

**CHINESE TEACHERS' WORK MOTIVATION IN CHINESE
SCHOOLS, BANGKOK, THAILAND**



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Thesis
entitled
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ABSTRACT

The purposes of this research were to study the level of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand and to compare their work motivation in Chinese schools based on their personal factors and organizational factors and to find out the difficulties and the solutions of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

This research was conducted by using quantitative and qualitative methods. The quantitative research instrument was a questionnaire. The sample was 226 native Chinese teachers who are working in Chinese schools, Bangkok, Thailand. The data was analyzed by using a statistical package. The researcher also interviewed 8 key informants to support the findings.

The research findings indicated that Chinese teachers' work motivation level in Chinese schools, Bangkok, Thailand is at the high level with the average mean score of 3.63 and the S.D. of 0.50. There was no statistically significant difference of Chinese teachers' work motivation based on their age, gender, marital status, present position, education level, teaching experience, work load, but there was statistically significant difference based on their school size. The in-depth interview confirmed this result.

The findings of this research described the situation of native Chinese teachers who work in Chinese schools, Bangkok; identified difficulties of their work motivation and found the solutions to solve these problems; provided information to those who want to know native Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand. This research can also be used as a resource for further study.

**KEY WORDS: CHINESE TEACHERS' MOTIVATION / CHINESE SCHOOLS /
CHINESE LANGUAGE**

88 pages

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CHAPTER I

INTRODUCTION

1.1 Background and Rationale of the study

Chinese Language teaching and studying has long history in Thailand. Because over hundreds of years, a lot of Chinese immigrants came to Thai and settled down in different areas of the country with different styles of lives.

Forty-two years ago, Thailand and China had not established political relationship, at one time, Thai government did not allow Thai citizens to study Chinese Language, even Thai-Chinese people. Therefore, the person who wants to study Chinese had to go to China and when they came back, can not teach it in Thailand even their own children.

When The People's Republic of China was founded in 1949, the Chinese government tried its best effort to develop the economy to enhance comprehensive national strength. China began to get more and more powerful, the world began to pay attention on it, and began to build various relationship with China. Therefore, Chinese as a foreign language is popular in Thailand. So the first person in Thailand who noticed the importance of Chinese and supported Thai citizens to study Chinese is Dr. Khien Theerawit, he is the professor who works at the department of International Relations, Chulalongkorn University. (Tangyuenyong and Choonharuangdej, 2011).

With the development of China's economy, Thai government also realizes learning and teaching Chinese language is very important. So in 1992, Thai government allowed all Thai citizens to study Chinese Language.

So now, about thousands of schools in Thailand not only Chinese schools but also international and government schools also offer Chinese Language classes, studying languages plays one of the important roles. In order to be more effective and efficient to speak another language, it is a better idea to teach with the native speaker. Thus, most of schools in Thailand especially Bangkok request native Chinese teachers to teach Chinese mandarin in their schools. When the teachers come and start to teach

Chinese in Thailand, most of them face with some difficulties like culture, language, food, weather, teaching methods, living style, students, management and so on. From another side, the research has been Chinese teacher in Chinese schools many years already, so the researcher want to know these difficulties or problems are generalized for most schools or not and the researcher also try to find the best way to solve these problems.

As Ofojebe & Eaugoh (2010) pointed out that work motivation of the teachers was related to the quality of education, the system of education. From what they said, we know the importance of teachers and teachers' work motivation. So we should pay more and more attention on Chinese teachers, both living and working, especially working. How to keep their teaching enthusiasm and how to improve the teaching quality are very important.

Once we know the factors that affect their work motivation, we will take more care about these and find out the right way to fact to these problems at the first time, improve teaching quality in short time.

For Chinese teachers themselves, they will form the system concept "motivation", they will learn more about the work and motivation, realize how to self-reflection and self-examination and how to keep good relationship with workmates.

From the students' side, if Chinese teachers are always in good mood, the students will be spirit, vigour, positive and like helping each other, they will have enough confidence to talk to the teachers in Chinese, and practice what they have learned, the atmosphere of studying will be better and better; on the contrary, teachers' bad mood will always lead students to negative, inflexible, machinery, and do not have courage to talk to the teachers, so how to keep motivate is very important for teachers.

1.2 Research Questions

1.2.1 What is the level of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand?

1.2.2 Are there any significant differences in Chinese teachers' work motivation in Chinese schools based on their personal factors and organizational factors?

1.2.3 What are the difficulties and their solutions of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand?

1.3 Research Objectives

1.3.1 To study the level of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

1.3.2 To compare Chinese teachers' work motivation in Chinese schools based on their personal factors and organizational factors.

1.3.3 To find out the difficulties and the solutions of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

1.4 Research Hypothesis

There are statistically significant differences of Chinese teachers' work motivation based on their personal factors such as age, gender, marital status, present position, education level, and teaching experience; organizational factors such as school size and work load.

1.5 Scope of the study

The main focus of this research are to study the level of Chinese teachers' work motivation based on Herzberg's two-factor theory (1966), its relation to personal factors and organizational factors that affect the Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand; and find out the problems and solutions of their work. This research was carried out in 22 Chinese schools in Bangkok. The sample of

the study included 226 native Chinese teachers. The questionnaire was developed based on Herzberg's two-factor theory.

1.6 Operational definition of the terms

Chinese teacher refers to the native Chinese teachers who are from China and working in Chinese schools.

Chinese school refers to a school established explicitly for the purpose of teaching Chinese language in Bangkok, the school is non-governmental school, affiliated to the Office of the Private Education Commission.

Hanban refers to International Committee of Chinese executive agencies, non-governmental, non-profit organization is affiliated to the Ministry of Education In China, it was established in 1987.

Qiaoban is an administrative office, refers to The Overseas Chinese Affairs Office of the State Council of the People's Republic of China, it was established in 1949.

Chinese teachers' work motivation refers to Chinese teachers have a desired to do their own work, have the same goal to improve quality of Chinese teaching.

Personal Factors include age, gender, marital status, present position, education level and teaching experience.

- **Age** refers to the calculated number of years from birth to present. The age of the Chinese teachers is divided into three groups in this research: less than 25 years old, 25-35 years old and more than 35 years old.

- **Marital status** refers to marriage or with the relationship between a husband or a wife. There are single, married and divorced.

- **Present position** refers to Chinese Headmaster, Chinese Teacher and others.

- **Education level** refers to the highest degree of education an native Chinese teacher has completed, include Below Bachelor's Degree, Bachelor's Degree and Above Bachelor's Degree.

- **Teaching experience** refers to the number of years to be a Chinese teacher in Chinese schools, include Less than 5 years, 5 years and above.

Organizational Factors include school size, work load.

- **School size** refers to number of students per Chinese school. It is divided into four groups in this research. 1-500; 501-1,000; 1,001-1,500 and 1,501-2,000 students.

- **Work load** refers to the teaching hours per week, include less than 20 hours , 20 hours and above.

Hygiene Factors include school policies, quality of supervision, relations with others, rate of pay, job security, working conditions.

- **School policies** refer to some school rules and regulations, in order to achieve the best results.

- **Quality of supervision** refers to management by overseeing the performance or operation of a person or a group, the high quality of supervision here refer to the relationship between the superior and subordinate are equal, the subordinate also have the right to supervision the superior.

- **Relations with others** refer to the relationship among workmates.

- **Rate of pay** refers to a form of periodic payment from Chinese schools to native Chinese teachers, here we refer to meet the expected of the teachers or is higher than other schools in the same conditions.

- **Job security** refers to the probability that a native Chinese teacher will keep his or her job;

- **Working conditions** refer to the working environment and aspects of an native Chinese teacher's terms and conditions of Chinese schools.

Motivational Factors include achievement, career advancement, personal growth, job interest, recognition and responsibility.

- **Achievement** refers to Chinese native teachers feel their work are successfully after trying their best to teach their students.

- **Career advancement** refers to move up in native Chinese teachers' career through experience, training or education.

- **Personal growth** refers to self development of a native Chinese teacher towards the actualization of his or her potentialities.

- **Job interest** refers to the nature of the job.
- **Recognition** refers to the act of identifying native Chinese teachers or something because of previous knowledge, or to formally acknowledge someone.
- **Responsibility** refers to the Chinese teachers have to do something to make sure students studying and school running.

1.7 Research contributions

1.7.1 To understand the situation of native Chinese teachers who work in Chinese schools, Bangkok and improve their work motivation and Chinese teaching quality.

1.7.2 To find out the difficulties of Chinese teachers' work motivation, take effective measures against the problems to improve Chinese teaching quality and the management of Chinese schools.

1.8 Research Conceptual Framework

This Research Conceptual Framework was developed by literature review and theories of motivation, especially Herzberg's two-factor theory (1959). The researcher summarized the content of hygiene and motivational factors.

Hygiene factors include school policies, quality of supervision, relations with others, rate of pay, job security, working conditions.

Motivational factors include achievement, career advancement, personal growth, job interest, recognition, responsibility.

Personal factors include age, gender, marital status, present position, education level, teaching experience, and organizational factors include school size, work load. (Alam & Boumans, 2011; Aydin, 2012).

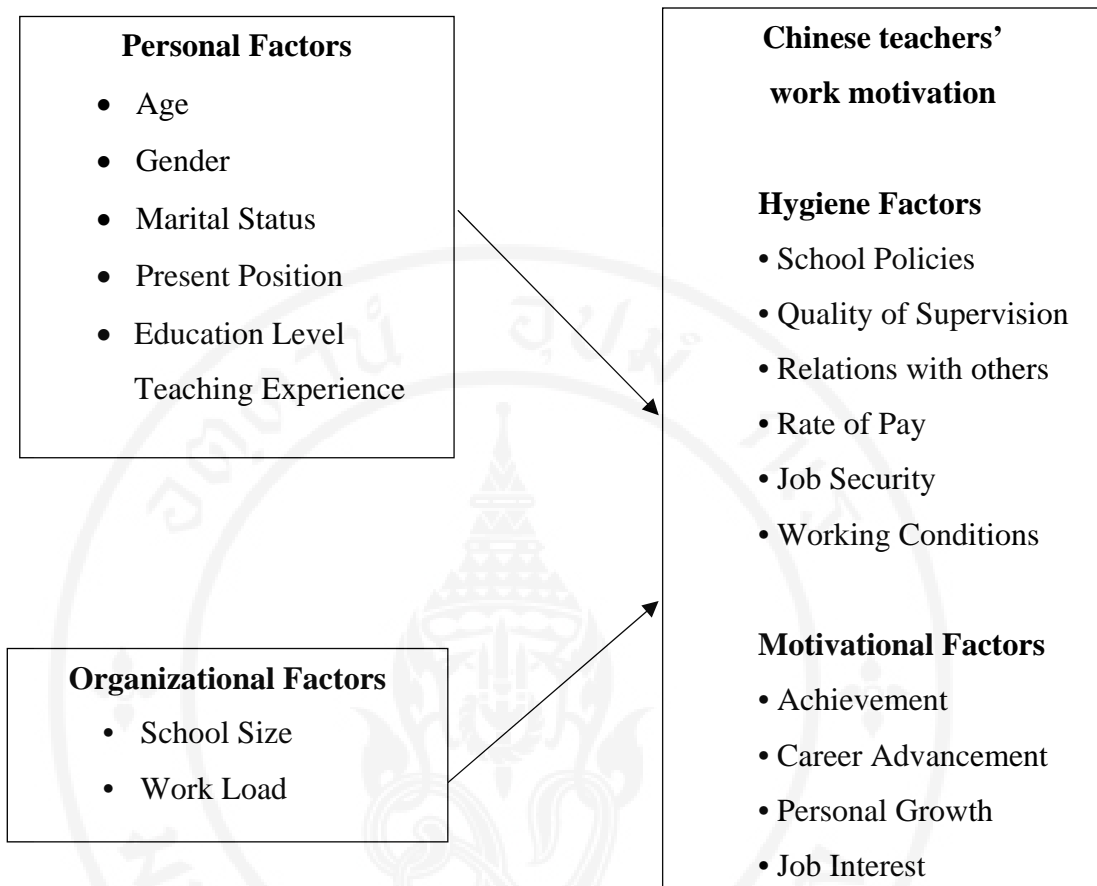


Figure 1.1 Conceptual framework

CHAPTER II

LITERATURE REVIEW

This part presents the past and present situation of Chinese teaching and studying in Chinese schools, Bangkok, Thailand; Concepts, theories and previous research works of motivation and so on, the details have been presented in the following ways:

2.1 Background of the Chinese Teaching in Chinese schools, Bangkok, Thailand.

2.1.1 Chinese schools in Bangkok, Thailand.

2.1.2 Chinese teachers in Chinese schools Bangkok, Thailand.

2.1.3 The standards for teachers who teach Chinese in abroad.

2.2 Definitions, Concepts and Theories of motivation.

2.2.1 Definitions of motivation

2.2.2 Concepts of motivation

2.2.3 Theories of motivation.

2.3 Personal, organizational, hygiene, motivational factors in the research.

2.3.1 Personal Factors

2.3.2 Organizational Factors

2.3.3 Hygiene Factors

2.3.4 Motivational Factors

2.4 Related Research

2.1 Background of the Chinese Teaching in Chinese schools, Bangkok, Thailand.

2.1.1 Chinese schools in Bangkok, Thailand.

There are 22 Chinese schools are affiliated to the Office of the Private Education Commission in Bangkok, the history of these schools varies from 50 years to 150 years. Chinese schools are the original and traditional Chinese teaching sites. Until now, it has nearly 15,000 students studying in Chinese schools.

At normal time (refers to Monday to Friday), students start from kindergarten level to higher level are required to study Chinese Language in Chinese schools, Bangkok. Normally, four hours to eight hours one week. Except the normal time to study Chinese, all the Chinese schools also offer extra Chinese classes (normally after school time and Saturday, Sunday) to students.

In some Chinese schools, Chinese class reach to almost 50% of all the school subjects. Some schools even take Chinese as the mother language to teach history, mathematics, geography and so on.

About 200 years ago, Chinese people who came to Thailand from different areas in China decided to build associations to future communication. At that time, there were many associations as KwongSiew Association, ChaoZhou Association, KeJia Association and so on were founded. After year 1900, China also had given greatest importance to education, particularly to overseas Chinese. At the same time, more and more people realized the importance of education, so they decided to develop the education for future, to preserve and spread the Chinese language and culture. That is why most of the Chinese schools were founded 100 years ago by Chinese people. On that time, they charged the schools by themselves, they taught every subject in Chinese Language and Chinese was the most important subject. Only the associations supported the schools.

But now, all the Chinese schools are affiliated to the Office of the Private Education Commission, Ministry of Education, Bangkok, Thailand. Thai government, associations and parents support the Chinese schools.

Every Chinese school has school board in association, not every school board works in the school, they always send a manager to the Chinese school in charge

of the whole school affairs, after the manager, the Chinese schools always have a Thai headmaster and a Chinese headmaster are in charge of the Thai affairs and Chinese affairs. All the Chinese schools follow the Thai curriculum and teaching plans. The structure of Chinese schools' characteristic is as followed:

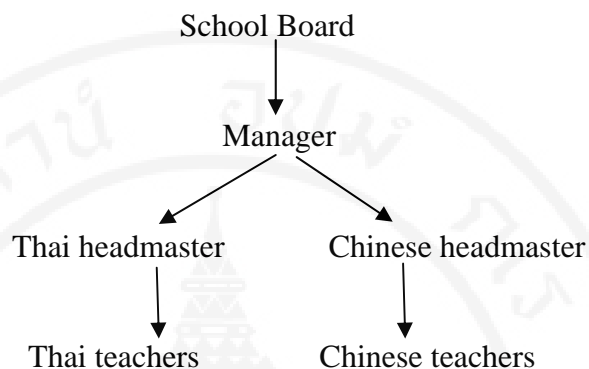


Figure 2.1 The structure of Chinese schools' characteristic

2.1.2 Chinese teachers in Chinese schools Bangkok, Thailand.

In this study, the researcher mainly talked about the native Chinese teachers, they are from different organizations: (1) Voluntary Chinese Teachers who come from China National Office for Teaching Chinese as a foreign language & Confucius Institute Headquarters (NOCFL)-known as Hanban; (2) Overseas Chinese Teachers who come from Overseas Chinese Affairs Office Of The State Council-known as QiaoBan; (3) Teachers who are looking for jobs by themselves.

2.1.2.1 The Chinese teachers who are from Hanban.

(1) Hanban was established in 1987. It is a non-governmental and unprofitable organization and is affiliated to the Ministry of Education of China.

Hanban serve for those who want to learn Chinese in the world, to provide learning materials, facilities, send native Chinese teachers to help and teach them, try to best to meet the needs of them.

(2) Application Conditions for Voluntary Service

The person who wants to apply Hanban voluntary should meet the qualifications as followed:

A. Any Chinese citizen who is healthy, no more than 65 years old.

B. The person who has a great passion to be a teacher, and willingness to be volunteer to teach Chinese for the foreign students in aboard, must have a spirit of dedication, creative, patient, be capable of bearing hardships and standing heavy work

C. The person who is with good and healthy moral character, no criminal record.

D. The person who graduates from university, gets undergraduate diploma, or has the background of education, studys the field of education or related majors.

E. The person whose pronunciation of Chinese mandarin is quite distinct, clear, accurate.

(3) Volunteer Chinese teachers' Rewards

Hanban began sending volunteer Chinese teachers abroad in 2003, at that time, Hanban made a series of rules:

A. While new Volunteer Chinese teachers are training, the Volunteer service center will provide accommodation, food, traffic fee, book fee and certain allowance for them.

B. The Volunteer service center will help the Volunteer Chinese teachers do passport and non business visa with no charge of them, when they are sent to aboard, they will apply a round-trip ticket for them once a year.

C. The Volunteer Chinese teachers will get 400 dollars from Hanban and 200 dollars from the country where they will work per month start from May to March next year.

D. The Volunteer service center will make the contract between Hanban and the Volunteer Chinese teachers, will help them to talk to the schools which they will work must apply personal accident and medical insurance for them; must help them do the work permit with no charge of them; must apply the living room no less than 30 square meters with air condition or fans.

E. When the Volunteer teachers successfully completed the task of teaching while they are working in aboard, Hanban will apply certificate of honor for them. When they go back China, within two years, they will get 10 extra points foe the entrance examination of master degree.

1,270 Volunteer Chinese Teachers come to Thailand to teach Chinese in Chinese schools this year (2013), the volunteer Chinese Teachers also get salary and welfare from Thai side:

A. Volunteer Chinese Teacher will earn a salary of 10,000 Baht per month (for Chinese Volunteer with qualifications of Bachelor Degree and Master's Degree).

B. Accommodation must be provided and accommodation must be a safety place, not far from institution. If accommodation is provided inside institution there must be allow Volunteer Chinese Teacher to install or change a master key.

C. Accidence insurance and personal health insurance must be provided. (Accidence insurance must be covered 500,000-1,000,000 Baht).

D. Facilitate entry visa to Thailand and work permit.

E. The work duration of Volunteer Chinese Teacher is 10 months (start to work from May until March of next year). Chinese Volunteer will not be allowed to go out to Thailand and stay in Thailand during the whole period of Volunteer service.

F. Teaching load at institution is 5 days a week or flexible depending on necessity of each institution between 15-22 hours a week.

G. Volunteer Chinese Teacher could not continue to teach for Thai High Education Institution more than 3 academic years. (Hanban, 2007).

2.1.2.2 The Chinese teachers who are from Qiaoban.

(1) Qiaoban refers to The Overseas Chinese Affairs Office of the State Council of the People's Republic of China, is an administrative office which was established in 1949.

(2) Application Conditions for Qiaoban Chinese Teachers

The application conditions for Qiaoban Chinese Teachers are similar to the Hanban Volunteer Chinese Teachers. Except the above conditions, the overseas Chinese Affairs Office also emphasis on the importance of teaching experience of Qiaoban Chinese teachers, the Qiaoban Chinese teachers are requested to must have the teacher qualification certificate.

(3) Qiaoban Overseas Chinese Teachers' Rewards

A. Qiaoban Overseas Chinese Teachers' salary is 8,000 Chinese yuan per month according to the actual teaching time.

B. Accommodation, food, traffic fee, and certain allowance will be provided for Qiaoban Chinese teachers while they are training.

C. Qiaoban will help the Chinese teachers do passport and non business visa with free of charge, when they are sent to aboard, Qiaoban will provide a round-trip ticket for them once a year.

D. Qiaoban will offer 12 months salary to the Chinese teachers.

E. In the selection of advanced and professional title evaluation, under the same conditions should give priority to the teachers who has overseas experience in teaching.

F. Qiaoban shall provide 2,000 Chinese yuan per month for the school which the teacher is working in.

G. Qiaoban shall provide medical insurance for the teachers.

Reporte from Qiaoban that over 800 native Chinese teachers were sent to Thailand, Philippines, Indonesia, Malaysia, India and so on to teach Chinese this year.

The Qiaoban Chinese Teachers also get salary and welfare from Thai side:

A. Qiaoban Chinese Teacher will earn certain money for daily living in Thailand. (Different areas have different rules, the allowance of them is about 8,000-13,000 Baht).

B. Accommodation which is safety, not far from institution must be provided, the accommodation must with bath room, kitchen, telephone, air condition or fans, one teacher one room or two teachers share one room, but not less than 10 square meters.

C. Accidence insurance and personal health insurance must be provided. (Accidence insurance must be covered 500,000-1,000,000 Baht).

D. Facilitate entry visa to Thailand and work permit.

E. The work duration of Qiaoban Chinese Teachers is 12 months (Start to work from May until May of next year). Qiaoban Chinese Teachers

can go back China during the holidays, but they must pay the air ticket by themselves, the schools will help them do related visa.

F. Qiaoban Chinese Teachers could not continue to teach in the same school more than 2 academic years. (Qiaoban, 2001).

2.1.2.3 The Chinese teachers who look for job by themselves.

The teachers' who look for job by themselves salary varies from 8,000 Baht to 25,000 Baht in Chinese schools, Bangkok, Thailand. Some schools provide accommodation, insurance, food for them. But some schools are not.

The Chinese teachers who look for job by themselves must have the bachelor degree, graduate from education and related majors from universities, but they are not requested to have teacher qualification certificate at the first two years starting to teach in Thailand. After that, if they want to continue to be teachers, they must join in the Thai culture training which includes Basic Thai language, Introduction of Thailand, History of schools in Thailand, Teaching Methodology, How to apply teacher qualification certificate and so on total 36 hours. After that, they will apply teacher qualification certificate from Ministry of Education , Once the teacher get the teacher qualification certificate, they must register and test every 5 years.

The Chinese teachers who look for job by themselves are requested to speak basic Thai Language or some English.

2.1.3 The standards for teachers who teach Chinese in abroad.

Whether the native Chinese teachers are from Qiaoban, Hanban or look for job by themselves, the basic standards are the same:

(1) The teachers must be knowledgeable about Chinese Language and culture. For language, their pronunciation must be standard, accurate and clear, grammar of using must be proper and correct, besides these, they must have certain ability of writing and reading. For culture, they should know local conditions and customs of Chinese, some classical music, chefdoeuvre, religious belief, cooking, and so on.

(2) The teachers should master at least one foreign Language, can do basic communication with students, parents and workmates.

(3) The teachers should have good ability to adapt to the culture, weather and so on of the country where they will work.

(4) The teachers should try to find out creative, effective teaching methods and teaching mode, improve the students' interest and enthusiasm of Chinese learning.

(5) The teachers should have the awareness of teaching reflection, analysis the problems in the classroom, find out the best way to overcome them to improve the quality of teaching.

(6) The teachers should have higher personal qualities, sense of responsibility, initiative, awareness of self development. (Lin, 2007).

2.2 Definitions, Concepts and Theories of motivation

2.2.1 Definitions of motivation

At first, the word motivation was from the Latin Language, it was a verb with the meaning of moving.

But now, most of the time, motivation refers to the power come from the heart, that power keeps us working, gets us going unconsciously, forces us to accomplish our work.

There have different definitions of motivation from different researchers. Summarize all the definitions from different versions, we know that the concept of motivation including a lot of things such as strength inside of us, durable characteristics, the stimulation of behavioral responses, faith and influence. (Schunk, Pintrich, Meece, 2008).

But some researchers divided motivation into two parts, intrinsic motivation and extrinsic motivation. Malone & Lepper (1987) gave the more details about them.

Intrinsic motivation was from the bottom of heart, it was what people would do by themselves, not be guided. Intrinsic motivation played a major role when

one did what one wanted without expecting anything in return. Intrinsic motivation was something which came from within an individual by which he got that extra energy and enthusiasm in performing a task. It was something which gave a sense of self-satisfaction.

Extrinsic motivation occurred when performance of a task was done on force external to you. It was also defined as a way of doing something expecting something in return liked performing a task for getting bonus, money, punishment, praise and so on. Apart from intrinsic motivation which came from within an individual, it would be better for the organization if they also motivated employees by means of rewards, bonus, incentives and recognition.

2.2.2 Concepts of motivation

In the early works of Gardner & Lambert (1972), they referred to that motivation was influenced by two main elements such as integrative and instrumental motivation.

Another opinion is that motivation has corresponding relationship with behavior and cognitive.

Another opinion is that motivation is goal-directed from inside of us, not outside. Schunk, Pintrich & Meece (2002) also pointed out that motivation was encourage and continuous activity that guided by certain objectives.

Motivation is always associated with needs, both material needs and spiritual needs, so motivation is the source of the individual's various needs.

So from what they said, we know that motivation is a complex process, it is a reason why people want to do that, how long they can keep that situation.

From the review of definitions and concepts of motivation, different researchers have different opinions about it. What the researcher can do is that choose the suitable and need one to do research.

2.2.3 Theories of motivation

There are total three theories, including Herzberg's Two-Factor Theory, Maslow's Need Hierarchy Theory and Adam's Equity Theory, the details are as followed:

2.2.3.1 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory is a unique and exciting motivation theory that builds on Maslow's earlier work. Herzberg paid more attention on the work environment, he pointed out that work environment was an important factor would arouse in people positive or negative attitudes towards their jobs.

Herzberg's Two-Factor Theory is also called Motivator-Hygiene Theory, in the late 1950s, Herzberg and his assistants investigated about two hundred engineers, accountants in the Pittsburgh area. Their research around two main problems at work were that what matters were to make them feel satisfied, and the time they would keep this positive emotions; What matters were to make them feel dissatisfied, and the time they would keep this negative emotions. They used these answers as research materials, and he found that what the employees felt satisfied were those the work itself or the content of the job, what the employees felt dissatisfied were those work environment or working relationships. He called the former one was motivation factors, and the latter one was hygiene factors.

So the hygiene factors including policies and management of the company, technical supervision, salary, working conditions and relationships. Compare to the work itself, these factors are the external factors, and motivating factors are intrinsic, or internal factors associated with work. The motivation factor including job itself, recognition, achievements and responsibility, these factors relate to positive feelings toward work, these positive feelings has relationship with personal accomplishments of the past, to be recognized by others. (Herzberg, 1974).

Herzberg's two-factor theory is actually aimed at the satisfaction. The so-called hygiene factors are the requirements of external conditions by the people, the so-called motivation factors are the requirements of external conditions by the people. According to the theory of Herzberg, if want to motivate the employees, must pay more attention on "meet".



Figure 2.2 Herzberg's Two-Factor Theory

2.2.3.2 Maslow's Need Hierarchy Theory

Abraham Maslow is one of the most well known experts, his need hierarchy theory is one the most famous, most widely used theories of motivation in organizations.

The opinion of Maslow was that human behavior was related to their needs. According to their importance of the needs, Maslow divided them into five levels. He also pointed out that when one level of the needs to meet, it was no longer a motivation factor.

The Maslow's Need Hierarchy Theory is explained in the following way:

A. Basic Needs: this is the most basic requirement of human to maintain their survival, including breathe, water, food, sleep, physiological balance, secretion and sex. If any of these needs (except sex) is not satisfied, the physiology of the human will not operate properly. So this means the physiological needs are the primary motivation to push people to make a living. Maslow believed that only the

basic needs to be met, other needs would become new motivate factors. By this time, the factors those have already met the needs of human will no longer be motivate factors.

B. Safety Needs: including personal safety, health care, property, job security, moral, house security and so on. Maslow believed that the aim of human was to seek security. Even science and philosophy were parts of the security.

C. Social Needs: including friendship, love and so on. Everyone wants to get good relationship and take care of each other. Emotional needs are more careful than physiological needs, it related with a person's physiological characteristics, experience, education, religion.

D. Esteem Needs: including self respect, confidence, achievement, respect and so on. Everyone wants to have a stable social status, personal ability and achievements are recognized by the society.

E. Self-actualization Needs: including creativity, ability of solving problems, consciousness, fair and so on. This is the highest level of needs, Maslow pointed out that the approaches of self-actualization were different. The need of self-actualization was trying to realize their potential, make themselves become the desired persons.



Figure 2.3 Maslow's Pyramid of Human Needs

2.2.3.3 Adam's Equity Theory

Equity theory is a theory was first developed in 1963 by John Stacey that attempts to explain relational satisfaction in terms of perceptions of fair or unfair distributions of resources within interpersonal relationships. He pointed out that employees sought to maintain equity between the inputs that they brought to a job and the outcomes that they received from it against the perceived inputs and outcomes of others. (Adams, 1965).

This theory pays more attention on fair, a person feel motivate or not up to they feel fair or not when they compare to others. I should rewards according to what I input in my job.

So called input and outcomes, Redmond (2010) gave us the exactly definition:

Input referred to the employees invested anything of value to their job such as time, patient, effort, education, personal sacrifice and so on.

Outcome referred to the employees got reward from their job such as salary, achievement, recognition, respect, interest, bonus and so on.

Walster, Traupmann & Walster (1978) also supported this opinion.

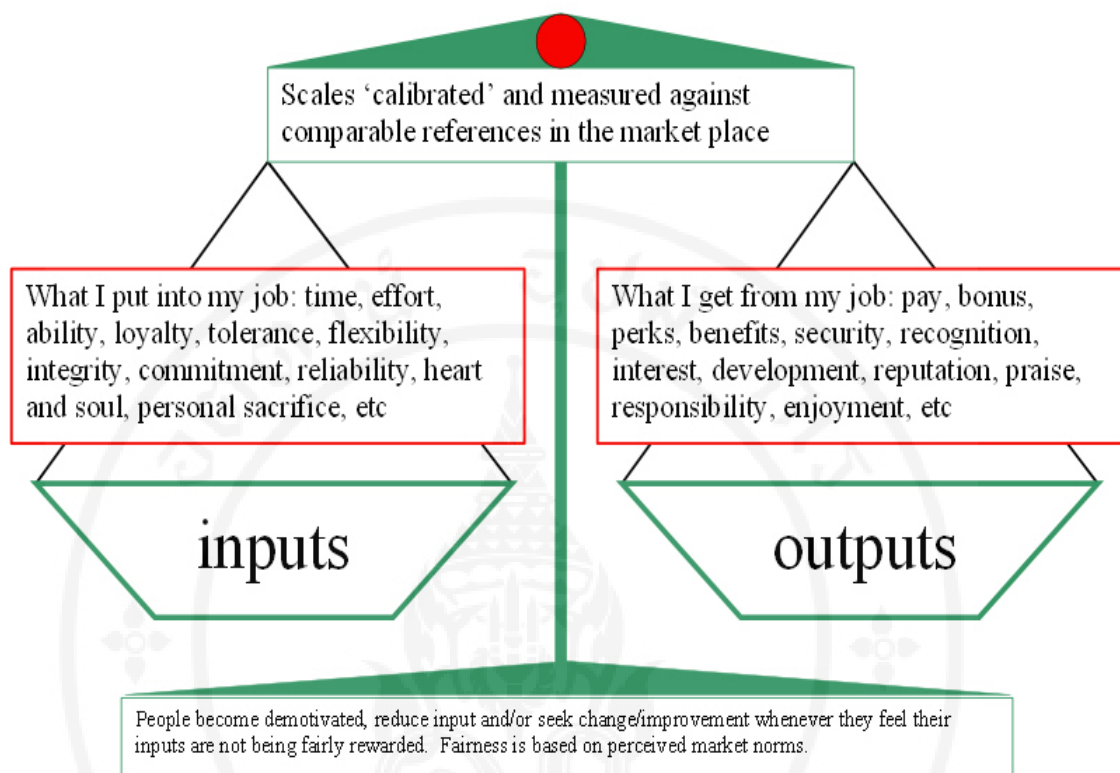


Figure 2.4 Adams' Equity Theory diagram-job motivation

From the literature review, and according to the Chinese teachers' situation and the nature of their job, the researcher found that Herzberg's Two-Factor Theory was suitable for this research. So the researcher divided all factors that affect Chinese teachers' work motivation into two groups: Hygiene factors and Motivational factors.

And another side, the researcher mainly talked about the Chinese teachers' work motivation, so chose 6 relevant aspects from 7 aspects. The researcher's opinion is that personal life and work motivation are no relevance, they belong to two different environment, two different systems. Personal life talks about personal's hobby, habit and so on. But work motivation talks about how to improve their work enthusiasm and quality.

2.3 Personal, organizational, hygiene, motivational factors in the research.

2.3.1 Personal Factors

Age

Sometimes the age is a mainly determinant of workers performance. Compare to the young people, the elder worker are less able to learn, less adaptable, flexible. Most time, they want to keep the old model and do not want to change. As teachers, although they are rich of teaching experience, hard to innovate compare to the young teacher. Freund (2006) found that the main objectives of the young teachers focused on the optimization, but the older adults showed a stronger focus on compensation goal, prevent the resources from future losses.

Gender

Hofstede (2001) pointed out that men cared about their salaries, responsibilities, recognition and advancement, while women cared about their reputation, relationships with friends, work environment and working security. Reifetal (1976) also supported this opinion, he examined 33 employees to find out that gender was one of the important factors affecting work motivation.

Marital Status

Marriage has certain influence to the work motivation, the person who is married has greater enthusiasm for work, because they must strive for a living of the whole family, and easy to satisfy, but the person who has no marriage always has different attitudes. Ayub (2011) also supported this opinion, pointed out that there had positive relationship between marriage and work motivation.

Present Position

According to Alu & others (2001), education was an ancient enterprise designed to be the vehicle of social change and over development of self, culture, and society.

The best way to motivate the teacher is the teachers' personal values match those of the school. If teachers be recognized, be given enough concerned, be used in appropriate position, it will inspire their work motivation. If the teachers are not put in the appropriate rank, they will lose work motivation.

Education Level

Groeneveld & Hartog (2004), Voon & Mille (2005) pointed out that with the education level required for a job in the workforce was a persistent problem in all industrialized countries. As a teacher, what motivate them is recognized by the school leaders and achievement of students, it is not related to the education level.

Teaching Experience

Kocabas (2009) pointed out that if teachers had more experience, they were more motivated. Because they had known their lesson plans already. It was easy for them to teach. They knew what the students and school leaders to expect, it was easy to get the school leaders rewards. while teachers with less experience may or may not know what was going to happen in their first couple of years.

2.3.2 Organizational Factors

School Size

School size is one of the important factors that affect teachers' motivation. Newby (1999) research showed that teachers' work motivation was related to school size, the larger the school, the higher level of motivation, the higher level of satisfaction. Therefore, a positive linear association occurred between school size and motivation.

If the school is small, there may be have some problems in teaching facilities, working conditions, less opportunities for advancement, personal grown, smaller communication group, and so on. All these will influence the teacher's work motivation.

But some researchers also gave the contrary views, it was difficult for bigger schools to adopt the new ideas, teaching technologies in the short time. (Li, 2011).

Work Load

School culture and the workload are also significant factors what affect the teachers' motivation. Hammond & Sclan (1996) stated that more work load would reduce the quality of teaching and motivation of teachers. Overload teaching plan would cause lots of problems.

If the teachers are given more working load and more extra responsibilities will reduce their motivation compare to other schools' teachers.

2.3.3 Hygiene Factors

School Policies

Teachers must be responsible for the school. The headmaster and the school board were mainly responsible for management of the school. Incentive teacher's primary responsibility fell on the school management. (Kocabas & Karakose, 2002).

If there have specifical school rules and regulations, system of management, the school will be run in accordance with the policies, will form a virtuous cycle of the process. That is why school policies are important factors that affect Chinese teachers' work motivation.

Quality of Supervision

If an organization has high quality of supervision, all stuffs will follow the rules and work for a same goal. The best supervision is that equal, mutual supervision.

Cunningham (2009) pointed out that the best practice was to encourage and facilitate open and frequent two-way communication. It's a simple concept, but still the most effective way for managers to gain insights into employees' wants and needs. This style of communication made sure the equal both the seniors and staff.

Relations with others

Stephen (2010) pointed out that it all depended on the good relationship between workers and management at the office. Interpersonal relationship was absolutely necessary, because they helped the workmates who was working in the same group to understand each other. Only followed this way, all workers would work for same goal.

If the employee has a favorable environment, they will feel comfortable, lovely and easy to understand each other, reduce unnecessary trouble, and motivate themselves.

Rate of Pay

Money has a significant impact on the attitude of workers towards their work. In some situations, pay nearly to be the most effective motivator. Workers are always fighting for high levels of performance and higher pay.

Locke & others (1980) concluded that money was the most important factor that affected work motivation of employee. No what more than money can motivate workers' motivation.

Job Security

Teachers more care about their job security. In many cases, teachers will do their best for the sake of keeping the security. Job insecurity is related with low motivation and negative physical health. It is difficult to motivate the individuals to work hard when they feel insecure with their jobs. Preuss & Lautsch (2002) stated that if the job was not steady, it would reduce the employee' work motivation.

Working Conditions

Working condition is also one of the important factors that affect Chinese teachers' work motivation. As a teacher, the work environment is more important than other factors, if teachers are applied to good conditions, they can prepare well for the teaching and activities, it will arouse their work enthusiasm. Czubaj (1996) pointed out that if the teachers were under less stress, more successful, comfortable in teaching, they would feel relaxed and happiness. If the teacher could keep this kind of feeling

long time, they would feel motivate in their work. It was also good for studengts. It was a positive link.

2.3.4 Motivational Factors

Achievement

Achievement is the very important factor that affect Chinese teacher, work motivation. In the process of teaching, if the teacher gets a sense of achievement, it will motivate his or her work enthusiasm. Argyris (2010) also believed that the need for work achievement was a distinct human motive that can be distinguished for other needs. At most time, employee pays more attention on self-achievement than other factors.

Career Advancement

Graham & Bennet (1995) agreed and noted that career advancement would motivate the employee work hard.

Baguma & Rwabwera (n.d.) also confirmed that employees aspired to move up steadily in organization for which they worked.

Career advancement is one of main factors that affect teachers' motivation, if they realize that the job can not give them any chance of advancement, they will lost motivate.

Personal Growth

Personal growth is another factor that affects teachers' motivation. Dinham & Scott (2000) pointed that perfect teachers were motivated to teaching, when seeing their students' success, they were able to fulfill their personal accomplishment. Because from the teaching, they would see the success of themselves and reach to self-actualization.

Nomure Research Institute Ltd (2005) did the survey and found out that workers either young or old got negative, less motivate when they felt that there was no chance of improve themselves in their job.

Job Interest

Teachers as special industry, teaching and learning are closely related. If some persons want to be teachers, love students, educate students from their heart, it will bring to them unlimited fun, and they will feel more and more motivated.

Peters & Waterman (1995), also supported this opinion, they pointed out that the most important factor that motivated the person was to give them the feeling of success.

Recognition

Recognition is one of the factors that effects teachers' work motivation, if the managers or school leaders praised and recognized for their accomplishments, the teacher much more motivated than others. Frederick Herzberg spent a long time to do the research mainly talked about the factors affecting employee' work motivation, his results showed that when the supervisors recognize the performance of their staff at work, appreciate their achievement, the employee would keep high level of work motivation. (Herzberg, 1987).

Incentives, rewards and recognitions were the prime factors that impact on employee motivation. As the employees engage in their working activities purposely for owns sake then they would feel intrinsic motivation in their behaviors as their activities would essentially be enjoyable and satisfactory. (Vansteenkiste, 2005).

Responsibility

Responsibilities are related to the level of authority that a person is given to perform a job without supervision.

According to Herberg (1978), recognition, achievement, responsibility and the challenge of the work itself were vital parts of the reward system that could be offered by the management, were positive motivation irrespective of money.

2.4 Related Research

In Yemisi's study (2013), he also examined the influence of gender, age, experience of the teachers on their work motivation with the population of 1,415

teachers in Ado and Avon Local Government Areas. The results of his study presented that teachers' work motivation did not have significant difference based on their gender, experience, but had significant difference based on their age.

Shaheen & others (2013), did the research with the population of 50 respondents to examine the factors that affected university members' work motivation in Kotli, the results showed that most of them were in low level of work motivation because of their low salary. They also found that a good number of academicians were not motivated because of management system and policies.

In the study of Alam (2011), he talked about factors affecting teachers' work motivation, used random sample of 10 schools, 80 teachers for the study. The results presented that a lot of teachers showed negative about their salaries, and also pointed out that low level of salaries in schools affected the teachers' teaching quality and enthusiasm, the teachers also gave some advises to the schools these the teachers should get different rewards according to the individual's performance during their work. In their research also pointed out that teachers were more motivated if they had chances to training and the schools, society recognized their status, the important role of them in education of students.

In Geoffrey's research (2010), he mainly talked about the level of work motivation of public high school teachers in Hua Hin District, Prachuabkhirikhan, Thailand and to compare significant differences on the level of work motivation by socio-demographic and organization factors related to work motivation. The research with the population of 193 teachers from 5 selected secondary schools in Prachuabkhirikhan, the findings of his research were age, gender, marital status, education level and teaching experience were not related with teachers' work motivation.

Lots of researches talk about teachers' work motivation, different schools and organizations have different factors that affect teachers' motivation. The researcher chose some related researches these are useful for this research did the interpretation.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is mainly on detailing comprehensive research methodology employed, steps taken, type of documents, information or equipment used and so on, the details have been presented in the following way:

3.1 Research Design

3.1.1 Quantitative method

3.1.2 Qualitative method

3.2 Population, Sample and Key informants

3.2.1 Population and sample

3.2.2 Key informants for qualitative study

3.3 Research Instruments

3.3.1 Quantitative research instrument

3.3.2 Qualitative research instrument

3.4 Quality of the Research Instruments

3.4.1 Validity

3.4.2 Reliability

3.5 Data Collection

3.6 Statistics and Data Analysis

3.6.1 Quantitative phase

3.6.2 Qualitative phase

3.1 Research Design

Both quantitative and qualitative methods were used in this research.

3.1.1 Quantitative method

Using questionnaires to collect the data from the Chinese teachers to know the level of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

To compare Chinese teachers' work motivation in Chinese schools based on their personal factors (include age, gender, marital status, present position, education level, teaching experience) and organizational factors (include school size, work load).

3.1.2 Qualitative method

In-depth interview was carried out with the 8 Chinese teachers, in order to gather more information and to have better understanding the difficulties of Chinese teachers' work motivation. After the finding of the interview, it is found out that this research paper becomes more confirmed.

3.2 Population, Sample and Key informants

3.2.1 Population

The population of the study included 245 native Chinese teachers from 22 Chinese schools in Bangkok, Thailand.

3.2.2 Sample

Based on Krejcie & Morgan (1970), the sample size of the 245 native Chinese teachers was 152. However, 226 native Chinese teachers returned the questionnaires, the sample size of the study would be 226 native Chinese teachers from 22 Chinese schools in Bangkok, Thailand that was more than the required number according to Krejcie and Morgan's table.

3.2.3 Key informants for qualitative study

Purposive key informants were used to select 8 key informants from 4 Chinese schools. The following criteria were applied for selection of key informants:

- (1) 2 native Chinese teachers who are from the school with 1-500 students;
- (2) 2 native Chinese teachers who are from the school with 501-1,000 students;
- (3) 2 native Chinese teachers who are from the school with 1,001-1,500 students;
- (4) 2 native Chinese teachers who are from the school with 1,501-2,000 students.

3.3 Research Instruments

This part included two parts: Quantitative research instrument and Qualitative research instrument.

3.3.1 Quantitative research instrument

The questionnaire was used for data collecting on the study and consisted of two parts:

Part I: This part consisted of personal factors of Chinese teachers such as age, gender, marital status, present position, education level, teaching experience and organizational factors such as school size and work load.

Part II: This section was the Chinese teachers' work motivation. All items of the questionnaire were developed based on Herzberg's two-factor theory.

Hygiene factors included school policies, quality of supervision, relations with others, rate of pay, job security, working conditions. There were 25 questions.

Motivational factors included achievement, career advancement, personal growth, job interest, recognition, and responsibility. There were 20 questions.

The total 45 items were used for measuring the levels of Chinese teachers' work motivation as shown in the table 3.1.

Table 3.1 Hygiene factors and Motivational factors items

Variables	No. of items	Item
Hygiene factors		
1. School Policies	4	1- 4
2. Quality of Supervision	5	5- 9
3. Relations with others	4	10-13
4. Rate of pay	3	14-16
5. Job Security	2	17-18
6. Working Conditions	7	19- 25
Total	25	
Motivational factors		
7. Achievement	3	26- 28
8. Career Advancement	3	29- 31
9. Personal Growth	3	32- 34
10. Job Interest	3	35- 37
11. Recognition	3	38- 40
12. Responsibility	5	41- 45
Total	20	

The questionnaire is a 5-point Likert scale. Ranging from Highest (5) to Lowest (1) is showed in table 3.2

Table 3.2 Measurement scale of work motivation

Level of work motivation	Score
Highest	5
High	4
Moderate	3
Low	2
Lowest	1

According to the Best's criteria (1981), the level of Chinese teachers' work motivation was divided into five levels, and based on the score of the answers to determine each level, the details as followed:

$$\frac{\text{Highest score} - \text{Lowest score}}{\text{Number of levels}} = \frac{5 - 1}{5} = 0.80$$

Table 3.3 Interpretation for understanding the means of level of motivation

Mean Scores	Level of motivation
1.00-1.80	Lowest
1.81-2.60	Low
2.61-3.40	Moderate
3.41-4.20	High
4.21-5.00	Highest

3.3.2 Qualitative research instrument

In qualitative study, in-depth interview was conducted to draw adequate data. Guideline for interview questions were all set by the researcher based on the quantitative study of the teachers, concepts, theories and related researches.

The interview guideline was designed to ask 8 key informants as followed:

3.3.2.1 What is the most difficult you met in your work? Does it affect your work motivation?

3.3.2.2 What is the best way to overcome the difficult?

3.3.2.3 Does school size affect your work motivation?

3.4 Quality of the Research Instruments

3.4.1 Validity

The quality of questionnaire and interview questions were validated by consulting with three truly experts.

This was mainly done to examine the language correctness, appropriateness, content coverage and relevancy of questionnaires with the research topic.

3.4.2 Reliability

3.4.2.1 To determine reliability, before the actual collection of the data, the questionnaires were pre-test with 30 Chinese teachers who were not involved in this study (Chinese teachers who work in Chinese schools near Bangkok).

3.4.2.2 The researcher also used Cronbach's alpha-coefficient method (1970) to determine the reliability of the questionnaires.

The value of the instrument was computed using package program with the reliability scores as followed:

Table 3.4 Reliability scores

Factors	Reliability scores
Hygiene Factors	0.90
Motivational Factors	0.87
Overall	0.82

3.5 Data Collection

Quantitative data was collected from the Chinese teachers of 22 Chinese schools, Bangkok, Thailand by the means of survey questionnaires. Qualitative data was collected from the 8 key informants (Chinese teachers) by administering an face to face in-depth interview.

3.5.1 The researcher obtained permission firstly from the Director of Chinese schools as the researcher.

3.5.2 Informed the Chinese schools in advance about the researcher's expectation and visit.

3.5.3 Questionnaires were distributed to the Chinese teachers after briefly explanation and collected the questionnaires back after 3 days.

3.5.4 On the collection day researcher made appointment with key informants to do in-depth interview.

3.5.5 Conducted further in-depth interviews with 8 Chinese teachers (14 key informants) as per the given date and time by the key informants.

3.6 Statistics and Data Analysis

The researcher used computer application software for the data processing and analysis, the application of statistical data analysis as followed:

3.6.1 Quantitative phase

3.6.1.1 Descriptive statistics were used to present the personal factors and organizational factors to acquire from the questionnaires to calculate the respondents' frequency, percentage, mean and standard deviation.

3.6.1.2 The level of Chinese teachers' work motivation was analyzed by mean and standard deviation.

3.6.1.3 The comparison of the personal factors and organizational factors were carried out with level of Chinese teachers' work motivation using t-test and one way ANOVA (Analysis of Variance).

3.6.1.4 The significant differences were tested by ANOVA with LSD (Least Significant Difference).

3.6.2 Qualitative phase

3.6.2.1 The qualitative data was analyzed by a content analysis.

CHAPTER IV

RESULTS

This chapter presents the results of Chinese teachers' work motivation towards personal factors and organizational factors in Chinese schools, Bangkok, Thailand. The researcher used questionnaire to collect the data from 245 native Chinese teachers of 22 Chinese schools in Bangkok by email and traveling. 226 questionnaires were returned. The researcher also chose 8 key informants from Chinese schools in Bangkok to do the interview, in order to depth the results. The more details are as showed in the following ways:

- 4.1 General information of the respondents.
- 4.2 Chinese teachers' work motivation in Chinese schools in Bangkok, Thailand.
- 4.3 Comparison of Chinese teachers' work motivation based on personal factors and organizational factors.
- 4.4 Summary of the research results.
- 4.5 Content of the interview with Chinese teachers.

4.1 General Information of the Respondents

Table 4.1 Frequency and percentage of Chinese teachers' general information
(n=226)

General Information	Frequency	Percentage
Age		
Less than 25 years old	79	35.00
25-35 years old	92	40.70
More than 35 years old	55	24.30
Gender		
Female	155	68.60
Male	71	31.40
Marital Status		
Single	141	62.40
Married	73	32.30
Divorced	12	5.30
Present Position		
Chinese Headmaster	14	6.20
Chinese Teacher	207	91.60
Others(Chinese staff)	5	2.20
Education Level		
Below Bachelor's Degree	13	5.75
Bachelor's Degree	172	76.11
Above Bachelor's Degree	41	18.14
Teaching Experience		
Less than 5 years	123	54.40
5 years and above	103	45.60

Table 4.1 Frequency and percentage of Chinese teachers' general information

(cont.)

(n=226)

General Information	Frequency	Percentage
Schools Size		
1-500 students	47	20.80
501-1,000 students	79	35.00
1,001-1,500 students	59	26.10
1,501-2,000 students	41	18.10
Work Load		
Less than 20 hours	175	77.40
20 hours and above	51	22.60
Types of the Chinese Teachers		
Hanban Teacher	82	36.28
Qiaoban Teacher	60	26.55
Look for job by myself	84	37.17
Total	226	100.00

After the questionnaires, the followings are the results of the research: most of them are the age of between 25 and 35 years old with 92 teachers, 35.00% of them are the age of less than 35 years old, 55 of them are the age of more than 35 years old; female teachers are more than male teachers; for the marital status, most of them are single, only 12 of them are divorced; with regard to the present position, most of them are Chinese teachers, 14 of them are Chinese headmasters, only 5 of them are Chinese staff; the education level, most of them are bachelor's degree, only 13 of them are below bachelor's degree, more than half of them have less than 5 years teaching experience, 79 teachers are from the school with 501-1,000 students, 41 teachers are from the school with 1,501-2,000 students; with regard to the work load, most of them have less than 20 hours teaching, 60 of them are from QiaoBan, 84 of them are looking for job by themselves.

4.2 Chinese Teachers' work motivation in Chinese schools in Bangkok, Thailand.

This part used Mean and S.D. (standard division) to analysis the native Chinese teacher' work motivation, included two parts: hygiene factors (school policies, quality of supervision, relations with others, rate of pay, job security, working conditions) and motivational factors (achievement, career advancement, personal growth, job interest, recognition, responsibility).

Table 4.2 Work motivation level on school policies

(n=226)

Statement	Mean	S.D.	Level of motivation
1. My school is flexible and understands the importance of balancing my work and personal life.	3.42	0.95	High
2. Teachers can openly express their professional views at meetings.	3.57	1.01	High
3. The policies I am supposed to follow in my work seem to consistent.	3.60	0.91	High
4. I negative about the school's policies and administration.	3.24	1.09	Moderate
Average	3.46	0.69	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.2 shows the native Chinese teacher's work motivation level on school policies which is at high level with the mean score of 3.46. Compare to other items, Chinese teachers show high level of work motivation on item 3 (The policies I am supposed to follow in my work seem to consistent), the mean score is 3.60; items 1 and 2 are also at high level, the mean scores are 3.42 and 3.57. Only item 4 (I negative about the school's policies and administration) is at moderate level, the mean score is 3.24.

Table 4.3 Work motivation level on quality of supervision

(n=226)

Statement	Mean	S.D.	Level of motivation
1. My supervisors are impartial to everyone.	3.37	1.05	Moderate
2. My supervisor give me feedback that helps me improve my performance.	3.44	1.09	High
3. My supervisors respect me, never shout at me.	3.81	1.00	High
4. My supervisors try to understand my point of view in discussions about problems or projects with me.	3.42	1.13	High
5. I am satisfied to work with my supervisors.	3.47	1.09	High
Average	3.50	0.81	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.3 shows the native Chinese teacher's work motivation level on quality of supervision which is at high level, the mean score is 3.50. The Chinese teachers show high level of work motivation on item 3 (My supervisors respect me, never shout at me), the mean score is 3.81; items 2 ,4 and 5 are also at high level, the mean scores are 3.44, 3.42 and 3.47, compare to them, only item 1 (My supervisors are impartial to everyone) is at moderate level, the mean score is 3.37.

Table 4.4 Work motivation level on relations with others

(n=226)

Statement	Mean	S.D.	Level of motivation
1. My colleagues always share information and resources with me.	3.81	0.95	High
2. There is trust, considerate and Cooperativeness among my fellow teachers and we work well as a team.	3.85	0.96	High
3. I have effective working relationship with superiors, subordinates, peers, students and others.	3.99	0.81	High
4. Teachers respect and care about each other.	3.91	0.89	High
Average	3.89	0.71	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.4 shows the native Chinese teacher's work motivation level on relations with others which is at high level with the mean score of 3.89. The Chinese teachers show high level of work motivation on item 3 (I have effective working relationship with superiors, subordinates, peers, students and others), the mean score is 3.99; items 1, 2 and 4 are also at high level, the mean scores are 3.81, 3.85 and 3.91.

Table 4.5 Work motivation level on rate of pay

(n=226)

Statement	Mean	S.D.	Level of motivation
1. I am in agreement with the monetary compensation I receive for the work I do.	3.46	1.01	High
2. I feel I receive fair compensation for my qualifications.	3.48	1.05	High
3. I am more satisfied with my benefits and work security of working in Chinese school than other government schools.	3.36	1.05	Moderate
Average	3.43	0.89	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.5 shows the native Chinese teacher's work motivation level on rate of pay which is at high level, the mean score is 3.43. The Chinese teachers show high level of work motivation on item 2 (I feel I receive fair compensation for my qualifications), the mean score is 3.48; and item 1 (I am in agreement with the monetary compensation I receive for the work I do) is also at high level, the mean score is 3.46. Compare to item 1 and 2, item 3 (I am more satisfied with my benefits and work security of working in Chinese school than other government schools) is at moderate level, the mean score is 3.36.

Table 4.6 Work motivation level on job security

(n=226)

Statement	Mean	S.D.	Level of motivation
1. My job is steady and there is no chance of me loosing my job.	3.71	1.09	High
2. The longer I were with my school, the longer I were able to be assured that I would not become unemployed.	3.64	1.04	High
Average	3.67	0.90	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.6 shows the native Chinese teacher's work motivation level on job security which is at high level, the mean score is 3.67. Item 1 (My job is secure and there is no chance of me loosing my job) shows high level, the mean score is 3.71, item 2 (The longer I were with my school, the longer I were able to be assured that I would not become unemployed) also shows high level, the mean score is 3.64.

Table 4.7 Work motivation level on working conditions

(n=226)

Statement	Mean	S.D.	Level of motivation
1. The environment of my school is very good.	3.54	0.93	High
2. My office is a safe workplace with appropriate plants, lighting and temperature.	3.69	0.91	High
3. Within two years, I take part in continuing education and the curriculum development conferences.	3.00	1.31	Moderate
4. I am able to reserve and use school facilities when needed with minimal booking issues.	3.59	1.08	High
5. Transparent and open communication with my supervisor and workmates.	3.43	1.02	High
6. My administrative duties and participation in extra-curricular activities is manageable with my working load.	4.01	0.83	High
7. I am satisfied with my working conditions.	3.53	0.98	High
Average	3.54	0.65	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.7 shows the native Chinese teacher's work motivation level on working conditions which is at high level, the mean score is 3.54. The Chinese teachers show high level of work motivation on item 6 (My administrative duties and participation in extra-curricular activities is manageable with my working load), the mean score is 4.01; items 5, 7, 1, 4 and 2 are also at high level, the mean scores are 3.43, 3.53, 3.54, 3.59 and 3.69. While only item 3 (Within two years, I take part in continuing education and the curriculum development conferences) is at moderate level, the mean score is 3.00.

Table 4.8 Work motivation level on achievement

(n=226)

Statement	Mean	S.D.	Level of motivation
1. I feel my job is very successful.	3.70	0.94	High
2. I am passionate about my work.	3.85	0.91	High
3. I am sure I have capability to attain the outcomes what the school leaders expected.	3.95	0.70	High
Average	3.84	0.69	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.8 shows the native Chinese teacher's work motivation level on achievement which is at high level, the mean score is 3.84. Compare to items 1 and 2, the Chinese teachers show highest level of work motivation on item 3 (I am sure I have capability to attain the outcomes what the school leaders expected), the mean score is 3.95.

Table 4.9 Work motivation level on career advancement

(n=226)

Statement	Mean	S.D.	Level of motivation
1. My job allows me the opportunity to know lots of new knowledge and skills, enrich my life.	3.69	0.94	High
2. School provide opportunities for everybody to talk about their opinions and suggestions to share and improve our abilities.	3.38	1.06	Moderate
3. My supervisors give me some better advices for my work.	3.40	1.10	Moderate
Average	3.49	0.81	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.9 shows the native Chinese teacher's work motivation level on career advancement which is at high level, the mean score is 3.49. Only item 1 (My job allows me the opportunity to know lots of new knowledge and skills, enrich my life) shows high level of work motivation, the mean scores is 3.69. Compare to item 1, items 2 and 3 show the level of their work motivation are moderate, the mean scores are 3.38 and 3.40.

Table 4.10 Work motivation level on personal growth

(n=226)

Statement	Mean	S.D.	Level of motivation
1. I am more optimistic than before.	3.92	0.89	High
2. I am stronger, more confident, and independent than before.	4.01	0.91	High
3. I am more educated, enlightened, understanding than before.	4.13	0.82	High
Average	4.02	0.70	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.10 shows the native Chinese teacher's work motivation level on personal growth which is at high level, the mean score is 4.02. Compare to items 1 and 2, the Chinese teachers show highest level of work motivation on item 3 (I am more educated, enlightened, understanding than before), the mean score is 4.13, items 1 (I am more optimistic than before) and 2 (I am stronger, more confident, and independent than before) are also at high level, the mean scores are 3.92 and 4.01.

Table 4.11 Work motivation level on job interest

(n=226)

Statement	Mean	S.D.	Level of motivation
1. School leaders want teachers to continue to learn and look for new ideas all the time.	3.70	1.07	High
2. School leaders want teachers to try new things during their teaching.	3.44	1.04	High
3. School leaders allow teachers to take some risks in order to improve the quality of teaching.	3.08	1.14	Moderate
Average	3.41	0.91	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.11 shows the native Chinese teacher's work motivation level on job interest which is at high level, the mean score is 3.41. Items 1 (School leaders want teachers to continue to learn and look for new ideas all the time) and 2 (School leaders want teachers to try new things during their teaching) are at high level, the mean scores are 3.70 and 3.44. While item 3 (School leaders allow teachers to take some risks in order to improve the quality of teaching) is at moderate level, the mean score is 3.08.

Table 4.12 Work motivation level on recognition

(n=226)

Statement	Mean	S.D.	Level of motivation
1. My supervisors recognize my value, show praises to me.	3.54	0.99	High
2. School leaders praised and recognized for my accomplishments.	3.76	0.91	High
3. I get positive feedback regarding my work from my school leaders and workmates.	3.73	0.90	High
Average	3.68	0.79	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.12 shows the native Chinese teacher's work motivation level on recognition which is at high level, the mean score is 3.68. Compare to items 1 and 3, the Chinese teachers show highest level of work motivation on item 2 (School leaders praised and recognized for my accomplishments), the mean score is 3.76; items 1 (My supervisors recognize my value, show praises to me) and 3 (I get positive feedback regarding my work from my school leaders and workmates) are also at high level, the mean scores are 3.54 and 3.73.

Table 4.13 Work motivation level on responsibility

(n=226)

Statement	Mean	S.D.	Level of motivation
1. I always take responsibility for improving the overall quality of teaching in the school.	3.65	1.04	High
2. I take responsibility for helping one another do well.	3.77	1.06	High
3. I always take time to communicate with parents.	3.08	1.21	Moderate
4. I always take care of my students about their studying and living conditions.	3.70	1.04	High
5. I follow the school's and teachers' rules when I work in the school.	4.16	0.86	High
Average	3.67	0.74	High

Note: 1.00-1.80 = lowest, 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41- 4.20 = high, 4.21- 5.00 = highest.

Table 4.13 shows the native Chinese teacher's work motivation level on responsibility which is at high level, the mean score is 3.67. Compare to other items, the Chinese teachers show highest level of work motivation on item 5 (I follow the school's and teachers' rules when I work in the school), the mean score is 4.16; show moderate level on item 3 (I always take time to communicate with parents), the mean score is 3.08. Items 1, 4 and 2 are at high level, the mean scores are 3.65, 3.70 and 3.77.

Table 4.14 Summary of the Chinese teachers' work motivation level of Chinese schools, Bangkok, Thailand.

(n=226)

Statement	Mean	S.D.	Level of motivation
Hygiene Factors			
1. School Policies	3.46	0.69	High
2. Quality of Supervision	3.50	0.81	High
3. Relations with others	3.89	0.71	High
4. Rate of Pay	3.43	0.89	High
5. Job Security	3.67	0.90	High
6. Working Conditions	3.54	0.65	High
Average	3.58	0.55	High
Motivational factors			
7. Achievement	3.84	0.69	High
8. Career Advancement	3.49	0.81	High
9. Personal Growth	4.02	0.70	High
10. Job Interest	3.41	0.91	High
11. Recognition	3.68	0.79	High
12. Responsibility	3.67	0.74	High
Average	3.68	0.53	High
Total	3.63	0.50	High

Table 4.14 shows the summary of the native Chinese teachers' work motivation level of Chinese schools, Bangkok, Thailand. Every aspect shows high level of Chinese teachers' work motivation, the overall mean score is 3.63 and the S.D. is 0.50. Among the 12 aspects, aspect 9 (Personal Growth) shows highest level of work motivation, the mean score is 4.02 and S.D. is 0.70. Aspect 10 (Job Interest) shows lowest level of work motivation, the mean score is 3.41 and S.D. is 0.91.

4.3 Comparison of Chinese teachers' work motivation based on personal factors and organizational factors

4.3.1 Personal Factors

Table 4.15 Chinese teachers' work motivation based on age

(n=226)

Age	n	Mean	S.D.	F	P-value
1. Less than 25 years old	79	3.60	0.54	1.44	0.240
2. 25-35 years old	92	3.60	0.49		
3. More than 35 years old	55	3.73	0.44		

Table 4.15 illustrates the overall native Chinese teachers' work motivation with regards to the age. The results indicated that Chinese teachers' work motivation based on their age did not have statistically significant difference.

Table 4.16 Chinese teachers' work motivation based on gender

(n=226)

Gender	n	Mean	S.D.	t	P-value
1. Female	155	3.64	0.51	42.47	0.818
2. Male	71	3.62	0.48		

Table 4.16 illustrates the overall native Chinese teachers' work motivation with regards to the gender. The results showed that Chinese teachers' work motivation based on their gender did not have statistically significant difference.

Table 4.17 Chinese teachers' work motivation based on marital status

(n=226)

Marital Status	n	Mean	S.D.	F	P-value
1. Single	141	3.59	0.52	1.72	0.182
2. Married	73	3.70	0.47		
3. Divorced	12	3.75	0.41		

Table 4.17 illustrates the overall native Chinese teachers' work motivation with regards to the marital status. The results showed that Chinese teachers' work motivation based on their marital status did not have statistically significant difference.

Table 4.18 Chinese teachers' work motivation based on present position

(n=226)

Present Position	n	Mean	S.D.	F	P-value
1. Chinese Headmaster	14	3.93	0.47	2.90	0.057
2. Chinese Teacher	207	3.61	0.50		
3. Others(Chinese staff)	5	3.73	0.28		

Table 4.18 illustrates the overall native Chinese teachers' work motivation with regards to the present position. The results indicated that Chinese teachers' work motivation based on their present position did not have statistically significant difference.

Table 4.19 Chinese teachers' work motivation based on education level

(n=226)

Education Level	n	Mean	S.D.	F	P-value
1. Below Bachelor's Degree	13	3.69	0.31	0.63	0.534
2. Bachelor's Degree	172	3.65	0.50		
3. Above Bachelor's Degree	41	3.56	0.52		

Table 4.19 illustrates the overall native Chinese teachers' work motivation with regards to the education level. The results showed that Chinese

teachers' work motivation based on their education level did not have statistically significant difference.

Table 4.20 Chinese teachers' work motivation based on teaching experience

(n=226)

Teaching Experience	n	Mean	S.D.	t	P-value
1. Less than 5 years	123	3.60	0.53	12.80	0.297
2. 5 years and above	103	3.67	0.46		

Table 4.20 illustrates the overall native Chinese teachers' work motivation with regards to the teaching experience. The results indicated that Chinese teachers' work motivation based on their teaching experience did not have statistically significant difference.

4.3.2 Organizational Factors

Table 4.21 Chinese teachers' work motivation based on school size

(n=226)

School Size	n	Mean	S.D.	F	P-value
1. 1-500 students	47	3.51	0.47	5.03	0.002*
2. 501-1,000 students	79	3.64	0.47		
3. 1,001-1,500 students	59	3.55	0.46		
4. 1,501-2,000 students	41	3.88	0.56		

* The mean difference is significant at the 0.01 level ($P < 0.01$)

Table 4.21 illustrates the overall native Chinese teachers' work motivation with regards to the school size. The results indicated that Chinese teachers' work motivation based on their school size had statistically significant difference at the 0.01 level.

Table 4.22 Comparison test showing the difference between school size

(n=226)

School size					
School Size	Mean	1-500 students	501-1,000 students	1,001-1,500 students	1,501-2,000 students
1-500 students	3.51	—	—	—	—
501-1,000 students	3.64	-0.13	—	—	—
1,001-1,500 students	3.55	-0.04	0.09	—	—
1,501-2,000 students	3.88	-0.36*	-0.24	-0.33*	—

* The mean difference is significant at the 0.05 level ($P < 0.05$)

Table 4.22 shows that Chinese teachers who work in schools with 1,501-2,000 students had higher level of work motivation than the others.

Table 4.23 Chinese teachers' work motivation based on work load

(n=226)

Work Load	n	Mean	S.D.	t	P-value
1. Less than 20 hours	175	3.60	0.50	55.92	0.073
2. 20 hours and above	51	3.74	0.49		

Table 4.23 illustrates the overall native Chinese teachers' work motivation with regards to the work load. The results indicated that Chinese teachers' work motivation based on their work load did not have statistically significant difference.

4.4 Summary of the research results

Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand was studied by applying different variables such as school size was established to be statistically significant, whereas variables such as age, gender, marital status, present position, education level, teaching experience and work load were found that no statistically significant difference of Chinese teachers' work motivation.

Table 4.24 Summary of the research results

Hypotheses	Results
1. Chinese teachers' work motivation based on their age had statistically significant difference.	Rejected
2. Chinese teachers' work motivation based on their gender had statistically significant difference.	Rejected
3. Chinese teachers' work motivation based on their marital status had statistically significant difference.	Rejected
4. Chinese teachers' work motivation based on their present position had statistically significant difference.	Rejected
5. Chinese teachers' work motivation based on their education level had statistically significant difference.	Rejected
6. Chinese teachers' work motivation based on their teaching experience had statistically significant difference.	Rejected
7. Chinese teachers' work motivation based on their school size had statistically significant difference.	Accepted
8. Chinese teachers' work motivation based on their work load had statistically significant difference.	Rejected

4.5 Content of the interview with Chinese teachers

The researcher interviewed 8 native Chinese teachers who are from different school sizes, the characteristics of the informants as shown in table 4.25:

Table 4.25 Characteristics of the informants

	Age	Gender	Present Position	Type	Teaching experience	School size
Teacher 1	31	Female	Chinese headmaster	Look for job myself	7	1-500 students
Teacher 2	42	Male	Chinese teacher	Qiaoban	15	1-500 students
Teacher 3	25	Female	Chinese teacher	Hanban	2	501-1,000 students
Teacher 4	29	Female	Chinese teacher	Qiaoban	4	501-1,000 students
Teacher 5	38	Female	Chinese teacher	Qiaoban	12	1,001-1,500 students
Teacher 6	24	Male	Chinese teacher	Hanban	1	1,001-1,500 students
Teacher 7	30	Male	Chinese headmaster	Look for job myself	5	1,501-2,000 students
Teacher 8	28	Female	Chinese teacher	Look for job myself	3	1,501-2,000 students

The details of the 8 informants' opinion are as followed:

Step one, the researcher asked them about the most difficulty they met in their work and the difficulty affect their work motivation or not.

Even the native Chinese teachers have some preparations to face difficulties before they come to Thailand, but when they start to work, still have a lot of difficulties.

The native Chinese teachers who are from Hanban not properly trained in how to teach foreigners Chinese mandarin, and most of them do not have any teaching experience, so when they start to work, most of them lack of the knowledge of effective teaching strategies, classroom management and so on.

Teacher 3 who are from Hanban said: “Sometimes I really want to give up, I don’t know how to attract students’ attention, when I am teaching, they are talking very loudly, I want to stop them, but no one listen to me. And what’s worse, some of them walking up and down, they completely transparent to me as a person, sometimes I really feel very embarrassed.”

Another significant thing is the language barrier, it is difficult for communication in the workplace as well as in teaching. Most of the teachers can not speak Thai, they lack the capacity of communicate with students, parents, school leads. In teaching, prevent them from using humor as a tool for effective manage the classroom and establish positive classroom climate. Add to because of the different culture between China and Thailand, they can not understand each other properly, always bring a lot of mistakes and problems.

Teacher 2 who are from Qiaoban said: “I have been a teacher 15 years already in China, before coming to Thailand, I think I can cope with all the problems in teaching. But out of my expectation, because of the language, even I am fully prepared before teaching, sometimes I can not express myself. I have to explain to them with body language, the students are staring at me, I feel like a clown, I am always filled with the feeling of failure .”

Some Chinese teachers get low salary of their work. From the interview, I know that most of them must pay water and electricity fee, transportation fee and rent house outside, what they earned only can afford their daily lives. From the questionnaire, we also can get the information, “I am more satisfied with my benefits and work security of working in Chinese school than other government schools” with the mean scores of 3.36, in the level of moderate.

Expect those, some school leaders can not realize Chinese teachers’ value, can not recognize their accomplishments, some Chinese schools give them more than 25 hours teaching. But the Ministry Of Education in Thailand stated that: “Chinese

teachers' teaching hours should be 18-22 hours per week." So this bring a lot of complain and negative sides.

Eight of them expressed that the difficulties affect their work motivation, because of these difficulties exist, they are always keep in the low level of work motivation.

Step two, the researcher asked about the best way to overcome the difficulty.

According to the situation of their own, 8 informants give their different opinions to overcome these difficulties. They want to the school apply more opportunities to studying, training. Teach them daily Thai conversation to communicate with school leaders, parents. Training them how to management the classroom and how to teach Thai students.

Another one is improve the native Chinese teachers treatment, with the development of economy, the daily living is higher and higher, but the salary is still same.

Teacher 7 said: "my biggest wish is to improve my salary, even increase my teaching hours."

Some teachers are needed to recognize their accomplishments, they want the school give them a certain freedom to carry out the teaching.

Step three, the researcher asked about that school size affect their work motivation or not.

The researcher interviewed 8 informants from 4 different school sizes, most of them give the opinions are: big schools are more formal, they always have a complete set of management system and teaching system. The division of labor is clear, each one being charged with specific responsibilities. They can solve the problems at first time; for the teaching, big schools always have complete hardware facilities, and software facilities is more advanced, easy to push the new teaching method. For interpersonal relationships, they always have more communication groups to communication, have more opportunities to promotion. Compare to the bigger school, smaller school do not have these strong points, but they also have some

advantages are: easy to control students because of small groups, better understanding all students.

Teacher 8 who from big school said: “I like my school, its teaching facility is perfect, I can use computers and TV to teach, so that my class is very interesting; besides that, there are a lot of friends to communicate, widen my sight, I always keep the passion, I feel very motivated.”

Summary of the eight key respondents

Through the interview, different teachers face to different difficulties, teaching methods, salary, recognition, language and so on. According to the problems, the native Chinese teachers also gave some solutions to solve these problems. All of these are to find out the necessity for Chinese teachers in order to get a motivation at their workplace in Bangkok.

From the in-depth interview, also find that native Chinese teachers who work in big schools have high level of work motivation.

CHAPTER V

DISCUSSION

This research is to study the level of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand; and to compare their work motivation based on their personal factors and organizational factors, at last to find out the problems of their work motivation. The findings of the research are discussed according to the following steps:

- 5.1 General information of the respondents.
- 5.2 Chinese Teachers' work motivation in Chinese schools, Bangkok, Thailand.
- 5.3 Comparison of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

5.1 General information of the respondents

From the findings, 35.00% (79) of 226 native Chinese teachers are the age of less than 25 years old, 40.70% (92) of them are the age of between 25 and 35 years old, 24.30% (55) of them are the age of more than 35 years old. The mainly reason is Chinese government and Ministry of Education in Thailand made the contact that sending a certain number of Chinese teachers from Hanban and Qiaoban to teach in Thailand to support Chinese teaching every year. The teachers from Hanban are just graduated from universities without any working experience, that why the teachers from Hanban are younger with the age less than 25 years old or between 25 and 35 years old. The teachers from Qiaoban are much experienced in teaching, they are also teachers in China, that is why Qiaoban Chinese teachers are older with the age of more than 35 years old.

The respondent has more female teachers 68.60% (155) than male teachers 31.40% (71), female teachers are more friendly, stable, patient than male teachers.

Especially teaching Chinese as a foreign language, they need to repeat, practice all the times. In the study of Lin (2007), she pointed out that female teachers were more welcomed than male teachers in China, one reason was the nature of the job.

For the marital status, 62.40% (141) of them are single, 32.30% (73) of them are married, 5.30% (12) of them are divorced; that is because 36.3% (82) of them are from Hanban, they are just graduated, that's why most of them are single. From my questionnaires, 90% of Qiaoban teachers are married. That is also the reason why 54.40% (123) of them have less than 5 years teaching experience.

With regard to the present position, 6.20% (14) of them are Chinese headmasters, 91.60% (207) of them are Chinese teachers, a lot of schools have Thai-Chinese headmasters who are good at both Thai and Chinese, easy to communicate and charge the whole program.

The education level, 5.75% (13) of them are below bachelor's degree, 76.11% (172) of them are bachelor's degree, 18.14% (41) of them are above bachelor's degree. When Hanban and Qianban are recruiting new teachers, they ask the teachers to have Bachelor's degree or above. Thai Ministry of Education also has new policy that Chinese teachers must hold at least Bachelor degree, or else, the Labor Ministry will not do work permit for them, can not to be teachers in Thailand.

For the school size, 18.10% (41) of them are in the school with 1,501-2,000 students, these teachers have higher work motivation than the schools with 1-500 students and 1,001-1,500 students. This result is different from the study of Geoffrey (2010), he found that the teachers who worked in the school with students less than 1,000 student had higher level of work motivation than the school with 1,000 students and more than.

5.2 Chinese Teachers' work motivation in Chinese schools, Bangkok, Thailand.

From the 12 variables, we know that the level of Chinese teachers' work motivation is high, personal growth is the highest among of them, followed are relations with others, achievement, then is recognition, and next are both job security

and responsibility, followed is working conditions, and next are quality of supervision, career advancement, school policies, rate of pay, the last one is job interest.

With regards to job interest, most of Chinese schools want to keep the old teaching styles, they do want to change anything, but Chinese teachers think they are out of data, they contradict each other. Chinese teachers are not encouraged to take any risks and experiment in their classroom even in order to improve their teaching.

Salary is also one of important factors that affect Chinese teachers' work motivation, Trank, Rynes & Bretz (2002) also found that it was important to get the salary rewards according to individual performance, any employee from any organizations was very concerned about this thing.

The salary of teachers who are from Hanban or Qiaoban is better than the teachers who are looking for job by themselves, because expect Thai Baht, they also get money from Chinese government. Compare to them, the salary of teachers who are looking for job by themselves is much lower, some only can make a living. This phenomenon brings negative sides. In conclusion, money is the very important factor that affects Chinese teachers' work motivation.

Compare to others, most of Chinese teachers think that personal growth is the most important factor that affect their work motivation. From the questionnaires, most of them are more optimistic, confident, independent, educated, enlightened, understanding and stronger than before. From Nomure (2005), we also know that employees would turn to negative when they felt there was little chance of personal growth in their work. As teachers, if they are not happy with their work, no challenge, no chances to be better steps, they will lose work motivation and their students will also lose the motivator of learning.

From the questionnaire, the researcher have got that Chinese teachers always keep high level of sharing information and resources with their workmates, but Chinese headmasters always keep low level of it, from the interview, the researcher found that teachers think headmasters are higher than them, and always keep serious, they can not treat headmaster as normal friends. Enhance communication between headmasters and teachers is the best way to decrease this gap.

Achievement is in high level, teachers always show high level of work motivation when the result what they arrived is the school leaders expected. If the

school leaders give them more praises, more recognize their accomplishment, they always are passionate about their work, full of competent which directly influences the students' achievement.

Job security plays an important role in teachers life, because it helps them do not worry about their future, make sure that they have stable income. They work in the school, but they face to fire anytime, how to make them keep motivate in their work.

Probst & Brubaker (2001) also supported this finding, when the employee found that their job was not steady, they would reduce their work motivation, not obey school regulations and rules, it would bring lots of problems.

Language is the biggest problem that affect Chinese teachers communication, they can not talk to the parents, when they want to know their children' Chinese studying, they can not talk to school leaders, when they want to report their teaching accomplishment, they can not talk to their Thai workmate, when they need some help. Compare to other items, most Chinese teachers keep moderate or low level in communication.

Most teachers are in low level of work motivation because of their work conditions of Chinese schools, teachers do not have any chances to improve themselves, receive continuing education classes and training. And the workplace is also a big problem, from the interview, some teachers reflect that their office do not have appropriate lighting, temperature and can not make safety either. This phenomenon is also supported by Chandrasekar (2010), Work environment affected employee moral, productivity, emotions, mood and so on. If the workers did not like the environment of their workplace, they would reduce their work motivation.

With regard to the recognition, Chinese teachers keep high level of it, compare to other items, most teachers feel that their supervisors can not recognize their value, show praises to them, they are always filled with feeling of failure. This finding also was supported by the research of Enueme & Egwunyenga (2008) that principals can improve the attitudes and behaviors of teachers with the help of good leadership that further reflect their performance.

5.3 Comparison of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

5.3.1 Age and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their age did not have statistically significant difference. It means Chinese teachers' work motivation has no difference according to their age. In Chinese schools, new teachers are always motivated by different environment, different styles of students and teaching, new workmates and so on. So there is no difference of work motivation between the young teachers and the old teachers. This result also supported by Lin (2008) stated that they were as second language teachers teaching foreign students always keep enthusiasm, different from they teaching in China, everything for them was new, new challenges, new chances, no matter they were old or young.

5.3.2 Gender and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their gender did not have statistically significant difference. This means Chinese teachers' work motivation has no difference according to their gender.

Nagarathanamma & Rao (2007) did a research to study the difference of work motivation between men and women teachers, the results indicated that according to the motivation level, male and female teachers did not have significant differences. Kaushik & Rani (2005) also confirmed the findings that there was no significant gender difference on level of work motivation. The teachers are from Qiaoban & Hanban are 142 teachers, although they from different organizations, Chinese schools treated them in work and lives as same. Everything if equal for every teachers, maybe this is a reason why Chinese teachers no difference between female and male teachers.

5.3.3 Marital Status and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their marital status did not have statistically significant difference.

This means Chinese teachers' work motivation has no difference according to their marital status. Out of 226 Chinese teachers, 141 are single, 73 are married, 12 are divorced, but they are keep in same level of work motivation. Because every Chinese school follows the policy of Ministry of Education, their teaching hours are no more than 22, and their salary also has certain standard, so that is why marital Status has no relationship with work motivation.

5.3.4 Present Position and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their present position did not have statistically significant difference. This means Chinese teachers' work motivation has no difference according to their present position. Every Chinese school has a Chinese headmaster, he or she is responsible for everything related to Chinese. Under the Chinese headmaster are Chinese teachers, they are responsible for teaching. Their duty is very clear. This means everybody is in the appropriate rank. This is why present position does not have an impact on the level of Chinese teachers' motivation. Diamantes (2004) also pointed out that most teachers will lose motivation simply because they are not rising in the appropriate rank.

5.3.5 Education Level and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their education level did not have statistically significant difference. This means Chinese teachers' work motivation has no difference according to their educational level. Chinese language proficiency of students who are studying in Chinese schools is much lower than Chinese students who study in China, teachers can not reveal their knowledge and ability of what they have studied in universities. So their educational level does not have impact on the level of Chinese teachers' work motivation.

Lin also stated that if the school can not realize the value of the doctors, he would not feel motivated in their jobs, on the contrary, if the students liked the teaching style of undergraduate, the schools leaders realized the importance of him, he would feel motivated in his teaching. (Lin, 2008)

5.3.6 Teaching Experience and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their teaching experience did not have statistically significant difference. This means Chinese teachers' work motivation has no difference according to their teaching experience. Teachers are from Qiaoban have abundant teaching experience, but because the different learning characteristics of Thai students, they must try to find out different teaching methods. Their teaching style can not impact on Thai students. Sometimes, teachers try to find out their own personality which can easily attract the attention of students. So face to the Thai students who are studying in Chinese schools, all Chinese teachers are in same starting line, have nothing to do with their teaching experience. This is due to the particular environment. This finding is supported by Yemisi (2013) in his research, "There was no significant difference in experienced and inexperienced teachers in their motivation."

5.3.7 School Size and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their school size had statistically significant difference. This means Chinese teachers' work motivation has difference according to school size. Generally speaking, big schools can improve better hardware, more effective and reasonable system of management that will help a lot for the students' studying and teachers' teaching; the other hand is all aspects of the treatment will be better.

Newby (1999) did the research talked about the school size and teachers' work motivation, the results showed that the school size was proportional to their work motivation. The teachers who worked in bigger school, always kept higher level of work motivation.

5.3.8 Work Load and Chinese teachers' work motivation

The findings of this research indicated that Chinese teachers' work motivation based on their work load did not have statistically significant difference. This means Chinese teachers' work motivation has no difference according to their work load. Thai Ministry of Education regulates that Chinese teachers' teaching hours are between 18 and 22 periods. This means there was no significant differences in

their teaching load. Except teaching, every Chinese school also has some additional work, but the difference is not too big. That is why nearly all the Chinese teachers are in the similar level of work motivation.



CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

This chapter is to present the conclusion and recommendations, the details are as followed:

6.1 Conclusion

6.2 Recommendations

6.2.1 Recommendations from research findings

6.2.2 Recommendations for further study

6.1 Conclusion

The aim of this research is to study the level of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand; to compare Chinese teachers' work motivation in Chinese schools based on their personal factors (include age, gender, marital status, present position, education level, teaching experience) and organizational factors (include school size, work load) and to find out the difficulties and the solutions of Chinese teachers' work motivation in Chinese schools, Bangkok, Thailand.

This research used both quantitative and qualitative research. Using questionnaires to collect the data from the Chinese teachers, in-depth interview was to gather more information and to have better understanding the problems of Chinese teachers' work motivation. The level of Chinese teachers' work motivation used mean and standard deviation to analyze. The comparison of the personal factors and organizational factors were carried out with level of Chinese teachers' work motivation using one way ANOVA (Analysis of Variance) and t-test. ANOVA with LSD (Least significant difference) tested the significant differences. A content analysis was used to analyze the qualitative data.

The sample of the study includes 226 Chinese teachers are from 22 Chinese schools in Bangkok.

From the questionnaires, the researcher find that 40.70% of them are the age of between 25 and 35 years old, 24.30% of them are the age of more than 35 years old; female teachers are more than male teachers; most of them are single; most of them are Chinese teachers, 8.40% of them are Chinese headmasters and staffs; most of them are bachelor's degree; most of them have less than 5 years teaching experience; 35.00% of 22 Chinese schools are the size of 501-1,000 students, 18.10% of 22 Chinese schools are the size of 1,501-2,000 students; most of them have less than 20 hours teaching; 37.17% of them are looking for job by themselves, other are from Hanban or Qiaoban.

From the results of the research, Chinese teachers' work motivation level of Chinese schools, Bangkok, Thailand is in the high level, the average mean score is 3.63 and the S.D. is 0.50. The researcher also find that Chinese teachers' work motivation did not have statistically significant difference based on their age, gender, marital status, present position, education level, teaching experience, work load, but has statistically significant difference based on their school size.

Interview with the 8 Chinese teachers from 4 different school sizes, the researcher better understanding the difficulties that native Chinese teachers face to and also found out the best solution to solve these problems, for example, language, teaching methods, recognition, salary. The researcher also found that the teachers who work in big school size always keep in higher level of work motivation.

6.2 Recommendations

6.2.1 Recommendations from research findings

The results of this research were that native Chinese teachers were at high level of their work motivation in Chinese schools, Bangkok, Thailand.

(1) From the findings, most of teachers are negative about the school policies, according to this problems, the best way is to standardized system of management, make clear the responsibilities of teachers and staff.

(2) About the supervisor, some of them should care about the feeling of their teachers, can not show special appreciation to some teachers, equal treatment for every teacher. Second, supervisions should apply more chances to make sure their teachers receiving curriculum development workshops, continuing education classes and coaching, apply Thai language training for them, teach them basic conversation, strengthen the communication with Thai teachers and teach them Thai culture, let the Chinese teachers know more about Thailand, rich their daily lives. Besides that, supervisor should be aware of each teacher's ability, put them in the right position, and give them opportunities to demonstrate their talent and recognize their achievements, give them more respect, courage them to talk about their own opinions, can not force them to do something that they do not want to do.

(3) Some teachers show negative about the rate of pay, according to this problem, the school should set up different incentive system in view of their performance, do appropriate adjustments to salary and social benefits, create friendly, healthy working environment.

(4) New teaching methods and ideas should be encouraged to experiment in their classroom, teacher are supported to take risks in order to improve their teaching.

(5) Ministry of Education should set up a complete set of teaching solutions for Chinese teaching of Chinese schools, standardize teaching process and improve the classroom teaching.

(6) Small size schools should study management and teaching experience from big size schools, set up a complete set of formal system. Try best to apply best working and studying conditions for teachers and students.

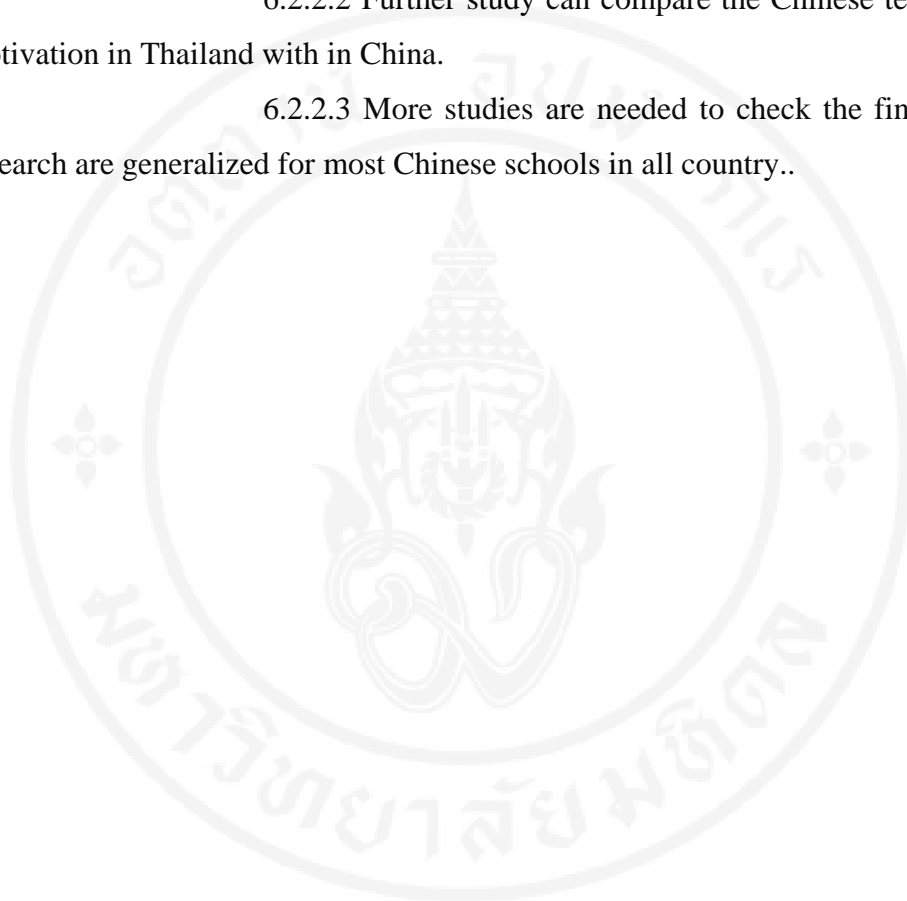
(7) From the findings, we know that most of the teachers do not communicate with parents, according to this problem, schools should hold parent-
teachers meeting once a moth or twice a semester, let them know each other, depth their communication.

6.2.2 Recommendations for further study

6.2.2.1 This research is only surveyed the Chinese teachers who work in Chinese schools of Bangkok, further study also can expanded to all Chinese teachers who work in Chinese schools in Thailand.

6.2.2.2 Further study can compare the Chinese teachers' work motivation in Thailand with in China.

6.2.2.3 More studies are needed to check the findings of this research are generalized for most Chinese schools in all country..



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RESEARCH QUESTIONNAIRE**CHINESE TEACHERS' MOTIVATION IN CHINESE
SCHOOLS, BANGKOK, THAILAND**

Part I: General information

These questions are basic information such as age, gender, marital status, present position, education level, teaching experience and organizational factors such as school size and work load. In responding to the questions, please tick (✓) in the appropriate box.

1. School Name : _____ School

2. Age

- (1) Less than 25 years old
 (2) 25-35 years old
 (3) More than 35 years old

3. Gender

- (1) Female (2) Male

4. Marital Status

- (1) Single (2) Married
 (3) Divorced

5. Present Position

- (1) Chinese Headmaster
 (2) Chinese Teacher
 (3) Others (Specify) _____

6. Education Level

- (1) Below Bachelor's Degree
- (2) Bachelor's Degree
- (3) Above Bachelor's Degree.

7. Teaching Experience:

- (1) Less than 5 years
- (2) 5 years and above

8. Schools Size

- (1) 1-500 students
- (2) 501-1,000 students
- (3) 1,001-1,500 students
- (4) 1,501-2,000 students

9. Work Load (Teaching hours)

- (1) Less than 20 hours
- (2) 20 hours and above

10. Types of the Chinese Teacher

- (1) Hanban Teacher
- (2) Qiaoban Teacher
- (3) Look for job by myself
- (4) Others (Specify) _____

Part II: Hygiene Factors and Motivation Factors

There are a total of 45 statements, Please rate the following attributes by ticking (✓) in the appropriate box. Your response to each statement is confidential. The ratings 1-5 is given: Highest = 5; High = 4; Moderate = 3; Low = 2; and Lowest = 1.

Hygiene Factors

Statements	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
School Policies					
1. My school is flexible and understands the importance of balancing my work and personal life.					
2. Teachers can openly express their professional views at meetings.					
3. The policies I am supposed to follow in my work seem to consistent.					
4. I negative about the school's policies and administration.					
Quality of Supervision					
5. My supervisors are impartial to everyone.					
6. My supervisor give me feedback that helps me improve my performance.					
7. My supervisors respect me, never shout at me.					
8. My supervisors try to understand my point of view in discussions about problems or projects with me.					
9. I am satisfied to work with my supervisors.					

Hygiene Factors

Statements	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Relations with others					
10. My colleagues always share information and resources with me.					
11. There is trust, considerate and cooperativeness among my fellow teachers and we work well as a team.					
12. I have effective working relationship with superiors, subordinates, peers, students and others.					
13. Teachers respect and care about each other.					
Rate of pay					
14. I am in agreement with the monetary compensation I receive for the work I do.					
15. I feel I receive fair compensation for my qualifications.					
16. I am more satisfied with my benefits and work security of working in Chinese school than other government schools.					
Job Security					
17. My job is steady and there is no chance of me losing my job.					
18. The longer I were with my school, the longer I were able to be assured that I would not become unemployed.					

Hygiene Factors

Statements	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Working Conditions					
19. The environment of my school is very good.					
20. My office is a safe workplace with appropriate plants, lighting and temperature.					
21. Within two years, I take part in continuing education and the curriculum development conferences.					
22. I am able to reserve and use school facilities when needed with minimal booking issues.					
23. Transparent and open communication with my supervisor and workmates.					
24. My administrative duties and participation in extra-curricular activities is manageable with my working load.					
25. I am satisfied with my working conditions.					

Motivational Factors

Statements	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Achievement					
26. I feel my job is very successful.					
27. I am passionate about my work.					
28. I am sure I have capability to attain the outcomes what the school leaders expected.					
Career Advancement					
29. My job allows me the opportunity to know lots of new knowledge and skills, enrich my life.					
30. School provide opportunities for everybody to talk about their opinions and suggestions to share and improve our abilities.					
31. My supervisors give me some better advices for my work.					
Personal Growth					
32. I am more optimistic than before.					
33. I am stronger, more confident, and independent than before.					
34. I am more educated, enlightened, understanding than before.					

Motivational Factors

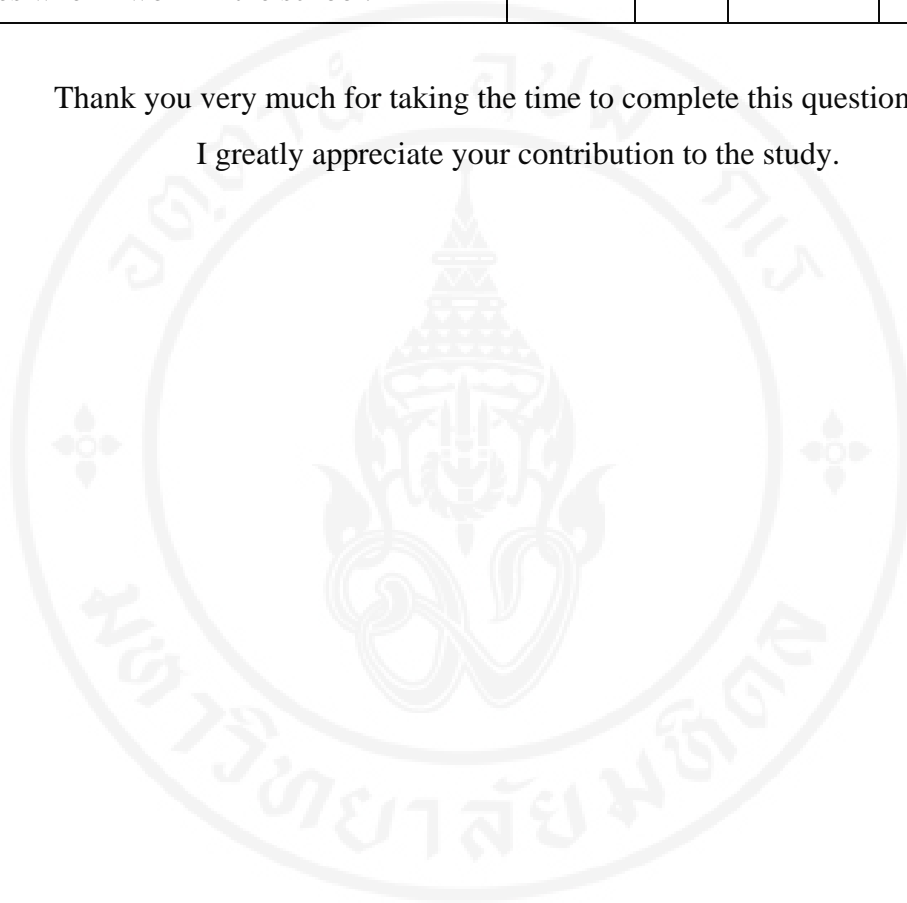
Statements	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
Job Interest					
35. School leaders want teachers to continue to learn and look for new ideas all the time.					
36. School leaders want teachers to try new things during their teaching.					
37. School leaders allow teachers to take some risks in order to improve the quality of teaching.					
Recognition					
38. My supervisors recognize my value, show praises to me.					
39. School leaders praised and recognized for my accomplishments.					
40. I get positive feedback regarding my work from my school leaders and workmates.					
Responsibility					
41. I always take responsibility for improving the overall quality of teaching in the school.					
42. I take responsibility for helping one another do well.					
43. I always take time to communicate with parents.					
44. I always take care of my students about their studying and living conditions.					

Motivational Factors

Statements	5 Highest	4 High	3 Moderate	2 Low	1 Lowest
45. I follow the school's and teachers' rules when I work in the school.					

Thank you very much for taking the time to complete this questionnaire.

I greatly appreciate your contribution to the study.



Interview Guideline

Interviewee's name:

Age:

Gender:

Present Position:

What type of the teacher:

Years of teaching: years.

The questions as followed:

1. What is the most difficulty you met in your work? Does it affect your work motivation?
2. What is the best way to overcome the difficulty?
3. Does school size affect your work motivation?

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