese language teaching in Thailand. *Manusya: Journal of Humanities*, 7(3), 12-24. doi: 10.1163/26659077-00703003
- Masuntisuk, R. (2009). *Chinese language teaching in Thailand at the primary and secondary education levels*. Retrieved from http://www.thaiworld.org/upload/question/file_830.pdf
- Melliti, N., Zarrouk, F., & Souissi, N. (2016). Motivation expectations and motivational styles adopted by the physical education teacher towards his students: A study in a natural context of teaching and learning. *Creative Education*, 7(15), 2226-2250. Retrieved from <http://dx.doi.org/10.4236/ce.2016.715219>
- Michaelowa, K. & Wittmann, E. (2007). Teacher job satisfaction, student achievement, and the cost of primary education: Evidence from francophone sub-Saharan Africa. *Journal of Developing Areas*, 41(1), 51-78.
- Momen Yaseen, M.A. (2020). Studies of teacher motivation in TEFL/TESL contexts: Review of Iraqi Kurdistan context. *Canadian Social Science*, 16(5), 7-11. doi: 10.3968/11687
- Pössel, P., Rudasill, K.M., Adelson, J. L., Bjerg, A. C., Wooldridge, D. T., & Black, S. W. (2013). Teaching behavior and well-being in students: Development and concurrent validity of an instrument to measure student-reported teaching behavior. *The International Journal of Emotional Education*, 5(2), 5-30.
- Praver, M. & Oga-Baldwin, W. (2008). What motivates language teachers: Investigating work satisfaction and second language pedagogy?. *Polyglossia*, 14(2), 1-8.
- Pruksakit, P. & Kainzbauer, A. (2016). The perspective of Chinese teachers toward Thai students in learning environment. Chonburi: Burapha University.
- Qin, L. (2018). *The status quo, problems and research countermeasures of teaching Chinese at primary schools in Thailand*. Retrieved from <https://www.atlantispublishing.com/article/55910151.pdf>
- Reeve, J. & Su, Y.L. (2014). Teacher motivation. In M. Gagné (Eds.), *The Oxford Handbook of Work Engagement, Motivation, and Self-Determination Theory* (pp.349-362). Oxford: Oxford University Press.

References (Cont.)

- Rosenberger, C.A. (2020). Does level of education make a difference? An examination in emotion-based decision-making. *Journal of Articles in Support of the Null Hypothesis*, 17 (1), 37-43.
- Sahito, Z. & Vaisanen, P. (2017). Factors affecting job satisfaction of teacher educators: Empirical evidence from the universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, 6 (1), 5-30.
- Sato, M., Fernández Castillo, F., & Oyanedel, J.C. (2022). Teacher motivation and burnout of English-as-a-foreign-language teachers: Do demotivators really demotivate them?. *Frontiers in Psychology*, 13.891452. doi: 10.3389/fpsyg.2022.891452
- Shao, L.M. (2022). The Reviews and Reflections on the Current Situation of Local Chinese teacher Training in Thailand. *Chinese Studies Journal Kasetsart University*, 15(1), 168-184.
- Siewseeng, Y., Tuntinakhongul, A., & Tungkunan, P. (2020). Components of Chinese language teacher's functional competencies: A confirmatory factor analysis. *International Journal of Instruction*, 14(1), 813-826. Retrieved from <https://doi.org/10.29333/iji.2021.14149a>
- Siewseeng, Y., Tuntinakhongul, A., & Tungkunan, P. (2021). Synthesis of components of Chinese language teacher's functional competencies. *Scholar: Human Sciences*, 12(2), 181-194. Retrieved from <http://www.assumptionjournal.au.edu/index.php/Scholar/article/view/4009>
- Soodmand Afshar, H., & Doosti, M. (2016). Investigating the impact of job satisfaction/dissatisfaction on Iranian English teachers' job performance. *Iranian Journal of Language Teaching Research*, 4(1), 97-115.
- Su, P.D. & Wang, Y.Y. (2023). A survey on the current situation of teacher motivation in public junior middle schools in Western China. *Open Journal of Social Science*, 11(1), 32-43. Retrieved from <https://doi.org/10.4236/jss.2023.111004>
- Syamananda, P. (2017). Factors affecting EFL teachers' motivation in Thai university: A case study of EFL teachers at tertiary level. *LEARN Journal: Language Education and Acquisition Research Network Journal*, 10(2), 120-131.

References (Cont.)

- Tayyar, K.A. (2014). *Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia* (Unpublished Doctor dissertation). University of York, United Kingdom.
- The NEA Research Bulletin. (1960). Small-sample techniques. *National Education Association*, 38 (4), 99-127.
- Thongpraset, N. (2009). Cross-cultural perspectives of knowledge sharing for different virtual classroom environments: A case study of Thai students in Thai and Australian universities. *NIDA Development Journal*, 49 (4), 57-75.
- Thoonen, E.J., Slegers, P., Oort, F.J., & Peetsma, T. (2011). How to improve teaching practices: The role of teacher motivation, organizational factors, and leadership practices. *Educational Administration Quarterly*, 47(3), 496-536.
- Tohidi, H. & Jabbari, M.M. (2012). The effects of motivation in education. *Social and Behavioral Sciences*, 31(2012), 820-824. doi: 10.15700/saje.v39nla1510
- Utomo, H.B., Suminar, D.R., & Hamidah, H. (2019). Capturing Teaching Motivation Of Teacher In The Disadvantage Areas. *Cakrawala Pendidikan*, 38(3), 398-410. doi: 10.21831/cp.v38i3.26411
- Vassallo, B. (2014). What makes them still tick? A study of job (dis)satisfaction among long serving teachers in Malta. *The Online Journal of New Horizons in Education*, 4(1), 97-116.
- Wang, H. (2020). On the problems and development suggestions of Chinese teaching in Thai middle schools. *Frontiers in Educational Research*, 3(16), 69-73. doi: 10.25236/FER.2020.031515.
- Wongthaworn, K. & Sucaromana, U. (2012). *Job satisfaction among staff members in an international school*. Paper presented at the meeting of the 8th International Postgraduate Research Colloquium (IPRC): Interdisciplinary Approach for Enhancing Quality of Life.
- Wuttiphan, N. (2013). The study of Thailand Chinese teaching policy in Chinese teaching of the Faculty of Education, Khon Kaen University. *Journal of Education*, 36(1), 16-22.

References (Cont.)

- Xie, Z.X. (2018). The current situation and countermeasures of Mandarin education in northern Thailand under the “Belt & Road” initiative. *Advances in Economics, Business and Management Research*, 58, 396-400.
- Xie, L., Zeng, X.Y., Wu, L.M., & Wang, R. (2018). The roles of school climate on pre-service teachers’ professional identity: The mediating effect of teaching motivation. *Advances in Psychology*, 8(6), 836-842. doi: 10.12677/ap.2018.86100
- Xin, T. (2022). The training mode of local Chinese language teachers in Thailand: An exploratory analysis. *Teacher Education and Curriculum Studies*, 7(2), 57-65. doi: 10.11648/j.tecs.20220702.12
- Xu, X.J., Li, X.J., & Liu, Z.M. (2016). *Research of English teachers’ teaching motivation in independent college*. Paper presented at the meeting of the 2016 2nd International Conference on Social Science and Technology Education, 9-12.
- Yang, J. (2021). Understanding and enhancing Chinese TEFL teachers’ motivation for continuing professional development through the Lens of self-determination theory. *Frontiers in Psychology*, 12.768320. doi: 10.3389/fpsyg.2021.768320
- Yao, X. (2022). *The influence of traditional culture on the development of education in China* (Unpublished Master dissertation). Siam University, Thailand.
- Yasemin, D. (2020). Teaching motivation and attitude towards teaching profession: The case of pre-service primary school teachers. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 22(2), 295-310. doi: 10.17556/erziefd.526330
- Zhang, L., Yu, S.L., & Liu, H. (2019). Understanding teachers’ motivation for and commitment to teaching: profiles of Chinese early career, early childhood teachers. *Teachers and Teaching*, 25(7), 890-914. doi: 10.1080/13540602.2019.1670155
- Zhao, L. (2014). *Chinese teachers’ work motivation in Chinese schools, Bangkok, Thailand* (Unpublished Master dissertation). Mahidol University, Thailand.



Appendices

มหาวิทยาลัยรังสิต Rangsit University



Appendix A
Survey Questionnaire

Survey Questionnaire on Native Chinese Language Teachers' Motivation and Job (Dis)Satisfaction in the Eastern Region of Thailand

(关于泰国东部地区的以中文为母语的中文教师的
动机, 工作满意度和不满意度的问卷)

Hello! This is Xu Dongying, a graduate student of Bilingual Education and English Language Teaching at Rangsit University. The purpose of this questionnaire is to investigate native Chinese language teachers' motivation and job (dis)satisfaction in the eastern region of Thailand. This questionnaire is anonymous and the data collected will be used for academic discussion only. The information filled in will be kept strictly confidential, so we hope you can fill in the questionnaire truthfully and objectively, and thank you for your cooperation!

你好! 我是徐东盈, 泰国兰实大学双语教育和英语语言教学的研究生。本次问卷调查的目的是研究泰国东部地区的以中文为母语的中文教师的动机和工作(不)满意度。本问卷是匿名的, 所收集的数据仅用于本次学术研究。所填写的信息将严格保密, 希望您能真实、客观地填写问卷, 感谢您的参与!

Part 1: Personal information 个人信息

Please tick (√) in the box based on your personal information.

请根据您的个人信息在方框中勾选 (√)。

1. What is your gender? 您的性别是?

Male 男 Female 女

2. How old are you? 您的年龄是?

21-25 years old (21-25 岁) 26-30 years old (26-30 岁)

31-35 years old (31-35 岁) 36-40 years old (36-40 岁)

41-45 years old (41-45 岁) Over 45 years old (超过 45 岁)

3. What was your major of study? 您所学的专业是?

Teaching Chinese as a Foreign Language (对外汉语教学/汉语国际教育)

Other Majors related to Chinese, e.g. Business Chinese, Chinese Language and Literature, and etc. (其他涉及汉语的专业, 如商务汉语, 汉语语言文学等)

Other Humanities Majors, e.g. History, Education, Foreign Language, etc. (其他涉及汉语的专业, 如商务汉语, 汉语语言文学等)

Other (其他) Please specify (请说明): _____

4. What was your educational level? 您的学历是?

Bachelor (本科) Master (硕士) Doctor (博士)

5. How long have you been teaching Chinese? 您的学历是?

Less than 2 years (少于 2 年) 2-5 years (2-5 年) More than 5 years (超过 5 年)

6. How long have you been teaching Chinese in Thailand? 您在泰国教中文多久了?

Less than 2 years (少于 2 年) 2-5 years (2-5 年) More than 5 years (超过 5 年)

7. Have you been teaching Chinese in other countries? If yes, which countries and how long? 您有在其他国家教过中文吗? 如果有, 请说明国家以及时间。

Yes (有) Country (国家): _____ Year (时间): _____

No (没有)

8. How did you get your teaching job? 您是如何得到这份教学工作的?

Through the headquarters of the Confucius Institute (通过孔子学院总部)

Through the Volunteer Chinese Teachers Program (通过汉语教师志愿者系统)

Through a private agency / self-applied (通过私人机构/自聘)

9. What types of school did you work at? 您工作的学校属于什么类型?

Private school (私立学校)

Public school (公立学校)

Language institution (语言机构)

10. Which province did you work in? 您工作的省份是?

Rayong (罗勇府)

Chonburi (春武里府)

Chanthaburi (尖竹汶府)

Others (其他)

Part 2: Teachers' Motivation to Teach CFL in Thailand 教师在泰国教中文的动机

Please tick (√) in the box to choose the option you think is most appropriate for your situation.

(1=True; 2=False)

请在方框中勾选 (√), 以选择您认为最适合您的情况的选项。(1=符合, 2=不符合)

I have a desire and determination to teach Chinese as a foreign language in Thailand because... (我有愿望和决心在泰国教中文, 因为……)			
No.	Items		
1	i always wanted to become a Chinese language teacher in Thailand. (我一直都想要在泰国当一名中文教师。)		

Part 2 Teachers' Motivation to Teach CFL in Thailand (Cont.)

I have a desire and determination to teach Chinese as a foreign language in Thailand because... (我有愿望和决心在泰国教中文, 因为……)			
No.	Items		
2	teaching Chinese in Thailand was not my first choice of career. (在泰国教中文并不是我职业的第一选择。)		
3	i became a Chinese language teacher in Thailand because of a lack of other options. (我选择在泰国当中文教师, 是因为缺乏其他的选择。)		
4	there was pressure from my family to become a Chinese language teacher. (家庭的压力要求我成为一名中文教师。)		
5	i was attracted to teaching Chinese in Thailand because of the hours and holidays. (我被工作时长和假期所吸引来到泰国教中文。)		
6	i thought that teaching Chinese in Thailand would fit in well with family commitments. (我认为在泰国教中文能让我承担对家庭的承诺。)		
7	i was attracted to teaching Chinese in Thailand because of the salary. (我被工资所吸引来到泰国教中文。)		
8	i had a realistic view of teaching Chinese in Thailand before I began my training. (培训前, 我对在泰国教中文已经有一定现实的了解。)		
9	my training adequately prepared me for teaching Chinese in Thailand. (培训让我为在泰国教中文做好了充分的准备。)		

Part 3: Teachers' Job (Dis)Satisfaction to Teach CFL in Thailand 教师在泰国教中文的工作(不)满意度

Please tick (√) in the box to choose the option you think is most appropriate for your situation. (1=highly dissatisfying, 2=dissatisfying, 3=somewhat dissatisfying, 4=neutral, 5=somewhat satisfying, 6=satisfying, 7=highly satisfying)

请在方框中勾选 (√), 以选择您认为最适合您的情况的选项。(1=非常不满意, 2=不满意, 3=有点不满意, 4=中等, 5=有点满意, 6=满意, 7=非常满意)

How satisfying do you find... (你是否感到满意……)								
No.	Items							
1	it when your students achieve success in some way? (当你的学生在某种程度上取得成功)							
2	your capacity influence student achievement? (你有能力影响学生的成绩/进步)							
3	your capacity to change pupil behavior? (你有能力改变学生的行为)							
4	your capacity to change pupil attitudes? (你有能力改变学生的态度)							
5	your capacity to contribute to whole school progress? (你有能力帮助整个学校进步)							
6	the effects of teaching on your personal/family life? (教学对你的个人/家庭生活带来影响)							
7	your degree of development/acquisition of professional skills since you began teaching? (教学以来, 专业技能的获得和发展程度)							
8	your degree of mastery of teaching content since you began teaching? (教学以来, 你对教学内容的掌握程度)							
9	successfully organizing teaching activities? (成功地组织了教学活动)							
10	the degree to which you have achieved your professional goals? (实现你的职业目标的程度)							
11	the inservice courses that you have undertaken/ been involved in? (你所参加过/组织过的在职培训课程)							
12	Professional inservice courses/programs/ consultancy/support offered to teachers? (为教师们提供的专业在职培训课程/项目/咨询/支持)							

Part 3 Teachers' Job (Dis)Satisfaction to Teach CFL in Thailand (Cont.)

How satisfying do you find... (你是否感到满意……)								
No.	Items							
13	the 'official' working hours and holidays in teaching? (教学“官方”的工作时间和假期)							
14	the amount of time and effort you put into teaching activities? (你需要在教学活动中投入的时间和精力)							
15	the amount of time and effort you put into in extra-curricular activities? (你需要在课外活动中投入的时间和精力)							
16	your current workload overall? (目前你的总体工作量)							
17	recent changes to curricula? (最近课程的改变)							
18	the pace of educational changes? (教育相关发展变化的步伐)							
19	your status/reputation in your school? (你在学校中的地位 and 声誉)							
20	the status of teachers in society? (教师在社会中的地位)							
21	the image of teachers portrayed in the media? (媒体所描绘的教师形象)							
22	the amount of recognition you receive for your efforts from people in your school? (你的付出从学校人员得到了多少认可)							
23	the amount of recognition you receive for your efforts from the department of school education? (你的付出从学校教育部得到了多少认可)							
24	your opportunities for promotion? (你获得的晋升机会)							

Part 3 Teachers' Job (Dis)Satisfaction to Teach CFL in Thailand (Cont.)

How satisfying do you find... (你是否感到满意……)								
No.	Items							
37	your school's material resources/equipment? (学校的物质资源/设备, 即教学设备、教材等)							
38	pupil behavior generally in your school? (学校学生的行为)							
39	pupil attitudes generally in your school? (学校学生的态度)							
40	the way professional associations work for the betterment of education in this region? (专业协会为改善该地区的教育而做出的努力)							
41	your school's financial resources? (学校的财政资源, 即经济情况等)							
42	support structures for teacher welfare in your school? (学校为教师提供的福利)							
43	support structures for teacher welfare in the department of school education? (学校教育部为教师提供的福利)							
44	you current salary? (当前你的工资情况)							

Part 4: Open-ended questions on Teachers' Motivation and Job Satisfaction of Native Chinese language teachers to Teach CFL in Thailand

Please respond the questions based on your individual situation and teaching experience.

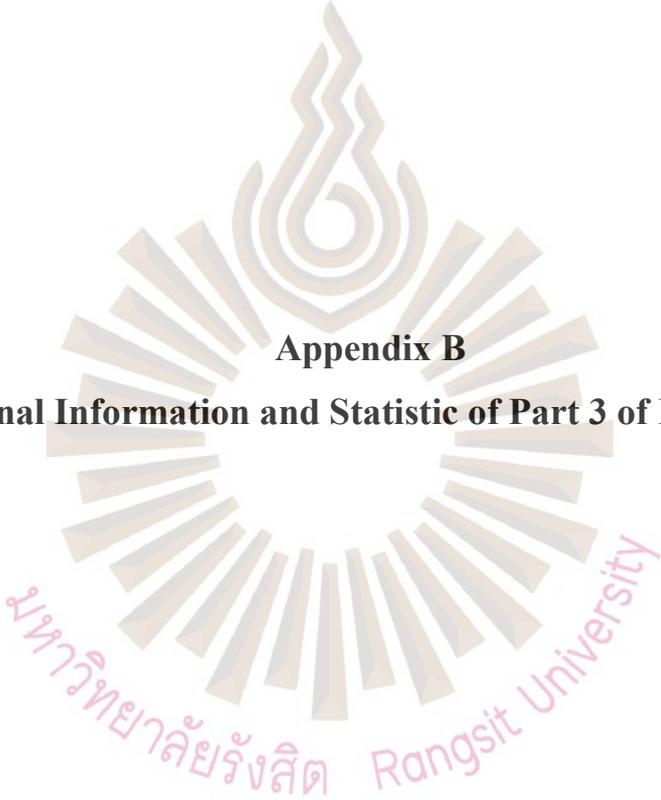
请根据您的个人情况和教学经验回答下列问题。

1. What motivate/demotivate you to enter the teaching profession to teach CFL in Thailand? Please list the factors, and show the reasons briefly. 是什么激励/动摇着你在泰国进入对外汉语教学行业? 请列出这些因素, 并简要说明原因。

2. What influence your job satisfaction/dissatisfaction in the teaching profession to teach CFL in Thailand? Please list the factors, and show the reasons.

是什么影响了你在泰国的对外汉语教学行业的工作满意度/不满意度？请列出这些因素，并简要说明原因。





Appendix B
Personal Information and Statistic of Part 3 of Pilot Study

Personal Information and Statistic of Questionnaire Part 3 of Pilot Study

Personal Information

Teacher	Gender	Major	E.L.	T.E.	Province
1	Female	TCFL	Master	2-5	Rayong
2	Female	Thai	Bachelor	<2	Rayong
3	Female	Eng. Literature	Bachelor	2-5	Rayong
4	Female	TCFL	Master	<2	Chonburi
5	Female	TCFL	Master	2-5	Chonburi
6	Female	TCFL	Bachelor	>5	Chanthaburi
7	Female	Eng.	Bachelor	<2	Chachoengsao
8	Female	Bilingual Education	Master	2-5	Chachoengsao
9	Female	Eng.	Master	<2	Trat
10	Male	TCFL	Master	<2	Chonburi
11	Female	Bilingual Education	Master	<2	Chonburi
12	Female	Bilingual Education	Master	<2	Prachinburi
13	Female	TCFL	Master	<2	Chonburi
14	Female	IBB	Bachelor	<2	Chonburi
15	Female	Education	Master	<2	Rayong
16	Female	TCFL	Master	<2	Rayong
17	Male	TCFL	Master	<2	Rayong
18	Male	Chinese Literature	Master	<2	Rayong
19	Female	TCFL	Master	2-5	Chonburi
20	Female	TCFL	Master	<2	Rayong
21	Female	TEFL	Bachelor	<2	Chonburi
22	Female	Education	Master	<2	Chonburi
23	Female	TCFL	Bachelor	<2	Chonburi
24	Female	TCFL	Master	2-5	Rayong

Personal Information (Cont.)

Teacher	Gender	Major	E.L.	T.E.	Province
25	Female	TEFL	Bachelor	2-5	Rayong
26	Female	Chinese Literature	Master	<2	Chonburi
27	Male	TCFL	Bachelor	<2	Chonburi
28	Female	TCFL	Master	<2	Chanthaburi
29	Female	TCFL	Master	<2	Chonburi
30	Male	TEFL	Bachelor	<2	Chonburi

Statistic of Questionnaire Part 3

Item 1-10										
Teacher	1	2	3	4	5	6	7	8	9	10
Item										
1	7	4	4	4	4	4	6	6	5	5
2	7	5	4	4	4	5	5	5	5	5
3	7	7	7	7	7	2	5	7	5	2
4	5	5	5	5	4	6	2	5	5	5
5	5	6	3	5	5	2	2	6	6	2
6	7	7	7	7	7	7	4	5	7	6
7	4	4	3	4	1	3	5	6	5	4
8	7	7	7	7	7	7	6	6	6	6
9	7	7	7	7	7	7	7	7	7	7
10	7	7	3	2	2	3	3	5	6	6
11	7	4	5	7	7	4	7	6	7	5
12	6	6	6	6	5	5	5	5	5	5
13	7	7	7	7	7	7	7	7	7	7
14	4	4	4	4	4	4	4	5	6	3
15	6	6	5	4	3	4	6	5	5	5
16	7	7	6	5	4	6	7	6	6	7
17	5	7	7	7	7	6	6	5	5	6

Statistic of Questionnaire Part 3 (Cont.)

Item 1-10										
Teacher	1	2	3	4	5	6	7	8	9	10
Item										
18	4	5	6	6	6	6	6	7	7	6
19	5	5	5	5	5	5	5	5	5	6
20	7	7	7	7	7	7	7	7	7	7
21	5	5	5	5	5	5	5	5	5	4
22	6	5	5	5	6	5	5	5	5	5
23	5	5	5	5	4	6	4	5	6	3
24	5	5	6	6	6	4	5	7	5	5
25	7	7	7	7	7	7	7	7	7	7
26	7	6	5	5	4	5	5	6	6	5
27	7	7	7	7	7	7	7	7	7	7
28	5	5	5	5	3	6	5	5	5	5
29	6	5	5	5	4	5	5	5	6	6
30	6	6	6	5	6	7	5	6	6	5
Item 11-12										
Teacher	11	12	13	14	15	16	17	18	19	20
Item										
1	5	5	7	4	4	5	3	4	5	5
2	5	5	5	6	5	5	5	5	5	7
3	1	1	6	6	5	5	6	5	5	3
4	3	6	2	5	5	3	4	4	4	7
5	4	4	6	3	2	4	2	5	6	6
6	7	6	7	7	4	4	5	5	7	7
7	1	2	3	5	3	5	3	3	4	5
8	7	7	7	7	7	7	7	7	7	7
9	7	7	7	7	7	3	7	5	7	7
10	2	4	2	5	5	4	6	6	5	6
11	6	7	7	6	4	2	3	5	5	4

Statistic of Questionnaire Part 3 (Cont.)

Item 11-12										
Teacher Item	11	12	13	14	15	16	17	18	19	20
12	5	5	5	6	4	3	4	4	3	3
13	7	7	7	7	7	7	7	7	7	7
14	5	6	5	6	3	4	4	4	3	4
15	4	5	5	6	4	5	5	4	4	4
16	6	5	5	6	5	6	6	4	6	5
17	6	6	6	6	6	5	3	5	5	3
18	6	6	6	6	6	6	6	6	7	7
19	5	5	5	5	5	6	4	5	6	5
20	7	7	7	7	6	7	6	6	7	4
21	3	5	5	5	4	4	4	4	4	4
22	5	5	5	5	5	5	6	4	4	5
23	5	3	5	5	4	4	4	4	3	6
24	6	5	6	6	5	6	6	6	6	5
25	7	7	7	7	7	7	7	7	7	7
26	7	6	6	5	6	5	5	5	6	5
27	7	7	7	7	7	7	7	7	7	7
28	5	5	5	6	6	4	4	4	7	4
29	6	5	5	5	6	5	5	5	5	6
30	5	4	5	6	6	6	5	6	6	6

Item 21-30

Teacher Item	21	22	23	24	25	26	27	28	29	30
1	3	4	3	3	4	5	2	5	7	7
2	7	6	6	4	5	6	4	5	5	6
3	5	4	2	1	2	2	2	4	6	5
4	5	6	5	6	6	2	4	6	6	6
5	6	6	5	1	2	6	2	6	6	3

Statistic of Questionnaire Part 3 (Cont.)

Item 21-30										
Teacher / Item	21	22	23	24	25	26	27	28	29	30
6	7	7	6	1	6	5	5	6	7	7
7	5	4	4	1	3	2	2	4	6	6
8	7	7	7	3	7	5	5	7	7	7
9	7	6	6	5	5	5	6	5	5	6
10	6	5	3	5	5	5	2	6	6	3
11	5	5	5	5	5	4	4	4	7	3
12	4	5	4	4	4	4	4	5	5	5
13	7	7	7	7	7	7	6	7	6	6
14	6	4	4	4	6	5	2	5	5	5
15	4	3	4	4	3	4	5	4	4	4
16	6	6	5	4	7	6	5	5	7	7
17	3	5	4	5	6	5	4	6	5	5
18	6	6	6	7	7	6	6	6	6	6
19	4	5	4	5	5	5	5	4	5	5
20	5	4	7	7	7	7	7	7	7	7
21	4	5	5	4	5	5	5	5	5	5
22	6	6	6	5	5	5	5	5	6	4
23	6	5	6	5	4	4	4	5	5	6
24	7	7	2	2	4	5	6	4	7	5
25	7	7	7	7	7	7	7	7	7	7
26	5	5	5	5	5	5	4	5	5	5
27	7	7	7	7	7	7	7	7	7	7
28	5	5	5	1	5	7	3	6	5	6
29	5	5	5	4	7	7	6	6	6	6
30	6	6	6	7	6	6	6	6	7	7

Item 31-40

Teacher Item	31	32	33	34	35	36	37	38	39	40
1	5	5	5	5	5	5	5	5	5	5
2	4	5	4	5	5	5	5	5	5	5
3	4	6	1	4	5	4	3	6	6	5
4	3	6	6	2	5	7	6	6	6	6
5	3	4	4	6	4	5	4	5	5	5
6	7	4	7	7	5	2	7	7	7	6
7	5	4	5	4	4	5	4	4	3	4
8	7	6	7	5	6	6	6	6	6	6
9	6	6	6	5	5	6	5	5	6	6
10	5	4	6	5	6	4	6	4	5	4
11	3	5	3	3	3	6	6	4	4	4
12	5	5	5	5	5	4	5	4	5	5
13	6	7	7	7	7	7	7	7	7	7
14	5	5	5	5	4	4	4	5	5	4
15	5	5	5	5	4	5	5	5	5	4
16	6	5	6	6	6	5	6	5	5	4
17	4	5	5	6	6	6	6	6	6	6
18	6	6	6	6	5	6	6	5	7	7
19	5	5	6	5	5	5	5	4	5	5
20	7	7	7	7	7	7	7	7	7	7
21	5	4	5	5	5	4	5	5	5	5
22	4	5	4	4	4	5	5	6	5	5
23	4	5	4	6	5	5	5	5	5	4
24	5	5	5	5	4	5	5	5	4	6
25	7	7	7	7	7	7	7	7	7	7
26	5	5	5	5	5	5	5	5	5	5
27	7	7	7	7	7	7	7	7	7	7
28	5	5	5	6	6	5	5	4	6	5
29	6	5	4	5	5	4	6	5	5	5

Statistic of Questionnaire Part 3 (Cont.)

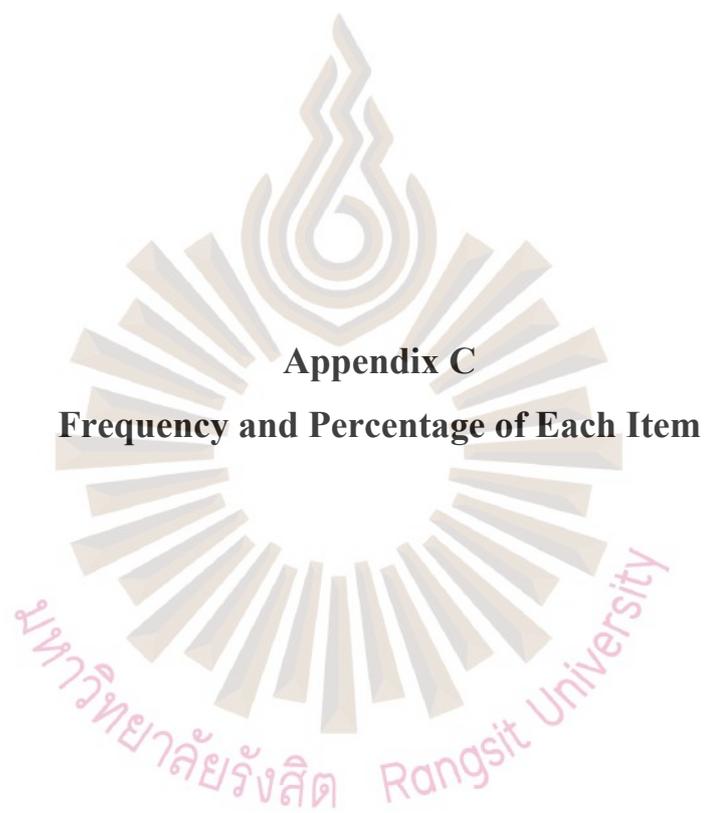
Item 31-40										
Teacher / Item	31	32	33	34	35	36	37	38	39	40
30	6	6	6	6	6	7	6	6	6	6

Item 41-44				
Teacher / Item	41	42	43	44
1	5	5	4	3
2	5	5	5	4
3	5	3	5	4
4	4	4	5	5
5	5	3	4	5
6	7	5	4	6
7	3	2	3	4
8	6	6	6	6
9	6	7	7	6
10	6	6	2	1
11	3	3	7	7
12	5	4	3	3
13	7	7	7	7
14	4	4	4	4
15	5	5	6	5
16	5	5	5	6
17	6	7	4	5
18	6	6	6	6
19	5	6	5	5
20	7	7	7	7
21	4	5	5	5
22	5	5	7	4
23	5	6	5	6

Statistic of Questionnaire Part 3 (Cont.)

Item 41-44				
Teacher / Item	41	42	43	44
24	6	6	5	5
25	7	7	7	7
26	5	5	5	5
27	7	7	7	7
28	5	5	5	6
29	5	6	5	5
30	7	6	6	6





**Factor 1:
Student Achievement**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item1	5	1	3	8	20	19	37	5.4	1.1	3.2	8.6	21.5	20.4	39.8
Item2	2	2	4	13	29	21	22	2.2	2.2	4.3	14	31.2	22.6	23.7
Item3	1	4	15	17	27	17	12	1.1	4.3	16.1	18.3	29	18.3	12.9
Item4	2	5	7	23	30	11	15	2.2	5.4	7.5	24.7	32.3	11.8	16.1
Item38	-	1	9	22	33	20	8	-	1.1	9.7	23.7	35.5	21.5	8.6
Item39	-	-	11	18	34	19	11	-	-	11.8	19.4	36.6	20.4	11.8

**Factor 2:
Teacher Achievement**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item5	3	9	17	21	17	13	13	3.2	9.7	18.3	22.6	18.3	14	14
Item6	1	6	11	19	26	18	12	1.1	6.5	11.8	20.4	28	19.4	12.9
Item10	1	6	10	17	31	20	8	1.1	6.5	10.8	18.3	33.3	21.5	8.6
Item24	9	9	13	31	20	3	8	9.7	9.7	14	33	21.5	3.2	8.6
Item42	1	5	11	18	30	18	10	1.1	5.4	11.8	19.4	32.3	19.4	10.8
Item43	-	4	12	27	30	9	11	-	4.3	12.9	29	32.3	9.7	11.8
Item44	3	3	12	29	28	12	6	3.2	3.2	12.9	31.2	30.1	12.9	6.5

**Factor 3:
Professional Self-growth**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item7	1	4	7	11	38	19	13	1.1	4.3	7.5	11.8	40.9	20.4	14
Item8	-	2	5	5	39	26	16	-	2.2	5.4	5.4	41.9	28	17.2
Item9	2	1	4	7	35	30	14	2.2	1.1	4.3	7.5	37.6	32.3	15.1

Factor 3 Professional Self-growth (Con.)

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item11	5	4	6	20	23	25	10	5.4	4.3	6.5	21.5	24.7	26.9	10.8
Item12	3	5	5	19	32	17	12	3.2	5.4	5.4	20.4	34.4	18.3	12.9

**Factor 5:
Relationships with Others**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item29	-	1	3	7	29	33	20	-	1.1	3.2	7.5	31.2	35.5	21.5
Item30	1	-	7	11	32	27	15	1.1	-	7.5	11.8	34.3	29	16.1
Item31	1	3	6	20	34	21	8	1.1	3.2	6.5	21.5	36.6	22.6	8.6
Item32	-	3	7	26	33	18	6	-	3.2	7.5	28	35.5	19.4	6.5
Item33	2	3	11	18	33	19	7	2.2	3.3	11.8	19.4	35.5	20.4	7.5

**Factor 6:
Workload and Impact of Change**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item13	1	6	9	13	26	22	16	1.1	6.5	9.7	14	28	23.7	17.2
Item14	-	3	4	13	31	28	14	-	3.2	4.3	14	33.3	30.1	15.1
Item15	-	4	11	27	20	24	7	-	4.3	11.8	29.0	21.5	25.8	7.5
Item16	-	4	10	26	31	14	8	-	4.3	10.8	28	33.3	15.1	8.6
Item17	1	6	13	21	22	23	7	1.1	6.5	14	22.6	23.7	24.7	7.5
Item18	1	3	6	37	29	10	7	1.1	3.2	6.5	39.8	31.2	10.8	7.5

**Factor 7:
The Status and Image of Others**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item19	2	2	6	22	28	20	13	2.2	2.2	6.5	23.7	30.1	21.5	14
Item20	3	-	8	17	31	18	16	3.2	-	8.6	18.3	33.3	19.4	17.2
Item21	1	1	8	18	29	22	14	1.1	1.1	8.6	19.4	31.2	23.7	15.1
Item40	1	3	12	29	29	12	7	1.1	3.2	12.9	31.2	31.2	12.9	7.5

**Factor 8:
School Leadership, Climate, and School Infrastructure**

Item	Frequency							Percentage						
	L1	L2	L3	L4	L5	L6	L7	L1	L2	L3	L4	L5	L6	L7
Item25	4	4	6	22	27	20	10	4.3	4.3	6.5	23.7	29	21.5	10.8
Item26	2	6	9	15	35	18	8	2.2	6.5	9.7	16.1	37.6	19.4	8.6
Item27	5	17	15	17	22	10	7	5.4	18.3	16.1	18.3	23.7	10.8	7.5
Item28	1	6	8	23	32	16	7	1.1	6.5	8.6	24.7	34.4	17.2	7.5
Item34	2	3	9	16	35	18	10	2.2	3.2	9.7	17.2	37.6	19.4	10.8
Item35	1	2	9	22	35	16	8	1.1	2.2	9.7	23.7	37.6	17.2	8.6
Item36	1	3	7	23	35	15	9	1.1	3.2	7.5	24.7	37.6	16.1	9.7
Item37	1	4	12	19	29	21	7	1.1	4.3	12.9	20.4	31.2	22.6	7.5
Item41	2	-	10	23	34	15	9	2.2	-	10.8	24.7	36.6	16.1	9.7



Appendix D

Responses of Open-ended Questions

**Responses of Open-ended Questions on
Teachers' Motivation**

What motivate/ demotivate you to enter the teaching profession to teach TCFL in Thailand?	
Participant	Answer
Teacher 1	Motivated because of language-related jobs and wanting to know how children learn a second foreign language, and high social status of teachers in Thailand.
Teacher 2	Motivated: 1. having vacation; 2. feeling that I can improve my competency; 3. meeting excellent students and being inspired by myself. Demotivated: distance far from home; difficult to gain the promotion; 3. cultural differences, colleagues do not deal with the relationship.
Teacher 3	Proper salary and self-career development. Developing the career while earning money.
Teacher 4	Family reasons inspired me to enter the teaching profession. The reason is that many relatives in my family work in the teaching profession, and I grew up with the desire to become a teacher.
Teacher 5	Holiday, and the requirement of internship
Teacher 6	The requirement of major internship, personal interest motivate me. But the cultural differences and the distance between my home and Thailand are demotivated me. I am afraid the cultural differences, like Buddhism, which may bring me conflicts between co-workers. I am easily to feel home-sick when I stay far away from my home.
Teacher 7	Spread Chinese culture, the mature management system of CLEC
Teacher 8	My major was Thai language, and I think that TCFL in Thailand is beneficial to promote mutual understanding between China and Thailand, and promote my language ability.

Responses on Teachers' Motivation (Cont)

What motivate/ demotivate you to enter the teaching profession to teach TCFL in Thailand?	
Participant	Answer
Teacher 9	The requirement of major, want to intern, experience, and apply knowledge to practice.
Teacher 10	Salary (When I first came here as a volunteer, the salary was very good compared to fresh graduates at that time, but now I am looking for my own position, the salary of both public and private schools in Thailand is relatively low compared to China, and the threshold of international schools is high, coupled with many years of teaching in Thai schools, I have already adapted to the pace and do not want to go out of my comfort zone.) 2. Major (TCFL in Thailand)
Teacher 11	Experience different culture and life
Teacher 12	The requirement of professional internship requires me to teach CFL; the reasons I choose in Thailand is the culture and custom of Thailand and the large demand of Chinese teachers
Teacher 13	The requirement of internship and major. My major is TCFL, and I wish I can use the knowledge into practice. The requirement of internship. Our school have the graduation's requirement of intership, so working in Thailand can meet the requirement. 3. Working in Thailand have the refund and lots of holiday.
Teacher 14	Thailand is close to China, so there is not much difference among culture, lifestyle, etc.; Thailand needs a large amount of Chinese language teachers, so it is easier to get the position here; 3. The pace of life in Thailand is comfortable, so working here is enjoyable both physically and mentally.
Teacher 15	It is able to experience different culture and custom, and by the way, I can go travel in Thailand.

Responses on Teachers' Motivation (Cont.)

What motivate/ demotivate you to enter the teaching profession to teach TCFL in Thailand?	
Participant	Answer
Teacher 16	I am interested in TCFL.
Teacher 17	Personal interest; My family wish me to become a teachers; Friendly culture environment in Thailand motivated me.
Teacher 18	The requirement of major internship; Thailand is a cultural country, so it has a large need of Chinese teachers, which provides more chances to teach CFL here.
Teacher 19	The environment in Thailand is interesting and friendly.
Teacher 20	1. My major is TCFL, so I am willing to work in this field; 2. I am recognized for the education industry; 3. I really want that Chinese language and culture can be spread into all over the world.
Teacher 21	Major; The limitation of capacity. I don't know whichever work I can do; 3. The willingness to experience different culture in Thailand.
Teacher 22	Because of the scenery of Thailand, especially beautiful, and I can go travel in Thailand during the holiday.
Teacher 23	Spreading Chinese culture and experiencing the customs and traditions of Thailand.
Teacher 24	The requirement of internship.
Teacher 25	Inadequate teaching resources in remote areas demotivated me.
Teacher 26	Love Thailand and want to experience Thai culture in depth.
Teacher 27	My bachelor's major in a field related to Thailand.
Teacher 28	proper salary; close distance between China and Thailand; obtain a sense of achievement; 4. Government and schools emphasize Chinese education in Thailand. I felt valued to work here.

**Responses of Open-ended Questions on
Teachers' Job Satisfaction/ Dissatisfaction**

What influence your job satisfaction/ dissatisfaction in the teaching profession to teach CFL in Thailand?	
Participant	Answer
Teacher 1	I am satisfied because the children in my school are very cute, but I am not satisfied because the school treats the Chinese teachers unfairly, students' attitude towards Chinese language is not positive, the school does not pay much attention to the Chinese language program, and the teachers' workload outside the classroom is heavy, as they have to stand guard, organize morning activities, and arrange meals for students in addition to the daily teaching.
Teacher 2	Satisfactory factors: many holidays, little overtime; no need to deal with home and school relations; 3. slow pace of life, and lots of tourist attractions in Thailand that attracted me. Dissatisfactory factors: low salary, high pressure to rent an apartment; students are not interested in learning Chinese; 3. students are too active and hard to manage the classroom.
Teacher 3	The school's curriculum, the school's attitude towards Chinese teachers, the attitude of students in class. These are the necessary reasons for deciding on a working environment. The work environment determines my attitude and if the atmosphere is not right, satisfaction is low.

Responses of Teachers' Job Satisfaction and Dissatisfaction (Cont.)

What influence your job satisfaction/ dissatisfaction in the teaching profession to teach CFL in Thailand?	
Participant	Answer
Teacher 4	<p>Firstly, the school's attitude affects my satisfaction and dissatisfaction, and the school's attitude greatly affects the teaching work of every Chinese teacher;</p> <p>Secondly, students' attitudes towards Chinese lessons also greatly affect my satisfaction and dissatisfaction level, if I can get teaching satisfaction from it, then the satisfaction level will be greatly increased, otherwise the satisfaction level will be different.</p>
Teacher 5	<p>Dissatisfactory factors: students are not willing to learn Chinese; some conflicts between colleagues because of language barriers.</p> <p>Satisfactory factors: the school promotes Chinese activities; parents pay attention to Chinese language learning; students love learning Chinese; the school has good treatment and benefits; 5. there are lots of holidays to take a rest.</p>
Teacher 6	<p>Dissatisfactory factors: low salary, bad learning attitudes and behaviors of students;</p> <p>Satisfactory factors: friendly school atmosphere, and colleague friendliness</p>
Teacher 7	Teaching workload, school teaching facilities, the emphasis on Chinese, relationship with colleagues, school benefits
Teacher 8	The convenience of living, salary

Responses of Teachers' Job Satisfaction and Dissatisfaction (Cont.)

What influence your job satisfaction/ dissatisfaction in the teaching profession to teach CFL in Thailand?	
Participant	Answer
Teacher 9	Students' learning attitudes and outcomes. Better students' attitudes and behaviors provide more satisfaction to teachers.
Teacher 10	<p>1. Students' attitude to learning (if students have a bad attitude to learning, it will directly affect my mood)</p> <p>2. Pay and gain (If you pay, the student's performance has been very poor, there is nothing to be proud of the results of the feedback, it will make people feel very unfulfilled, and then give up, just opened the first three years in Thailand have this feeling. If you pay, the improvement in performance is not very obvious, but the harvest of the students' favorite, the students' recognition, but also can get the corresponding sense of accomplishment and satisfaction)</p> <p>3. Language</p>
Teacher 11	Over workload (need to spend more time to prepare the class and the extra activity, like Chinese camp)
Teacher 12	The importance the school places on Chinese language teaching, the conditions the school provides for Chinese language teachers, and the interpersonal relationships in the school office all have an impact on job satisfaction.
Teacher 13	<p>Language barrier. I cannot speak Thai, so there are troubles to communicate with students;</p> <p>2. I have to work at Sunday to tutor students and participate in competitions. which occupy my time to take a rest.</p>

Responses of Teachers' Job Satisfaction and Dissatisfaction (Cont.)

What influence your job satisfaction/ dissatisfaction in the teaching profession to teach CFL in Thailand?	
Participant	Answer
Teacher 14	<p>Satisfactory factors:</p> <p>Lots of holiday and proper working hours allow me to take a rest and avoid overexertion;</p> <p>Comfortable working and living environment in Thailand and it's a pleasure to be in contact with people;</p> <p>3. Students are all welcoming and I felt happy to talk to them. Dissatisfaction: Students have low motivation to learn Chinese, and it is hard to manage the classroom for the classroom is rather loosely organized.</p>
Teacher 15	<p>Changes in the school office environment, such as the abolition of teachers' offices, teachers moved into student classrooms, without a relatively quiet rest and office environment;</p> <p>Teachers' living environment has changed from a dormitory with private bathrooms close to the school to a dormitory without private bathrooms farther away from the school, which makes the commute to and from work longer and makes the living environment worse;</p> <p>3. The students were too difficult to manage and the Chinese lessons were not very fulfilling. The above reasons made me not particularly satisfied with teaching Chinese in Thailand.</p>

Responses of Teachers' Job Satisfaction and Dissatisfaction (Cont.)

What influence your job satisfaction/ dissatisfaction in the teaching profession to teach CFL in Thailand?	
Participant	Answer
Teacher 16	Work environment, such as the learning atmosphere of the school, the importance of Chinese language, the students' learning attitude. Salary, the salary is low in today's society, the income is not proportional to the effort.
Teacher 17	Satisfactory factors: good relationships among coworkers, good school benefits, trips, etc.; Dissatisfactory factors: lower pay, lots of extracurricular activities, need to spend a lot of time preparing for classes.
Teacher 18	The relationship with co-workers is very important. I am satisfied with this relationship, which encourage me to teach here.
Teacher 19	Dissatisfactory factors: low salary. Satisfaction: low workload. I don't have to compete with my co-workers, do overtime work, and there is no pick-up artist in the work.
Teacher 20	Satisfaction: My co-workers are friendly to me, and they will take me to travel and gathering with other teachers. Dissatisfaction: poor living environment.
Teacher 21	Over teaching workload and too much administrative work.
Teacher 22	Satisfied with colleagues and students: students are good Chinese foundation at the same time very helpful also experienced teachers to help. But there are problems in accommodation and life, if the school can provide a single room preferably double room will always produce a lot of conflicts.

Responses of Teachers' Job Satisfaction and Dissatisfaction (Cont.)

What influence your job satisfaction/ dissatisfaction in the teaching profession to teach CFL in Thailand?	
Participant	Answer
Teacher 23	Dissatisfied with working environment and the emphasis on Chinese teaching and learning.
Teacher 24	Dissatisfaction: 1. There is the language barrier and I felt hard to get used to the living environment and the diet. 2. Many Thais do something in a slow pace.
Teacher 25	Inadequate teaching resources and poor neighborhoods (inconvenient transportation and inconvenient in purchasing daily necessities, etc.)
Teacher 26	Hard to manage the classroom, which made me lack of confidence and doubt in myself during teaching. It really impacts the work experience.
Teacher 27	Friendly working environment and good relationship with co-workers made me feel satisfied with my work.
Teacher 28	Dissatisfaction: 1. My school do not emphasize on Chinese teaching and learning; 2. It is hard to integrate into Thai culture and social environment.



		COA. No. RSUERB2023-097
Certificate of Approval By Ethics Review Board of Rangsit University		
COA. No.	COA. No. RSUERB2023-097	
Protocol Title	Native Chinese Language Teachers' Motivation and Job (Dis) satisfaction in the Eastern Region of Thailand	
Principle Investigator	Dongying Xu	
Co-investigator	Asst. Prof. Dr. Noparat Tananuraksakul	
Affiliation	Suryadhep Teachers College, Rangsit University	
How to review	Expedited Review	
Approval includes	<ol style="list-style-type: none"> 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan 	
Date of Approval:	10 July 2023	
Date of Expiration:	10 July 2025	
<p>The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP</p>		
<p style="text-align: center;">Signature..... </p> <p style="text-align: center;">(Associate Professor Dr. Panan Kanchanaphum) Chairman, Ethics Review Board for Human Research</p>		
<p>Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th</p>		

Biography

Name	Dongying Xu
Date of birth	February 13, 1998
Place of birth	Hunan, China
Education background	Beijing Institute of Technology, Zhuhai Bachelor of Teaching Chinese to Speakers of Other Languages, 2021 Rangsit University, Thailand Master of Education in Bilingual Education and English Language Teaching, 2023
Address	Mueang Ake Villa Condo Building I, 203 m.7 (Room 203/37), Lak Hok, Mueang Pathum Thani 12000, Thailand
Email Address	810502850@qq.com

