

**JOB SATISFACTION OF NATIVE CHINESE TEACHERS (NCTs)
IN HIGHER EDUCATION INSTITUTIONS IN BANGKOK
METROPOLIS AND VICINITY**

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Thesis
entitled
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METROPOLIS AND VICINITY**

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JOB SATISFACTION OF NATIVE CHINESE TEACHERS (NCTs) IN HIGHER EDUCATION INSTITUTIONS IN BANGKOK METROPOLIS AND VICINITY

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ABSTRACT

The purposes of this research were to examine the level of job satisfaction of native Chinese teachers (NCTs) and to compare the effect of different demographic factors on job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity.

This research was conducted by using quantitative and qualitative methods. The population was 194 NCTs in 33 higher education institutions in Bangkok Metropolis and Vicinity. A descriptive survey was carried out with 183 NCTs who account for 93 percent of the population and interview was conducted with 8 randomly selected NCTs. The research instruments were job satisfaction questionnaire and interview guideline. The data were analyzed by descriptive and inferential statistics such as independent t-test, one-way ANOVA, and content analysis.

The research findings indicated that the overall job satisfaction was rated as high. Though the overall job satisfaction was high, but within the 12 factors of job satisfaction, 4 factors such as advancement, senior management, salary, and job security were rated at a moderate level. Only gender, educational level, and monthly income had a statistically significant difference on job satisfaction.

The findings of this research provided information for the president or dean of institutions to reconsider the quality of working life of NCTs. The research also attempts to improve NCTs' job satisfaction by assisting institutions' presidents, deans, and personnel to create appropriate strategies to retain NCTs in higher education institutions in Bangkok Metropolis and Vicinity.

KEY WORDS: JOB SATISFACTION/ NATIVE CHINESE TEACHERS/ HIGHER EDUCATION INSTITUTIONS/ BANGKOK METROPOLIS AND VICINITY

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CHAPTER I

INTRODUCTION

1.1 Background and Rational of the Study

According to BBC News, China has surpassed Japan as the world's second-biggest economy (BBC News, 2011). At its current rate of growth, analysts predicted that in about a decade China would replace the US as the world's top economy. "Once it was common sense that any world citizen should know and understand something of English history and culture—and learn other major English-speaking countries. With China once again appearing in an eminent position on the world scene, now that same common sense suggests that a world citizen should also know and understand something of China's immense wealth of culture and history, certainly in harmony with its increasing economic stature, but also from their own intrinsic worth" (Spence, 2008).

There are many spoken dialects. Cantonese is one of the most widely spoken dialects worldwide. Even though spoken dialects are different, but they share the same writing system. Every province in China uses the same Chinese characters. Upon the establishment of the People's Republic of China in 1949, "a form of Mandarin, also known as *Putonghua* (the common language) and based on the Beijing dialect", was legitimated as the official language of the country (Ministry of Education 2005; Kane, 2006). Mandarin is the official language. All Chinese who went to school learn Mandarin. It is credited as being the language spoken by the greatest number of people in the world—650 million is the current estimate. Although written language is potentially intelligible to over 1 billion people (Crystal, 2003). Now almost all Chinese learners study Mandarin (Kane, 2006; Xing, 2006; Nayer, 1997). The number of people around the world learning Mandarin has been increasing. This marked the emergence of Chinese as a foreign language (CFL) universally (Xing, 2006; Gil, 2008; Lo Bianco, 2007; Everson & Xiao, 2009). Teaching CFL has rapidly developed as a specialized subject (Ministry of Education, 2005; Everson & Xiao, 2009).

Currently, the number of the world population who chose to learn resulted in a increase in the demand of native Chinese teachers (NCTs). It was predicted that the number of Chinese language learners would reach 150 million by the end of 2015. This means that by that time, there would be a demand for at least 5 million Chinese language teachers. From 2004 until the present, over 10,000 Chinese language teachers and volunteers have been sent abroad, but this number is still insufficient (Hanban, 2010a). According to the Ministry of Education, the world's demand for Chinese language teachers used to be 10,000 teachers per year. But China was able to meet the demand, since they could only develop 2,000 teachers. The Office of the Higher Education Commission (OHEC) of Thailand came up with the "the Strategy Plan for Chinese Education Development in Colleges and Universities in 2010-2015" in September 2010 to overcome the shortage of Chinese language teachers. The plan required the number of Chinese learners in Thai colleges and universities to increase 20 percent every year and the number of full time Chinese teachers to increase by 15 percent annually. This resulted in the shortage of Chinese language teachers, since the number to Chinese language teachers is far from the set amount (Hanban cited People's Daily Online, 2011a). Therefore, CFL teachers are in high demands. Teaching CFL has become a popular, promising and potential profession in the world as well as in Thailand. Tack and Patitu (2000) stated that due to the forecasted shortage of Chinese language teachers, research on job satisfaction of Chinese language teachers should be a priority.

This study uses Herzberg's two-factor theory for the theoretical framework. Adaptation of Herzberg's motivation-hygiene theory (1959) resulted in two groups of factors that affect an individual's satisfaction or dissatisfaction with their job. Herzberg's first group of factors is referred to as "motivation factors," which include achievement and recognition. Achievement and recognition were often cited as the primary causes of satisfaction and motivation. When achievement and recognition were present in a job, the individual is satisfied with their job and are motivated. But when achievement and recognition were absent from a job, the individual does not feel satisfied with their job, but not feeling satisfied and dissatisfaction is different. Herzberg's second group of factors was referred to as "hygiene," which is about dissatisfaction. Hygiene includes salary/ pay, job security, supervisor, and working

conditions. When hygiene is perceived as insufficient, the individual feels dissatisfied. But hygiene being acceptable does not necessarily lead to job satisfaction; rather the individual is simply not dissatisfied.

It's crucial to understand job satisfaction before trying to understand the factors that motivate faculty working in institutions of higher education in Bangkok Metropolis and Vicinity to keep working in the institution. The faculty job satisfaction is the main factor that motivates faculty to remain in their positions. Bolman & Deal (2008) stated that when employees find satisfaction and meaning in their work, the organization profits from effective use of talent and energy. But when employees are unhappy with their work, they are withdrawn, resistant, and rebellious, which is a loss for everyone. In higher education, especially in the field of business, is an important factor that determines how long the faculty intends to work for their institution (Ramsay, 2003). Facts showed that teachers are the most important resources in higher education institutions. When teachers are satisfied, they can contribute their energy and intellect. But when they are dissatisfied, they might leave the profession. The researcher talked to several NCTs who were teaching Chinese in higher education institutions in Bangkok Metropolis and Vicinity. The Chinese teachers had a slightly low job satisfaction due to low salary, lack of social security, low opportunities and so on. This means that even though institution hope that NCTs would stay at the institution, but some NCTs still decide to leave after working for about one to two years at the institution.

Chinese teachers working in higher education institution in Bangkok Metropolis and Vicinity are typically divided into NCTs and non-NCTs or Thai Chinese teachers. Most non-native Chinese teachers are Thai. NCTs account for about 50 percent of all Chinese teachers (Chulalongkorn University, 2008). Therefore, the study of NCTs' job satisfaction is directly related to the future of Chinese teaching at every institution.

Data showed that Thailand is one of the earliest countries that launched Chinese education cooperation and received NCTs. So far, Thailand has established 12 Confucius Institutes and 11 Confucius Classrooms. Thailand is also one of the countries that received the most NCTs. By the end of 2008, Thailand had 178 full time NCTs who teach Chinese in 79 higher education institutions. And by the end of 2011,

there was 194 full time NCTs teaching in 33 higher education institutions in Bangkok Metropolis and Vicinity (Chulalongkorn University, 2008; Wang, 2012). Even though the global demand for NCTs is very high and increasing, but the overall demand was relatively low. (In 1997, George Weber stated that there are approximately 20 million non-native Chinese speakers around the world. However, there are approximately 190 million non-native French speakers and 150 million non-native English speakers.) The age that Chinese learners started learning Chinese is relatively late when compared to English and French.

As mentioned above, there are several reasons that led the researchers to research the teaching of CFL and NCTs. Until now, there were relatively few research conducted on CFL and NCTs. In this study, the researcher desired to contribute to the field. The aims of this study are to examine the level of job satisfaction of NCTs and to compare the effect of different demographic factors (such as age, gender, marital status, educational level, monthly income, type of institution, and teaching experience in higher education institutions in Bangkok Metropolis and Vicinity) on job satisfaction. Therefore, the result of this study on job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity may be useful to Thailand and other countries round the world.

1.2 Research questions

1.2.1 What was the level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity?

1.2.2 Were there significant differences in the effects of demographic factors on NCTs' job satisfaction?

1.3 Research objectives

1.3.1 To examine the level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity.

1.3.2 To compare the effect of different demographic factors on NCTs' job satisfaction.

1.4 Research hypotheses

1.4.1 There was a statistically significant difference in NCTs' job satisfaction based on gender.

1.4.2 There was a statistically significant difference in NCTs' job satisfaction based on age.

1.4.3 There was a statistically significant difference in NCTs' job satisfaction based on marital status.

1.4.4 There was a statistically significant difference in NCTs' job satisfaction based on educational level.

1.4.5 There was a statistically significant difference in NCTs' job satisfaction based on monthly income.

1.4.6 There was a statistically significant difference in NCTs' job satisfaction based on type of institution.

1.4.7 There was a statistically significant difference in NCTs' job satisfaction based on teaching experience.

1.5 Scope of the study

The study focused on NCTs' job satisfaction in institution of higher education in Bangkok Metropolis and Vicinity.

The population of the study was 183 full time NCTs (include the permanent full time NCTs who got jobs by themselves, and the temporary full time NCTs who got jobs through the Chinese government or institutions as volunteer Chinese teachers and Chinese language experts). These NCTs came from 33 higher education institutions in the Bangkok Metropolis and Vicinity are that had CFL program in the academic year 2011.

1.6 Definition of the terms

1.6.1 Native Chinese teacher referred to teachers who teach Chinese and their first language is Chinese. The term “NCT” is often used to refer to Chinese language teachers who teach non-native Chinese speakers.

1.6.2 Institution of higher education referred to all public and private universities and colleges that have CFL programs in the Bangkok Metropolis and Vicinity. The Bangkok Metropolitan area includes: Bangkok, Nakhonpathom, Samutprakarn, Pathumthani, Nonthaburi, and Samutsakhon.

1.6.3 Teacher job satisfaction referred to job-related factors that affect the NCTs feelings toward their jobs.

1.6.4 Motivation factors referred to tasks that influence the NCT’s job satisfaction positively; meaning it changes the NCT level of job satisfaction from low to medium or high job satisfaction. Motivation factors consist of 6 components, which are: recognition, work itself, advancement, growth, feelings toward organization, and responsibility.

Recognition referred to the overall appreciation and celebration of an individual’s performance.

Work itself refers to intrinsic enjoyment and the accomplishment of performing the job.

Advancement referred to existing fair and equal opportunities for promotions and positions.

Growth is the NCT’s self-development, training, and advancement.

Feeling towards organization referred to pride, commitment, and a sense of being a part of the institution.

Responsibility referred to control and involvement in decision-making.

1.6.5 Hygiene factors refer to job dissatisfaction. Hygiene factors and motivational factors are part of Herzberg’s motivation-hygiene theory. Hygiene consisted of 6 components, which are: senior management, supervisor, relationship with coworkers, salary, benefit, and security.

Senior management referred to management positions such as president, vice president, dean vice dean, and members of board of trustees.

Supervisor referred to the immediate supervisor. It refers to the level of respect, level of trust, care, and communication that the immediate supervisor displays.

Relationship with coworkers focused on trust between coworkers and working relationships with coworkers.

Salary referred to fair and competitive compensation and reasonable increase in salary.

Benefit referred to benefit packages that the institution offers.

Security referred to insurances that the NCTs received and their expected working lifespan.

1.6.6 Demographic factors referred to age, gender, marital status, educational level, monthly income, type of institution, and NCT's teaching experience in a institution of higher education in Bangkok Metropolis and Vicinity.

Gender referred to the NCTs' sexual identity. The NCTs' gender is classified as either male or female.

Age referred to the calculated number of years from birth to present. The age of NCTs was divided into 4 groups: less than 26 years old, 26-35 years, 36-45 years, or more than 45 years.

Marital status referred to whether the NCT is married or not. It is classified into four categories, which are single, married, divorced, and separated.

Educational level referred to the NCTs' highest educational degree. They are classified as bachelor's degree, master's degree, doctoral degree, or others.

Monthly income referred to the amount of money that the NCTs received from the institution of employment. The salary range was divided into 7 groups, which are: below 18,000 THB, 18,000 - 25,000 THB, 25,001 - 30,000 THB, 30,001 - 35,000 THB, 35,001 - 40,000 THB, 40,001 - 45,000 THB and above 45,000 THB.

Type of institution referred to whether the NCTs were working in a public or private institution of higher education.

Teaching experience was the total number of years that the NCTs was employed to teach Chinese in the institution of higher education. It was calculated from the first day that the NCTs was employed up to the present. Teaching experience was classified as either less than 2 years, 2-3 years, 4-6 years, 7-9 years, or more than 9 years.

1.7 Research Contributions

1.7.1 The NCTs' level of job satisfaction in working at institution of higher education in Bangkok Metropolis and Vicinity provided president and dean of institutions with data to reconsider and improve NCTs quality of working life.

1.7.2 The results on the affects of demographic factors on job satisfaction from this study could provide president, dean, and personnel of institution with data on plausible strategies to motivate NCTs and increase NCTs' job satisfaction.

1.7.3 The recommendations from this study could assist personnel from institutions of higher education to develop strategies to retain NCTs. This would decrease the amount of funds invested in pre-service training of new NCTs in Bangkok Metropolis and Vicinity.

1.8 Conceptual framework

The conceptual framework of this study was developed using the theory from Herzberg and research from Smerek & Peterson (2007). The independent variables are demographic factors, which include gender, age, marital status, educational level, monthly income, type of institution, and teaching experience. The dependent variable was NCTs' job satisfaction, which include motivation factors and hygiene factors. Motivation factors were divided into recognition, work itself, advancement, growth, and feelings toward organization. Hygiene factors were divided into senior management, supervisor, relationship with co-workers, salary, benefit, and security. See Figure 1.1.

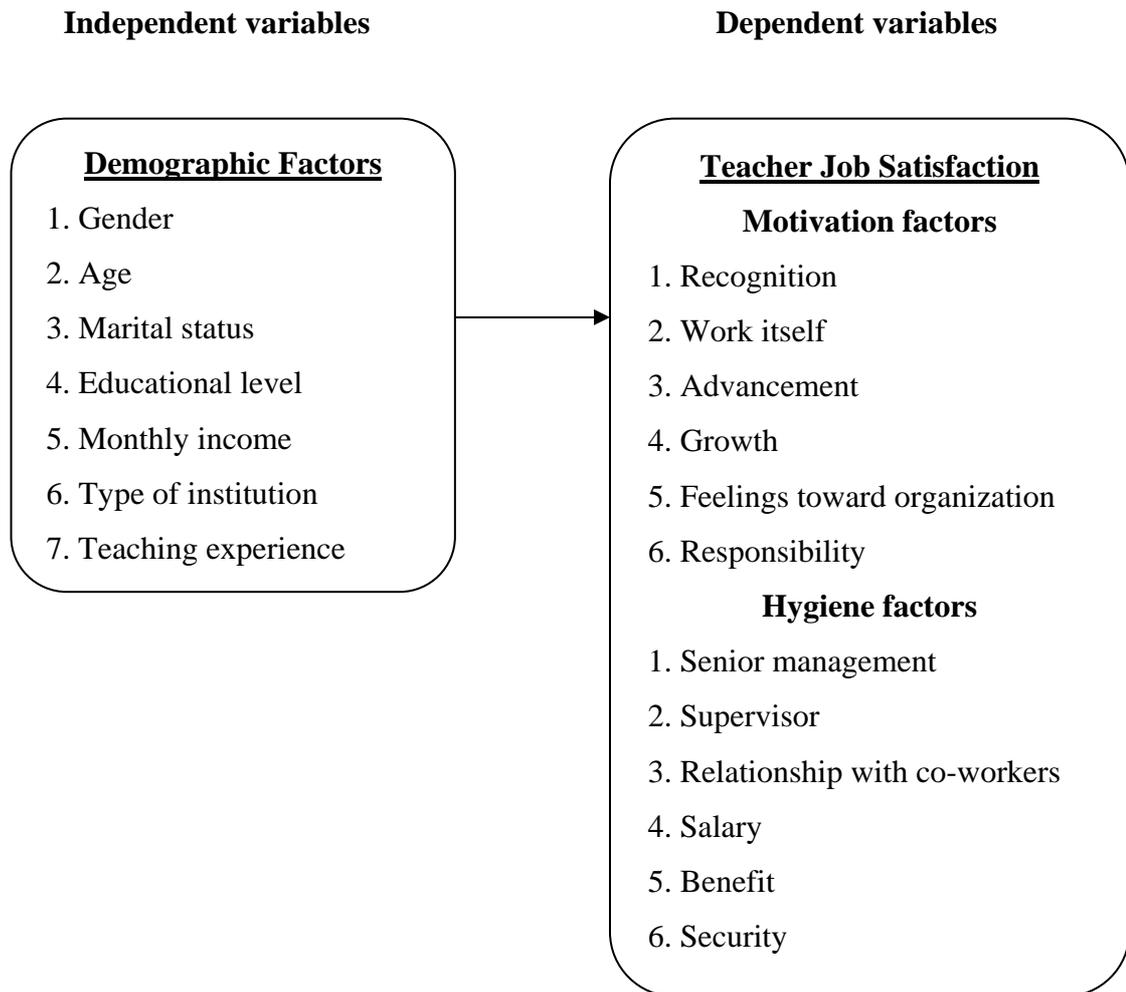


Figure 1.1 Conceptual framework

CHAPTER II

LITERATURE REVIEW

The chapter on literature review is presented in the following order.

2.1 Native Chinese teachers (NCTs)

2.1.1 Introduction of NCTs

2.1.2 Overview of NCTs who teach Chinese in higher education institutions in Thailand

2.2 Job satisfaction

2.2.1 Definition of job satisfaction

2.2.2 Theories of job satisfaction

2.2.2 Theoretical conception of teacher job satisfaction

2.3 Related researches

2.3.1 Related research on job satisfaction and teacher job satisfaction

2.3.2 Related research on demographic factors

2.3.3 Related research on NCTs

2.1 Native Chinese teachers (NCTs)

2.1.1 Introduction of NCTs

In general, there are two types of Chinese teacher around the world—NCT and non-NCT. By the end of 2010, there were 322 Confucius Institutes and 369 Confucius Classrooms established in 96 countries and regions around the world. Currently, the number of full-time and part-time faculty and staff from China is 4,109. And the number of directors and teachers from China is 2,049 (Hanban, 2010a).

The Office of the Chinese Language Council International based in Beijing is known as “Hanban.” Hanban is a non-governmental organization under the supervision of the Ministry of Education, P. R. China. It was established in 1987. It

has initiated policies and sponsored activities of Chinese language studies, cultural exhibitions, and exchanges. To provide specific help and support in each country, the Confucius Institutes (CIs) have been inaugurated (Zhang, 2004).

Confucius Institute (CI) is a non-profit institution that resulted from the cooperation between the host country and China. The main goals of the CI are to educate non-Chinese learners on the use of Chinese language and Chinese culture through existing formal education like schools, colleges, and universities curricula. These formal education curricula include Chinese language classes as the integral part (Gil, 2008; Hanban, 2011b; Wang, 2007; Wang & Higgins, 2008).

China also set up the Volunteer Chinese Teachers Program (hereafter referred to as “Volunteer Program”) in China. The Volunteer Program provides voluntary services to help meet the demands of Chinese teachers in other countries; therefore mitigating the shortages of Chinese teachers in other countries.

In addition, set up in China, the Volunteer Chinese Teachers Program (hereafter referred to as “Volunteer Program”) provides voluntary services to help meet Chinese teachers’ shortage in other countries. Hanban is responsible for implementing the Volunteer Program. The Volunteer Center of Hanban is in charge of the program’s daily operation. As a pilot program, Hanban sent the first group of volunteers to Thailand and the Philippines in 2003. Experiences were accumulated to prepare for the full operation of the program. In 2004, the Ministry of Education approved and officially launched the Volunteer Chinese Teacher Program. In 2004, approved by the Ministry of Education, the Volunteer Chinese Teacher Program was officially launched. By the end of 2010, Hanban had sent over 10,000 volunteers to 89 countries in Asia, Europe, America, Africa, and Oceania. The volunteers have impressed people of these countries with their endurance, devotion, and outstanding performance. The volunteers are called “Angels from China” and “the Loveliest People” (Hanban, 2011c).

This section reviewed the Confucius Institutes, Confucius Classrooms, Volunteer Chinese Teachers Program of Chinese government in the world, and the number of NCTs. Confucius Institutes and Classrooms and Volunteer Chinese Teachers Program are the main source of NCTs. For this reason, this section provided the global context for understanding NCTs.

2.1.2 Overview of NCTs who teach Chinese in higher education institutions in Thailand

After the normalization of diplomatic relations with the Kingdom of Thailand in July 1975, Sino-Thai relations changed from enmity to friendship. Sino-Thai relations remained good for decades. At the height of the relationship, especially when Thailand was not facing severe political uncertainty, more than 1,000 delegates regularly travelled back and forth between Beijing and Bangkok. Her Royal Highness Princess Maha Chakri Sirindhorn has visited China more than three dozen times since the normalization of diplomatic relations, deepening the Sino-Thai friendship as never before. In March 2010, she was chosen by the Chinese people (in an online poll) as one of China's top ten best friends (China Daily, 2010).

According to the China-ASEAN Expo Secretariat, at the end of January 2011 China was Thailand's second largest trade partner, second only to Japan. China also became Thailand's second largest export market and its second largest source of imports. The bilateral trade value between China and Thailand from 2009 to 2010 had increased by more than 30 percent; the value in 2010 was 46 billion U.S. dollars. The exports from Thailand to China went up 34 percent to 21 billion U.S. dollars, while the imports from China to Thailand went up 43 percent to 25 billion U.S. dollars. Furthermore, the two countries have also achieved rapid growth in bilateral investments, contract projects, and labor service cooperation (People's Daily Online, 2011).

Sino-Thai education cooperation improved even more. In 2003, Thailand became the first country that received a volunteer teacher from Hanban. In 2004, Thailand was the first country that received the first batch of volunteers, 23 volunteers, from Hanban. And in 2005, the first Confucius Institute project was established in Kasetsart University, Thailand.

At this point, China has sent a total of 1,202 volunteers to teach in primary schools, secondary schools, vocational schools, colleges, universities, and Confucius Institutes in Thailand. In 2009, the number of volunteers sent to other countries exceeded 1,000 for the first time. And now it has exceeded 1,200 for 2 years straight. This number indicates not only another leap in the "Volunteer Chinese Teachers

Program” in Thailand, but also a new milestone in the Sino-Thai cooperation in education.

Deputy Secretary-General of the Office of the Higher Education Commission (OHEC) of the Thai Ministry of Education, Kamjorn Tatiyakavee, remembered the development of the volunteer program at OHEC. He stated that since the development of the strategy and policy, by the Thai Ministry of Education, with regard to promoting Chinese education, Thailand has witnessed a rapid increase in the number of Chinese learners in educational institution at all levels. By March 2011, there were almost 700,000 Chinese learners in Thailand and over 260,000 Chinese test takers.

In September 2010, OHEC developed the “2010-2015 Strategy Plan for Chinese Education Development in Colleges and Universities.” OHEC developed the “2010-2015 Strategy Plan for Chinese Education Development in Colleges and Universities” in September 2010, which required that the number of Chinese learners in Thai colleges and universities should increase by 20% a year and the number of full time Chinese teacher should go up by 15% a year. Other requirements include paying attention to developing Chinese teaching materials and web-based educational systems.

By March 2011, Hanban/Confucius Institute Headquarters had dispatched over 50 Chinese teachers to Thai colleges and universities. In addition, the Hanban representative offices in Thailand also recommended local Chinese teachers have PhD degrees to further improve the teaching standards of local Chinese teachers (Hanban cited in People’s Daily Online, 2011a).

Firstly, this section reviewed the Sino-Thai relationship in the politics, economy, and education aspects. Secondly, it reviewed the origin and development of NCTs in Thailand. And lastly, it reviewed the policy and plan about Chinese education and Chinese teachers by the OHEC of the Thai Ministry of Education.

In higher education institutions in Bangkok Metropolis and Vicinity, NCTs are divided into three types: teachers of Confucius Institutes, volunteer Chinese teachers, and teachers who were sent by the Chinese government (also known as “expert teachers). Currently, teaching CFL has become a profession with high success rate. But the drawback was the high dissatisfaction, which is a result of teaching CFL

being a new profession. Studying NCTs' job satisfaction will improve and solve these problems because when NCTs are satisfied with their job, then they will wish to remain in the institution that employs them. As a result, teaching CFL will act as a foundation to the future of teaching Chinese.

The following section reviewed literatures on job satisfaction. It includes definition of job satisfaction, theories on job satisfaction, and theoretical concepts of teachers' job satisfaction.

2.2 Job satisfaction

2.2.1 Definition of job satisfaction

Researchers stated that job satisfaction is the degree that an individual feel positively or negatively towards their job (Steyn & Van Wyk, 1999). Job satisfaction is considered a reliable predictor that predicts whether an individual decide to stay or leave the organization.

Schultz, Bagrain, Potgieter, Viedge, & Werner (2003), define job satisfaction as a personal appraisal of the job and the psychological experience at work. The happier the individual is with their job, the more satisfied they are.

Diaz-Serrano & Cabral Vieira (2005) stated that job satisfaction predicts the individual's overall well-being and whether the employee intend to quit their job or not.

Spector (2005) defined job satisfaction as a variable of attitude that reflects the individual's overall feelings toward their job and also in specific aspects. Simply put, job satisfaction is the extent that the individual likes their job; job dissatisfaction is the extent that the individual dislike their job.

For this study, the concluded definition of job satisfaction is how people feel about their job, which is also a predictor of whether the individual decide to stay or leave the organization.

2.2.2 Theories of job satisfaction

Job satisfaction is the extent that a job meets the individual's expectations or wish/es. It is often part of the theories in motivation and productivity (Herzberg, 1959; Wagner & Hollenbeck, 1992).

Motivation is classified into three main categories, which are: process-based perspectives on motivation, reinforcement theory, and need-based perspectives on motivation.

2.2.2.1 Process-Based Perspectives on Motivation

The process-based perspectives of motivation are concerned with how the individual is motivated. This perspective does not attempt to identify the stimuli that cause motivation, rather it focus on why people choose to engage in certain behaviors to satisfy their needs and how they evaluate their satisfaction after they have attained their goal/s (Moorhead & Griffin, 2010). Researchers agreed that there are three main theories for the process-based perspectives of motivation, which are: equity theory, expectancy theory, and goal-setting theory.

2.2.2.1.1 Equity Theory

The equity theory of motivation is based on the premise that people in organizations want to be treated fairly (Adams, 1963; Steer & Porter, 1987). Equity is defined as the belief that everyone is treated fairly and even when comparisons are made, everyone is still being treated fairly. On the other hand, inequity is the belief that people are being treated unfairly compared to others. The equity theory is one of many theories that were derived from the social comparison process. Social comparisons are when the individual evaluate their situation with regards to others' situation.

Equity theory describes the equity comparison process in terms of an input-to-outcome ratio. Inputs are an individual's contributions to the organization, for example: education, effort, and loyalty. While outputs are what the individual receive in return; for example: pay, recognition, social relationships, intrinsic rewards, and etc. In effect, outcome is essentially a personal assessment of one's psychological contract. An individual's assessment of inputs and outcomes for themselves and others are based on objective data and perception. The perception part of equity does not require the perceived outcome and input to be equal, but it requires the ratio between input and outcome to be the same.

2.2.2.1.2 Expectancy Theory

The expectancy theory is mainly based on Vroom’s (1964) theory of work and motivation. Expectancy theory based largely on Vroom’s (1964) classic book called *Work and Motivation*. The theory talks about the highly personalized rational choices individuals make when faced with working to receive rewards. Even though individual perception is labeled as secondary in the Maslow and Herzberg models, but it is the core of the expectancy theory. The expectancy theory is a model of motivation based on the assumption that motivational strength is determined by perceived probability of success. The term “expectancy” refers to the subjective probability that one “thing” will lead to another.

Although Vroom and other expectancy theorists described their models with complex mathematical terms, but the simpler form of the expectancy theory is described in Figure 2.1. In this model, an individual’s motivational strength (motivational strength is how much effort the individual should use) increases, as one’s perceived effort-performance and performance-reward probability increases (Hom, 1980; Stacy, Widaman, & Marlatt, 1990; Wanous, Keon, & Latack, 1983).

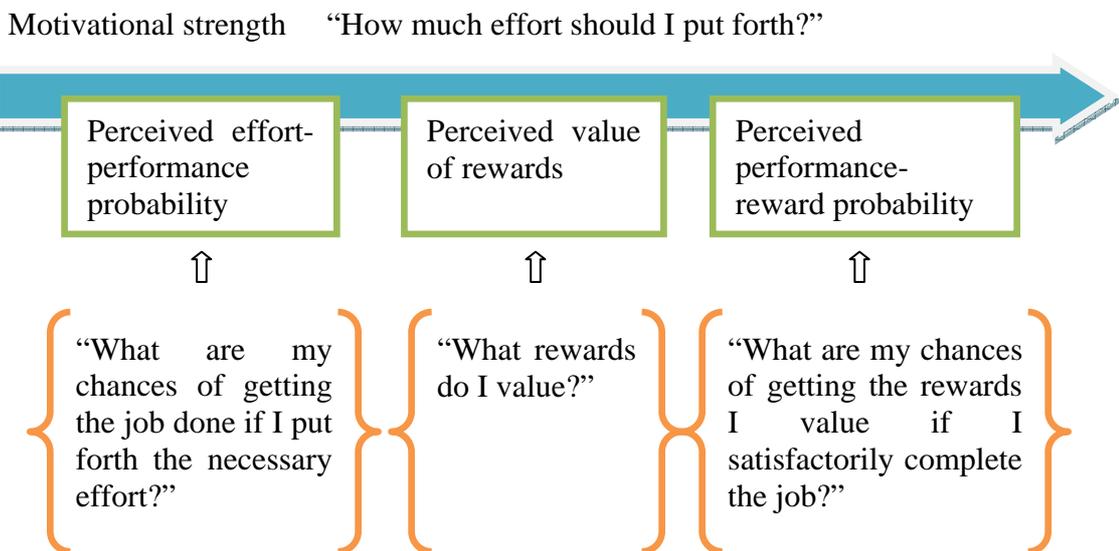


Figure 2.1 A basic expectancy model

2.2.2.1.3 Goal-setting Theory

Three out of four successful people whether from the field of business, politics athletics, or community service are successful because

they are goal-oriented. This means that they commit themselves to always achieve challenging goals professionally and personally (Leonard, 2001).

Within an organizational context, goal setting is a process of improving individual performance or group performance with formal objectives, deadlines, or quality standards (Collins, 1999). Important lessons from goal-setting theory and research are incorporated in the general model in Figure 2.2. This model shows how properly conceived goals trigger a motivational process that improves performance.

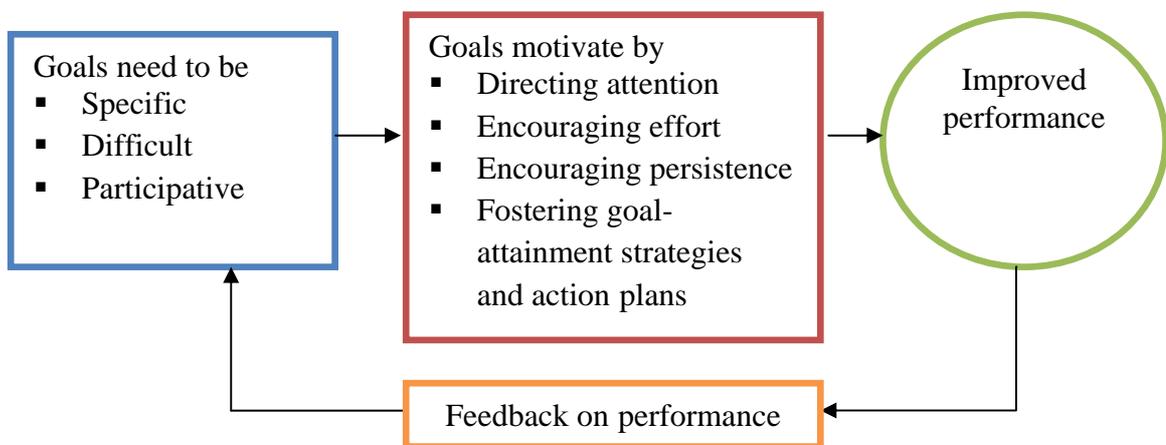


Figure 2.2 A model of how goals can improve performance

2.2.2.2 Reinforcement Theory

Reinforcement theory (also called “operant conditioning”) is generally associated with the work of Skinner (1953 & 1972). Reinforcement theory stated that behavior is a function of its consequences (Luthans & Kreitner, 1985).

Behavior that results in pleasant consequences is more likely to be repeated (the employee will be motivated to repeat the current behavior), and behavior that results in unpleasant consequences is less likely to be repeated (the employee will be motivated to engage in different behaviors). The reinforcement theory also suggested that in any given situation, people explore a variety of possible behaviors. Future behaviors are affected by the consequences of prior behaviors. The consequences of behavior are called “reinforcement.” Managers can use a variety of reinforcement to influence the employee’s behavior. The terms that are related to the reinforcement theory of motivation are: positive reinforcement, avoidance, extinction, and punishment (Moorhead & Griffin, 2010).

1. Positive reinforcement is a reward or other desirable consequence that a person receives after exhibiting the desired behavior.

2. Negative reinforcement is removing negative or undesirable consequences.

3. Extinction decreases the frequency of behavior by eliminating a reward or desirable consequence that follows that behavior.

4. Punishment is an unpleasant, or aversive, consequence that results from behavior (Arvey & Ivancevich, 1980; Atwater, Brett & Charles, 2007).

2.2.2.3 Need-Based Perspectives on Motivation

Need-based perspectives represent the starting point for most contemporary thought on motivation, although these theories also attracted critics (Salancik & Pfeiffer, 1977). Even though there are many Need-based theories on motivation, but only four are considered influential: Maslow's hierarchy of needs theory, ERG theory, Herzberg's two-factor theory, and acquired needs theory.

2.2.2.3.1 Maslow's Hierarchy of Needs Theory

The hierarchy of needs, which was developed by the psychologist Abraham Maslow in the 1940s, is the most well known needs theory (Maslow, 1943; Maslow, Stephens, & Heil, 1998; Maslow & Lowry, 1999). The human relations school of psychology influenced was the basis for this theory. According to the theory, human beings are "wanting" animals; humans have an innate desire to satisfy a given set of needs. Furthermore, Maslow believed that these needs are in a hierarchy according to needs, with the most basic needs at the foundation/bottom of the hierarchy.

The three sets of needs at the bottom of the hierarchy are called deficiency needs, because they must be satisfied for the individual to be fundamentally comfortable. The top two sets of needs are termed growth needs because they focus on personal growth and development. Figure 2.3 show Maslow's hierarchy of needs.

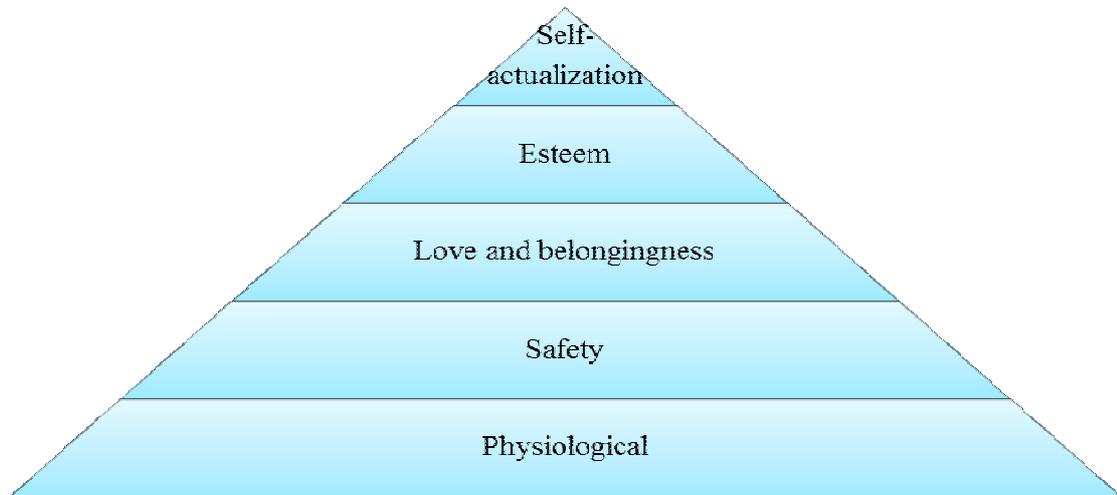


Figure 2.3 Maslow's hierarchy of needs theory

- 1. Physiological needs** include the needs for food, sex, and air.
- 2. Safety needs** is things that offer safety and security, such as adequate housing, clothing, and freedom from worry and anxiety.
- 3. Love and belongingness needs** include the need for love, need for affection, and the need to be accepted by peers.
- 4. Esteem needs** encompass two slightly different kinds of needs: the need for a positive self-image, self-respect and the need to be respected by others.
- 5. Self-actualization needs** involve a person's realizing his/her full potential and becoming all that he/she can be.

Maslow believed that each need level must be satisfied before the individual can try to achieve the next level. Thus, once physiological needs have been satisfied, their importance diminished and security needs emerge as the primary source of motivation. The individual continue to work towards the top of the hierarchy until self-actualization needs become the primary motivator. But if previously satisfied lower-level needs become insufficient, then the individual have to return to working towards achieving the lower level needs again.

Maslow's need hierarchy makes a certain amount of intuitive sense. Since it was the first well known motivation theory and it is also one of the theories used by managers. Even though it is a popular theory, but research

revealed that it has a number of deficiencies. Some of the theory's flaws are: five levels of need are not always present, the actual hierarchy of needs does not always conform with Maslow's model, and need structures are more unstable and varied than the theory suggested (Wahba & Bridwell, 1976).

2.2.2.3.2 ERG Theory

A Yale psychologist, Clayton Alderfer, developed the ERG theory. The ERG theory is another historically important needs theory of motivation. In many aspects, the ERG theory extended and refined Maslow's hierarchy of needs. But there are also many notable differences between the two. The E, R, and G stand for three basic need categories, which are existence, relatedness, and growth, respectively. Existence needs are necessary for basic human survival. It corresponds to the physiological and security needs in the hierarchy of needs. Relatedness needs is the need to relate to others; it is similar to Maslow's belongingness and esteem needs. Lastly, growth needs are similar to Maslow's need for self-esteem and self-actualization.

Unlike Maslow's approach, the ERG theory suggests that more than one kind of need may motivate a person at the same time. For example, relatedness and growth needs can motivate a person at the same time. Another major difference between ERG theory and hierarchy of needs is that the ERG theory includes a satisfaction-progression component and a frustration-regression component. The satisfaction-progression concept suggested that after satisfying one category of needs, a person progresses to the next level. Both theories agree on this. But the hierarchy of needs assumes that the individual remain at the next level until the needs at that level are satisfied, while the frustration-regression component of ERG theory suggested that a person who is frustrated with trying to satisfy a higher level of needs will eventually regress to the preceding level (Alderfer, 1976).

2.2.2.3.3 Herzberg's Two-Factor Theory

During the 1950s, Frederick Herzberg proposed a theory on employee motivation based on satisfaction (Herzberg, Mausner, & Snyderman, 1959; Pomeroy, 2007; Weinstein, 2007). His theory stated that a satisfied employee is motivated from within to work hard, while a dissatisfied employee is not self-motivated. Herzberg's research revealed two factors associated with employee

satisfaction and dissatisfaction (see Table 2.1). As a result of finding two factors, his concept was known as and referred to as Herzberg's two-factor theory.

Table 2.1 Herzberg's two-factor theory of motivation

Hygiene Factors	Motivation Factors
Factors mentioned most often by dissatisfied employees	Factors mentioned most often by satisfied employees
1. Company policy and administration	1. Achievement
2. Supervision	2. Recognition
3. Relationship with supervisor	3. Work itself
4. Work conditions	4. Responsibility
5. Salary	5. Advancement
6. Relationship with peers	6. Growth
7. Personal life	
8. Relationship with subordinates	
9. Status	
10. Security	

By insisting that satisfaction is not the opposite of dissatisfaction, Herzberg encouraged managers to carefully think about what actually motivates employees. According to Herzberg, "the opposite of job satisfaction is not job dissatisfaction, but rather no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no dissatisfaction." This implied that the dissatisfaction-satisfaction continuum contains a zero midpoint where both dissatisfaction and satisfaction are absent (Herzberg, 1968; Organ, 1995; Turner, Utley & Westbrook, 1998).

The theory stated that once the state that is neither satisfied nor dissatisfied is reached, it is useless to try to improve motivation through hygiene factors. Unlike many other theorists, Herzberg explicitly described how managers could implement his theory. He even developed and described a technique called "job enrichment," which is used to structure employee's tasks. Herzberg developed this technique to suit his key motivation factors. This unusual attention to

application may be the reason for the widespread popularity of the two-factor theory among practicing managers (Herzberg, Mausner, & Synderman, 1959).

Like Maslow, Herzberg triggered lively debate among motivation theorists. His assumptions that job performance improve as satisfaction increases has been criticized for having a weak empirical basis. But a recent analysis of studies encompassing a total of 7,939 business units from 36 companies gave weight to Herzberg's model. The researchers' conclusion was "one implication is that changes in management practices that increase employee satisfaction may increase business-unit outcomes, including [greater productivity, fewer accidents, less turnover, and more] profit (Harter, Schmidt, & Hayes, 2002; Miller, 2007; Wright & Cropanzano, 2004)." Furthermore, other researchers found that one person's hygiene factor may be another's motivation factor (for example, money) (House & Wigdor, 1967).

2.2.2.3.4 Acquired Needs Theory

David McClelland developed the "acquired needs theory." It proposed that certain types of needs are acquired during the individual's lifetime. In other words, people are not born with these needs, but they learn/ acquire them as they progress through life (McClelland, 1985). The three popular needs that are studied are:

1. Need for achievement the desire to accomplish something difficult, attain a high standard of success, master complex tasks, and surpass others.

2. Need for affiliation the desire to form close personal relationships, avoid conflict, and establish warm friendships.

3. Need for power the desire to influence or control others, be responsible for others, and have authority over others.

For more than 20 years, McClelland studied human needs and their implication in management. Usually, people with a high need for achievement are entrepreneurs. They like to do something better than competitors and take sensible successful initiation. Their job in the organization is to coordinate the work of several departments. People with a high need for affiliation can establish positive working relationship with others. While a high need for power is often

associated with successful attainment of position in the top part of the organizational hierarchy (Colb, Rubin, & McIntyre, 1971).

2.2.2.3.5 An integrated model of four motivation theories

Each of the four need-based theories attempts to explain behavior from a slightly different perspective. None of the theories has been accepted as the sole theory for motivation.

According to Paul, Kenneth, & Johnson (2001), the four theories are compared in Table 2.2.

Table 2.2 An integrated model of four motivation theories

Maslow	Alderfer	Herzberg	McClelland
Self-Actualization	Growth	Motivators	Need for Achievement
Esteem			
Belongingness	Relatedness	Hygiene Factors	Need for Affiliation
Safety	Existence		
Physiological			

McClelland proposed no lower-ordered needs. Even though his needs for achievement and power are not identical with Herzberg's motivators, or Maslow's higher order needs, or Alderfer's growth needs, but they share some similarities. A major difference between the four need-based theories is McClelland's emphasis on socially acquired needs. Maslow's theory offers static need hierarchy system; Alderfer proposed a flexible three-need classification approach; and Herzberg discussed intrinsic and extrinsic job factors.

This section reviewed the theories of motivation, which are from the process-based perspectives (which includes the equity theory, expectancy theory, and goal-setting theory) and need-based perspectives (which includes Maslow's hierarchy of needs theory, ERG theory, Herzberg's two-factor theory, and acquired needs theory). This section reviewed the theories of motivation in terms of process-based perspectives, which included the equity theory, expectancy theory and goal-setting

theory, need-based perspectives that including Maslow's hierarchy of needs theory, ERG theory, Herzberg's two-factor theory, acquired needs theory, and reinforcement theory of motivation. From the theories reviewed, Herzberg's two-factor theory was selected as the theory for this study. Hence these literatures covered the theory that the researcher decided to use.

Herzberg's two-factor theory has been applied to examine the job satisfaction of employees in the business field and industrial field. The theory has also been applied to examine the job satisfaction of faculties in higher educational institution, even though the theory is not popularly used in the field of education as compared to the business and industrial field. But recently, more and more researchers in education are using this theory in higher education institutions. In this study, the researcher aims to examine several motivational factors that influence job satisfaction of NCTs. Herzberg's two-factor theory consists of motivation and hygiene factors. These two factors pertain to the theme of study. Furthermore the research instrument was adapted from Smerek & Peterson (2007) based on Herzberg's two-factor theory.

Job satisfaction and motivation are often used interchangeably. In general, there is an intuitive link between an individual's job satisfaction and the motivation to continue doing that job and exceling in the job.

2.2.3 Theoretical conception of teacher job satisfaction

Herzberg, Mausner, Peterson, & Capwell (1957) stated that satisfaction is primarily affected by two factors, which are hygiene and motivators. Hygiene reduces dissatisfaction, while motivators increase satisfaction. If administrators only focused on improving satisfaction, then dissatisfaction level would remain the same. Recently, many other researchers have confirmed these findings among faculty in higher educational institution (Gawel, 1997; Hagedorn, 2000; Knight & Westbrook, 1999). Hence, Herzberg et al. (1957) were pioneers with regard to theories on faculty satisfaction.

Hagedorn (2000) identified factors that influences faculty satisfaction by dividing the mediators into three types: motivators and hygiene; demographics; and environmental conditions (p. 7). Motivators have the ability to improve satisfaction, while hygiene has the ability to reduce satisfaction among faculty of higher

educational institution (Knight & Westbrook, 1999). An example of a motivator that can improve satisfaction for faculty is salary, while an example of hygiene is eliminating the possibility for advancement (Hagedorn, 2000). Other motivators and hygiene include achievement, recognition, work, responsibility, and advancement (Hagedorn, 2000). Demographics also play an important role in influencing satisfaction in higher education (Bullers, 1999; Hagedorn, 2000). Demographics variables that influence faculty satisfaction are gender, ethnicity, type of institution, and academic discipline (Hagedorn, 2000). Environmental conditions can determine faculty's level of satisfaction. Environmental factors that affect faculty satisfaction include administration, for example: leadership style, collegial relationships, student relationships, and institutional culture (Hagedorn, 2000).

Blackburn & Lawrence (1995) hypothesized that factors that relate to the organization, job, and individual are the primary factors that affect faculty of higher education institutions satisfaction. Organizational factors are factors that influence satisfaction in the employment aspect; for example: benefits, salary, career choice, and decision-making authority. Job-related factors are things that faculty members deal with on a day-to-day basis; for example, workload, instruction, equipment, and technology. Personal factors are things that happen which are beyond the organization's control, which include family situations, car trouble, relationship issues, and religious situations.

Austin & Gamson (1983) suggested that among faculty of higher education institutions, all satisfaction variables are intrinsic, while all dissatisfaction variables are extrinsic. Austin & Gamson stated that extrinsic dimensions focus on the environment and conditions under which the work is done. Some examples of extrinsic factors are workload, working conditions, supervisory practices, rewards, opportunity, structures, and policies. On the other hand, intrinsic variables focus on outcomes of performance; some examples of intrinsic variables are autonomy, intellectual exchange, and working with students.

This section reviewed theoretical concept of teachers' job satisfaction where the factors that influence job satisfaction are classified into: (1) hygiene and motivation; (2) motivators, hygiene, demographics, and environmental conditions; (3)

organization, job, and people; and (4) intrinsic and extrinsic (Austin & Gamson, 1983; Blackburn & Lawrence, 1995; Hagedorn, 2000; Herzberg et al., 1957).

As demonstrated above, the researcher reviewed several different theories on motivation and theoretical concepts of teachers' job satisfaction. These theories and concept constructed the framework of this research. In order to understand the situation of NCTS's job satisfaction and improve the NCT's job satisfaction in higher education institutions in Bangkok Metropolis and Vicinity, the researcher selected Smerek & Peterson's research that is based on Herzberg's two-factor theory to be adapted for this study. Smerek & Peterson's research referred to six motivation factors (recognition, work, advancement, growth, feeling towards the organization, and clarity of mission) and six hygiene factors (senior management, supervisor, salary, benefit, relationship with co-workers, and security). The hygiene factors and motivation factors when associated with demographic factors (gender, age, marital status, educational level, monthly income, occupation, and teaching experience) might influence NCT's job satisfaction.

The following section reviewed studies on the effect of demographic factors on teachers' job satisfaction and NCTs.

2.3 Related researches

2.3.1 Related research on job satisfaction and teacher job satisfaction

2.3.1.1 Related research on job satisfaction

The variables of job satisfaction mainly comprised of job factors (job identity, variety in job, and workload), organizational factors (structure, policies, managements system, leadership, working conditions, payment, promotion and recognition, trainings, and etc.), social factors (peers support, group norms, and level of interaction), individual factors (age, gender, education, personal traits, experience, financial status, and etc.), and cultural factors (values, beliefs, and attitudes) (Mosadeghrad, Ferlie & Rosenberg, 2008; Lise & Timothy, 2004).

From an organizational perspective, job satisfaction is an important element since it leads of a higher-level organizational commitment of employees. High commitment leads or overall organizational success and development

(Feinstein, 2000). When there were lacks of work life balance, lack of advancement opportunities, poor work environment, lack of encouragement, and lack of recognition leads to stress. Stress causes dissatisfaction, burnout and finally an increase in turnover rate within the organization (Ahmadi & Alireza, 2007).

The Network Professionals' Job Satisfaction Survey, conducted by Lucent (2002), revealed the four main factors affecting job satisfaction: (1) opportunity to learn new skills; (2) type of work; (3) achievement opportunities; and (4) opportunity to assume responsibility. Compensation ranked seven among the 16 listed factors. The least influential factor was the opportunity to telecommute, work from home, at least part-time. Employees who were satisfied with their job were those who had the opportunity to advance in their career. However, only half of the respondents were satisfied with their promotional opportunities. According to the survey, the majority of the respondents were convinced that communications from senior management were insufficient and managers were unable to motivate employees (Lucent, 2002).

In a article called "500 Top Organizations" of a magazine, Fortune, 1,913 salaried employees perceived personal growth opportunities (e.g. opportunities for advancement) and low levels of stress will increase an employee's job satisfaction (Garber, 2003). Business leaders have examined the relationship of various factors (e.g. financial implications, supervisor involvement, relationship with coworkers, the work, compensation, and opportunities for advancement) on job satisfaction (Healy, Lehman, & McDaniel, 1995). Job satisfaction factors include better salary packages, improved benefit packages, more flexible work schedules, more on-the-job recognition and training, allowing work to be done at home, established daycare facilities, or other personal perks (Middlebrook, 1999). Murphy (2003) and West (1996) stated that the relationship with other coworkers, team-building exercises and employee training have dramatically decreased turnover rate. Researchers have found that these benefits help improve employees' job satisfaction.

Benson (1998) said, "Job satisfaction is a major contributor to the lack of turnover." People who are happy with their position feel a sense of worth and accomplishment. And they are less likely to seek job opportunities elsewhere. Scroggins (2008) supports job satisfaction through meaningful work experiences.

Scroggins (2008) said, “For those organizations concerned with the retention of high performing employees, attention to the creation of meaningful work experiences may be a key component to reducing employee intentions to leave.”

Even though job satisfaction of teachers and job satisfaction of employees belong to two totally different fields, but job satisfaction of employees in industry and business is similar to teachers’ job satisfaction in some aspects. Therefore the researches on job satisfaction of employees could also be applied to teachers.

2.3.1.2 Related research on teacher job satisfaction

Smerek & Peterson (2007) conducted a survey of 2007 employees at a large public research university. The results showed that age significantly affects job satisfaction. In regard to motivators, work was the most influential predictor. In regard to hygiene factors, effective senior management ranked highest out of all the other factors of job satisfaction. Out of all the factors that contribute to job satisfaction, work has the most influence on job satisfaction.

Lacy & Sheehan (1997) used a sample of 12,599 respondents, examined aspects of academics’ satisfaction with their job in eight developed nations (Australia, USA, Germany, Canada, Mexico, Israel, Sweden and UK). The results from the study contradicted Herzberg’s theory. The results showed that both content-related and context-related; aspects of the job could lead to either job satisfaction or dissatisfaction. Academics across the sampled nations were generally satisfied with their job. They were particularly satisfied with the following four facets of their job: relationships with colleagues; the opportunity to pursue their own ideas; job security; and the general situation of their job. A sizeable proportion of respondents (44.1%), however, were dissatisfied with opportunities for promotion, compared with those who indicated satisfaction (27.6%). Additionally, respondents from Mexico, USA, and Israel were most satisfied with the promotion aspect. In comparison with other countries, German respondents expressed the lowest level of satisfaction in the promotion aspect. The next least satisfied with the promotion aspect of their jobs were Sweden, UK, and Australia, respectively. With regard to overall job satisfaction, approximately 60% of respondents from Sweden and USA were satisfied with their job. On the other hand, less than 50% of the respondents from Mexico, Germany, UK, and Australia were satisfied with their job. It would seem that the above findings tend

to show that in the affluent world where extrinsic factors meet a minimal requirement, intrinsic factors of the job tend to influence whether the faculty is satisfied with their jobs or not.

Similarly, in a cross-national study of faculty from 16 different countries, six variables were rated as significant factors for faculty job satisfaction: institutional affiliation, level of job strain, income, cooperative climate, locus of control, and geographic location (VanderPutten & Wimsatt, 1999). VanderPutten & Wimsatt also observed factors that did not predict faculty job satisfaction: instruction as a primary role, courses taught, institutional facilities, and quality of retirement benefits.

Zhou (2003) identified the important predictors of job satisfaction for both tenured faculty's departures and non-tenured faculty's departures: job security and compensation. However, when compared job satisfaction from ten different academic disciplines (Agriculture, Business, Education, Engineering, Fine Arts, Health Sciences, Humanities, Natural Sciences, Social Sciences, and Vocational Programs), no variation in faculty job satisfaction and turnover were found. Therefore, this study demonstrated that Zhou's model of job satisfaction is applicable for identifying job satisfaction across different disciplines.

The research by Feldman & Turnley (2001) examined the areas that were sources of job satisfaction and job dissatisfaction of faculty at a large state university. The study revealed eight specific facets of faculty jobs: scheduling flexibility; contact with colleagues; job autonomy; challenge; lack of advancement opportunities; poor benefits; low pay; and poor supervision. These factors were examined with regard to the each faculty members' stage of career development: early, middle, or late stage. The research findings indicated that the work, relationship with other faculty, and relationship with students acted as positive reinforcements to the faculty. On the other hand, restricted advancement opportunities and poor compensation packages were the primary causes of job dissatisfaction (Feldman & Turnley, 2001).

In Gara's (1997) own separate study of 1,997 business faculty in California independent colleges of the Western Association of Schools and Colleges. The study revealed that work has the most influence on the level of job

satisfaction when compared to Herzberg's other motivating factors. On the other hand, growth opportunities had the least influence on the level of job satisfaction. When Gara (1997) examined Herzberg's hygiene factors, interpersonal relations had the most influence on the level of job satisfaction, while salary had the least influence on the level of job satisfaction. The study also revealed that tenured faculty displayed a higher level of job satisfaction than non-tenured faculty. It appeared that this study proposed that non-tenured faculty displayed a lower level of job satisfaction than full-time faculty; especially if the full-time faculty were tenured.

The role of Herzberg's theory in higher education is of particular concern because of the typical work environment where faculty have a significant degree of discretion in the direction and degree of direction over the use of their time and energy. In other words, the work environment for faculty on a college campus is significantly less structured than that of other fields. Therefore, job dissatisfaction has a greater impact on the faculties' quality of work (Tack & Patitu, 2000).

"The American Faculty Poll", a nationwide survey of 1,511 fulltime faculty members at two- and four-year institutions, reported that most faculty members (90 %) would still choose to be faculty members if they had to make the decision again. The survey was conducted via telephone in 1999 by the National Opinion Research Center at the University of Chicago. This result in itself was positive, but does not indicate that faculty members were completely satisfied with their jobs. The remarkable aspect of this outcome was that, regardless of the rapid changes occurring within the profession (technological and others) professors were fundamentally satisfied with their jobs.

This section reviewed the instrument by Smerek & Peterson, which the study would adopt. This section also reviewed researches on teachers' job satisfaction from: different aspects, different countries, different discipline, two and four year institutions, and so on. Since the intention of this study was to study the job satisfaction of NCT's who teach Chinese in higher education institutions in Bangkok Metropolis and Vicinity and Vicinity, it concerned another country other than China and different institutions, so these literatures will answer the objectives of this study.

2.3.2 Related research on demographic factors

Gender

Isaac and Boyer (2007) concluded that society has treated women poorly not only in regard to family responsibilities, but also educationally and professionally. Using data from the National Study of Postsecondary Faculty (NSOPF): 93, Toutkoushian & Bellas (2003) found that both the women who were employed full-time and the women who were employed part-time were not as satisfied with the extrinsic factors of job satisfaction (salary and benefits) and the overall job satisfaction as men were. In general, female teachers were more satisfied with their jobs than males (Jena, 1999). Sabharwal & Corley (2009) stated that faculty job satisfaction between genders revealed that a variety of studies have focused on gender with results showing that male faculty had the highest level of satisfaction and more experience.

Okpara, Squillace, & Erondy's (2004) research on gender differences and job satisfaction revealed that female faculty were generally less satisfied with their job. This is possibly due to their conscious awareness of the salary difference between male and female. They viewed the salary difference as unfair and believed that difference in salary and other issues in higher education are a result of sexism. Researcher recommended that universities deal with this perceived inequity by giving both gender equal salaries for the same amount of work and responsibilities to increase job satisfaction, retention, performance, and productivity; while reducing turnover and absenteeism at the same time.

Age

Previous research showed that there is a direct relationship between the individual's age and their overall level of job satisfaction (Hays & Kearney, 1992). Tu, Plaisent, Bernard, & Maguiraga (2005) conducted a study on the effect of age differences on job satisfaction at public and private colleges and universities with 211 Mainland Chinese faculty and 194 Taiwan Chinese faculty. The result of the study showed that both the Mainland Chinese and Taiwan Chinese faculty felt that interaction with colleagues is the most important factor of job satisfaction. For Taiwan Chinese faculty in the age range of 41-50, financial rewards and workload are the factors that contribute to job satisfaction.

Bland and Chou (cited in Flores, 2005) concluded that production levels of older faculty members do not decrease, but their attention shifts to factors such as knowledge of subject area, participatory governance, and salary.

Marital status

Sourdif (2004) found that satisfaction with administration and satisfaction with work are the reasons that affect the teachers' duration of stay. Single employees had higher level of job satisfaction with regard to administration, than married employees. According to Mitchell, Holtom, Lee, Sablynski, & Erez (2001), being married increases the employee's relationship with the community, which in turn increases the employee's intent to stay with the institution. In a study on conflict between work and family role, Balmforth & Gardner (2006) found that non-single employees experienced higher levels of work-family conflict than single employees. But Kirschenbaum & Weisberg (2002) found that marital status did not affect the employees' decision to moving to a new organization.

Educational level

As professional educators, faculty members believe that education is the key to a successful life and strive to ingrain that thought into the minds of their students. As a result of this belief, faculty seek terminal degrees in their field of study to become better equipped in developing challenging curriculums and thus, students receive an enhanced, quality education prior to entering the workforce. Milosheff (1990) concluded that job satisfaction increases when a faculty member holds a higher educational degree.

Monthly income

Many students chose teaching as a profession because of the intrinsic rewards they receive, rather than monetary rewards. Even though students chose the teaching profession due to its intrinsic rewards, but research also showed that salary, monetary rewards, affects the level of job satisfaction of faculty members (Plascak & Bean, 1989). In fact, Matier (cited by Rosser, 2005) stated that salaries "continue to be the primary reason why faculty members leave their institutions."

Tang, Luna-Araocas, Sutarso, & Tang (2004) reported that what led to pay satisfaction was not so much absolute salary, but comparative salary (salary relative to others). Tang, Tang, & Homaifar (2006) wrote that high pay satisfaction is a result of those who have fair or high (internal and external) equity comparison. The relationship of income to pay satisfaction depends the extent that the individual's affinity to money and affinity to compare. According to Tang & Chiu (2003), those who value money less will have a higher level of satisfaction regarding their salary. Employees who are satisfied with their salary are less likely to participate in inappropriate behavior at their workplace.

Type of institutions

There are studies that compare the level of job satisfaction of public school teachers and private school teachers at the primary school level and secondary school level. The findings in general suggested that teachers from private schools tend to be more satisfied with their jobs compared to teachers from public schools. For example, a study that used the Minnesota Satisfaction Questionnaire with 320 elementary school teachers from eight different public and private schools revealed that teachers working in private schools were significantly more satisfied with their jobs. Another study with similar results surveyed a total of 173 teachers (100 teachers from public schools and 73 teachers from private schools) and found significant differences in the level of job satisfaction between private school teachers and public school teachers (Varlik, 2000).

Hellman (1997) surveyed 711 instructors and 3,760 students revealed that instructors who work in technical vocational schools were less satisfied than instructors who work in high schools.

Teaching experience

Several studies have shown that faculty members who are the most satisfied with their jobs are usually older, tenured, and full-time professors. There is convincing evidence that overall job satisfaction of faculty in higher education institutions increases over time (Hagedorn, 2000). However, according to Boice (2000) many institutions faculty overall level of job satisfaction is low and continues to decline. Previous studies showed that faculty job satisfaction increases with the

number of years the faculty worked at the institution. But recent studies have shown that faculty job satisfaction is not as high as it was in the past.

2.3.3 Related research on NCTs

Jiang, Ismail, & Jaber (2011) examined that the level of job satisfaction among lecturers in the field of teaching Chinese as a foreign language (TCFL) in two universities in Harbin city, China. The result of the study indicates that TCFL lecturers are satisfied with the work, their co-workers, and supervisor. But they are not satisfied with the income and opportunities for promotion. There is no significant difference between the effects of gender of TCFL lecturers on job satisfaction in five aspects. TCFL lecturers with PhD degrees have higher job satisfaction than lecturers with a bachelor's and master's degree. Lecturers with more than 10 years of experience feel more satisfied in the aspects of supervision, income, and opportunities for promotion than lecturers with less than 10 years experience. Permanent lecturers express higher satisfaction in terms of income and opportunities for promotion than non-permanent lecturers.

Cavazos' (2010) study found Chinese teachers' perceived advantages and disadvantages of living and working in the United States. The study inquired 10 Chinese teachers who taught Chinese in the United States. The teachers stated that *guanxi*, Confucianism, and individualism were the reasons for choosing to live and work in the United States. The teachers expressed their concern for the environment by saying that pollution and overpopulation were their reasons for leaving China to work in the United States. Participants anticipated problems with adapting to a new lifestyle and culture shock while living and working in the United States. They stated that collectivism and the desire to return to family and friends as reasons to return to China after living and working in the United States.

Ye (2011) conducted an empirical study on the occupational stress of global Chinese language teachers working abroad. The study revealed the following. (1) Occupational Stressor Questionnaire for Global Chinese language teacher was highly reliable and valid. (2) There are nine occupational stressors affecting global Chinese language teachers (workload, social pressure, time management, cross-cultural teaching and communication, career development, school management,

problems from students, school environment, income, and benefits) and significant differences are found on cross-cultural teaching and communication and workload dimensions between Chinese teachers and teachers with foreign nationality; student problems, social pressure, workload and time management dimensions among teachers of different teaching years; student problems dimension among teachers in primary and middle school, college and training organizations. (3) There are 13 kinds of coping styles according to statistics from the COPE scale (self-distraction, active coping, denial, substance use, use of emotional support, use of instrumental support, behavioral disengagement, venting, positive reframing, planning, humor, acceptance and religion). These 13 styles can be divided into three categories: avoidance, problem solving, and coping. Significant differences are found between problem solving and emotional regulation between male teachers and female teachers. Differences were also found between problem solving and emotional regulating among teachers of different teaching years. (4) Occupational stress management can be conducted at both a personal and an organizational perspective. From a personal perspective, global Chinese language teachers can ease stress by solving problems, regulating emotion and cognition, seeking supports, and developing oneself. From an organizational perspective, school and training organization should divide task in a reasonable way, improve working environment, build fair system, provide trainings, seek social support, and develop Teacher Assistance Projects.

Liu (2010) conducted an online survey with 111 volunteer Chinese teachers teaching Chinese in USA district schools from the elementary level to high school level. The result of the study revealed that the volunteer Chinese teachers felt that they were adequately prepared, except for three main areas: classroom management, teaching methodology, and intercultural communication. The findings can be use in designing teachers' training programs, providing on-going supervision, and strengthening classroom practices.

CHAPTER III

RESEARCH METHODOLOGY

This chapter contains a description of the method used to collect data for this study. The research methodology is presented as followed:

- 3.1 Research design
- 3.2 Population
- 3.3 Research instrument
- 3.4 Quality of questionnaire
- 3.5 Data collection
- 3.6 Data analysis

3.1 Research design

This research was carried out using both quantitative and qualitative approaches. The two main areas of concern were demographics and teachers' job satisfaction. Both questionnaire and interview were used in this study. The questionnaire included questions that used rating scales and open-ended questions. The interview consisted of six questions for the interview guidelines.

3.2 Population

The population of the study is 194 full time NCTs from 33 higher education institutions in Bangkok Metropolis and Vicinity in the academic year 2011. 183 full-time NCTs, which account for 90 percent of the population, completed the questionnaire.

The requirements for choosing NCTs for the interview are: they work in one of the 33 institutions in Bangkok Metropolis and Vicinity and they had a minimal of 3 years teaching experience. Half of the NCTs interviewed were from a public

higher educational institution and the other half were from a private higher educational institution. The interviewees were randomly selected from the list of plausible candidates who met the requirements.

Table 3.1 The number and location of NCTs who returned the questionnaire in higher education institutions in Bangkok Metropolis and Vicinity

No.	Name of institution	Number of NCTs	Province
1	Chulalongkorn University	9	Bangkok
2	Kasetsart University	4	Bangkok
3	Krirk University	2	Bangkok
4	Kasem Bundit University	1	Bangkok
5	Rajamangala University of Technology Rattanakosin	3	Bangkok
6	Rajamangala University of Technology Krungthep	1	Bangkok
7	Bangkok University	12	Bangkok
8	Thammasat University	7	Bangkok
9	Dhurakij Pundit University	16	Bangkok
10	Chandrakasem Rajabhat University	5	Bangkok
11	Dhonburi Rajabhat University	3	Bangkok
12	Bansomdejchaopraya Rajabhat University	9	Bangkok
13	Suan Dusit Rajabhat University	10	Bangkok
14	Suan Sunandha Rajabhat University	1	Bangkok
15	Ramkhamhaeng University	3	Bangkok
16	Srinakharinwirot University	2	Bangkok
17	Siam University	5	Bangkok
18	University of the Thai Chamber of Commerce	3	Bangkok
19	North Bangkok University	4	Bangkok
20	Sipatum Univeristy	2	Bangkok
21	Bangkokthonburi University	1	Bangkok
22	Huachiew Chalermprakiet University	12	Samut Prakarn
23	Assumption University	30	Samut Prakarn

Table 3.1 The number and location of NCTs who returned the questionnaire in higher education institutions in Bangkok Metropolis and Vicinity (cont.)

No.	Name of institution	Number of NCTs	Province
24	International College, Mahidol	2	Nakhon Pathom
25	Nakhonpathom Rajabhat University	5	Nakhon Pathom
26	Silpakorn University	4	Nakhon Pathom
27	Valaya Alongkorn Rajabhat University	1	Patumthani
28	Rangsit University	12	Patumthani
29	Eastern Asia University	3	Patumthani
30	Southeast Bangkok college	1	Patumthani
31	Rajamangala University of Technology Thanyaburi	1	Patumthani
32	Panyapiwat Institute of Management	5	Nonthaburi
33	Rajamangala University of Technology Suvarnabhumi	1	Nonthaburi
Total	-	183	-

Source: A survey on the number of NCTs in higher education institutions in Bangkok Metropolis and Vicinity, Wang (2012).

3.3 Research instrument

The research instruments for this study were a set of questionnaire and a set of interview guidelines.

The questionnaire for this study consisted of two parts. The parts of the questionnaire are explained below.

Part 1 of the questionnaire was designed as an online survey. It consisted of 7 questions that covers thee demographic factors (gender, age, marital status, educational level, monthly income, occupation, and teaching experience) of the NCTs. The answers to the questions required either ticking in a box or filling out blanks.

Part 2 of the questionnaire aimed to measure the NCTs' job satisfaction. This part was adopted from an online questionnaire by Smerek & Peterson (2007,

cited in Hong, 2011), which aimed to measure job satisfaction based on Herzberg's two-factor theory.

The questionnaire by Smerek & Peterson had a total of 109 items and 13-scale. It was developed to study employees at large research universities. The research instrument of this study was modified from Smerek & Peterson's research. Smerek & Peterson's questionnaire had to be modified before it could be used in this study because the study requires a specific questionnaire. This research required a questionnaire that covers job security (one of the hygiene factors from Herzberg's two-factor theory), but since Smerek & Peterson's questionnaire did not cover this aspect; therefore the questionnaire had to be modified to cover all aspects that were under examination. This part contained 56-items, which covered the 12 factors from the conceptual framework. The 12 factors were divided into hygiene factor and motivation factor. The hygiene factor consisted of senior management, supervisor, relationship with co-workers, salary, and benefits. The motivation factor consisted of recognition, work itself, advancement, growth, feeling towards the organization, and responsibility (see Appendix B). Table 3.2 and 3.3 shows the items of motivation factors and hygiene factors, respectively.

Table 3.2 Motivation factors items

Motivation factors	Item number
1. Recognition	1,2,3,4
2. Work itself	5,6,7,8
3. Advancement	9,10,11
4. Growth	12,13,14,15,16
5. Feelings toward organization	17,18,19,20,21
6. Responsibility	22,23,24

Table 3.3 Hygiene factors items

Hygiene factors	Item number
1. Senior management	25,26,27
2. Supervisor	28,29,30,31,32,33,34,35,36,37
3. Relationship with co-workers	38,39,40,41,42,43
4. Salary	44,45,46,47,48
5. Benefit	49,50,51,52
6. Security	53,54,55,56

In this part, each of the 56 items used a 5-point Likert Scale ranging from 'strongly disagree' (1) to 'strongly agree' (5). See Table 3.4.

Table 3.4 Measurement scales of job satisfaction level

Job satisfaction level	Scores
Strongly disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly agree	5

The level of satisfaction was considered from the score of the answers and was classified into 5 levels according to the Best's criteria (1977) as followed:

$$\frac{\text{Higher score}}{\text{Number of levels}} = \frac{5-1}{5} = \frac{4}{5} = 0.80$$

Table 3.5 Criteria for understanding the means of job satisfaction level

Level of job satisfaction	Mean score of job satisfaction
Lowest	1.00-1.80
Low	1.81-2.60
Moderate	2.61-3.40
High	3.41-4.20
Highest	4.21-5.00

The interview was conducted a week after the questionnaire was collected from higher education institutions in Bangkok Metropolis and Vicinity.

3.4 Quality of the questionnaire

3.4.1 Validity of questionnaire

The questionnaire was checked for content validity. The questionnaire was sent to 3 experts to check whether the language used in the questionnaire was appropriate or not, whether the questionnaire covered all the aspects of the objectives or not, and whether the content of the questionnaire was relevant to the study or not (whether the questionnaire fit the context of higher education institutions in Bangkok Metropolis and Vicinity or not). Content validity was calculated using Rovinelli & Hambleton's (1977) Index of Item-Objective Congruence (IOC), which is as followed:

$$IOC = \frac{\sum R}{N}$$

IOC = Index of item objective congruence

$\sum R$ = Sum of the score from expert's opinion

N = Number of experts

IOC was a process where experts rate the degree that individual items covered the objectives of the study. After consideration, experts gave an IOC value of 1 ((IOC = 1) for all items.

3.4.2 Reliability of questionnaire

Before the actual data was collected, the questionnaire was pretested with 30 NCTs to ensure the instrument's reliability. The reliability of the instrument was computed using statistical analysis software. The result of the reliability test was 0.949.

After the pilot testing the questionnaire, revisions and improvements were made to the questionnaire before it was used for data collection.

3.5 Data collection

The steps that were taken to collect data in this data were as followed.

1. The Faculty of Social Sciences and Humanities was contacted to request an official letter requesting cooperation from the Deans of the Faculty that offers Chinese programs at the higher education institutions in Bangkok Metropolis and Vicinity.

2. Official letters were sent to the Dean of Faculty or Head of Department via email. The content of the emails were request for cooperation and permission for faculty members to participate in the study.

3. After obtaining deans' consent and permission, an email that briefly explains the study and the link to the website of the online questionnaire or hard copies of the questionnaire were sent to deans or heads of department. Whether the questionnaire was sent in the form of hardcopy or softcopy depended on the deans' request. The number of questionnaire in the form of hardcopy depended on the number of informants.

4. Ten days after the questionnaire has been sent to the respondents, all of questionnaires would be checked to see whether they were completed. If a questionnaire was not answered, the informant will be contacted directly or visited in person to inquire about the questionnaire.

3.6 Data Analysis

Data analyses were conducted after the data were keyed into SPSS (Statistical Package for the Social Science) for quantitative data analysis. Several statistical analyses were utilized in this study. The types of statistical analyses used were described below.

3.6.1 The NCTs' demographic factors were analyzed by frequency and percentage.

3.6.2 The level of job satisfaction of NCTs working in higher education institutions in Bangkok Metropolis and Vicinity was measured by mean and standard deviation.

3.6.3 The differences between the effects of each demographic factor on the NCTs' job satisfaction were analyzed using independent t-test and one-way ANOVA.

3.6.4 The data from the in-depth interviews on NCTs' job satisfaction were analyzed using content analysis.

CHAPTER IV

RESULTS

This chapter presented the results of the study on job satisfaction of native Chinese teachers (NCTs) in higher education institutions in Bangkok Metropolis and Vicinity. The data for this study were collected via questionnaire and interviews. The questionnaires were distributed to 194 NCTs who taught Chinese in higher education institutions in Bangkok Metropolis and Vicinity. 183 informants returned the completed questionnaire, which accounted for 93 percent of the total population of NCTs working in higher education institutions in Bangkok Metropolis and Vicinity. After data were collected, the data were analyzed using SPSS. The results of the analysis are summarized and presented in the following order.

4.1 General information of NCTs

4.2 The level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity

4.3 Comparison of the effects of each demographic factor on the job satisfaction of NCTs

4.4 Summary of the research results

4.5 Analysis of the interviews with NCTs

4.1 General information of NCTs

Table 4.1 Frequency and percentage of NCTs' demographic factors

(N=183)

Demographic factors of NCTs	Frequency (n)	Percentage (%)
Gender		
Male	75	40.98
Female	108	59.02
Age		
Less than 26 years old	37	20.22
26-35 years	108	59.02
36-45 years	24	13.11
More than 45 years	14	7.65
Mean = 31 years old, S.D = 8.55, Max = 61 years old, Min = 21 years old		
Marital status		
Single	128	69.95
Married	55	30.05
Educational level		
Bachelor's degree	37	20.22
Master's degree	134	73.22
Doctor's degree	12	6.56
Total	183	100.00

Table 4.1 Frequency and percentage of NCTs' demographic factors (cont.)**(N=183)**

Demographic factors of NCTs	Frequency (n)	Percentage (%)
Monthly income		
Below 18,000 THB	10	5.46
18,000-25,000 THB	15	8.20
25,001-30,000 THB	39	21.31
30,001-35,000 THB	57	31.15
35,001-40,000 THB	22	12.02
40,001-45,000 THB	13	7.10
Above 45,000 THB	27	14.76
Type of institution		
Public higher education institutions	70	38.25
Private higher education institutions	113	61.75
Teaching experience		
Less than 2 years	79	43.17
2-3 years	45	24.59
4-6 years	30	16.39
7-9 years	15	8.20
More than 9 years	14	7.65
Mean = 3 years, S.D = 3.97, Max = 21 years, Min = 1 month		
Total	183	100.00

From the 183 informants, 40.9% were male, while the other 59.02% were female. The majority of the informants (59.02%) fell in the range of 26-35 years old, while only 7.65% of the informants fell in the range of more than 45 years old. The maximum age of the informant was 61 years old and the minimum age was 21 years old. The majority of the informants (69.40%) were single and only 30.05% were married. Most informants (73.22%) held a master's degree, while 6.56% held a doctoral degree. With regard to monthly income, the majority informants (31.15%) earned between 30,001-35,000 THB, while the minority (5.46%) earned below 18,000 THB. The 61.75% of the informants worked in private higher education institutions and 38.25% worked in public higher education institutions. Most of the informants (43.17%) had less than 2 years of teaching experience and the minority of the informants (7.65%) had more than 9 years of teaching experience. The longest duration and shortest duration of teaching experience were 21 years and 1 month; respectively.

4.2 The level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity

Table 4.2 Job satisfaction level on recognition

	(N=183)		
Statement	Mean	S.D	Meaning
1. My students recognize my accomplishments.	4.16	.56	High
2. My contributions are recognized by the university/college.	3.97	.54	High
3. My co-workers recognize my accomplishments.	3.95	.53	High
4. The Chinese Embassy or other institution recognizes my accomplishments.	3.61	.63	High
Total	3.92	.60	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

The overall job satisfaction in the aspect of recognition was rated as high; where the mean score was 3.92. The item “my students recognize my accomplishment” had the highest mean score; a mean score of 4.16. On the other hand, the item “I get recognition when I have done something extraordinary” was rated as high, even though it had the lowest mean score, 3.61.

Table 4.3 Job satisfaction level on work itself

(N=183)			
Statement	Mean	S.D	Meaning
1. I like being a college Chinese teacher.	4.31	.670	Highest
2. My job is full of challenges.	3.81	.93	High
3. My job gives me a sense of accomplishment.	4.04	.82	High
4. I feel very satisfied with the work environment at the university/college.	3.85	.79	High
Total	4.00	.84	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

The overall work itself aspect of job satisfaction was rated as high with a mean score of 4.00. The informants rated the item “I like being a college Chinese teacher” as the high and it was also rated as the highest in the aspect of work itself; the means score was 4.31. The item “my job is full of challenges” was considered high, even though it had the lowest mean score, 3.81.

Table 4.4 Job satisfaction level on advancement

(N=183)			
Statement	Mean	S.D	Meaning
1. Opportunities for advancement or promotion exist within the university/college.	2.46	.92	Low
2. The university/ college's promotion conditions are clear.	2.79	.83	Moderate
3. Internal candidates receive equal opportunity for open positions.	2.93	.79	Moderate
Total	2.73	.87	Moderate

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

The overall advancement aspect of job satisfaction was rated as moderate with a mean score of 2.73. For the item "internal candidates receive equal opportunity for open position" the mean score was 2.93, which is the highest mean score of this aspect. The item that was rated as low and received the lowest mean score was the item "opportunities for advancement or promotion exist within the university/college;" with a mean score of 2.46.

Table 4.5 Job satisfaction level on growth

(N=183)			
Statement	Mean	S.D	Meaning
1. My university/college offers training or education that I need in order to improve my skills.	3.13	1.13	Moderate
2. I have received the necessary training to perform my job well.	3.49	.89	High
3. I have had opportunities at work to learn and grow in the past year.	3.25	1.03	Moderate
4. There is someone at work who encourages my development.	3.75	.86	High
5. Someone has talked to me about my progress in past.	3.79	.71	High
Total	3.48	.97	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

The overall growth aspect of job satisfaction was rated as high with a mean score of 3.48. “Someone has talked to me about my progress in the past” was in the high level with the highest mean score of 3.79. “My university/college offers training or education that I need in order to improve my skills” was in the moderate level with the lowest mean score of 3.13.

Table 4.6 Job satisfaction level on feeling about organization

(N=183)			
Statement	Mean	S.D	Meaning
1. I strongly feel that I belong to my university/college.	3.04	.98	Moderate
2. I accept my university/college in the presence of teachers from other universities/colleges.	3.42	.87	High
3. I am committed to the university/college.	3.63	.80	High
4. I am proud to work for the university/college.	3.92	.61	High
5. I care about the future of the university/college.	4.01	.76	High
Total	3.60	.88	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

The overall feeling towards the organization aspect of job satisfaction was rated as high with a mean score of 3.60. The informants rated the item “I care about the future of the university/college” as high and it also has the highest mean score, which were 4.01. On the other hand, the item “I strongly feel that I belong to my university/college” was in the moderate level and has the lowest mean score, which is 3.04.

Table 4.7 Job satisfaction level on responsibility

(N=183)			
Statement	Mean	S.D	Meaning
1. I have control over how I do my work.	4.02	.54	High
2. I prepare the necessary resources, tools or equipment to do my job.	4.01	.49	High
3. I have a say in decisions that affect my work.	3.58	1.08	High
Total	3.87	.78	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

The overall responsibility aspect of job satisfaction was in the high level with a mean score of 3.87. "I have control over how I do my work" was in the high level and had the highest mean score of 4.02. But the item "I have a say in decisions that affect my work" was in the high level and had the lowest mean score of 3.58.

Table 4.8 Job satisfaction level on senior management

(N=183)			
Statement	Mean	S.D	Meaning
1. Senior management often directs the teaching of Chinese teachers.	3.12	1.02	Moderate
2. Senior management effectively communicates the goal and strategies of the university/college.	3.24	1.01	Moderate
3. Senior management demonstrates leadership practices that are consistent with the stated values of the university/college.	3.43	.78	High
Total	3.26	.95	Moderate

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

The overall senior management aspect of job satisfaction was in the moderate level with a mean score of 3.26. "Senior management demonstrates leadership practices that are consistent with the stated values of the university/college" was in the high level with the highest mean score of 3.43. On the other hand, "senior

management often directs the teaching of Chinese teachers” was in the moderate level with the lowest mean score of 3.12.

Table 4.9 Job satisfaction level on supervisor

				(N=183)
Statement	Mean	S.D	Meaning	
1. My supervisor communicates well with me every time.	3.90	.62	High	
2. My supervisor manages people effectively.	3.64	.90	High	
3. My supervisor is an effective decision-maker.	3.48	.90	High	
4. My supervisor creates an enjoyable work atmosphere.	3.69	.89	High	
5. My supervisor is competent and easy to talk with.	3.52	.93	High	
6. My supervisor is able to objectively evaluate my performance.	3.72	.73	High	
7. My supervisor helps and encourages other effectively when they face difficulties.	3.71	.69	High	
8. My supervisor treats me with respect.	3.81	.68	High	
9. My supervisor trusts me.	3.65	.67	High	
Total	3.68	.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

The overall supervisor aspect of job satisfaction was in the high level with a mean score of 3.68. The informants were particularly satisfied with the “my supervisor communicates well with me every time” item, since it had the highest mean of 3.90. “My supervisor is an effective decision-maker” was in the high level, but it had the lowest mean score, 3.48.

Table 4.10 Job satisfaction level on relationship with co-workers

(N=183)

Statement	Mean	S.D	Meaning
1. I trust my co-workers.	3.96	.68	High
2. My co-workers constantly treat me with respect.	3.63	.64	High
3. I can count on my co-workers to help out when needed.	3.91	.69	High
4. I am happy to work with my co-workers.	4.09	.58	High
5. In my university/college, co-workers care about each other.	3.93	.68	High
6. My faculty or department collaborates effectively with other faculties or departments.	3.70	.87	High
Total	3.87	.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

The overall relationship with co-workers aspect of job satisfaction was in the high level with a mean score of 3.87. The item “I am happy to work with my co-workers” was rated as high with a mean score of 4.09. On the other hand, “my co-workers constantly treat me with respect” was rated as high, even though it had the lowest mean score, 3.63.

Table 4.11 Job satisfaction level on salary

(N=183)

Statement	Mean	S.D	Meaning
1. My salary is competitive when compared to similar jobs at other university/college.	3.16	.89	Moderate
2. My pay is appropriate for the work I do.	3.42	.89	High
3. I am satisfied with my salary.	2.04	.80	Low
4. I understand how my base salary is determined.	3.83	.60	High

Table 4.11 Job satisfaction level on salary (cont.)

(N=183)

Statement	Mean	S.D	Meaning
5. My salary is a significant factor in my decision to stay at the university/college.	3.71	1.06	High
Total	3.23	1.07	Moderate

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

The overall salary aspect of job satisfaction was rated as moderate with a mean score of 3.23. The item “I understand how my base salary is determined” fell in the high level with the highest mean score of 3.83. On the other hand, the item “I am satisfied with my salary” was in the low range with the lowest mean score of 2.04.

Table 4.12 Job satisfaction level on benefit

(N=183)

Statement	Mean	S.D	Meaning
1. I am very satisfied with the university/college's benefits package.	3.14	1.07	Moderate
2. The university/college's benefits package follows the guidelines given before employment.	3.47	.73	High
3. The benefits package is a significant factor in my decision to stay at the university/college.	3.60	1.01	High
4. The university/college's benefits package has been adequately explained to me.	3.51	.84	High
Total	3.43	.93	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

The overall benefits aspect of job satisfaction was in the high level with a mean score of 3.43. The item “the benefits package is a significant factor in my decision to stay at the university/college” was in the high level with the highest mean score of 3.60. On the other hand, the item “I am satisfied with the university/college's benefits package” was in the moderate level with the lowest mean score of 3.14.

Table 4.13 Job satisfaction level on security

(N=183)			
Statement	Mean	S.D	Meaning
1. I feel that my job is a stable and secure job.	2.75	.67	Moderate
2. I have many Thai friends other than my co-workers.	3.22	1.02	Moderate
3. The university/college encourages teachers to stay with the university/college.	3.60	.69	High
4. The university/college provides various necessary insurances.	3.88	.62	High
Total	3.36	.87	Moderate

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

The overall security aspect of job satisfaction was in the moderate level with a mean score of 3.36. The item “the university/college provides various necessary insurances” was in the high level with the highest mean score of 3.88. On the other hand, the item “I feel that my job is a stable and secure job” was in the moderate level, but had the lowest mean score of 2.75.

Table 4.14 Summary of the overall satisfaction level of job satisfaction of NCTs in higher education institution in Bangkok Metropolis and Vicinity

(N=183)			
Job satisfaction	Mean	S.D	Meaning
1. Recognition	3.92	.60	High
2. Work itself	4.00	.84	High
3. Advancement	2.73	.87	Moderate
4. Growth	3.48	.97	High
5. Feeling about organization	3.60	.88	High
6. Responsibility	3.87	.78	High

7. Senior management 3.26 .95 Moderate

Table 4.14 Summary of the overall satisfaction level of job satisfaction of NCTs in higher education institution in Bangkok Metropolis and Vicinity (cont.)

(N=183)				
Job satisfaction	X	S.D	Meaning	
8. Supervisor	3.68	.79	High	
9. Relationship with co-workers	3.87	.71	High	
10. Salary	3.23	1.07	Moderate	
11. Benefit	3.43	.93	High	
12. Security	3.36	.87	Moderate	
Overall	3.53	.86	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 4.14 showed that the NCTs' overall level of job satisfaction was high with an average of 3.53 and a standard deviation of 0.86. The work itself aspect of job satisfaction had the highest level of job satisfaction with a mean score of 4.00. The aspect with the second highest mean score was the recognition aspect of job satisfaction, which had a mean score of 3.92. And the aspect with the lowest mean score was advancement, which had a mean score of 2.73. Even though the advancement aspect had the lowest mean score, but it was in the moderate level.

4.3 Comparison of job satisfaction of NCTs toward the demographic factors

Table 4.15 NCTs' job satisfaction toward their gender

(N=183)				
Gender	Mean	S.D	t	p-value
Male	3.64	.49	11.01**	.001

Female 3.57 .34

**Significant at 0.01 level

Table 4.15 illustrated the job satisfaction with regard to gender. It was shown that there was statistically significant difference at the 0.01 level. Male NCTs have higher level of job satisfaction than females.

Table 4.16 NCTs’ job satisfaction toward their age

(N=183)				
Age	Mean	S.D	F	p-value
Less than 26 years old	3.54	.38	.69	.562
26-35 years	3.60	.42		
36-45 years	3.65	.44		
More than 45 years	3.69	.27		

*Significant at 0.05 level

Table 4.16 illustrated the job satisfaction with regard to age. It was shown that there was no statistically significant difference at the 0.05 level.

Table 4.17 NCTs’ job satisfaction toward their marital status

(N=183)				
Marital status	Mean	S.D	t	p-value
Single	3.57	.40	0.01	.994
Married	3.67	.40		

*Significant at 0.05 level

Table 4.17 illustrated the job satisfaction with regard to marital status. It was shown that there was no statistically significant difference at the 0.05 level.

Table 4.18 NCTs’ job satisfaction toward their educational level

(N=183)				
Educational level	Mean	S.D	F	p-value
Bachelor's degree	3.43	.43	5.65**	.004
Master's degree	3.63	.39		

Doctor's degree	3.82	.34
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**Significant at 0.01 level

Table 4.18 illustrated the job satisfaction with regard to educational level. It was shown that there was statistically significant difference at the 0.01 level.

The following table 4.19 illustrated the results of post hoc test (Dunnnett T3), which showed the significant differences between educational levels.

Table 4.19 Comparison test showing the difference between educational levels

(N=183)

Educational level	Mean	Educational level		
		Bachelor's degree	Master's degree	Doctor's degree
Bachelor's degree	3.43			
Master's degree	3.63	*		
Doctor's degree	3.82	*		

*The mean difference is significant at the 0.05 level

Table 4.19 showed that the informants who held doctoral degrees had higher job satisfaction than those with lower educational level. There is a statistically significant difference between the group with a Master's degree and the group with a Bachelor's degree; and the group with a Doctoral degree and the group with a Bachelor's degree.

Table 4.20 NCTs' job satisfaction toward their monthly income

(N=183)

Monthly income	Mean	S.D	F	p-value
Under18,000 THB	3.46	.48	2.45*	.027
18,000-25,000 THB	3.51	.49		
25,001-30,000 THB	3.56	.37		
30001-35,000 THB	3.54	.40		
35,001-40,000 THB	3.65	.37		

Above 3.85 *

45,000

THB

*The mean difference is significant at the 0.05 level

Table 4.21 showed that the NCTs with monthly income above 45,000 THB had higher job satisfaction than those with lower income levels. There was a statistically significant difference between NCTs who had income above 45,000 THB and NCTs who had income between 30,001 and 35,000 THB.

Table 4.22 NCTs' job satisfaction toward their type of institution

(N=183)				
Type of institution	Mean	S.D	t	p-value
Private higher education institution	3.59	.37	1.16	.283
Public higher education institution	3.61	.43		

*Significant at 0.05 level

Table 4.22 illustrates the job satisfaction with regard to type of institution. It showed that there was no statistically significant difference at the 0.05 level.

Table 4.23 NCTs' job satisfaction toward their teaching experience

(N=183)				
Teaching experience	Mean	S.D	F	p-value
Less than 2 years	3.60	.46	0.28	.894
2-3 years	3.56	.46		
4-6 years	3.62	.30		
7-9 years	3.62	.22		
More than 9 years	3.68	.28		

*Significant at 0.05 level

Table 4.23 illustrates the job satisfaction with regard to teaching experience. It was shown that there was no statistically significant difference at the 0.05 level.

4.4 Summary of the research results

It was found that the overall level of NCTs' job satisfaction fell in the high level with overall mean score of 3.53.

Job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity with regard to difference in gender, degree, and income were found to be statistically significant. But factors like age, marital status, type of institution, and teaching experience were not statistically significant to the level of job satisfaction. The following table 4.25 illustrated the summary of the findings from this study.

Table 4.24 Summary of the research results

Hypothesis	Result
1. There was a statistically significant difference in NCTs' job satisfaction based on gender.	Accepted
2. There was a statistically significant difference in NCTs' job satisfaction based on age.	Rejected
3. There was a statistically significant difference in NCTs' job satisfaction based on marital status.	Rejected
4. There was a statistically significant difference in NCTs' job satisfaction based on educational level.	Accepted
5. There was a statistically significant difference in NCTs' job satisfaction based on monthly income.	Accepted
6. There was a statistically significant difference in NCTs' job satisfaction based on type of institution.	Rejected
7. There was a statistically significant difference in NCTs' job satisfaction based on teaching experience.	Rejected

4.5 Interviews with NCTs

This section included the results of interviews with 8 NCTs who were randomly selected from higher education institutions in Bangkok Metropolis and Vicinity. On October 2012, the interviews were conducted at 8 institutions. The interview took 20 minutes for each teacher. All the interviews were tape-recorded and transcribed. The findings were explained in terms of content analysis. The findings for each interview questions were presented separately with quotes to help support the inductive analysis.

Question 1: Why did you choose to teach in your current institution?

The reason that most NCTs chose to teach in their current institution was because Thailand is less competitive than China. And the teaching environment in Thailand is more relaxed and free, than the teaching environment in China.

One male NCT who lived in Thailand for more than 18 years and have a Thai wife said,

“I like teaching Chinese and conducting academic research. And the university that I work in provides the necessary conditions for me meet these needs.”

One female NCT with experience as a leader said,

“I came here, to Thailand, because my current university needs me. I came here in 2004 to teach Chinese. Back then, there were less than 100 college students enrolled in the Chinese program at my department. There were only 4 senior students and there were relatively few Chinese cultural activities. Therefore, I felt that I could challenge myself in working here. I can improve my ability, help Thai students who enjoy learning Chinese and Chinese culture, and try my best to develop and improve Chinese education so it reach a higher level. And explore a broader prospect.”

Question 2: Are you satisfied with your current institution? If yes, why? If no, why not?

Most NCTs were satisfied with their current institution. But there were four NCTs who stated otherwise: one said fair, two were relatively satisfied, and one was dissatisfied. The reason that the four who were not satisfied gave was because they could not achieve their own career goal.

One male NCT said,

“The university provided me with the opportunity to freely use my abilities.”

Another male NCT’s expressed the reasons for his dissatisfaction said,

“My students are not enthusiastic to learn Chinese and my institution did not give any importance to teaching Chinese.”

One female NCT said,

“I was in charge of teaching Chinese in the Chinese Department of the university. And my work facilitated my growth.”

A female NCT further said,

“I am relatively satisfied with the university because all the faculties worked in vocational education and everyone put the benefits of the students first. When NCTs placed the benefits of the students as first and regarded the development of the students as the main goal, communication came relatively easy. Therefore it was easy to get along with co-workers and students. When everyone was able to use their full ability and work together, NCTs will find the values and meanings of personal existence.”

Question 3: What aspects of your job give you the greatest level of satisfaction?

The aspects of the job that gave NCTs the greatest level of satisfaction were work environment, relationship with co-workers, and recognition for students.

A male NCT said,

“The greatest satisfaction comes from my achievement, which is obtaining research results and applying it to teaching Chinese.”

Another male NCT said,

“The greatest satisfaction comes from conducting Chinese classes according to my ideas, which is to use different means to teach students so that it would best suit each student. And I can change the content of the course to suit the students’ interest and to teach what the students considered useful to them.”

A female said that there were many aspects, which gave her the greatest satisfaction. She said,

“The aspects that gave me the greatest satisfaction are (1) Good interpersonal relationship, which promotes performance and development; (2)

Personnel management that is relatively humanized and the benefits package that are not bad; (3) Good environments make NCTs happy (when the university gives importance to teaching Chinese, communicates with NCTs, and gives importance to cooperation with China, the NCTs will feel like they are a part of the institution.)

Question 4: What aspects of your job give you the greatest level of dissatisfaction?

The aspects of the job that gave NCTs the greatest level of dissatisfaction were low salary, lack of job security, heavy workload, and excessive rules and regulations.

A male NCT's said,

“In my opinion, my university lack concrete rules. I am as clueless of the duties of others as I am of my own duties. I only know that it is my responsibility to teach Chinese. Therefore the greatest dissatisfaction is vague duties and rights.”

Another male NCT said,

“My university lacks equipment and funds for teaching Chinese. And the university gave less importance to Chinese when compare to the attention that is given to English.”

A female NCT said,

“My university rarely held Chinese activities at the university. The university also rarely participated in Chinese activities held by other universities. And the lack of communication with other universities/colleges also greatly dissatisfied me.

Question 5: How can the institution improve your job satisfaction?

Most NCTS said that the institution can improve their job satisfaction through the following strategies: increase NCTs' monthly income, increase NCTs' job security, develop and train NCTS, decrease NCTs' workload, recognize NCTs' work, and provide support for teaching Chinese and Chinese activities.

A male NCT frankly said:

“I think that it's very difficult to expect the institution to do something to improve NCTs' job satisfaction. The best way that

One male NCT frankly said: “I think that it’s very difficult to expect the institution to do something to improve NCTs’ job satisfaction, the best way is that the NCTs should initiatively adjust their work and life in Thailand.”

Another male NCT said,

“We can’t take part in the Teachers’ Professional Titles and Evaluation, which would greatly influence our enthusiasm and motivation. We hope to get a professional title just like Thai teachers.”

A female NCT further said,

“Universities should increase NCTs’ salary and recruit more teachers. They should also retain competent employees, enlarge management team, and keep up with times by recruiting new employees, only depends on this way, the Chinese teaching could develop stably and sustainably.”

Question 6: Under what conditions or what reasons will you leave your current institution?

Almost all the male NCTs said that they would leave the institution when they are offered a better, more appropriate and challenging job.

But a female NCT said,

“I will only stay at this university if my husband plans to settle down in Thailand.”

Another two NCTs said,

“I’ll leave my current institution when I need to take care of my parents or go back to China for better job opportunities.”

In conclusion, from the interviews with NCTs showed that most of them were satisfied with their work. The few who were dissatisfied with their jobs, were dissatisfied in the following aspects: low salary, lack of job security, lack of advancement opportunities, heavy workload, insufficient support, insufficient appreciation, and etc. To improve NCTs’ level of job satisfaction, institutions should increase their salary, provide opportunities for growth, recognize their jobs, support Chinese teaching and activities.

In addition, institutions should also provide the opportunities of NCTs to take part in Teacher’s Professional Titles and Evaluation like Thai teachers. This will increase the NCTs’ enthusiasm, motivation, recognition, and sense of belonging.

However, NCTs should also adjust themselves to suit different situations in order to accommodate their work at their institution and life in Thailand.

CHAPTER V

DISCUSSION

The purposes of this research were to examine the level of job satisfaction of NCTs and to compare the differences in the effects of demographic factors (gender, age, marital status, educational level, monthly income, type of institution, and teaching experience) on NCTs' job satisfaction in higher education institutions in Bangkok Metropolis and Vicinity. The study was carried out using quantitative and qualitative research methods. The findings of the research are discussed in the following order:

5.1 The level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity

5.2 Comparison of the effects of demographic factors on NCTs' job satisfaction in higher education institutions in Bangkok Metropolis and Vicinity

5.3 The guideline to improve NCTs' job satisfaction

5.1 The level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity

From the research finding, the overall level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity was in the high level. There were 5 motivation factors, which are recognition, work itself, growth, feelings toward organization, and responsibility that were rated as high. Only advancement was at the moderate level. There were 3 hygiene factors that were rated as high. The three factors that were rated as high were supervisor, relationship with co-workers, and benefits. The other three aspects of the hygiene factors were rated as moderate and they are: senior management, salary, and security. In other words, there were a total of 8 factors that were at a high level and 4 factors were at a moderate level. Out of all the factors from both the motivation factors and hygiene factors, work itself aspect had the highest level of job satisfaction. The aspects that had the next highest level of

satisfaction in order of highest mean scores were recognition, responsibility, relationship with co-workers (responsibility and relationship with co-workers had the same level of satisfaction), supervisor, feelings toward organization, growth, benefits, security, senior management, salary, and advancement.

5.1.1 Motivation factors

The **work itself** was at a high level and had the highest mean out of all the other factors from this research. The result was consistent with the research findings of Smerek & Peterson (2007), who indicated that out of all the motivation factors, work itself was the most powerful predictor. The survey instrument contained four items that covered the aspect of work itself. The four items for work itself are work environment, work enjoyment, sense of accomplishment, and challenge. From the aspect of work itself, the item that inquire whether the job was challenging or not was rated at a high level, even though it had the lowest mean compared to other items of work itself. These findings indicated that NCTs love and enjoy their work. This further implied that working, as a university or college teacher will fulfill their wish. However, the reason why NCTs did not feel that their job was challenging was because they usually teach elementary Chinese, which is neither difficult nor challenging. Furthermore they did not receive academic pressure, unlike Thai teachers who need to publish more academic articles and are more involved in research projects.

The NCTs also got high level of **recognition**. The item on recognition that whether students recognize NCTs' work was at a high level with the highest mean value. On the other hand, the item that inquired whether the Chinese embassy recognized their work had the lowest mean. Students were the most important factors that decide whether NCTs will continue to work at the university/ college or not. Students can also improve NCTs' level of job satisfaction and decrease the university/college's turnover rate. When teachers recognized NCTs' work, NCTs had a higher level of satisfaction. However there were relatively few NCTs who were recognized when compared to Thai teachers. This result was supported by Ahmadi & Alireza's (2007) research, which mentioned that lack of recognition might lead to stress and finally increased turnover rate within an organization.

The responsibility was rated at a high level. Herzberg et al. (2005) stated that people derived satisfaction from being given responsibility for their own work or the work of others as well as when they are given new responsibilities. Lack of adequate responsibility can cause low productivity, low morale, and low job satisfaction. The findings of this study supported Herzberg's position on the attribute of responsibility. When NCTs were satisfied with their work, it means that they are full of responsibilities and they are able to use the necessary tool or equipment to achieve their tasks. In terms of responsibility items, "NCTs have control over how they do their work" was the item with the highest mean.

The aspect of feelings toward organization was in the high level. The five attributes that were related to this aspect were commitment, a sense of belonging, pride, care, and agreement. All five attributes referred to the emotional attachment that the NCTs had toward the organization. The results were consistent with the research by Feinstein (2000), who stated that job satisfaction is an important element from the organization's perspectives since it leads to a higher level of organizational commitment of employees. And high commitment leads to an overall success and development of the organization.

The aspect of growth was at a high level. The item "someone had talked to the NCT about his/her progress in the past year" was at a high level with the highest mean in this aspect. On the other hand the item "their universities/colleges offer training or education for NCT's growth" was in the moderate level with the lowest mean. The reason that NCTs were highly satisfied with the growth aspect of their job might be because they live in Thailand, where the language is not their native language. Furthermore, the culture, environment, and weather are also different from China. When they're in a country that is so different from their country, they have to do their best to adapt to the differences in lifestyle, environment, and work. All of these things pushed them and act as challenges for them to overcome so that they could develop and progress in their work. Even when NCTs have to face many challenges from various directions, but the level of job satisfaction of NCTs in the aspect of growth was not overly high. This might be due to NCTs' feeling that their growth is relatively slow when compared to their counterparts in China. Presently, competitions are high and this causes extreme stress. And in order to keep up with the

changing competitive world, NCTS have to rapidly develop so that they would not be left behind by the changing society. In addition, the researcher learnt from the interviews that the NCTs' lack of opportunities for training and education in some institutions caused them to have a relatively low level of job satisfaction in the growth aspect.

The analysis of this study showed that the advancement aspect was at the moderate level and it has the least mean out of all the aspects in this study. For the aspect of advancement, two items were at the moderate level and one item was at the low level. This means that NCTs tend to be dissatisfied with their advancement opportunities. The reasons for the dissatisfaction might be because NCTs are foreigners in higher education institutions in Bangkok Metropolis and Vicinity. Being a foreigner might give them a disadvantage since the institutions might lack the relevant advancement policy to support NCTs. This means that NCTs are able to maintain the status of faculty, but they do not have any title. Even though they are qualified to hold a management position or higher title, if they were to maintain their teaching profession until retirement. During data collection, the researcher learnt that very few NCTs hold a management position, even though they either work in faculties or colleges that have cooperation with the Chinese government and Thai government or Chinese university and Thai university. In other words, NCTs were not leaders in faculties or colleges established either by the Thai government or Thai university. In addition, NCTs had no opportunities to participate in Teachers' Professional Title Evaluation, which means they can only be lecturers if this status quo has not changed in the future. The research of Feldman & Turnley (2001) identified eight specific facets of adjunct faculty jobs. Findings indicated that restricted advancement opportunities were primary causes of dissatisfaction.

5.1.2 Hygiene factors

The relationship with co-workers was rated at the high level. The research of Feldman & Turnley (2001) examined the areas that were sources of satisfaction and dissatisfaction of adjunct faculty at a large state university. The research findings indicated that the work itself and relationship with other faculty and students provided positive reinforcement to adjunct faculty. The item that talked about NCTs' being able

to work with their co-workers had the highest mean, which means that Thai faculties' enthusiasm and friendship have deeply inflected NCTs. This kind of happiness reflected the good relationship between co-workers, thereby resulting in higher job satisfaction level.

The supervisor aspect was rated at the high level because NCTs are working in higher education institutions in Bangkok Metropolis and Vicinity, which differed from their counterpart in China. In Thailand, NCTs have an easier time with the relationship with their supervisor since it is less complicated than relationships with supervisors in China. Less relationship pressure with their supervisor led NCTs easier to have an easier time getting along with their supervisor. Therefore this contributed to a higher level of job satisfaction. Research has shown that a negative relationship with supervisor can cause severe health and stress issues for employees (Alfredsson et al., 2002; Westerlund et al., 2010). Additionally, bad managers can negatively affect staff communications, engagement, productivity, absenteeism, and turnover. Managers who are sincere and respectful to their staffs are better at motivating their workers. Staff members are more likely to respond positively to managers who are perceived as caring and thoughtful, therefore leading to better staff performance.

The benefit aspect was rated at a high level. For the benefit items, where NCTs think that the benefits package is a significant factor in their decision to stay in the university or college, was rated at a high level with the highest mean. The university or college's benefits package meet their needs was rated at a moderate level with the lowest mean. These implied that the NCTs regard the benefits package as an important part of their profession, but the item "benefits package meet their needs" had a low job satisfaction. This may be because NCTs are foreigners in Thailand, even though they can obtain benefits such as insurances, bonus, and paid vacation, but they cannot get pension. This caused the level of job satisfaction to decrease. The research by Middlebrook (1999) indicated that job satisfaction factors and environment should include better salary packages, improved benefit packages, established daycare facilities, and other personal perks.

The security aspect was rated at a moderate level. The item that the university/ college provides the necessary insurances was rated at a high level with the

highest mean, while the item that NCTs feel secure on their job was rated at a moderate level with the lowest mean. These might be because the university/college provided some insurance, which were regarded as secured in the current work. But if the NCTs took their future into account, they are worried. This was also demonstrated in the prior paragraph that referred to retirement pension, which NCTs do not get. NCTs are worried that they will be in trouble if they do not have enough money because they continue their teaching profession until retirement. In addition, most NCTs who signed a short-term contract of one year are unable to predict the situations of next year. They might have to leave due to unexpected personal reasons that have nothing to do with the institution. These unexpected circumstances could also be the reason that NCTs felt that there's a lack of security. Lack of job security led to relatively low job satisfaction; thus NCTs leave their institution. Zhou (2003) found that satisfaction with job security was an important predictor for both tenured and non-tenured faculty's departures.

The senior management aspect was at a moderate level. The item "senior management demonstrates leadership practices that are consistent with the stated values of the university/college" was at a high level with the highest mean, while the item "senior management keeps employees informed" was rated at a moderate level with the lowest mean. The result implied that the senior management could be a good role model for NCTs. However, the senior management keeps communication with NCTs was at relatively low level of job satisfaction. This implied that some universities and colleges do not give importance to Chinese teaching.

The salary was at a moderate level and the mean of this aspect was ranked 11th out of the 12 factors under examination. Regarding salary, the item "NCTs understand how their base salary was determined" was at a high level with the highest mean. This is probably because most universities and colleges are very open when it comes to salary. The item that inquired whether the NCTs were satisfied with their salary was at a low level with the lowest mean and this item got the lowest mean out of all the 56 items in the questionnaire. Furthermore, this item was one out of the two items that NCTs are unsatisfied with. The reason that NCTs were not particularly satisfied with their salary might imply that the salaries of NCTs at some institutions are low when compared to the salary of native English teachers. Herzberg (2005)

categorized this attribute as an extrinsic or hygiene factor that does not contribute to job satisfaction, but helped to prevent job dissatisfaction.

5.2 Comparison of the effects of demographic factors on NCTs' job satisfaction in higher education institutions in Bangkok Metropolis and Vicinity

The comparison of the NCTs' job satisfaction based on their demographic factors included gender, age, marital status, educational level, monthly income, occupation, and teaching experience.

Gender

According to the research findings, males NCTs had higher level of job satisfaction than females. The findings of the research showed that there was a statistically significant difference between gender and job satisfaction. The research finding supported the findings of Toutkoushian & Bellas (2003), who found that women employed either full-time or part-time were not as satisfied with the extrinsic factors of job satisfaction factors like salary and benefits as men were. Sabharwal & Corley (2009) also stated that faculty job satisfaction across genders revealed that a variety of studies have focused on gender with results showing that male faculty had a higher level of job satisfaction. Another reason for the gender difference of job satisfaction was because they are far away from familiar surroundings, relatives, and friends; and in general, the female NCTs would miss their relatives and friends more than males. Furthermore, parents of female NCTs do not wish for their daughters to leave China; they prefer their daughters to accompany them in their old age and to get married as soon as possible. On the other hand, parents of male NCTs do not mind their sons leaving the country for work as much as parents of female NCTs. Therefore, female NCTs are more likely to leave their current institutions and this is the reason that females had lower level of job satisfaction.

Age

There was no statistically significant difference between age and job satisfaction. When compared with the various age ranges, it was found that the older the NCTs were, the higher the level of job satisfaction. Perhaps, this is because they had spent more time with the job due to their age, cultivated better relationship with colleagues, and were more attached to the institution. In general, NCTs that are older held a higher degree and had more income. Shi, Peng, & Huang (2011) stated that with the increasing age, the personality of people tend to be more mature; faculty members are no exceptions. The university provided environments where they can grow and mature. Their self-satisfied sense also advanced with the continual increase of experience, honor, and achievements; meanwhile the faculty gradually became a member of the informal faculty group and shaped their own social circle of relative stability by constant compromise and communication. The outcome that accompanied these changes is the increase in job satisfaction.

Marital status

The research findings revealed that there was no statistically significant difference between marital status and job satisfaction. The result showed that married NCTs had higher level of job satisfaction than single NCTs. The research finding supports the research of Li (2008), who indicated that married faculties had higher overall job satisfaction level. They also had higher job satisfaction level with the income aspect, leader, and management. But this kind of difference was not significant. With respect to work itself where difference was significant, married faculties had a much higher job satisfaction than single NCTs. The other reason could be that a large number of these single NCTs were volunteer Chinese teachers; therefore they might return to China in the not-too-distant future, which might be as soon as the end of the term.

Educational level

The research findings revealed that there was statistically significant difference between educational level and job satisfaction. The level of job satisfaction of NCTs with a doctoral degree and NCTs with a master's degree and NCTs with a

bachelor's degree all differed. This result was supported by Milosheff (1990), who concluded that job satisfaction increases when a faculty member holds a higher degree status. The result revealed that job satisfaction level was increased with increasing educational level. This is because Thai universities or colleges had policy that the salary increases with the degree. The NCTs with higher educational level were motivated and more satisfied when they were treated differently than the NCTs who had lower a educational level.

Monthly income

The result showed that NCTs with income that were under 18,000 THB had the lowest satisfaction. The mean of NCTs job satisfaction with low income was relatively low. The NCTs with income between 30,001-35,000 THB had the highest job satisfaction mean, which might be because the incomes of Chinese volunteer teachers are in this range. According to the research findings NCTs with income between 40,001-45,000 THB had a lower job satisfaction level than NCTs with income between 35,000-40,000 THB. In general, the job satisfaction of NCTs increased with income.

The research findings revealed that there was statistically significant difference between monthly income and job satisfaction. The NCTs with incomes that were above 45,000 THB had a statistically significant difference in job satisfaction level with NCTs with income between 30,001-35,000 THB. Zhou & Volkwein (2003), found a positive relationship between salary and faculty job satisfaction. Bender & Heywood (2006) stated that faculty report greater satisfaction when their own earnings are above the earnings of other academics. The increase in NCTs' job satisfaction level was proportional with the increasing income. This could be because under circumstance that lacked job security and pension, NCTs would feel dissatisfied and would rather go back to China if working in higher education institutions does not result in income that were competitive to their counterparts in China. Furthermore, having a higher income could decrease the risk of work uncertainty and work instability in the future; therefore they felt more satisfied when they had more income.

Type of institution

The result showed that NCTs who worked in public institutions had a higher level of job satisfaction than NCTs who worked in private institutions. The reason might be because NCTs who worked in public institutions had less workload and more freedom than NCTs in private institutions. The researcher learnt that NCTs who worked in public institutions do not have mandatory office hours, while NCTs who worked in private institutions have mandatory office hours. In other words, even when NCTs from private institution did not have class, they still have to stay in their office during working hours, unlike NCTs in public institutions. In addition, the NCTs who worked in public institutions usually had less additional work that is not related to teaching unlike NCTs from private institution. NCTs of public institutions can go home after class while NCTs from private institution might need to do overtime.

Teaching experience

The findings of this research indicated that the turnover rate of NCTs were high largely because they have less than two years with experience at their institution while most of them have worked for more than 9 years. The research findings revealed that there was no statistically significant difference between teaching experience and job satisfaction. According to the research results, NCTs with less than 2 years of experience had a lower job satisfaction than NCTs with 2-3 years of experience. Perhaps because most Chinese volunteer teachers in the less than 2 years of experience, felt that they have more income when compared with non volunteer Chinese teachers who had less than 4 years of teaching experience. The results were supported by Liu (2008) who stated that teachers with more than 16 years of experience had the highest overall job satisfaction. The teachers with the next highest overall job satisfaction were teachers who had 6-15 years of teaching experience. The teachers with the least overall job satisfaction had less than 5 years of experience. Liu (2008) concluded that the level of job satisfaction of college teachers, in education institutions in Guangxi province, was positively correlated to their teaching experience. In other words, job satisfaction increases with teaching experience.

5.3 Guidelines to improve NCTs' job satisfaction

The researcher came up with in-depth interview guidelines to further investigate job satisfaction of NCTs. The ultimate goal of the guideline was to aid higher education institutions in Bangkok Metropolis and Vicinity to improve NCTs' job satisfaction, so that these institutions will be able to retain NCTs; and decreasing several expenditures and losses by retaining NCTs, so that the institution would not need to recruit new NCTs.

Improve the opportunities of advancement

Right now, NCTs can't take part in Teacher's Professional Titles and Evaluation in Thailand. This means that with the current policy no matter how long NCTs have worked in the institution, the position of the NCTs will not change. Advancement is one of the motivation factors in Herzberg's two-factor theory; it will help improve NCTs' job satisfaction. Thus the Ministry of Education or relevant higher education administration committee should develop new policy that gives NCTs the opportunities to move further in their career path.

Better job security and benefit

As foreigners, NCTs were concerned with the issue regarding their job security. Usually NCTs signed a one-year with the institution. These one-year contracts caused NCTs to worry about the uncertainty and instability of their work in the future. Furthermore, NCTs do not get pension and other insurances unlike teachers in China, which was also one of the reasons that NCTs worry about their future. According to the two-factor theory, job security is one of the aspects under hygiene factors, which do not promote job satisfaction. Rather, job security served to prevent job dissatisfaction. Therefore, lacking job security might result in job dissatisfaction in NCTs. Hence, increasing the risk that NCTs would leave the current institution in the future. In order to prevent NCTs' job dissatisfaction and retain them, figures of authority in education institutions in Thailand should reform the old treatment for NCTs regarding job security as soon as possible. A few examples of how the institution could increase job security for NCTs is extending the contract from one year to 3-5 years, setting up pensions, and adding other insurances.

More recognition and care

Recognition can contribute to a stronger commitment to the organization (Herzberg, 1996). Recognition can help strengthen an employee's perception of the organization, lead to better attitudes, and behaviors. The result is higher job satisfaction and work motivation, which leads to better job performance. Leaders should give more praise to NCTs when they performed well in their job and not just criticize when NCTs performed poorly. Rather than criticize, leaders should encourage NCTs when they performed poorly. Bolman & Deal (2008) said that the best way to raise NCTs' level of job satisfaction is to care about NCTs and their work. Leaders should pay extra attention in the aspect of NCTs' growth, progress, and frustration in both life and work.

Support and appreciate Chinese teaching

When support from the university is low, faculty members' dissatisfaction is high (Dee, 2002). Generally, the institutions supported Chinese class, Chinese activities and the training of NCTs were insufficient. Some institutions even paid no attention to Chinese language. This resulted in some NCTs lacking a driving force to teach Chinese. Then their dissatisfaction level rises. Hence, institutions should first appreciate Chinese language like they appreciate English language. Secondly, institutions should take measures to train and send NCTs to seminars to improve their teaching and research skills. The institution should also invest in teaching equipment, give more research funds, hold more Chinese activities, and strengthen communication between other Thai institutions and Chinese institutions.

Increase base salary

Bendera & Heywood (2006) showed that income have positive effects on employees' job satisfaction. Even though some NCTs are satisfied with their income, but most NCTs were dissatisfied with their income. The low level of job satisfaction is a result of NCTs lacking benefit packages, lacking job security, and having lower income than teachers in China. Furthermore, the incomes of NCTs were far less than income of native English teachers, even though the workload is the same for Chinese and English teachers. In addition, the cost of Chinese labor is increasing, these further

led NCTs to be even more dissatisfied at their institution. Therefore the Thai government should formulate new a salary scheme. The basic salary of NCTs should be closer to native English teachers who teach English in higher education institutions in Bangkok Metropolis and Vicinity.

Decrease workload

Murray & Cunningham (2004) found that one of the reasons that faculty members considered leaving the institution is workload. Other than class preparation, which takes up the greatest number of hours each week, faculty members take on the role of “designing new courses, teaching diverse students, advising, contributing to institutional initiatives, and serving on faculty committees” (Murray, 2000). Some institutions, especially private higher education institutions, required NCTs to do more than just teaching-related tasks. This would further add to the level of job dissatisfaction. Therefore leaders should appropriately reduce NCTs’ workload to the maximum extent, so that NCTs do not have to work on other tasks that are not related to teaching Chinese.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

This research aimed to study job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity. The job satisfaction was covered by 12 factors that were based on the research of Smerek & Peterson (2007) that adapted Herzberg's two-factor theory. The purposes of this chapter were to conclude the research and give recommendations. The chapter is presented in the following order:

6.1 Conclusions

6.2 Recommendations

6.1 Conclusions

The study was carried out using both quantitative and qualitative methods. A set of questionnaire was applied to examine the level of job satisfaction and compare the differences of NCTs' job satisfaction based on demographic factors in higher education institutions in Bangkok Metropolis and Vicinity. In-depth interviews were conducted to gather information on job satisfaction of NCTs, so that recommendations to improve NCTs job satisfaction could be made.

Questionnaires were distributed to 194 NCTs teaching Chinese in higher education institutions in Bangkok Metropolis and Vicinity. There were 183 respondents who returned the questionnaires. The 183 respondents accounted for 93 percent of the calculated sample. Eight NCTs who have worked for more than three years in higher education institutions in Bangkok Metropolis and Vicinity were interviewed. The general characteristics of the sample were analyzed using descriptive statistics such as frequency, percentage, mean, and standard deviation. Independent sample t-test and one-way ANOVA were used to compare the job satisfaction based on the demographic factors.

Among the sample, there were more female NCTs (59.02%) than males (40.98%). The age group between 26-35 years old (59.02%) makes up the majority of the total sample. The sum of the other 3 groups is less than the group that consisted of NCTs from 26-35 years old.

With regard to marital status, the 7/10 NCTs were single while the remaining 3/10 were married. Most NCTs held a master's degree (73.22%) and the minority held a doctoral degree (6.56%). The majority of NCTs make 30,001-35,000 THB per month and very few make less than 18,000 THB. Most NCTs worked in private higher education institutions (61.75%). Most NCTs (43.17%) had less than 2 years of teaching experience. Furthermore, as the level of degree increases, the number of NCTs who held the degree decreases.

6.1.1 Conclusion of the level of job satisfaction of NCTs in higher education institutions in Bangkok Metropolis and Vicinity

This study found that the overall level of job satisfaction was rated as high. Out of all the 12 factors of job satisfaction, 8 factors (recognition, work itself, growth, feeling towards organization, responsibility, supervisor, relationship with co-workers, and benefits) were rated as high. The remaining 4 factors (advancement, senior management, salary, and security) were rated as moderate. The motivation factors in order of highest mean to lowest mean: work itself, recognition, responsibility, feeling towards organization, growth, and advancement. The hygiene factors in order of highest mean to lowest mean: relationship with co-workers, supervisor, benefits, security, senior management, and salary.

6.1.2 The conclusion on the level of job satisfaction of NCTs toward their demographic factors in higher education institutions in Bangkok Metropolis and Vicinity

The research concluded that there were no statistically significant differences between the level of job satisfaction and age, marital status, occupation and teaching experience. But there were statistically significant differences between job satisfaction and gender, educational level and monthly income at the 0.05 level. The research revealed that males had higher job satisfaction level than females. and

the higher the educational level, the higher the job satisfaction level. Furthermore, job satisfaction level increases with monthly income.

6.2 Recommendations

The research findings revealed that the overall job satisfaction level of NCTs in higher education institutions in Bangkok Metropolis and Vicinity was rated as high, but there were some factors such as advancement, salary, security and senior management that were rated as moderate. In addition, among the 4 items under benefits, one item “the university/college’s package meets NCTs’ need” was rated as moderate. This indicated that NCTs had relatively low job satisfaction in regard to benefits, even though the other three items were rated as high. And the benefits were the most important factor that determines NCTs’ job satisfaction. Therefore, for the sake of improving NCTs’ job satisfaction, retaining NCTs, and decreasing various expenditures and costs of recruiting new NCTs, the following points are recommended.

6.2.1 Recommendations for policy maker

1) From the findings of this research, NCTs didn’t have the opportunity to participate in the Teacher’s Professional Titles and Evaluation. Moreover, they lacked the opportunities for advancement. The Ministry of Education or relevant higher educational administration committee should draw up new policy to cover this aspect so that NCTs could obtain their professional title and management position in the future, hence improving their job satisfaction.

2) The research revealed that NCTs were dissatisfied with their salary, therefore the institution could consider adding other items of benefits or welfare that would help NCTs achieve their goals in life. This would help motivate NCTs.

3) According to the findings of this research, NCTs lacked job security. The majority held one-year work contract. They worried about their future because they can’t predict the situation in the next year, hence the authority figures in the institution should reform old policies regarding job security of NCTs in the near

future. Authority figures should consider extending the duration of work contract from 1 year to 3-5 years to prevent NCTs' job dissatisfaction.

4) The research indicated that the support from some institutions, that Chinese teaching received, were insufficient. Senior management needs to communicate with NCTs more. They should also care more about NCTs, support Chinese teaching more, and support activities more. These would deliver the message that the institution cares about Chinese classes.

5) The research found that males had higher levels of job satisfaction than females. And the increase in job satisfaction increases with level of education. Therefore leaders of institutions should be more concerned about female NCTs' in particular, since female NCTs have a lower level of job satisfaction and they have different interests. In addition, leaders should consider their educational level when recruiting new NCTs and they should recruit NCTs with higher educational degree to be able to effectively retain NCTs in the future.

6.2.2 Recommendations for future studies

1) The present research is restricted to Bangkok Metropolis and Vicinity; therefore the next step is to conduct a research that covers all the provinces in Thailand.

2) A comparative study of job satisfaction of NCTs in two different counties would be an interesting topic.

3) The relationship between NCTs' job satisfaction and other variables such as workload, support and working environment should also be considered.

4) This research selected Herzberg's two-factor theory; therefore further study should use other theory for the research framework.

5) A qualitative research on job satisfaction of NCTs could be conducted to further enhance understanding of the topic.

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APPENDIX

RESEARCH QUESTIONNAIRE

Part 1 The NCT's demographic factors

Instruction: Please respond to each item on this questionnaire. The following was related to NCT's demographic factors. Please read carefully and indicate your response to each item with a tick (✓) or fill out the appropriate answer.

1. Gender:

Male

Female

2. Age _____ years

3. Marital status:

Single

Married

Divorced

Separated

4. My highest degree:

Bachelor's degree

Master's degree

Doctor's degree

Other (please specify) _____

5. My current monthly income:

Below 18, 000 baht

18,000-25,000 baht

25,001-30,000 baht

30001-35,000 baht

35,001-40,000 baht

40,001-45,000 baht

Above 45,000 baht

6. The institutional category of service:

Private higher education institution

Public higher education institution

7. Teaching experience (teaching Chinese in current Institution) _____years_____ months

Part 2 The NCTs' job satisfaction

Instruction: The following statements are related to teaching and individual's perception of job satisfaction. Please indicate the extent that you agree or disagree with these statements.

Statement	Job Satisfaction				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1. My students recognize my accomplishments.					
2. My contributions are recognized by the university/college.					
3. My co-workers recognize my accomplishments.					
4. The Chinese Embassy or other institution recognizes my accomplishments.					
5. I like being a college Chinese teacher.					
6. My job is full of challenges.					
7. My job gives me a sense of accomplishment.					
8. I feel very satisfied with the work environment at the university/college.					
9. Opportunities for advancement or promotion exist within the university/college.					

Statement	Job Satisfaction				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
10. The university/ college's promotion conditions are clear.					
11. Internal candidates receive equal opportunity for open positions.					
12. My university/college offers training or education that I need in order to improve my skills.					
13. I have received the necessary training to perform my job well.					
14. I have had opportunities at work to learn and grow in the past year.					
15. There is someone at work who encourages my development.					
16. Someone has talked to me about my progress in the past.					
17. I strongly feel that I belong to my university/college.					

Statement	Job Satisfaction				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
18. I accept my university/college in the presence of teachers from other universities/colleges.					
19. I am committed to the university/college.					
20. I am proud to work for the university/college.					
21. I care about the future of the university/college.					
22. I have control over how I do my work.					
23. I prepare the necessary resources, tools or equipment to do my job.					
24. I have a say in decisions that affect my work.					
25. Senior management often directs the teaching of Chinese teachers.					
26. Senior management effectively communicates the goal and strategies of the university/college.					

Statement	Job Satisfaction				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
27. Senior management demonstrates leadership practices that are consistent with the stated values of the university/college.					
28. My supervisor communicates well with me every time.					
29. My supervisor manages people effectively.					
30. My supervisor is an effective decision-maker.					
31. My supervisor creates an enjoyable work atmosphere.					
32. My supervisor is competent and easy to talk with.					
33. My supervisor is able to objectively evaluate my performance.					
34. My supervisor helps and encourages other effectively when they face difficulties.					
35. My supervisor treats me with respect.					
36. My supervisor listens to my ideas.					

Statement	Job Satisfaction				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
37. My supervisor trusts me.					
38. I trust my co-workers.					
39. My co-workers constantly treat me with respect.					
40. I can count on my co-workers to help out when needed.					
41. I am happy to work with my co-workers.					
42. In my university/college, co-workers care about each other.					
43. My faculty or department collaborates effectively with other faculties or departments.					
44. My salary is competitive when compared to similar jobs at other university/college.					
45. My pay is appropriate for the work I do.					
46. I am satisfied with my salary.					
47. I understand how my base salary is determined.					

Statement	Job Satisfaction				
	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
48. My salary is a significant factor in my decision to stay at the university/college.					
49. I am very satisfied with the university/college's benefits package.					
50. The university/college's benefits package follows the guidelines given before employment.					
51. The benefits package is a significant factor in my decision to stay at the university/college.					
52. The university/college's benefits package has been adequately explained to me.					
53. I feel that my job is a stable and secure job.					
54. I have many Thai friends other than my co-workers.					
55. The university/college encourages teachers to stay with the university/college.					
56. The university/college provides various necessary insurances.					

Other opinions:

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Thank you for your cooperation.

Part 3 Interview guideline

1. Why did you choose to teach in your current institution?
2. Are you satisfied with your current institution? If yes, why? If no, why not?
3. What aspects of your job give you the greatest level of satisfaction?
4. What aspects of your job give you the greatest level of dissatisfaction?
5. How can the institution improve your job satisfaction?
6. Under what conditions or what reasons will you leave your current institution?

BIOGRAPHY

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