Factors affecting job satisfaction and perception of work difficulties of

Chinese Teaching

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ABSTRACT

The objectives of this study are 1) To identify the different effect of demographics profile on job satisfaction of Chinese teachers in Thailand. 2)To identify the effect of teaching experience and competence on job satisfaction of Chinese teachers in Thailand.,3)To identify the relationship between job satisfaction and perception of job difficulties of Chinese teachers in Thailand. The study collected data from 200 To identify the relationship between job satisfaction and perception of job difficulties of Chinese teachers in Thailand Chinese teachers in Thailand by using online questionnaire distributed through we-chat group, facebook and other social media. Data were analyzed by using descriptive statistics i.e.Percentage, Mean and S.D. Hypotheses were tested by using t-test, Analysis of Variance (ANOVA) and Chi-square, at significant level of 0.05.

This study found that majority of respondents are female (76.6%) and male (23.5%). The age were 25-30 years old (71.2%), 8-24 years old (14.7%), 31-40 years old (11.2%), 41-50 years old (2.9%). The material status was single (81.8%) and 8-24 years old (14.7%), 31-40 years old (11.2%), 41-50 years old (2.9%). There are 88.8% of all respondents were Full-time Chinese teacher with 11.2% of all respondents were part time job). Results of hypothesis testing revealed that there is a significant relationship between demographics profiles of the teacher's job satisfaction in Thailand, such as age, marital status. The study also revealed that Chinese teacher in Thailand with different age, material status has different satisfaction of their job.

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However, according to data analysis, gender, age and marital status have a one-sided effect on teacher job satisfaction.

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Chapter 1

Introduction

1. Background of the Research

Recognizing the growing impacts of China in the world, more foreigners are learning Chinese to increase their access to people in China, which creates a 'Chinese fever' worldwide. As Hanban Thailand's Office Report (2015) pointed, Thailand became one of the countries in Asia, which has the most Chinese language learners. In Thailand, International schools used to focus on English language teaching solely, while recently, most of them were providing the Chinese course for their students. Though some schools might offer the Chinese language as an elective course, the number of students who are learning Chinese in international school is increasing rapidly in Thailand. Based on the analysis of Liu &Ye (2015), there were several factors to push this situation, including historical, political, economic reasons and so on. However, in the reality, it was observed that international schools in Thailand in fact were using the different textbooks, recruiting Chinese teachers with different standards, and applying different Chinese curriculums for teaching their students.

Meanwhile, as Ronnaphol (2013) stated, due to lack of Chinese speaking environment, good Chinese language textbooks (for Thai or International students), professional Chinese teachers who can understand both Chinese and Thai culture and students' diverse family background, Chinese language teaching in many schools might face a variety of challenges. She also mentioned this situation could also happen at international schools in Thailand, as the international schools used to focus more on their English curriculum (Ronnaphol, 2013). There were no lack of reports and previous studies about the English curriculum or English teachers at international schools, Bangkok; but do lack of reports and studies about the Chinese language and Chinese teachers (Scrimgeour, 2014).

According to data provided by the Thai Ministry of Education, there are currently more than 2,000 primary and secondary schools in Thailand offering Chinese courses, and the number of people learning Chinese at school exceeds 1 million.

Thai Chinese teachers are mainly composed of input Chinese teachers and local Chinese teachers. From the source, they are native Chinese teachers and Thai Chinese teachers.

There are four types of input Chinese teachers: International Chinese volunteer teachers, public teachers, exchange teachers, and teachers who come to Thailand by themselves. Among them, international Chinese volunteer teachers are the main body.

With the popularization and in-depth development of Chinese language education in Thailand, the problem of shortage of Chinese language teachers has provided Thai students with new majors and employment directions, and the number of universities offering teacher-trained Chinese majors in Thailand has increased. In 2010, the Ministry of Education of Thailand formulated the "Outline of Undergraduate Chinese Teaching Major (5 Year System)", which reflects Thailand's Cultivation strength and determination.

China has sent more than 1,500 Chinese education volunteers to Thailand, but it is far from meeting the needs of Thai schools for Chinese teachers.

Thailand is "Chinese hot" in southeast Asia the most prominent countries, basic education stage of the direction of Chinese is moving toward an increasingly accepted but the stage of primary and secondary school Chinese teaching in Thailand is uneven, there are offered to students come from poor overall health, students' learning motivation is not strong, the problem such as teachers' quality to promote in-depth analysis of these problems from Chinese teacher's respective, can help us to objective understanding Thai Chinese teaching situation, basic education stage adjustment for Thai Chinese promotion

strategy, lay a foundation for improving the quality of Chinese teaching.

2. Research Problem

What are the factors affecting the job satisfaction of Chinese teacher in Thailand?

3. Objectives of the study

The objectives of this study are listed as follows:

1)To identify the different effect of demographics profile on job satisfaction of Chinese teachers in Thailand.

2) To identify the effect of teaching experience and competence on job satisfaction of Chinese teachers in Thailand.

3) To identify the relationship between job satisfaction and perception of job difficulties of Chinese teachers in Thailand.

4. Conceptual Framework

Based on the objectives of the study, the study variables and the proposed relationship are depicted in the figure 1 below:
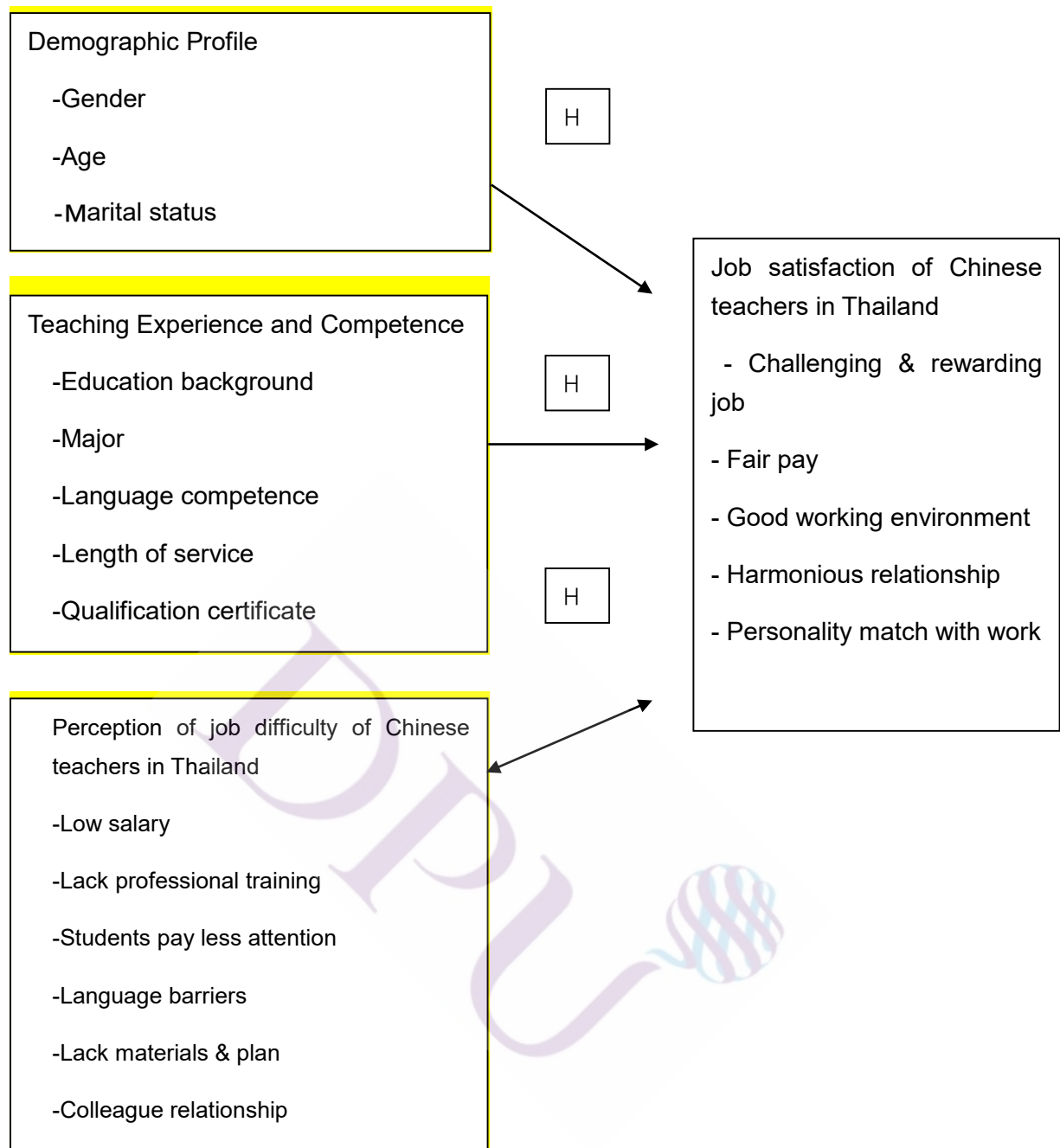
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┌─────────────────────────────┐                    ┌─────────────────────────────┐
│ Demographic Profile         │                    │ Job satisfaction of Chinese │
│                             │        ┌───┐        │ teachers in Thailand        │
│   -Gender                   │        │ H │        │                             │
│                             │        └───┘        │  - Challenging & rewarding  │
│   -Age                      │                     │ job                         │
│                             │                     │                             │
│   -Marital status           │                     │ - Fair pay                  │
└─────────────────────────────┘                     │                             │
                                                    │ - Good working environment  │
┌─────────────────────────────┐                     │                             │
│ Teaching Experience and     │                     │ - Harmonious relationship   │
│ Competence                  │        ┌───┐         │                             │
│   -Education background      │       │ H │         │ - Personality match with work│
│                             │        └───┘        │                             │
│   -Major                    │                     └─────────────────────────────┘
│                             │
│   -Language competence      │
│                             │        ┌───┐
│   -Length of service        │        │ H │
│                             │        └───┘
│   -Qualification certificate│
└─────────────────────────────┘

┌─────────────────────────────┐
│ Perception of job difficulty│
│ of Chinese teachers in      │
│ Thailand                    │
│ -Low salary                 │
│ -Lack professional training │
│ -Students pay less attention│
│ -Language barriers          │
│ -Lack materials & plan      │
│ -Colleague relationship     │
└─────────────────────────────┘
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Figure 1.1: Conceptual framework of the study

Source: Developed for this study

5. **Hypotheses of the Study**

According to the conceptual framework of this study, the study hypothesis is listed below:

H1: Chinese teachers with different demographic profile will have different level of job satisfaction.

H2: Teaching experience and competence will have an effect on the job satisfaction of Chinese teachers in Thailand.

H3: Chinese teacher's job satisfaction will be related to their perception of job difficulties.

6. **Scope and the Limitations of the Study**

The researcher is going to study the effect of demographic factors, Job Satisfaction and perceived challenges & risks of the Chinese teacher in Thailand by using the following set of research extent:

6.1 Population and Sample

Population: Chinese teacher in Thailand

Sample: Chinese teacher working/worked in Thailand

Sample size:

Because the number of populations is inexplicitness, the researcher use Taro Yamane table to calculate the appropriate sample size at 95% of confidence level, 0.05% sampling error.

6.2 Sampling methods

The process of sampling method is as follows:

6.2.1 Simple Random Sampling – by selecting sample from Thailand.

6.2.2 Convenience Sampling – the questionnaire is used to collect data teachers in Thailand.

6.3 Study Variable

6.3.1 Independent Variable:

- Demographic profiles consist of
  - Gender
  - Age
  - Marital Status
  - Education Level
  - Income/month
  - Hometown
  - Career
- Job Satisfaction
  - Challenging Jobs
  - Fair Pay
  - Good Working Environment
  - Harmonious Relationship
  - Personality should Match with Work

> ➤ variables from conceptual framework

6.3.2   Dependent Variable

Job satisfaction and perception of work difficulty of Chinese teachers in Thailand

7. Definition of Term

7.1Chinese teacher in Thailand – A Chinese teacher who teaches Chinese language in Thailand.

7.2Job Satisfaction – means five dimensions which refers to a person in the process of working in the organization, the work itself and related aspects (including the work environment, work state, work style, work pressure, challenge, work interpersonal relationship, etc.) have a positive feeling of the psychological state.

7.3 Perception of job difficulties includes low salary, lack professional training, students pay less attention,, language barriers, lack of materials and colleague relationship.

Significance of Study

1. Results can serve as guidelines Find ways to improve status and job satisfaction of Chinese teachers working in Thailand.

2. Results can help to promote the development of Chinese language education in Thailand.

Chapter 2

Literature Review

This chapter addressed relevant constructs that were examined in the study which consisted of:

2.1   China's policy & management for oversea Chinese teacher

2.2   Thailand's policy & management for Chinese teacher

2.3   The factors affecting employee's job satisfaction

2.4   International teaching competence for Chinese language teachers

2.5   Perception of teaching job's difficulties

2.6   Related research

2.1 China's Policy and Management for Oversea Chinese Teacher

Since 2003, the Confucius Institute Headquarters/Hanban has dispatched 17 groups of more than 10,000 volunteers to teach in Thailand. According to data from Hanban in 2018, more than 1,500 Chinese teachers were officially sent to Thailand.

2.1.1 Public Teacher Management

(Hanban / Confucius Institute Headquarters, September 21, 2012)

a)   Hanban is responsible for the overall planning, organization and coordination of volunteer work, and regularly releases the implementation plan for the next year's volunteer work every year. Hanban has set up a "volunteer center" to take charge of volunteer work.

b)   Volunteers are mainly selected from in-service teachers, graduate students, and fresh graduates with a bachelor's degree or above. Priority will be given to staff with

teaching experience and student cadres with excellent academic performance.

c) Interviews and psychological tests are required for volunteer candidates.

d) Volunteers must receive comprehensive ability training and outreach training before being dispatched. The training is organized by Hanban directly or commissioned by selected units, with reference to the "International Standards for Chinese Language Teachers" and "Syllabus for Volunteer Chinese Teachers Training" formulated by Hanban, and specific plans are formulated and implemented in light of the actual situation of the volunteers sent to the country. After the training, Hanban organizes a unified examination for volunteers. Those who pass the test will be issued the "Chinese Teacher Volunteer Qualification Certificate" by Hanban.

e) Volunteers and management teachers accept guidance from embassies and consulates abroad during their work abroad.

f) Hanban and selected units should establish a volunteer service guarantee mechanism. Establish a volunteer network communication platform and smooth information feedback channels. "Volunteer homes" can be established in places where the volunteers are sent to countries where conditions are met. The selected unit shall designate a person to keep in touch with foreign management teachers and volunteers and provide timely psychological counseling and professional guidance to the volunteers to solve related problems. Hanban and selected units regularly organize delegations to visit volunteers abroad and inspect and investigate volunteer work.

g) After the training, volunteers must take the final exam organized by Hanban.

h) Implement a volunteer performance evaluation, reward and punishment system. The main basis for evaluation is the summary of personal performance, the appraisal of the employing institution, and the evaluation of management teachers. The evaluation results are stored in the volunteers' personal files. Regular volunteer work summary and commendation meetings are held to commend and reward

outstanding volunteers, outstanding management teachers and advanced units. The selected units can give priority to outstanding volunteers in terms of staying in school, recommending graduate students, and serving as volunteer management teachers, and publicly dispatched Chinese teachers in light of actual conditions. For volunteers and management teachers who fail to fulfill the agreement seriously, have serious work accidents, or violate relevant local laws and regulations, causing serious consequences, Hanban has the right to terminate their service work, order them to return to the country immediately, and notify their selected units.

i) Volunteers who were fresh graduates before being dispatched can keep their files in the original school while they are abroad, and they will be employed as fresh graduates after returning to the country; for volunteers who were on-the-job staff before dispatch, the original unit shall retain their public positions and basic salary, and continue to calculate the length of service.

2.1.2 Allowances and other expenses

a) During the period of voluntary service, volunteers enjoy appropriate living allowances and necessary conditions and guarantees for safety, hygiene, and medical treatment.

b) The procedures for going abroad (such as passports, visas, medical examinations, etc.) are handled by the volunteers themselves. The relevant provinces, autonomous regions, and municipalities' Education Department (Education Commission) or directly affiliated institutions provide necessary assistance, and Hanban provides certain subsidies.

c) The appointment date of volunteers shall be determined by Hanban and foreign employers through negotiation. Hanban is responsible for round-trip economy class or hard sleeper train tickets from the volunteer's place of departure to the city they have visited.

d) International travel expenses for volunteers, living allowances during their teaching

period, and non-personal injury insurance are borne by Hanban; the boarding, lodging and medical insurance for volunteers during their teaching abroad are borne by the foreign employer. If the foreign employer signs a volunteer dispatch agreement with Hanban, the cost sharing of volunteers to teach abroad shall be implemented in accordance with the agreement.

e) When the volunteers are about to be dispatched after obtaining the visas of their countries, Hanban and the volunteers will sign the "Agreement for Chinese Language Teacher Volunteers to Work Abroad", and provide the volunteers with subsistence allowances in installments in accordance with the "Interim Provisions on the Treatment of Chinese Volunteers for International Chinese Teachers". Volunteers can receive 3-month allowance in advance, and the remaining part may be transferred to the personal foreign exchange account by Hanban on schedule (the required handling fee shall be borne by Hanban), or the volunteers may go to the foreign agency of Hanban with valid certificates Receive it or settle with Hanban after the volunteer returns to China.

f) After the volunteers have finished their teaching services abroad, they will receive an additional month of living allowance for those who cannot take a vacation in the country where they are going to serve for some reason, and the teaching service exceeds 7 months but less than 11 months.

2.1.3 China's management agencies for volunteers

The national Hanban Volunteer Center, the education group of the Chinese Embassy in Thailand, and the Thailand volunteer management agency of the national Hanban. *(Thai Chinese teaching policy and Chinese language promotion practice, Wu Yinghui, 2019).*

2.2 Thailand's Policy and Management for Chinese Teacher *(Wu Yinghui, 2019).*

a) The government of Thailand has long adopted a relatively tolerant, mild and encouraging policy on Chinese language education and Chinese teaching in the

region, setting up a national model of teaching and setting up a pioneer institution in the area, which has played an exemplary role in the form of school running in other places.

b) Established the Chinese Language Planning Office of the Basic Education Committee of the Ministry of Education of Thailand, which is responsible for Chinese language training in Thailand

c) The Ministry of Education of Thailand promulgated the "Chinese Language Teaching Reform Policy" in 2014, which aims to improve the Chinese language level of Chinese learners and hopes that various education departments can use it as a guideline for Chinese language teaching so as to enhance the competition of Thai students on the international stage.

2.3 The Factors Influencing Employee's Job Satisfaction

2.3.1 Five dimensions of job satisfaction*(Wang Cailing, 2011)*

a) Challenging Jobs: employees prefer that the company can provide them with opportunities to use their own technologies and capabilities, provide them with various tasks, have a certain degree of freedom, and get timely feedback on the quality of their work.

b) Fair Pay: employees want the distribution system and promotion policy to make them feel fair, clear and consistent with their expectations. When the remuneration distribution is based on job requirements, personal skill level, job performance and market average wage level, it will lead to job satisfaction. However, it should be reminded that not everyone works only for money, and the relationship between reward and satisfaction is not an absolute gain, but a sense of fairness.

c) Good Working Environment: employees care about the working environment not only for personal comfort, but also for better completion of work. Research shows

that the physical environment employees want to work in is safe and comfortable, and the temperature, lighting, noise and other environmental factors should not be too strong or too weak. In addition, a considerable number of employees hope that the workplace is close to home, the environment is clean, the equipment is relatively modern, and there are sufficient tools and mechanical equipment.

d) Harmonious Relationships: people work not only to earn money or to achieve visible achievements, but also to most employees, work meets their social needs. Therefore, friendly and supportive colleagues will improve employee satisfaction with the job. The behavior of the boss is also a major factor in determining satisfaction. When the employee's direct supervisor is understanding and friendly, can praise the good performance, can listen to the employee's opinion, and show personal interest to the employee, the employee's satisfaction will be improved.

e) Personality Should Match with Work: the high matching of personality and occupation will bring more satisfaction to individuals. Because when people's personality traits are consistent with their chosen occupation, they will find that they have the ability to adapt to the requirements of their jobs and are more likely to succeed in these jobs.

2.3.2 Minnesota scale

MSQ (Minnesota Satisfaction Question naira) is divided into long flow-meter sub-scales (100) in sub-scales and the short form (21 points scale) of long type scale including 100 titles, can measure for each employee job Satisfaction in short form scale including intrinsic Satisfaction, extrinsic Satisfaction and general Satisfaction three sub-scales its main dimensions including 20 following respects *(Zhiwang,2018)* :

- Give full play to the individual

- Sense of achievement

- Initiative

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- Company training and self-development

- Power

- Policies and implementation of the company

- Remuneration

- Team spirit of the department and colleagues

- Creativity

- Independence

- The DE standard

- The company may reward or punish employees

- I offer my services

- Work safety of employees

- The social services enjoyed by employees

- Social status of employees

- Employee relationship management and communication

- Technology development of the company

- Diversified development of the company

- Working conditions and environment of the company

2.4 International Teaching Competence for Chinese Language Teacher

In the year of 2007, Office of Chinese Language Council International (Hanban) developed the Standard for International Chinese Language Teachers, in order to promote the professional quality and teaching level of international Chinese language teachers. This action was to satisfy the ever-growing demand for Chinese language learning in other countries.

The Standard includes:

a) Linguistic knowledge and skills;

b) Cultures and communications,

c) Theory of the second language acquirement and study strategy

d) Teaching methodology

e) Overall quality: the standard in overall describes the knowledge, competency and quality that an international Chinese language teacher should possess, aiming at a construction of a completed, scientific and normative standard system for international Chinese language teachers. This provided a basis for training such teachers, appraising their competencies and certificating their qualifications

According to the Standards for International Chinese language Teachers issued by the Headquarters of Confucius Institute hanban in 2012, teachers should have the communicative competence in Chinese that meets professional needs. Basic knowledge of Chinese linguistics, language analysis ability; Understand the fundamentals of a second language; Familiar with the general principles of the second language teaching and the main teaching method of international standard also upon confirmation of qualified teachers of Chinese teachers from Chinese teaching on the basis of the foundation, the Chinese teaching method, teaching organization and class management, Chinese culture and international culture communication, professional ethics and professional development with the five aspects of international Chinese language teachers requirements (details see the international standard 2013 edition of Chinese teachers).*(Office of Chinese Language Council International , 2007).*

2.5 Perception of teaching job difficulties

1. There is a serious shortage of Chinese teachers

With the rapid development of Chinese language teaching in Thailand, many Thai students are lack of Chinese teachers. Some schools plan to offer Chinese language courses, but they are unable to recruit Chinese teachers. Even if there are teachers in some schools, the number is very small.

2.Chinese teachers are not professional, and their teaching level is not high enough

Among the international Chinese teachers who volunteer in Thailand, many of them are not from the professional class. When they go to university, they do not read Chinese or major related to Chinese teaching, such as law, history, political science, administrative management, tourism management, etc. Professional theoretical knowledge, especially the knowledge of Chinese ontology, Chinese teaching method, pedagogy and psychology, is seriously lacking.

3. Lack of suitable Chinese textbooks

At present, Thai Chinese teaching materials come from a wide range of sources, but the types of Chinese textbooks that are suitable for Thai students are relatively small. Most of the textbooks have no Thai notes on new words, new words and texts, and the contents of the texts have little contact with the daily life of Thai people, which makes students feel unfamiliar

4. The Chinese teaching method is old and monotonous

Although the development of Chinese teaching in Thailand is good, some specific teaching methods are old-fashioned and monotonous. With the passage of time and the development of Chinese teaching, more and more young teachers begin to teach. They are young, less experienced, not long working time, teaching skills are limited, can not be their theoretical knowledge into classroom practice, so the classroom is more single and boring.

5.Low salary, Lack of professional training,Students pay less attention to learning, Language barriers, Lack of teaching materials & plan, Colleague relationship

(Fanliang, 2011.04)

2.6 Related research

2.6.1 The Study of Thailand Chinese Teaching Policy in Chinese Teaching of the Faculty of Education

1. Take the student as the center to promote the classroom practice: develop the students' initiative and capabilities, improve students' problem-solving skills. Straighten out the relationship between teachers and students is the key to deal with to teaching and learning. (The author thinks, if the student's main body consciousness is very strong, and full of the self-discipline of self-learning ability, then the teaching taking the students as the center will beyond one extreme. In this case, the leading role of teachers is very weak, even if there is. It is also possible for a student to ignore. If the student's main body consciousness is not strong, and autonomic self-learning ability is very weak, then the students will be very difficult to effectively manage their learning. The leading role of the teacher is to increase relatively. In the most extreme case, the teacher goes back to a complete control of the students' learning activities. For this situation, teachers should try to enhance students' subject consciousness and learning ability, make the teaching back to the right track. Teachers should carefully observe the students' independent ability and learning ability changes, and do not always point their fingers on the students' learning.

2. In classroom or extracurricular situation, encourage students to use Chinese to communicate and organize activities: in the classroom and extracurricular activities to encourage students to use Chinese, cultivating students' Chinese ability. However, at present, Thailand are lack of overseas Chinese teachers, in addition to classroom activities, but also in the creation of Chinese extracurricular language environment, improve students' listening, speaking, reading, writing four aspects of language level, the teachers is. The author think, they need to make great efforts, burdening the great workload.

3. With China's in-ceasing enhancement of comprehensive national strength, and

the deepen relationship with neighboring countries and even the world of politics, economy, culture communication, the demand to learn Chinese all the countries in the world is also rising, Thailand walks in at least the forefront of Asian countries. In Thailand, the government is highly praised Chinese and Chinese culture policy has had a great impact on their enthusiasm for Thailand people to learn Chinese. This article only cast a brick, and expecting people who love this piece of land of Thailand, and to deepen the Sino-Thai cultural exchanges, together providing the good plan for the development of Chinese teaching business plan with the Thailand University. *(Yang Ting, 2013)*

2.6.2 New challenges facing international Chinese language education

As Liu Ying studied the New challenges facing international Chinese language education (Guangming Daily, 2019), with the improvement of China's national strength and international influence, Chinese international communication ushers in new opportunities. But at the same time, the mobile learning mode in the information age has also formed an impact on the traditional face-to-face classroom teaching. Facing the new situation, Chinese international education is facing many new challenges.

One of the challenges: teacher training can't meet overseas needs

Under the new situation, the contradiction between the diversification of international Chinese teachers' demand and the singleness of domestic teachers' training is becoming more and more prominent. The majority of teachers trained in domestic universities are general-purpose teachers who teach adult learners in China. However, the younger age trend of overseas Chinese learners, the nationalization and language differentiation brought by the increasing number of Chinese learners in the mother tongue environment, and the needs of children's Chinese teachers all require corresponding changes in teacher training, which can no longer be cultivated in a one size fits all model.

Due to the differences in teaching objects, teaching environment, learning needs and

teaching objectives, international Chinese education itself has different fields and levels. Accordingly, there are different requirements for teachers of international Chinese in each field or level. If you are engaged in Chinese teaching in primary and secondary schools overseas, the ability of classroom organization and management is particularly important. Making the classroom interesting enough to attract children's Chinese learners is the basic skill of teachers. If we are engaged in Chinese teaching for foreign students in domestic colleges and universities, the requirements for the accurate grasp of vocabulary and grammar points and the ability of explanation are more prominent.

Different teaching standards, teaching modes and learning cultures all over the world also require teachers to cross cultural barriers and have strong cross-cultural adaptability, so as to flexibly adjust teaching according to local conditions, avoid unnecessary conflicts, and better complete teaching tasks.

The second challenge: teaching methods can not adapt to mobile learning

The mobile learning mode in the information age breaks through the dependence of time and space on both sides of teaching, and fragmented learning can be carried out anytime and anywhere. The first mock exam is traditional classroom teaching. The auxiliary learning function of mobile phone software is forcing Chinese teaching to update teaching methods and methods. It attaches great importance to developing learning software that meets the new needs of the mobile Internet era and combines classroom teaching with extracurricular online self-learning to integrate fragmentation and systematization.

The third challenge: reference books cannot meet the needs of learning

The author has conducted a national sampling survey on the use and demand of

foreign oriented Chinese learners' dictionaries. It is found that most learners have basically abandoned paper dictionaries and used dictionary software downloaded to smart phones. Although the Chinese Dictionary of mobile phone is not perfect, it has become the first choice of users because of its three advantages: convenient word search, easy to carry and pronunciation.

One of the major problems of the existing mobile Chinese dictionaries is that the good and the bad are intermingled, the authoritative dictionaries are seriously missing, and the user satisfaction is not high. For example, five kinds of mobile phone Chinese Thai dictionaries, such as daxiangdict, which are well-known among learners, have some problems, such as providing only equivalent words, not separating meanings, having wrong interpretation and no examples, which cannot meet the needs of query.

The general guiding ideology of Chinese international education is "how to make a zero start foreign Chinese learner learn Chinese as soon as possible and best in the shortest time, and master the Chinese he hopes to learn and should master, especially the written Chinese language.". Note that written Chinese is mentioned here, because we can't just be content to teach foreign students to speak, and they can't read and write. At the same time, he also mentioned that Chinese teachers should have a high sense of educational responsibility, affinity, realistic teaching attitude, good character and psychological quality.*(International Education, 2017)*

An analysis of the employment status and reasons of teachers majoring in Chinese as a foreign language (2012) indicated that   on the current situation of employment of Chinese as a foreign language major: the number of graduates of Chinese as a foreign language is large, the demand is small, and the one-time employment rate is low; After the professional troops, few graduates are really engaged in teaching Chinese as a foreign language, but turn to secretarial, translation, foreign trade, primary and junior high school teachers and other industries; The high threshold of teaching Chinese as a foreign language makes the graduates afraid, forcing them to give up

their major. The students are lackof personality and competitiveness.

Chapter 3

Research Methodology

This study addresses Chinese teacher's working situation by using the following constructs:

1. Demographic: Gender, Age, Marital status, Education level, monthly Income, Hometown

2. Government's Policy and Management for Chinese Teacher in Thailand: selection, training, distribution, management, benefits, end-of-term guidance and tracking

3. The Factors Influencing Employee's Job Satisfaction: challenging jobs, fair pay, good working environment, harmonious relationship, Personality should match with work

4. International teaching competence for Chinese Language Teacher: linguistic knowledge and skills, cultures and communications, theory of the second language acquirement and study strategy, teaching methodology, overall quality

The survey research design using a self-administrative questionnaire (Malhotra 2007). Several steps of research methodology were presented as follows:

3.1 Population and Sample

3.2 Measurement items

3.3 Data collection method

3.4 Data analysis

3.1 Identifying population and sample

Population: Chinese teacher in Thailand.

Sample: Chinese teacher who is working/had worked in Thailand.

Sample size

Due to the number of populations is unknown, the researcher uses Taro Yamane table to calculate by the approximately sample size for this study (Poldongnok, 2009). The sample size is calculated based on 95% confidence level and 5% sampling error based on the following formula:

$n = Z^2 [P(1-P)] / e^2$

n = Sample size

Z = Reliability of 95% is 1.96

e = Not reliability is 0.05

P = Percentage (0.05)

Calculation,

$n = Z^2 [P(1-P)] / e^2$

$= (1.96)^2 [(0.50)(1-0.05)] / (0.05)^2$

$= 384$

Therefore, the expected sample size is 384 respondents.

Around 400 sets of questionnaire were distributed and 100 sets were received. Therefore 25% of response rate was achieved.

Sampling Method

The research adopted convenience sampling method by giving out questionnaire to Chinese teacher who is teaching/ had teacher recent 3 year in Thailand. Convenience sampling was used for this study because the respondents are selected to be in the right place at the right time and least time consuming compared to other sampling techniques (Malhotra 2007).

The process of sampling method is as follows:

a) Simple random sampling:

    By selecting sample from Thailand.

b) Convenience Sampling:

    The questionnaire is used to collect data from native Chinese teachers who is working or had worked in Thailand.

3.2 Measurement Items

This study developed and adapted items from previous studies to measure the constructs following study:

a) 7 items to measure demographic profile of Chinese teacher who is working/had worked in Thailand. (e.g. Gender, Age, Marital status, Education level, Income, Hometown, Career).

b) 5 items to measure Chinese teacher's satisfaction (e.g. challenging jobs, fair pay, good working environment, harmonious relationship, Personality should match with work)

    Likert Scale was used to quantify level of agreement on items related. The scale

descriptions are as follows:

"5"   =   Strongly agree with the statement

"4"   =   Agree with the statement

"3"   =   Feel neutral with the statement

"2"   =   Disagree with the statement

"1"   =   strongly disagree with the statement

According to Sirirat(2005), each item is assigned a numerical score, ranging from 1 to 5 as follows:

Calculate the cutting/interval score = (5-1)/5 = 0.80

Thus, descriptions of the revised score are as follows:

Range of Score Level of agreement

1.00 - 1.80 = strongly disagree with the statement

1.81 - 2.60 = disagree with the statement

2.61 - 3.40 = feel neutral with the statement

3.41 - 4.20 = agree with the statement

4.21 - 5.00 = strongly agree with the statement

3.2.1 Measurement Validation

There are 2 steps of validity tests for survey research questionnaires which are:

1.1 *Content Validity*

Content validity was assured by developing the study constructs based on relevant literature and suggestions of academician and practitioners.

1.2 Reliability Validity

Researcher conducted a pilot test with 41 respondents. The data had coefficient alpha, or Cronbach's Alpha, 0.6 which indicated a moderate - fair internal consistency of the study constructs (Malhotra 2007).

3.3 Data Collection

This study collected 2 types of data which are:

1. Primary Data: using the questionnaire to collect the data from teacher's data from 3 cities.

2. Secondary Data: using the documentary research to collect the data from text books, article and related research to develop the conceptual framework of the study.

3.4 Data analysis

Data was analyzed using the following statistics:

1. Descriptive Statistic: Frequency, Percentage, Mean and Standard Deviation.

2. Inferential Statistics:

2.1 T-test , Analysis of Variance (F-test) and Chi-Square were used to test the study hypotheses.

2.2 The confidence level of 95% or < 0.05 was adopted to test the hypotheses of the

study.

Chapter 4

Findings

This study collected data from Chinese teacher in Thailand. Questionnaires were distributed 200 respondents who worked/working in Thailand as Chinese teacher. 185 responds were received, resulting the response rate of 92.5% were achieved.

The results were presented as follows:

4.1 Descriptive results of demographic data, job feature, working strength, language competence etc.

4.2 Hypothesis test

Data were screened to assume that normal distribution could be assumed. 15 sets of questionnaires were found to be out liners and then were deleted from the analysis. The remaining 170 sets of questionnaires tended to perform normal distribution within the $-1 \leq$ skewness $\leq +1$ and $-2 \leq$ kurtosis $\leq +2$ (Tabachinick & Fidell 2001).

4.1 Descriptive Results

4.1.1 Demographic data Analysis

Item		Percent (%)
Gender	Male	23.5
	Female	76.5
	Total	100.0
Age	Under 18	0
	18-24	14.7
	25-30	71.2
	31-40	11.2
	41-50	2.9
	More than 50	0
	Total	100.0
Marital Status	Single	81.8
	Married/Domestic partnership	18.2

Table 1

Table 1, reported the demographic data of respondents as follows:

1. Gender – most respondents were female (76.5%) followed by male (23.5%).

2. Age – the majorities of respondents were 25-30 years old (71.2%) followed by 18-24 years old (14.7%), 31-40 years old (11.2%), 41-50 years old (2.9%).

3. Marital Status – the majorities of respondents were single (81.8%) followed by married/keep domestic partnership (18.2%).

4.1.2 Working Type Analysis

4.1.2(1) Working time type (Table Full-time & Part-time)

There are 88.8% of all respondents were Full-time Chinese teacher with 11.2% of all respondents were part time job.

Table 2

Item		Percent (%)
Working Type	Full-time	88.8
	Part-time	11.2
	Total	100.0

4.1.2(2) Working school type

There are 54.7% of all respondents worked at government school, 24.7% of all respondents worked at international school, 13.5% of all respondents worked at language center, 5.3% of all respondents worked at private school and 1.8% of all respondents worked as family teacher.

Table 4.3

Item		Percent (%)
Working Type	Government School	54.7
	Private School	5.3
	International School	24.7
	Language Center	13.5
	Family Teacher	1.8

4.1.3 Analysis of teaching experience and ability

4.1.3(1) Education background and major

Table 4 reported the education background and major of respondents as follows:

Education Background – the majority of respondents were bachelor's degree in Thailand(43.5%) followed by bachelor's degree in China(23.5%), master's degree in Thailand(20.6%), master's degree in China(7.6%) and other country's degree(4.7%).

Major – the majority of respondents were language (24.7%) followed by education(20.6%),business(18.8%),machine(15.3%),tourism(8.2%),other(6.5%) and finance(5.9%).

Table 4

Item			Percentage (%)
Education Background	Bachelor's Degree	China	23.5
		Thailand	43.5
		Other	4.7
	Master's Degree	China	7.6
		Thailand	20.6
Major	Education		20.6
	Language		24.7
	Business		18.8
	Machine		15.3
	Tourism		8.2
	Finance		5.9
	Other		6.5

4.1.3(2) Analysis of working years

Table 5 reported the working years of respondents as follows:

Year of been in Thailand – most respondents stayed in Thailand 1-3 years (57.6%) followed by 3-5 years (20.0%),5-8 years (16.5%) 8-10 years (3.5%) and under 1 year (2.4%).

Year of been a teacher – most respondents been a teacher 1-3 years (57.6%) followed by 3-5 years (27.1%), under 1 year (13.5%) 5-8 years (1.8%).

Year of been a Chinese teacher in Thailand – the majority of respondents stayed in Thailand 1-3 years (65.3%) followed by 3-5 years (19.4%), under 1 year(13.5%) and 5-8 years(1.8%).

Table 5

Item		Percent (%)
Year of been in Thailand	Under 1 year	2.4
	1-3 years	57.6
	3-5 years	20.0
	5-8 years	16.5
	8-10 years	3.5
Year of been a teacher	Under 1 year	13.5
	1-3 years	57.6
	3-5 years	27.1
	5-8 years	1.8
Year of been a Chinese teacher in Thailand	Under 1 year	13.5
	1-3 years	65.3
	3-5 years	19.4

	5-8 years	1.8

4.1.3(3) Analysis of language ability

Table 6 reported the majorities of respondents can speak two languages (65.9%) followed 34.1% of all respondents can speak three languages fluently with no one can just speak single language.

Table 6

Item		N	Percent (%)
Language Ability	2	112	65.9
	3	58	34.1

4.1.3(3) Analysis of teaching qualification

Table 7 reported the majorities of respondents take Thailand teacher qualification certificate (34.1%), followed by the China's teacher qualification certificate (24.1%), no teacher certificate (22.9%), international Chinese teacher qualification certificate (18.8%).

Table 7

Item	N	Percentage (%)
Teacher qualification certificate (China)	41	24.1
Teacher qualification certificate (Thailand)	58	34.1
International Chinese teacher qualification certificate	32	18.8
No teacher certificate	39	22.9

4.1.4 Working conditions, environmental analysis

4.1.4(1) Monthly income

Table 8 reported the monthly income of respondent's fellows:

Most of the respondents' monthly income was 25,000B—30,000B (52.9%) followed by 30,000B—40,000B (22.9%) and 20,000B-25,000B (22.4%). There were 1.8% of them monthly income less than 20,000B.

Table 8

Item	N	Percentage (%)
Less than 20,000 B	3	1.8
20,000B—25,000B	38	22.4
25,000B—30,000B	90	52.9
30,000B—40,000	39	22.9

4.1.4(2) Teaching grade

Table 9 reported that the majority of the respondents teach Year 1-6(primary school period) (51.2%) followed by Year 7-12(secondary school to high school period) (41.2%). There were 10 of them (5.9%) teach in kindergarten and 3 of them (1.8%) teach adults. As the result of questionnaire, there is no teacher among the respondents worked at university.

Table 9

Item	N	Percentage (%)
Kindergarten	10	5.9
Year 1-6	87	51.2
Year 7-12	70	41.2
Adult	3	1.8

4.1.4(3) Working strength analysis (how many classes/week?)

According to the survey, the length of each class is 50-60 minutes, workday is Monday to Friday.

Table 10 reported that the majority of the respondents have 16-20 classes (52.4%), followed by 11-15 classes(28.2%), 21-25 classes(14.1%) and less than 10 classes(5.3%).

This number means 52.4% of them need to teaching hour around 16-20 per week (3.2-4h/day).

Compare with the teaching hour for teacher in China: High school teachers teach 10.6 hours per week, middle school teachers 11.3 hours per week, and elementary school teachers 12.4 hours per week (it is officially issued by *the Trial Measures for the workload of teachers*, 1981), most of Chinese teacher in Thailand is overworked. It is worth emphasizing that the teaching time here does not include other time such as preparing lessons and correcting homework.

Table 10

Item	N	Percentage (%)
Less than 10	9	5.3
11-15	48	28.2
16-20	89	52.4
21-25	24	14.1
Total	170	100.0

4.1.4(4) Analysis of the language used in class

Table 11 reported that the majority of the respondents use Thai language as assistant

language when they teach Chinese (71.2%), and the left 28.8% of all the respondents use English when they teach.

Table 11

Item	N	Percentage (%)
Using English	49	28.8
Using Thai	121	71.2

4.1.5 Analysis of teachers' job satisfaction

4.1.5(1) Ranking of work benefits

Table 12 reported the ranking of working benefits of respondent's fellows:

First order - 75% of respondents treat working visa as the most important working benefits they want, followed by paid leave(14.1%), social insurance(5.9%), and professional training(4.1%) with nobody thought free accommodate, meal, shuttle bus was the first order working benefit.

Second order - majority of respondents treat paid leave(34.1%) as the second important working benefits they want, followed by free accommodate, meal, shuttle bus(27.6%),professional training(17.6%),social insurance(15.3%) and working visa(5.3%).

Third order - majority of respondents treat free accommodate, meal, shuttle bus(35.9%) as the third important working benefits they want, followed by social insurance(24.7%), paid leave(22.9%),professional training(11.2%) and working visa(3.5%).

Forth order - majority of respondents treat social insurance(32.4%) as the forth important working benefits they want, followed by paid leave(25.3%), professional training(21.2%), free accommodate, meal, shuttle bus(17.1%) and working visa(5.9%).

Fifth order - majority of respondents treat professional training(45.9%) as the fifth(last) important working benefits they want, followed by social insurance(21.8%), free accommodate, meal, shuttle bus(19.4%), working visa(9.4%) and paid leave(3.5%).

As table 4.1.5(1) shows the mean valve of all the item, it can be founded that generally speaking, the majority of the respondents have considered working visa is the first order of all the working benefits(mean=1.68), the second one should be paid leave(mean=2.70), the third one is free accommodation, school meal, shuttle bus(mean=3.28), the forth one is social insurance(mean=3.49) and the last one is professional training(mean=3.87).

The Preferences for working benefits was working visa > paid leave > free accommodate, meal, bus > social insurance > professional training.

Table 12

Item	First order	Second order	Third order	Forth order	Fifth order	Mean
Working visa	75	5.3	3.5	5.9	9.4	1.68
Free accommodate, meal, bus	0	27.6	35.9	17.1	19.4	3.28
Paid leave	14.1	34.1	22.9	25.3	3.5	2.70
Professional training	4.1	17.6	11.2	21.2	45.9	3.87
Social insurance	5.9	15.3	24.7	32.4	21.8	3.49

4.1.5(2) Five dimensions of job satisfaction

Table 13 reported the five dimensions of job satisfaction.

The attitude for job is challenging & rewarding – most respondents agree (29.4%), but the second (disagree 23.5%) and the third (neutral 22.4%) are not far behind it. But there were 14.7% of all strongly disagree that their job was challenging &

rewarding vs. 10% strongly agree that their job was challenging & rewarding. Therefore, the averagely speaking, the attitude of job's challenging & rewarding id negative (mean=3.04)-the respondents were slightly dissatisfied with this item.

The attitude for personality match work – the majority of respondents be neutral (33.5%), followed by agree (30.6%), disagree (22.4%), strongly agree (11.8%) and strongly disagree (1.8%). And the mean=2.72, it means that the respondents' attitude of this item was more trend to between neutral to agree.

The attitude for fair paid – most respondents be disagreed (38.8%), followed by agree (26.5%), be neutral (17.1%), strongly disagree (14.1%) and strongly agree (3.5%). The mean=3.34, it means the respondents' attitude of this item was more trend to disagree. And besides that, in the five dimensions, Fair Paid is strongly disagree by the highest proportion of people and strongly agree by the lowest proportion.

The attitude for good working environment – most respondents be agreed (40.0%), followed by neutral (30.0%), strongly agree (14.7%), disagree (13.5%), strongly disagree (1.8%) with mean=2.48. It means that the respondents' attitude of this item was more trend to agree they have good working environment.

The attitude for harmonious relationship – most respondents the majority of respondents be agree (42.4%), followed by neutral (30.0%), strongly agree (16.5%), disagree (9.8%), strongly disagree (1.8%) with mean=2.00. It means that the respondents' attitude of this item was agree.

Ranking the satisfaction of five dimension:

Harmonious relationship(mean=2.00) > Good working environment(mean=2.48) > Personality match work(mean=2.72) > Job is challenging & rewarding(mean=3.04) > Fair paid (mean=23.34)

Table 13

Item	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)	Mean
Job is challenging & rewarding	10	29.4	22.4	23.5	14.7	3.04
Personality match work	11.8	30.6	33.5	22.4	1.8	2.72
Fair paid	3.5	26.5	17.1	38.8	14.1	3.34
Good working environment	14.7	40.0	30.0	13.5	1.8	2.48
Harmonious relationship	16.5	42.4	30.0	9.4	1.8	2.00

4.1.5(3) Rank the difficulties encountered

Table 14 reported the ranking of the difficulties encountered of respondents fellows:

First order - 58.2% of respondents thought low salary as the biggest difficulties they encountered, followed by students lack of interests (27.1%), lack material & plan (7.6%), lack professional training (3.5%), and language/culture barriers and deal colleague with relationship (1.8%).

Second order - majority of respondents thought students lack of interests(43.5%) as the second biggest difficulties they encountered, followed by low salary(21.2%), lack material & plan(18.8%), deal with colleague relationship(5.9%), language/culture barriers and deal colleague relationship(5.3%) and lack professional training(3.5%).

Third order - majority of respondents thought lack material & plan(30.0%) as the third biggest difficulties they encountered, followed by lack professional training(22.4%), low salary(15.3%), language/culture barriers(14.7%), deal with colleague relationship(12.4%), and students lack of interests(7.1%).

Forth order - majority of respondents thought language/culture barriers (37.6%) as the fourth biggest difficulties they encountered, followed by lack material & plan (24.1%), lack professional training (18.8%), deal with colleague relationship (14.1%),

low salary (5.3%) and students lack of interests (0%).

Fifth order - majority of respondents thought deal with colleague relationship (28.8%) as the fifth biggest difficulties they encountered, followed by lack professional training (28.2%), language/culture barriers (20.6%), students lack of interests and lack material & plan (11.2%) and low salary (0%).

Sixth order - majority of respondents thought deal with colleague relationship (37.1%) as the sixth (last) biggest difficulties they encountered, followed by lack professional training (23.5%), language/culture barriers (20.0%), students lack of interests (11.2%), lack material & plan (8.2%) and low salary (0%).

As table 4.1.5(3) shows the mean valve of all the item, it can be founded that generally speaking, the majority of the respondents have considered low salary is the first order of all difficulties they encountered(mean=1.68), the second one should be students lack of interests(mean=2.53), the third one is lack material & plan(mean=3.37), the forth one is language/culture barriers(mean=4.30), the fifth one is lack professional training(mean=4.35) and the last one is deal with colleague relationship(mean=4.74).

The Difficulty order for the difficulties they encountered was low salary > students lack interests > lack material & plan > language/culture barriers > lack professional training > deal with colleague relationship.

Table 14

Item	First order (%)	Second order (%)	Third order (%)	Forth order (%)	Fifth order (%)	Sixth order (%)	Mean
Low salary	58.2	21.2	15.3	5.3	0	0	1.68
Lack professional training	3.5	3.5	22.4	18.8	28.2	23.5	4.35
Students lack interests	27.1	43.5	7.1	0	11.2	11.2	2.53

Language/culture barrier	1.8	5.3	14.7	37.6	20.6	20.0	4.3
Lack material & plan	7.6	18.8	30.0	24.1	11.2	8.2	3.37
Colleague relationship	1.8	5.9	12.4	14.1	28.8	37.1	4.74

4.2 Result of Hypothesis Test

T-test and Analysis of Variance were used to test hypothesis 1.

H1: Chinese teachers in Thailand with different demographic profile will have different level of job satisfactions

Demographic data was described by the gender, age and marital status.

The teacher's job satisfaction was measured by five dimensions their attitude to whether: job is challenging & rewarding, the personality match work, get fair paid, has good working environment, and has harmonious relationship.

This study found a partly support of H1 as follows:

Demographic Data (Gender) and job satisfaction:

Table 4.15 showed that gender was found to Have effects on the attitude of got fair paid (sig. =0.01, P≤0.05)

Table 4.15 Effect of Gender on job satisfaction

	Leven's double digits are reduced to test	
		T test for equality of mean values

		F	Sig.	T	df	Sig.)	mean difference	standard error	95% difference number Lower limit	upper limit
Do you find your job challenging and rewarding	The same variation was used	3.765	.054	-.791	168	.430	-.177	.224	-.618	.264
	No equal variation was used			-.865	75.608	.390	-.177	.205	-.584	.230
Do you find your personality should match with work	The same variation was used	3.751	.054	-.489	168	.626	-.088	.181	-.446	.269
	No equal variation was used			-.551	80.239	.583	-.088	.161	-.408	.231
Do you got fair paid	The same variation was used	11.156	.001	.095	168	.925	.019	.203	-.382	.420
	No equal variation was used			.110	85.060	.913	.019	.175	-.329	.368
Do you have Good Working Environment	The same variation was used	1.558	.214	.740	168	.460	.129	.174	-.215	.473

	No equal variation was used			.808	75.451	.422	.129	.160	-.189	.447
Do you have Harmonious relationship	The same variation was used	23.578	.060	.377	168	.707	.063	.168	.269	.8396
	No equal variation was used			.434	84.129	.665	.063	.2146	.227	.354

*Level of significant α = 0.05

Demographic Data (Age) and job satisfaction:

Table 4.16 showed that age was found to have effects on the attitude of their personality match with work (sig. =0.05, P≤0.05).

Table 16 Effect of Age on job satisfaction

		Sum of squares	df	Mean squared	F	Sig.
Job is challenging & rewarding	Between the groups	11.433	3	3.811		
	Within the group	246.355	166	1.484	2.568	.056
	total	257.788	169			
Personality match with work	Between the groups	12.588	3	4.196		
	Within the group	155.859	166	.939	4.469	.005
	total	168.447	169			

Got fair paid	Between the groups	15.275	3	5.092	4.299	.006
	Within the group	196.613	166	1.184		
	total	211.888	169			
Have good working environment	Between the groups	1.483	3	.494	.530	.662
	Within the group	154.923	166	.933		
	total	156.406	169			
Have harmonious relationship	Between the groups	.328	3	.109	.125	.945
	Within the group	145.578	166	.877		
	total	145.906	169			

*Level of significant α = 0.05

Table 4.17 showed the significant effect of age on number of attitudes of personality match with work (Sig. = 0.05).

18-24 years old tended to neutral (4.7%), followed by agree (4.1%) and disagree (2.9%).

25-30 years old tended to neutral (24.7%), followed by agree (20.6%) and disagree (18.8%).

31-40 years old tended to neutral and agree (24.7%), followed by strongly agree (2.6%) and disagree (0.6%).

41-50 years old tended to agree (1.8%), followed by strongly agree (1.1%).

Table 4.17 Age and Personality match with work

	Do you find your personality match with work	Totally

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Age	18-24	2 (1.1%)	7 (4.1%)	8 (4.7%)	5 (2.9%)	3 (1.8%)	25 (14.7%)
	25-30	12 (7.1 %)	35 (20.6 %)	42 (24.7 %)	32 (18.8%)	0 (0%)	121 (71.2%)
	31-40	4 (2.6 %)	7 (4.1 %)	7 (4.1 %)	1 (0.6%)	0 (0%)	19 (11.2 %)
	41-50	2 (1.1 %)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	5 (2.9 %)
Totally		20 (11.8 %)	52 (30.6 %)	57 (33.5 %)	38 (22.6%)	3 (1.8%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.05), (P ≤0.05)

On the other, age was no found the effect on the attitude of job is challenging & rewarding, get fair paid, has good working environment, and has harmonious relationship(P > 0.05).

Demographic Data (Marital status) and the attitude of job satisfaction:

Table 4.18 showed that marital status was found to have effects on the attitude of have Good Working Environment (sig. =0.011, P≤0.05).

Table 4.18 Effect of Marital status on attitude of job satisfaction

		Leven's double digits are reduced to test		T test for equality of mean values						
									95% difference number	
		F	Sig.	T	df	Sig. (double tailed)	mean difference	standard error	Lower limit	upper limit
Job challenging and rewarding	The same variation was used	.175	.677	-2.944	168	.004	-.706	.240	-1.180	-.233
	No equal variation was used			-2.955	44.573	.005	-.706	.239	-1.188	-.225
Personality should match with work	The same variation was used	.284	.595	3.547	168	.001	.680	.192	.302	1.059
	No equal variation was used			3.443	43.041	.001	.680	.198	.282	1.079
Got fair paid	The same variation was used	.191	.662	.070	168	.945	.016	.223	-.425	.456

		F	Sig	t	df	Sig (2)	Mean	Std Error	Lower	Upper
	No equal variation was used			.066	42.265	.947	.016	.234	-.457	.488
Have Good Working Environment	The same variation was used	6.645	.011	-.459	168	.647	-.088	.192	-.466	.290
	No equal variation was used			-.398	38.980	.693	-.088	.221	-.535	.359
Have Harmonious Relationship	The same variation was used	1.334	.250	.143	168	.887	.026	.185	-.339	.392
	No equal variation was used			.130	40.492	.897	.026	.204	-.385	.438

*Level of significant α = 0.05

Table 4.19 showed the significant effect of marital status on the attitude of Job is challenging & rewarding (Sig. = 0.04).

Single person tended to agree their job is challenging and rewarding (24.1%), followed by neutral (20.6%), disagree (17.6%), strongly agree (10.0%), strongly disagree (9.4%).

Married or keeping domestic partnership's person tended to disagree their job is challenging and rewarding (5.9%), followed by strongly disagree and agree (5.3%), and neutral (1.8%).

Table 4.19 marital status and attitude of job is challenging and rewarding

		Do you find your job challenging and rewarding					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
marital status	Single	17 (10.0%)	41 (24.1%)	35 (20.6%)	30 (17.6%)	16 (9.4%)	139 (81.7%)
	Married/domestic partnership	0 (0%)	9 (5.3%)	3 (1.8%)	10 (5.9%)	9 (5.3%)	31 (18.3%)
Totally		17 (10%)	50 (29.4%)	38 (22.4%)	40 (23.1%)	25 (14.7%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 257, sig. = 0.04), (P ≤0.05)

Table 4.20 showed the significant effect of marital status on the attitude of personality match with work (Sig. = 0.05).

Single person tended to neutral for their personality match with work (28.21%), followed by agree (25.3%), disagree (20.6%), strongly agree (5.9%), strongly disagree (1.8%).

Married or keeping domestic partnership's person tended to strongly agree to their personality match with work (5.9%), followed by agree and neutral (5.3%), and disagree (1.8%).

Table 4.20 marital status and attitude of personality match with work

		Do you find your personality match with work	Totally

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
marital status	Single	10 (5.9%)	43 (25.3%)	48 (28.2%)	35 (20.6%)	3 (1.8%)	139
	Married/domestic partnership	10 (5.9%)	9 (5.3%)	9 (5.3%)	3 (1.8%)	0 (0%)	31
Totally		20 (11.8%)	52 (30.6%)	57 (33.5%)	38 (22.4%)	3 (1.8%)	170

Note: Result of Pearson Chi-Square (df = 168, sig. = 0.05), (P ≤0.05)

On the other, marital status was no found the effect on have effects on the attitude of Got fair paid, good working environment and harmonious relationship(P > 0.05).

T-test, Analysis of Variance and Chi-square were used to test hypothesis 2

H2: Teaching experience and competence will have an effect on the teacher's job satisfaction in Thailand.

Teaching experience and competence was described by education background, major, language competence, length of teaching, qualification certificate.

The teacher's job satisfaction was measured by five dimensions their attitude to whether: job is challenging & rewarding, the personality match work, get fair paid, has good working environment, and has harmonious relationship.

This study found a partly support of H2 as follows:

Teaching experience and competence (Education background) and job satisfaction:

Table 4.21 showed that education background was found to have effects on the attitude of Job is challenging & rewarding (sig. =0.015), personality match with work (sig. =0.03), good working environment (sig. =0.00) and harmonious relationship (sig. =0.00). (P≤0.05)

Table 4.21 Effect of Education background on overall job satisfaction

		Sum of squares	df	Mean squared	F	Sig.
Job is challenging & rewarding	Between the groups	18.506	4	4.627		
	Within the group	239.282	165	1.450	3.190	.015
	total	257.788	169			
Personality match with work	Between the groups	15.189	4	3.797		
	Within the group	153.258	165	.929	4.088	.003
	total	168.447	169			
Got fair paid	Between the groups	7.179	4	1.795		
	Within the group	204.709	165	1.241	1.447	.221
	total	211.888	169			
Have good working environment	Between the groups	24.200	4	6.050		
	Within the group	132.206	165	.801	7.551	.000
	total	156.406	169			
Have harmonious	Between the groups	28.571	4	7.143	10.044	.000

relationship	Within the group	117.335	165	.711		
	total	145.906	169			

*Level of significant α = 0.05

Table 4.22 showed the significant effect of education background on the attitude of Job is challenging & rewarding (Sig = 0.015).

Respondents with Bachelor degree in China tended to agree their job is challenging and rewarding (7.1%), followed by strongly disagree (5.9%), disagree (5.3%), strongly agree(2.9%),and neutral(9.4%).

Respondents with bachelor's degree in Thailand tended to agree their job is challenging and rewarding (16.5%), followed by disagree (10.6%), neutral (8.8%), strongly agree (4.1%), and strongly disagree (3.5%).

Respondents with Overseas bachelor's degree (except Thailand) tended to strongly disagree their job is challenging and rewarding (3.5%), followed by neutral and agree (0.6%).

Respondents with master's degree in China tended to neutral for their job is challenging and rewarding (4.7%), followed by disagree (10.6%), disagree (2.6%) and strongly agree (0.6%).

Respondents with master's degree in Thailand tended to neutral for their job is challenging and rewarding (5.9%), followed by agree and disagree (5.3%), strongly agree (2.5%), and strongly disagree (1.8%).

Table 4.22 Effect of Education background on job satisfaction (job is challenging and rewarding)

	Do you find your job challenging and rewarding	Totally

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
Education background of teacher	Bachelor's degree in China	5 (2.9%)	12 (7.1%)	4 (2.6%)	9 (5.3%)	10 (5.9%)	40 (23.5%)
	Bachelor's degree in Thailand	7 (4.1%)	28 (16.5%)	15 (8.8%)	18 (10.6%)	6 (3.5%)	74 (43.5%)
	Overseas bachelor's degree (except Thailand)	0 (0)	1 (0.6%)	1 (0.6%)	0 (0%)	6 (3.5%)	8 (4.7%)
	Master's degree in China	1 (0.6%)	0 (0%)	8 (4.7%)	4 (2.6%)	0 (0%)	13 (7.6%)
	Master's degree in Thailand	4 (2.6%)	9 (5.3%)	10 (5.9%)	9 (5.3%)	3 (1.8%)	35 (20.6%)
Totally		17 (10.0%)	50 (29.4%)	38 (22.4%)	40 (23.5%)	25 (14.7%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 257, sig. = 0.015), (P ≤0.05)

Table 4.23 showed the significant effect of education background on the attitude of personality match with work (Sig. = 0.003).

Respondents with bachelor's degree in China tended to agree their personality match with work (7.1%), followed by disagree (6.5%), neutral (5.9%), and strongly agree (4.1%).

Respondents with bachelor's degree in Thailand tended to neutral for their personality

match with work (18.8%), followed by agree (14.1%), disagree (8.8%), and strongly agree (1.8%).

Respondents with Overseas bachelor's degree (except Thailand) tended to strongly agree their personality match with work (3.5%), followed by neutral and disagree (0.6%).

Respondents with master's degree in China tended to agree their personality match with work (4.1%), followed by neutral (12.3%), and strongly agree (0.6%).

Respondents with Master degree in Thailand tended to neutral and disagree their personality match with work (5.9%), followed by agree (5.3%), strongly agree and strongly disagree (1.8%).

Table 4.23 Effect of Education background on job satisfaction (personality match with work)

		Do you find your personality should match with work					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Education background of teacher	Bachelor's degree in China	7 (4.1%)	12 (7.1%)	10 (5.9%)	11 (6.5%)	0 (0%)	40 (23.6%)
	Bachelor's degree in Thailand	3 (1.8%)	24 (14.1%)	32 (18.8%)	15 (8.8%)	0 (0%)	74 (43.5%)
	Overseas bachelor's degree (except Thailand)	6 (3.5%)	0 (0%)	1 (0.6%)	1 (0.6%)	0 (0%)	8 (4.7%)
	Master's degree in China	1 (0.6%)	7 (4.1%)	4 (2.3%)	1 (0.6%)	0 (0%)	13 (7.6%)

	Master's degree in Thailand	3	9	10	10	3	35
		(1.8%)	(5.3%)	(5.9%)	(5.9%)	(1.8%)	(20.6%)
Totally		20	52	57	38	3	170
		(11.8%)	(30.6%)	(%)	(%)	(1.8%)	(100%)

Note: Result of Pearson Chi-Square (df = 168, sig. = 0.003), (P ≤0.05)

Table 4.24 showed the significant effect of education background on the attitude of have good working environment (Sig. = 0.000).

Respondents with bachelor's degree in China tended to agree that they have good working environment (9.4%), followed by neutral (7.1%), disagree (4.7%), and strongly agree (2.3%).

Respondents with bachelor's degree in Thailand tended to agree that they have good working environment (18.2%), followed by neutral (14.1%), strongly agree (7.1%), and disagree (4.1%).

Respondents with Overseas bachelor's degree (except Thailand) tended to disagree and strongly disagree that they have good working environment (1.8%), followed by neutral and agree (0.6%).

Respondents with master's degree in China tended to neutral that they have well working environment (4.7%), followed by strongly agree (1.8%), and disagree (1.3%).

Respondents with master's degree in Thailand tended to agree that they have good working environment (11.8%), followed by strongly agree and neutral (3.5%), and disagree (1.8%).

Table 4.24 Effect of Education background on job satisfaction (good working environment)

		Do you have Good Working Environment					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Education background of teacher	Bachelor's degree in China	4 (2.3%)	16 (9.4%)	12 (7.1%)	8 (4.7%)	0 (0%)	40 (23.6%)
	Bachelor's degree in Thailand	12 (7.1%)	31 (18.2%)	24 (14.1%)	7 (4.1%)	0 (0%)	74 (43.5%)
	Overseas bachelor's degree (except Thailand)	0 (0%)	1 (0.6%)	1 (0.6%)	3 (1.8%)	3 (1.8%)	8 (4.7%)
	Master's degree in China	3 (1.8%)	0 (0%)	8 (4.7%)	2 (1.3%)	0 (0%)	13 (7.6%)
	Master's degree in Thailand	6 (3.5%)	20 (11.8%)	6 (3.5%)	3 (1.8%)	0 (0%)	35 (20.6%)
Totally		25 (14.7%)	68 (40.0%)	51 (30.0%)	23 (13.5%)	3 (1.8%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 156, sig. = 0.000), (P ≤0.05)

Table 4.25 showed the significant effect of education background on the attitude of have harmonious relationship (Sig. = 0.000).

Respondents with bachelor's degree in China tended to agree that they have good harmonious relationship (11.2%), followed by neutral (5.3%), disagree (4.7%), and strongly agree (2.3%).

Respondents with bachelor's degree in Thailand tended to agree that they have good

harmonious relationship (20.6%), followed by neutral (14.1%), and strongly agree (8.8%).

Respondents with Overseas bachelor's degree (except Thailand) tended to disagree and strongly disagree that they have good harmonious relationship (1.8%), followed by neutral and agree (0.6%).

Respondents with master's degree in China tended to neutral that they have good harmonious relationship (4.7%), followed by strongly agree (1.8%), and disagree (1.3%).

Respondents with master's degree in Thailand tended to agree that they have good harmonious relationship (10.0%), followed by neutral (5.3%), strongly agree (3.5%) and disagree (1.8%).

Table 4.25 Effect of Education background on job satisfaction (harmonious relationship)

		Do you have Harmonious Relationship					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Education background of teacher	Bachelor's degree in China	4 (2.3%)	19 (11.2%)	9 (5.3%)	8 (4.7%)	0 (0%)	40 (23.6%)
	Bachelor's degree in Thailand	15 (8.8%)	35 (20.6%)	24 (14.1%)	0 (0%)	0 (0%)	74 (43.5%)
	Overseas bachelor's degree (except Thailand)	0 (0%)	1 (0.6%)	1 (0.6%)	3 (1.8%)	3 (1.8%)	8 (4.7%)
	Master's degree in China	3 (1.8%)	0 (0%)	8 (4.7%)	2 (1.3%)	0 (0%)	13 (7.6%)

Master's degree in Thailand	6 (3.5%)	17 (10.0%)	9 (5.3%)	3 (1.8%)	0 (0%)	35 (20.6%)
Totally	28 (16.5%)	72 (42.4%)	51 (30.0%)	16 (9.4%)	3 (1.8%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 145, sig. = 0.000), (P ≤0.05)

On the other, education background was no found the effect on have effects on the attitude of fair paid (sig. =0.221). (P＞0.05)

Teaching experience and competence (Major) and job satisfaction:

Table 4.26 showed that major was found to have effects on the attitude of personality match with work (sig. =0.00), Got fair paid (sig. =0.00) good working environment (sig. =0.01) and harmonious relationship (sig. =0.00). (P≤0.05)

Table 4.26 Effect of teaching experience and competence (Major) on overall job satisfaction

		Sum of squares	df	Mean squared	F	Sig.
Job is challenging & rewarding	Between the groups	16.409	6	2.735	1.847	.093
	Within the group	241.380	163	1.481		
	total	257.788	169			
Personality match with work	Between the groups	23.854	6	3.976	4.482	.000

	Within the group	144.593	163	.887		
	total	168.447	169			
Got fair paid	Between the groups	31.268	6	5.211	4.703	.000
	Within the group	180.620	163	1.108		
	total	211.888	169			
Have good working environment	Between the groups	15.054	6	2.509	2.893	.010
	Within the group	141.352	163	.867		
	total	156.406	169			
Have harmonious relationship	Between the groups	22.369	6	3.728	4.919	.000
	Within the group	123.537	163	.758		
	total	145.906	169			

*Level of significant α = 0.05

Table 4.27 showed the significant effect of *major* on the attitude of personality match with work (Sig = 0.000).

Respondents major in education tended to neutral for their personality match with work (10.0%), followed by agree (5.3%), disagree (3.5%), and strongly agree (1.8%).

Respondents major in language tended to neutral and disagree for their personality match with work (7.6%), followed by agree (5.9%), strongly agree (3.5%).

Respondents major in business tended to neutral for their personality match with work (7.6%), followed by agree (5.3%), disagree (4.1%) and strongly disagree (1.8%).

Respondents major in machine tended to agree their personality match with work (5.9%), followed by disagree (5.3%) and neutral (4.1%).

Respondents major in finance tended to strongly agree their personality match with work (4.1%), followed by disagree (1.8%).

Respondents major in tourism tended to agree their personality match with work (4.1%), followed by strongly agree (2.3%) and neutral (1.8%).

Respondents major in others tended to agree their personality match with work (4.1%), followed by neutral (2.3%).

Table 4.27 Effect of teaching experience and competence (major) on job satisfaction (personality match with work)

		Do you find your personality should match with work					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
major	Education	3 (1.8%)	9 (5.3%)	17 (10.0%)	6 (3.5%)	0 (0%)	35 (20.6%)
	Language	6 (3.5%)	10 (5.9%)	13 (7.6%)	13 (7.6%)	0 (0%)	42 (24.7%)

	Business	0	9	13	7	3	32
		(0%)	(5.3%)	(7.6%)	(4.1%)	(1.8%)	(18.8%)
	Machine	0	10	7	9	0	26
		(0%)	(5.9%)	(4.1%)	(5.3%)	(0%)	(15.3%)
	Finance	7	0	0	3	0	10
		(4.1%)	(0%)	(0%)	(1.8%)	(0%)	(5.9%)
	Tourism	4	7	3	0	0	14
		(2.3%)	(4.1%)	(1.8%)	(0%)	(0%)	(8.2%)
	Other	0	7	4	0	0	11
		(0%)	(4.1%)	(2.3%)	(0%)	(0%)	(6.5%)
Totally		20	52	57	38	3	170
		(11.8%)	(30.6%)	(33.5%)	(22.4%)	(1.8%)	(100%)

Note: Result of Pearson Chi-Square (df = 168, sig. = 0.000), (P ≤0.05)

Table 4.28 showed the significant effect of *major* on the attitude of got fair paid (Sig. = 0.000).

Respondents major in education tended to agree that they got fair paid (9.4%), followed by disagree (5.9%), neutral and strongly agree and strong disagree (1.8%).

Respondents major in language tended to disagree for they got fair paid (12.9%), followed by neutral (5.9%), agree (4.1%), and strongly agree (1.8%).

Respondents major in business tended to disagree with they got fair paid (9.4%), followed by agree (5.3%) strongly disagree (4.1%).

Respondents major in machine tended to agree they got fair paid (5.3%), followed by strongly disagree (4.1%) neutral (3.5%) and disagree (2.3%).

Respondents major in finance tended to disagree they got fair paid (2.3%), followed by strongly disagree (1.8%).

Respondents major in tourism tended to neutral for they got fair paid (4.1%), followed by agree (2.3%) and disagree (1.8%).

Respondents major in others tended to disagree with they got fair paid (4.1%), followed by strongly disagree (2.3%).

Table 4.28 Effect of teaching experience and competence (major) on job satisfaction (got fair paid)

		Do you got fair paid					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
major	Education	3 (1.8%)	16 (9.4%)	3 (1.8%)	10 (5.9%)	3 (1.8%)	35 (20.6%)
	Language	3 (1.8%)	7 (4.1%)	10 (5.9%)	22 (12.9%)	0 (0%)	42 (24.7%)
	Business	0 (0%)	9 (5.3%)	0 (0%)	16 (9.4%)	7 (4.1%)	32 (18.8%)
	Machine	0 (0%)	9 (5.3%)	6 (3.5%)	4 (2.3%)	7 (4.1%)	26 (15.3%)

	Finance	0 (0%)	0 (0%)	3 (1.8%)	4 (2.3%)	3 (1.8%)	10 (5.9%)
	Tourism	0 (0%)	4 (2.3%)	7 (4.1%)	3 (1.8%)	0 (0%)	14 (8.2%)
	Other	0 (0%)	0 (0%)	0 (0%)	7 (4.1%)	4 (2.3%)	11 (6.5%)
totally		6 (3.5%)	45 (26.5%)	29 (17.1%)	66 (38.8%)	24 (14.1%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 211, sig. = 0.000), (P ≤0.05)

Table 4.29 showed the significant effect of *major* on the attitude of have good working environment (Sig. = 0.010).

Respondents major in education tended to agree that they have good working environment (9.4%), followed by neutral (5.9%), strongly agree (3.5%) and disagree (1.8%).

Respondents major in language tended to neutral for they have good working environment (11.8%), followed by agree(5.9%), strongly agree(3.5%), and   disagree and strongly disagree(1.8%).

Respondents major in business tended to agree with they have good working environment (12.9%), followed by neutral (2.3%) strongly agree and disagree (1.8%).

Respondents major in machine tended to agree they have good working environment (5.9%), followed by neutral (5.3%), disagree (2.5%) and strongly agree (1.8%).

Respondents major in finance tended to disagree they have good working environment (4.1%), followed by strongly agree (1.8%).

Respondents major in tourism tended to strongly agree with they have good working environment (4.1%), followed by neutral (2.3%) and disagree (1.8%).

Respondents major in others tended to agree with they have good working environment (4.1%), followed by neutral (2.3%).

Table 4.29 Effect of teaching experience and competence (major) on job satisfaction (have good working environment)

		Do you have Good Working Environment					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
major	Education	6 (3.5%)	16 (9.4%)	10 (5.9%)	3 (1.8%)	0 (0%)	35 (20.6%)
	Language	6 (3.5%)	10 (5.9%)	20 (11.8%)	3 (1.8%)	3 (1.8%)	42 (24.7%)
	Business	3 (1.8%)	22 (12.9%)	4 (2.3%)	3 (1.8%)	0 (0%)	32 (18.8%)
	Machine	3 (1.8%)	10 (5.9%)	9 (5.3%)	4 (2.3%)	0 (0%)	26 (15.3%)
	Finance	0 (0%)	3 (1.8%)	0 (0%)	7 (4.1%)	0 (0%)	10 (5.9%)
	Tourism	7 (4.1%)	0 (0%)	4 (2.3%)	3 (1.8%)	0 (0%)	14 (8.2%)

	Other	0 (0%)	7 (4.1%)	4 (2.3%)	0 (0%)	0 (0%)	11 (6.4%)
Totally		25 (14.7%)	68 (40.0%)	51 (30.0%)	23 (13.5%)	3 (1.8%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 156, sig. = 0.010), (P ≤0.05)

Table 4.30 showed the significant effect of major on the attitude of have harmonious relationship (Sig. = 0.000).

Respondents major in education tended to agree that they have harmonious relationship (9.4%), followed by neutral (5.9%), strongly agree (3.5%) and disagree (1.8%).

Respondents major in language tended to neutral for they have harmonious relationship (11.8%), followed by agree (5.9%), strongly agree (3.5%), and disagree and strongly disagree (1.8%).

Respondents major in business tended to agree with they have harmonious relationship (11.2%), followed by strongly agree (3.5%), neutral (2.3%) and disagree (1.8%).

Respondents major in machine tended to agree they have harmonious relationship (8.2%), followed by neutral (5.3%), and strongly agree (1.8%).

Respondents major in finance tended to disagree they have harmonious relationship (4.1%), followed by agree (1.8%).

Respondents major in tourism tended to strongly agree with they have harmonious relationship (4.1%), followed by neutral (2.3%) and agree (1.8%).

Respondents major in others tended to agree with they have good working environment (4.1%), followed by neutral (2.3%).

Table 4.30 Effect of teaching experience and competence (major) on job satisfaction (have Harmonious Relationship)

		Do you have Harmonious Relationship					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
major	Education	6 (3.5%)	16 (9.4%)	10 (5.9%)	3 (1.8%)	0 (0%)	35 (20.6%)
	Language	6 (3.5%)	10 (5.9%)	20 (11.8%)	3 (1.8%)	3 (1.8%)	42 (24.7%)
	Business	6 (3.5%)	19 (11.2%)	4 (2.3%)	3 (1.8%)	0 (0%)	32 (18.8%)
	Machine	3 (1.8%)	14 (8.2%)	9 (5.3%)	0 (0%)	0 (0%)	26 (15.3%)
	Finance	0 (0%)	3 (1.8%)	0 (0%)	7 (4.1%)	0 (0%)	10 (5.9%)
	Tourism	7 (4.1%)	3 (1.8%)	4 (2.3%)	0 (0%)	0 (0%)	14 (8.2%)
	Other	0 (0%)	7 (4.1%)	4 (2.3%)	0 (0%)	0 (0%)	11 (6.4%)

Totally	28	72	51	16	3	170
	(16.4%)	(42.4%)	(30.0%)	(9.4%)	(1.8%)	(100%)

Note: Result of Pearson Chi-Square (df = 145, sig. = 0.000), (P ≤0.05)

On the other, major was no found the effect on have effects on the attitude of job is challenging and rewarding (sig. =0.093) (P > 0.05).

Teaching experience and competence (Language competence) and job satisfaction:

Table 4.31 showed that Language competence was found to have effects on the attitude of got fair paid (sig. = 0.00), good working environment (sig. =0.01) and harmonious relationship (sig. =0.00). (P≤0.05)

Table 4.31 Effect of teaching experience and competence (Language competence) on overall job satisfaction

		Sum of squares	df	Mean squared	F	Sig.
Job is challenging & rewarding	Between the groups	.429	1	.429		
	Within the group	257.360	168	1.532	.280	.598
	total	257.788	169			
Personality match with work	Between the groups	.828	1	.828	.829	.364

	Within the group	167.619	168	.998		
	total	168.447	169			
Got fair paid	Between the groups	80.456	1	80.456	102.841	.000
	Within the group	131.432	168	.782		
	total	211.888	169			
Have good working environment	Between the groups	33.233	1	33.233	45.327	.000
	Within the group	123.173	168	.733		
	total	156.406	169			
Have harmonious relationship	Between the groups	18.846	1	18.846	24.918	.000
	Within the group	127.060	168	.756		
	total	145.906	169			

*Level of significant α = 0.05

Table 4.32 showed the significant effect of language competence on the attitude of got fair paid (Sig. = 0.000).

Respondents major can speak 2 languages fluently tended to disagree with they got fair paid (10.0%), followed by neutral (12.9%), strongly disagree (12.4%) and agree

73

(5.3%).

Respondents major can speak 3 languages fluently tended to agree with they got fair paid (21.2%), followed by neutral (4.1%), strongly agree and strongly disagree (3.5%), and strongly disagree (1.8%).

Table 4.32 Effect of teaching experience and competence (language competence) on job satisfaction (got fair paid)

		Do you got fair paid					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
How many languages you can speak fluently	2	0 (0%)	9 (5.3%)	22 (12.9%)	60 (35.3%)	21 (12.4%)	112 (65.9%)
	3	6 (3.5%)	36 (21.2%)	7 (4.1%)	6 (3.5%)	3 (1.8%)	58 (34.1%)
Totally		6 (3.5%)	45 (26.5%)	29 (17.1%)	66 (38.8%)	24 (14.1%)	170 (100%)

Table 4.33 showed the significant effect of language competence on the attitude of have good working environment (Sig = 0.000).

Respondents major can speak 2 languages fluently tended to agree with they have good working environment (27.1%), followed by neutral (21.8%), disagree (13.5%), strongly agree and strongly disagree (1.8%).

Respondents major can speak 3 languages fluently tended to strongly agree and agree with they have good working environment (12.9%), followed by neutral (8.2%).

Table 4.33 Effect of teaching experience and competence (language competence) on job

satisfaction (have Good Working Environment)

		Do you have Good Working Environment					Totally
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
How many languages you can speak fluently	2	3 (1.8%)	46 (27.1%)	37 (21.8%)	23 (13.5%)	3 (1.8%)	112 (65.9%)
	3	22 (12.9%)	22 (12.9%)	14 (8.2%)	0 (0%)	0 (0%)	58 (34.1%)
Totally		25 (14.7%)	68 (40.0%)	51 (30.0%)	23 (13.5%)	3 (1.8%)	170 (100%)

Table 4.34 showed the significant effect of language competence on the attitude of have harmonious relationship (Sig = 0.000).

Respondents major can speak 2 languages fluently tended to agree with they have harmonious relationship (29.4%), followed by neutral (23.5%), disagree (7.6%), strongly agree (13.5%) and strongly disagree (1.8%).

Respondents major can speak 3 languages fluently tended to strongly agree and agree with they have harmonious relationship (12.9%), followed by neutral (6.4%) and disagree (1.8%).

Table 4.34 Effect of teaching experience and competence (language competence) on job satisfaction (have harmonious relationship)

	Do you have Harmonious Relationship	Totally

		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
How many languages you can speak fluently	2	6 (3.5%)	50 (29.4%)	40 (23.5%)	13 (7.6%)	3 (1.8%)	112 (65.9%)
	3	22 (12.9%)	22 (12.9%)	11 (6.4%)	3 (1.8%)	0 (0%)	58 (34.1%)
Totally		28 (316.4%)	72 (42.3%)	51 (30.0%)	16 (9.4%)	3 (1.8%)	170 (100%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.000), (P ≤0.05)

On the other, language competence was no found the effect on have effects on the attitude of job is challenging and rewarding (sig. =0.598), personality match with work (sig. = 0.364) (P＞0.05).

Teaching experience and competence (length of teaching) and job satisfaction:

Table 4.35 showed that length of teaching was found to have effects on the attitude of job is challenging & rewarding (sig. =0.000), personality match with woke (sig. = 0.000), got fair paid (sig. = 0.012), good working environment (sig. =0.030) and harmonious relationship (sig. =0.00). (P≤0.05)

Table 4.35 Effect of teaching experience and competence (length of teaching) on overall job satisfaction

	Sum of squares	df	Mean squared	F	Sig.

Job is challenging & rewarding	Between the groups	72.539	3	24.180	21.667	.000
	Within the group	185.250	166	1.116		
	total	257.788	169			
Personality match with work	Between the groups	38.595	3	12.865	16.446	.000
	Within the group	129.852	166	.782		
	total	168.447	169			
Got fair paid	Between the groups	22.783	3	7.594	6.667	.000
	Within the group	189.105	166	1.139		
	total	211.888	169			
Have good working environment	Between the groups	8.210	3	2.737	3.066	.030
	Within the group	148.196	166	.893		
	total	156.406	169			
Have harmonious relationship	Between the groups	9.310	3	3.103	3.771	.012

	Within the group	136.596	166	.823		
	total	145.906	169			

*Level of significant α = 0.05

Table 4.36 showed the significant effect of length of teaching on the attitude of job is challenging and rewarding (Sig. = 0.000).

Respondents been a Chinese teacher in Thailand under 1 year tended to strongly agree their job is challenging and rewarding (5.9%), followed by agree (5.3%), disagree (2.3%).

Respondents been a Chinese teacher in Thailand 1-3 years tended to agree their job is challenging and rewarding (24.1%), followed by neutral(18.2%), disagree(10.0%), strongly disagree(8.8%), and strongly agree(4.1%).

Respondents been a Chinese teacher in Thailand 3-5 years tended to disagree their job is challenging and rewarding (11.2%), followed by neutral and strongly disagree (4.1%).

Respondents been a Chinese teacher in Thailand 5-8 years tended to strongly disagree agree their job is challenging and rewarding (1.8%).

Table 4.36 Effect of teaching experience and competence (length of teaching) on job satisfaction (job is challenging and rewarding)

	Do you find your job challenging and rewarding					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally

Year of been a Chinese teacher in Thailand	Under 1 year	10 (5.9%)	9 (5.3%)	0 (0%)	4 (2.3%)	0 (0%)	23 (13.5%)
	1-3 years	7 (4.1%)	41 (24.1%)	31 (18.2%)	17 (10.0%)	15 (8.8%)	111 (65.3%)
	3-5 years	0 (0%)	0 (0%)	7 (4.1%)	19 (11.2%)	7 (4.1%)	33 (19.4%)
	5-8 year	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)	3 (1.8%)
Totally		17 (10.0%)	50 (29.4%)	38 (22.4%)	40 (23.5%)	25 (14.7%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.000), (P ≤0.05)

Table 4.37 showed the significant effect of length of teaching on the attitude of personality match with work (Sig. = 0.000).

Respondents been a Chinese teacher in Thailand under 1 year tended to strongly disagree their personality match with work (7.6%), followed by agree (4.1%), strongly disagree (1.8%).

Respondents been a Chinese teacher in Thailand 1-3 years tended to neutral their personality match with work (29.4%), followed by agree (19.4%), disagree (12.9%), and strongly agree (3.5%).

Respondents been a Chinese teacher in Thailand 3-5 years tended to agree their personality match with work (17.1%), followed by strong agree (6.4%), neutral (4.1%) and disagree (1.8%).

Respondents been a Chinese teacher in Thailand 5-8 years tended to strongly agree their personality match with work (1.8%).

Table 4.37 Effect of teaching experience and competence (length of teaching) on job satisfaction (personality match with work)

		Do you find your personality should match with work					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Year of been a Chinese teacher in Thailand	Under 1 year	0 (0%)	7 (4.1%)	0 (0%)	13 (7.6%)	3 (1.8%)	23 (13.5%)
	1-3 years	6 (3.5%)	33 (19.4%)	50 (29.4%)	22 (12.9%)	0 (0%)	111 (65.3%)
	3-5 years	11 (6.4%)	12 (17.1%)	7 (4.1%)	3 (1.8%)	0 (0%)	33 (19.4%)
	5-8 year	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)
Totally		20 (11.8%)	52 (30.6%)	57 (33.5%)	38 (22.4%)	3 (1.8%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.000), (P ≤0.05)

Table 4.38 showed the significant effect of length of teaching on the attitude of got fair paid (Sig. = 0.000).

Respondents been a Chinese teacher in Thailand under 1 year tended to strongly disagree they got fair paid (6.4%), followed by neutral (3.5%), agree and strongly

disagree (1.8%).

Respondents been a Chinese teacher in Thailand 1-3 years tended to disagree they got fair paid (26.5%), followed by agree (14.7%), strongly disagree (12.4%), neutral (10.0%), and strongly agree (1.8%).

Respondents been a Chinese teacher in Thailand 3-5 years tended to agree they got fair paid (10.0%), followed by disagree (5.9%),neutral and strongly agree (1.8%).

Respondents been a Chinese teacher in Thailand 5-8 years tended to neutral for they got fair paid (1.8%).

Table 4.38 Effect of teaching experience and competence (length of teaching) on job satisfaction (got fair paid)

		Do you got fair paid					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Year of been a Chinese teacher in Thailand	Under 1 year	0 (0%)	3 (1.8%)	6 (3.5%)	11 (6.4%)	3 (1.8%)	23 (13.5%)
	1-3 years	3 (1.8%)	25 (14.7%)	17 (10.0%)	45 (26.5%)	21 (12.4%)	111 (65.3%)
	3-5 years	3 (1.8%)	17 (10.0%)	3 (1.8%)	10 (5.9%)	0 (0%)	33 (19.4%)
	5-8 year	0 (0%)	0 (0%)	3 (1.8%)	0 (0%)	0 (0%)	3 (1.8%)

Totally	6	45	29	66	24	170
	(3.5%)	(26.5%)	(17.1%)	(38.8%)	(14.1%)	(100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.000), (P ≤0.05)

Table 4.39 showed the significant effect of length of teaching on the attitude of have good working environment (Sig. = 0.030).

Respondents been a Chinese teacher in Thailand under 1 year tended to agree they have good working environment (8.2%), followed by disagree (3.5%), and strongly agree (1.8%).

Respondents been a Chinese teacher in Thailand 1-3 years tended to neutral they have good working environment (30.0%), followed by agree (25.9%), strongly agree (5.3%), and disagree (4.1%).

Respondents been a Chinese teacher in Thailand 3-5 years tended to strongly agree they have good working environment (7.6%), followed by agree (5.9%), disagree (4.1%) and strongly disagree (1.8%).

Respondents been a Chinese teacher in Thailand 5-8 years tended to disagree for they have good working environment (1.8%)

Table 4.39 Effect of teaching experience and competence (length of teaching) on job satisfaction (have good working environment)

	Do you have Good Working Environment					
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally

Years of been a Chinese teacher in Thailand	Under 1 year	3 (1.8%)	14 (8.2%)	0 (0%)	6 (3.5%)	0 (0%)	23 (13.5%)
	1-3 years	9 (5.3%)	44 (25.9%)	51 (30.0%)	7 (4.1%)	0(0%)	111 (65.3%)
	3-5 years	13 (7.6%)	10 (5.9%)	0 (0%)	7 (4.1%)	3 (1.8%)	33 (19.4%)
	5-8 year	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)	0 (0%)	3 (1.8%)
Totally		25 (14.7%)	68 (40.0%)	51 (30.0%)	23 (13.5%)	3 (1.8%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.030), (P ≤0.05)

Table 4.40 showed the significant effect of length of teaching on the attitude of have good harmonious relationship (Sig. = 0.030).

Respondents been a Chinese teacher in Thailand under 1 year tended to agree they have harmonious relationship (10.0%), followed by disagree and strongly agree (1.8%).

Respondents been a Chinese teacher in Thailand 1-3 years tended to neutral and agree with they have harmonious relationship (28.2%), followed by strongly agree (7.1%), disagree (4.15) and strongly disagree (1.8%).

Respondents been a Chinese teacher in Thailand 3-5 years tended to strongly agree they have harmonious relationship (7.6%), followed by agree (4.1%), disagree (4.1%), and neutral strongly disagree (1.8%).

Respondents been a Chinese teacher in Thailand 5-8 years tended to disagree with they have harmonious relationship (1.8%)

Table 4.40 Effect of teaching experience and competence (length of teaching) on job satisfaction (have harmonious relationship)

		Do you have Harmonious Relationship					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Years of been a Chinese teacher in Thailand	Under 1 year	3 (1.8%)	17 (10.0%)	0 (0%)	3 (1.8%)	0 (0%)	23 (13.5%)
	1-3 years	12 (7.1%)	48 (28.2%)	48 (28.2%)	3 (1.8%)	0 (0%)	111 (65.3%)
	3-5 years	13 (7.6%)	7 (4.1%)	3 (1.8%)	7 (4.1%)	3 (1.8%)	33 (19.4%)
	5-8 year	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)	0 (0%)	3 (1.8%)
Totally		28 (16.5%)	72 (42.4%)	51 (30.0%)	16 (9.4%)	3 (1.8%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.012), (P ≤0.05)

Teaching experience and competence (teacher qualification certificate) and job satisfaction:

Table 4.41 showed that teacher qualification certificate was found to have effects on the attitude of personality match with work (sig. = 0.048), good working environment

(sig.=0.035) and harmonious relationship (sig.=0.015).(P≤0.05)

Table 4.41 Effect of teaching experience and competence (teacher qualification certificate) on overall job satisfaction

		Sum of squares	df	Mean squared	F	Sig.
Job is challenging & rewarding	Between the groups	10.422	3	3.474		
	Within the group	247.366	166	1.490	2.331	.076
	total	257.788	169			
Personality match with work	Between the groups	7.796	3	2.599		
	Within the group	160.651	166	.968	2.685	.048
	total	168.447	169			
Got fair paid	Between the groups	2.080	3	.693		
	Within the group	209.808	166	1.264	.549	.650
	total	211.888	169			
Have good working environment	Between the groups	7.865	3	2.622		
	Within the group	148.541	166	.895	2.930	.035
	total	156.406	169			
Have harmonious relationship	Between the groups	8.942	3	2.981		
	Within the group	136.964	166	.825	3.613	.015
	total	145.906	169			

*Level of significant α = 0.05

Table 4.42 showed the significant effect of teacher qualification certificate on the attitude of personality match with work (Sig. = 0.048).

Respondents have Teacher Qualification Certificate (China) tended to neutral with their personality match with work (11.1%), followed by neutral (8.2%), agree and disagree (7.1%).

Respondents have Teacher Qualification Certificate (Thai) tended to strongly agree with their personality match with work (10.0%), followed by neutral (8.2%), disagree and agree (7.1%), and strongly disagree (1.8%).

Respondents have International Chinese Language Teacher Certificate tended to neutral and disagree their personality match with work (6.5%), followed by agree (5.9%).

Respondents No teacher certificates tended to agree their personality match with work (10.0%), followed by neutral (5.9%), disagree (3.5%) and strongly agree (1.8%).

Table 4.42 Effect of teaching experience and competence (teacher qualification certificate) on job satisfaction (personality match with work)

		Do you find your personality should match with work					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Teaching qualification	Teacher Qualification Certificate (China)	0 (0%)	13 (7.6%)	19 (11.1%)	9 (5.3%)	0 (0%)	41 (24.1%)
	Teacher Qualification Certificate (Thai)	17 (10.0%)	12 (7.1%)	14 (8.2%)	12 (7.1%)	3 (1.8%)	58 (34.1%)

	International Chinese Language Teacher Certificate	0 (0%)	10 (5.9%)	11 (6.5%)	11 (6.5%)	0 (0%)	32 (18.8%)
	No teacher certificates	3 (1.8%)	17 (10.0%)	13 (7.6%)	6 (3.5%)	0 (0%)	39 (22.9%)
Totally		20 (11.8%)	52 (30.6%)	57 (33.5%)	38 (22.4%)	3 (1.8%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.048), (P ≤0.05)

Table 4.43 showed the significant effect of teacher qualification certificate on the attitude of have good working environment (Sig. = 0.035).

Respondents have Teacher Qualification Certificate (China) tended agree with they have good working environment (12.9%), followed by strongly agree (5.3%), disagree (3.5%) and neutral (2.4%).

Respondents have Teacher Qualification Certificate (Thai) tended to neutral for they have good working environment (13.6%), followed by neutral (9.4%), agree (7.1%), disagree (2.4%), and strongly disagree (1.8%).

Respondents have International Chinese Language Teacher Certificate tended to neutral with they have good working environment (10.6%), followed by agree (6.5%), and disagree (1.8%).

Respondents No teacher certificates tended to agree they have good working environment (13.6%), followed by disagree (5.9%) and neutral (3.5%).

Table 4.43 Effect of teaching experience and competence (teacher qualification certificate) on job satisfaction (have good working environment)

		Do you have Good Working Environment					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Teaching qualification	Teacher Qualification Certificate (China)	9 (5.3%)	22 (12.9%)	4 (2.4%)	6 (3.5%)	0 (0%)	41 (24.1%)
	Teacher Qualification Certificate (Thai)	16 (9.4%)	12 (7.1%)	23 (13.6%)	4 (2.4%)	3 (1.8%)	58 (34.1%)
	International Chinese Language Teacher Certificate	0 (0%)	11 (6.5%)	18 (10.6%)	3 (1.8%)	0 (0%)	32 (18.8%)
	No teacher certificates	0 (0%)	23 (13.6%)	6 (3.5%)	10 (5.9%)	0 (0%)	39 (22.9%)
Totally		25 (14.7%)	68 (40.0%)	51 (30.0%)	23 (13.6%)	3 (1.8%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.035), (P ≤0.05)

Table 4.44 showed the significant effect of teacher qualification certificate on the attitude of have harmonious relationship (Sig. = 0.015).

Respondents have Teacher Qualification Certificate (China) tended agree with they have harmonious relationship (12.9%), followed by strongly agree (5.3%), neutral (4.1%) and disagree (1.8%).

Respondents have Teacher Qualification Certificate (Thai) tended to neutral for they have harmonious relationship (11.8%), followed by strongly agree (9.4%), agree (7.1%), disagree (4.1%), and strongly disagree (1.8%).

Respondents have International Chinese Language Teacher Certificate tended to neutral with they have harmonious relationship (10.6%), followed by agree (6.5%), and disagree (1.8%).

Respondents No teacher certificates tended to agree they have harmonious relationship (15.9%), followed by neutral (3.5%), strongly agree and disagree (1.8%).

Table 4.44 Effect of teaching experience and competence (teacher qualification certificate) on job satisfaction (have harmonious relationship)

		Do you have Harmonious Relationship					
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Totally
Teaching qualifications	Teacher Qualification Certificate (China)	9 (5.3%)	22 (12.9%)	7 (4.1%)	3 (1.8%)	0 (0%)	41 (24.1%)
	Teacher Qualification Certificate (Thai)	16 (9.4%)	12 (7.1%)	20 (11.8%)	7 (4.1%)	3 (1.8%)	58 (34.1%)
	International Chinese Language Teacher Certificate	0 (0%)	11 (6.5%)	18 (10.6%)	3 (1.8%)	0 (0%)	32 (18.8%)
	No teacher certificates	3 (1.8%)	27 (15.9%)	6 (3.5%)	3 (1.8%)	0 (0%)	39 (22.9%)
Totally		28 (16.5%)	72 (42.4%)	51 (30.0%)	16 (9.4%)	3 (1.8%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.015), (P ≤0.05)

On the other, teacher qualification was no found the effect on have effects on the attitude of job is challenging and rewarding (sig. =0.076), got fair paid (sig. = 0.650) (P＞0.05).

H3: Teacher's job satisfaction will be related to their perception of job difficulties they encountered.

The teacher's job satisfaction was measured by five dimensions their attitude to whether: job is challenging & rewarding, the personality match work, get fair paid, has good working environment, and has harmonious relationship.

Their rank of the difficulties they encountered was described by Low salary, Lack of professional training, Students pay less attention to learning, Language barriers, Lack of teaching materials & plan, Colleague relationship

This study found a partly support of H3 as follows:

The teacher's job satisfaction (Job is challenging & rewarding) and the perception of job difficulties:

Table 4.45 showed that Job is challenging & rewarding was found is positively related to the rank of lack professional training (sig. =0.010,r=-0.183), is negatively related to the language barriers (sig. =0.017,r=-0.183) and lack of teaching materials & plan (sig. =0.006,r=-0.208). (P≤0.05)

Table 4.45 Effect of Job is challenging & rewarding on the rank of difficulties they encountered

		Rank of low salary	Rank of lack professional training	Rank of students pay less attention to learning	Rank of language barriers	Rank of lack of teaching materials & plan	Rank of colleague relationship
Job challenging and rewarding	Pearson chi square	.093	.196*	.099	-.183*	-.208**	-.063
	Sig. (double-end)	.226	.010	.201	.017	.006	.415

*Level of significant α = 0.05

**Level of significant α = 0.01

Table 4.46 showed the significant effect of Job is challenging & rewarding on the rank of lack of professional training (Sig. = 0.010).

Respondents strongly agree job is challenging & rewarding tended to rank lack of professional training at third order (8.2%), followed by fifth order (1.8%).

Respondents agree job is challenging & rewarding tended to rank lack of professional training at fourth order(19.4%), followed fifth order(8.8%), third order(4.1%), sixth order(3.5%), and first and second order(1.8%).

Respondent's neutral with job is challenging & rewarding tended to rank lack of professional training at sixth order (9.4%), followed by fifth order (7.6%), fourth order (3.5%) and first order (1.8%).

Respondents disagree job is challenging & rewarding tended to rank lack of professional training at sixth order (7.1%), followed by fifth order (5.9%), third order(4.7%), forth order(4.4%) and forth order(1.8%).

Respondents strongly disagree job is challenging & rewarding tended to rank lack of professional training at third order (5.3%), followed by fifth order (4.1%), sixth order

(3.5%), and forth order (1.8%).

Table 4.46 Effect of Job satisfaction (job is challenging & rewarding) on the perception of job difficulties (rank of lack of professional training)

		Rank of lack of professional training						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Job is challenging and rewarding	Strongly Agree	0 (0%)	0 (0%)	14 (8.2%)	0 (0%)	3 (1.8%)	0 (0%)	17 (10.0%)
	Agree	3 (1.8%)	3 (1.8%)	7 (4.1%)	16 (9.4%)	15 (8.8%)	6 (3.5%)	50 (29.4%)
	Neutral	3 (1.8%)	0 (0%)	0 (0%)	6 (3.5%)	13 (7.6%)	16 (9.4%)	38 (22.4%)
	Disagree	0 (0%)	3 (1.8%)	8 (4.7%)	7 (4.1%)	10 (5.9%)	12 (7.1%)	40 (23.5%)
	Strongly Disagree	0 (0%)	0 (0%)	9 (5.3%)	3 (1.8%)	7 (4.1%)	6 (3.5%)	25 (14.7%)
Totally		6 (3.5%)	6 (3.5%)	38 (22.4%)	32 (18.8%)	48 (28.2%)	40 (23.5%)	170 (100.0%)

Note: Result of Pearson Chi-Square (r=0 .196, sig. = 0.010), (P ≤0.05)

Table 4.47 showed the significant effect of Job is challenging & rewarding on the rank of language barriers (Sig. = 0.002).

Respondents strongly agree job is challenging & rewarding tended to rank language barriers at fourth order (3.5%), followed by fifth and sixth order (2.4%), and second order (1.8%).

Respondents agree job is challenging & rewarding tended to ran language barriers at sixth order (12.4%), followed fourth order (7.1%), third and fifth order (4.1%), and second order (1.8%)

Respondents neutral with job is challenging & rewarding tended to rank language barriers at fourth order (10.6%), followed by third order (8.2%), and sixth order (3.5%).

Respondents disagree job is challenging & rewarding tended to rank language barriers at fourth order (12.9%), followed by fifth order (10.6%).

Respondents strongly disagree job is challenging & rewarding tended to rank language barriers at fourth and fifth order (3.5%), followed by third order (2.4%) and first and second and sixth order (1.8%).

Table 4.47 Effect of Job satisfaction (job is challenging & rewarding) on the perception of job difficulties (rank of language barriers)

		Rank of language barriers						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Job is challenging and rewarding	Strongly Agree	0 (0%)	3 (1.8%)	0 (0%)	6 (3.5%)	4 (2.4%)	4 (2.4%)	17 (10.0%)
	Agree	0 (0%)	3 (1.8%)	7 (4.1%)	12 (7.1%)	7 (4.1%)	21 (12.4%)	50 (29.4%)
	Neutral	0 (0%)	0 (0%)	14 (8.2%)	18 (10.6%)	0 (0%)	6 (3.5%)	38 (22.4%)
	Disagree	0 (0%)	0 (0%)	0 (0%)	22 (12.9%)	18 (10.6%)	0 (0%)	40 (23.5%)
	Strongly Disagree	3 (1.8%)	3 (1.8%)	4 (2.4%)	6 (3.5%)	6 (3.5%)	3 (1.8%)	25 (14.7%)

| Totally | 3 | 9 | 25 | 64 | 35 | 34 | 170 |
| | (1.8%) | (5.3%) | (14.7%) | (37.6%) | (20.6%) | (20.0%) | (100.0%) |

Note: Result of Pearson Chi-Square (r=-0.183, sig. = 0.017), (P ≤0.05)

Table 4.48 showed the significant effect of Job is challenging & rewarding on the rank of lack teaching materials & plan (Sig. = 0.006).

Respondents strongly agree job is challenging & rewarding tended to rank lack teaching materials & plan at fourth order (6.5%), followed by third and fifth order (1.8%).

Respondents agree job is challenging & rewarding tended to rank lack teaching materials & plan at third order (8.8%), followed fourth order (7.6%), second order (5.9%), fifth order (5.3%), and sixth order (1.8%)

Respondents neutral with job is challenging & rewarding tended to rank lack teaching materials & plan at third order (8.2%), followed by fourth order (6.5%), second order (3.5%), fifth order (2.4%), and first order (1.8%).

Respondents disagree job is challenging & rewarding tended to rank lack teaching materials & plan at third order (7.6%), followed by first order (5.9%), sixth order (4.7%), and second and fourth and fifth order (1.8%).

Respondents strongly disagree job is challenging & rewarding tended to rank lack teaching materials & plan at fourth and second order (7.6%), followed by third order (3.5%), and fourth and sixth order (1.8%).

Table 4.48 Effect of Job satisfaction (job is challenging & rewarding) on the perception of job difficulties (lack of teaching materials & plan)

| | Rank of lack of teaching materials & plan | | | | | | |
| | first order | second order | third order | forth order | fifth order | sixth of order | Totally |

Job is challenging and rewarding	Strongly Agree	0 (0%)	0 (0%)	3 (1.8%)	11 (6.5%)	3 (1.8%)	0 (0%)	17 (10.0%)
	Agree	0 (0%)	10 (5.9%)	15 (8.8%)	13 (7.6%)	9 (5.3%)	3 (1.8%)	50 (29.4%)
	Neutral	3 (1.8%)	6 (3.5%)	14 (8.2%)	11 (6.5%)	4 (2.4%)	0 (0%)	38 (22.4%)
	Disagree	10 (5.9%)	3 (1.8%)	13 (7.6%)	3 (1.8%)	3 (1.8%)	8 (4.7%)	40 (23.5%)
	Strongly Disagree	0 (0%)	13 (7.6%)	6 (3.5%)	3 (1.8%)	0 (0%)	3 (1.8%)	25 (14.7%)
Totally		13 (7.6%)	32 (18.8%)	51 (30.0%)	41 (24.1%)	19 (11.1%)	14 (8.2%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = -0.208, sig. = 0.006), (P ≤0.05)

On the other, Job is challenging & rewarding was no found the effect on rank of low salary (sig. =0.226) ,students pay less attention to learning(sig. = 0.201), and rank of colleague relationship (sig. = 0.415) (P＞0.05).

The teacher's job satisfaction (Personality match work) and the rank of the difficulties they encountered:

Table 4.49 showed that personality match work was found is negatively related to the rank of lack professional training (sig. =0.011,r=-0.195), is positively related to the rank of colleague relationship (sig. =0.000,r=0.287)(P≤0.05)

Table 4.49 Effect of personality match work on the rank of difficulties they encountered

		Rank of low salary	Rank of lack of professional training	Rank of students pay less attention to learning	Rank of language barriers	Rank of lack of teaching materials & plan	Rank of colleague relationship
Personality should match with work	Pearson chi square	.055	-.195*	-.064	-.077	.034	.287**
	Sig. (double-end)	.480	.011	.409	.318	.656	.000

*Level of significant α = 0.05

**Level of significant α = 0.01

Table 4.50 showed the significant effect of personality match work on the rank of lack of professional training (Sig. = 0.011).

Respondents strongly agree personality match work tended to rank lack of professional training at fifth order (7.6%), followed by forth order (2.4%), and sixth order (1.8%).

Respondents agree personality match work tended to rank lack of professional training at sixth order (9.4%), followed third and fifth order (7.6%), forth order (4.1%), and first order (1.8%).

Respondents neutral with personality match work tended to rank lack of professional training at fourth order(11.1%), followed by sixth order(8.8%), fifth order(7.6%), third order(2.4%), and first and second order(1.8%).

Respondents disagree personality match work tended to rank lack of professional training at third order (10.0%), followed by fifth order (5.3%), and fourth and sixth order (3.5%).

Respondents strongly disagree personality match work tended to rank lack of professional training at second order (1.8%).

Table 4.50 Effect of Job satisfaction (personality match work) on the perception of job difficulties (lack of professional training)

		Rank of lack of professional training					
		first order	second order	third order	forth order	fifth order	sixth of order
Personality match with work	Strongly Agree	0 (0%)	0 (0%)	4 (2.4%)	0 (0%)	13 (7.6%)	3 (1.8%)
	Agree	3 (1.8%)	0 (0%)	13 (7.6%)	7 (4.1%)	13 (7.6%)	16 (9.4%)
	Neutral	3 (1.8%)	3 (1.8%)	4 (2.4%)	19 (11.1%)	13 (7.6%)	15 (8.8%)
	Disagree	0 (0%)	0 (0%)	17 (10.0%)	6 (3.5%)	9 (5.3%)	6 (3.5%)
	Strongly Disagree	0 (0%)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Note: Result of Pearson Chi-Square (sig. =0.011, r=-0.195), (P ≤0.05)

Table 4.51 showed the significant effect of personality match work on the rank of colleague relationship (Sig. = 0.000).

Respondents strongly agree personality match work tended to rank colleague relationship at third order (5.3%), followed by fourth order (32.4%), and second order (1.8%).

Respondents agree personality match work tended to rank colleague relationship at fifth order (11.1%), followed by forth order (10.0%), sixth order (5.9%), and second and third order (1.8%).

Respondents neutral with personality match work tended to rank colleague relationship at sixth order (15.9%), followed by fifth order (11.8%), third order (3.5%), and second order (2.4%).

Respondents disagree personality match work tended to rank colleague relationship at sixth order (12.9%), followed by fifth order (4.1%), and first and third and fourth order (1.8%).

Respondents strongly disagree personality match work tended to rank colleague relationship at fourth order (1.8%).

Table 4.51 Effect of Job satisfaction (personality match work) on the perception of job difficulties (rank of colleague relationship)

		Rank of colleague relationship					
		first order	second order	third order	forth order	fifth order	sixth of order
Personality match with work	Strongly Agree	0 (0%)	3 (1.8%)	9 (5.3%)	4 (2.4%)	0 (0%)	4 (2.4%)
	Agree	0 (0%)	3 (1.8%)	3 (1.8%)	17 (10.0%)	19 (11.1%)	10 (5.9%)
	Neutral	0 (0%)	4 (2.4%)	6 (3.5%)	0 (0%)	20 (11.8%)	27 (15.9%)
	Disagree	3 (1.8%)	0 (0%)	3 (1.8%)	3 (1.8%)	7 (4.1%)	22 (12.9%)
	Strongly Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)	0 (0%)

Note: Result of Pearson Chi-Square (sig. =0.000, r=0.287), (P ≤0.05)

On the other, personality match with work was no found the effect on rank of low salary (sig. =0.480), students pay less attention to learning (sig. =0.409), language barriers (sig. =0.318), lack of teaching materials & plan (sig. =0.656)((P > 0.05).

The teacher's job satisfaction (got fair paid) and the rank of the difficulties they encountered:

Table 4.52 showed that Got fair paid was found is negatively related to the language barriers (sig. =0.000,r=-0.503) and language barriers (sig. =0.029, r=-.168), is positively related to the rank of students pay less attention to learning (sig. =0.000,r=0.299) and lack of teaching materials & plan (sig. =0.005, r=0.216). (P≤0.05)

Table 4.52 Effect of personality match work on the rank of difficulties they encountered

		Rank of low salary	Rank of lack of professional training	Rank of students pay less attention to learning	Rank of language barriers	Rank of lack of teaching materials & plan	Rank of colleague relationship
Do you got fair paid	Pearson chi square	-.503**	-.068	.299**	-.168*	.216**	.052
	Sig. (double-end)	.000	.381	.000	.029	.005	.499

*Level of significant α = 0.05

**Level of significant α = 0.01

Table 4.53 showed the significant effect of got fair paid on the rank of low salary (Sig. = 0.000).

Respondents strongly agree got fair paid tended to rank low salary at second and third order (1.8%).

Respondents agree got fair paid tended to rank low salary at second order (9.4%),

followed by first and third order (7.6%), and fourth order (1.8%).

Respondents neutral with got fair paid tended to rank low salary at second order (5.3%), followed by first and third order (4.1%), and fourth order (3.5%).

Respondents disagree got fair paid tended to rank low salary at first order (34.1%), followed by second order (4.7%).

Respondents strongly disagree got fair paid tended to rank low salary attention at first order (12.4%), followed by third order (1.8%).

Table 4.53 Effect of Job satisfaction (got fair paid) on the perception of job difficulties (rank of low salary)

		Rank of low salary				
		first order	second order	third order	forth order	Totally
Got fair paid	Strongly Agree	0 (0%)	3 (1.8%)	3 (1.8%)	0 (0%)	6 (3.5%)
	Agree	13 (7.6%)	16 (9.4%)	13 (7.6%)	3 (1.8%)	45 (26.5%)
	Neutral	7 (4.1%)	9 (5.3%)	7 (4.1%)	6 (3.5%)	29 (17.1%)
	Disagree	58 (34.1%)	8 (4.7%)	0 (0%)	0 (0%)	66 (38.8%)
	Strongly Disagree	21 (12.4%)	0 (0%)	3 (1.8%)	0 (0%)	24 (14.1%)
Totally		99 (58.2%)	36 (21.2%)	26 (15.3%)	9 (5.3%)	170 (100.0%)

Note: Result of Pearson Chi-Square (r= -.503, sig. = 0.000), (P ≤0.05)

Table 4.54 showed the significant effect of got fair paid on the rank of students pay less attention (Sig. = 0.000).

Respondents strongly agree got fair paid tended to rank students pay less attention at first order (3.5%).

Respondents agree got fair paid tended to rank students pay less attention at first order (11.8%), followed by second order (7.6%), sixth order (3.5%), and third and fifth order (1.8%).

Respondents neutral with got fair paid tended to rank students pay less attention at first order (7.1%), followed by second order (6.5%), and sixth order (3.4%).

Respondents disagree got fair paid tended to rank students pay less attention at second order (25.3%), followed by third order (5.3%), and fifth and sixth order (1.8%).

Respondents strongly disagree got fair paid tended to rank students pay less attention at fifth order (7.6%), followed by sixth order (2.4%).

Table 4.54 Effect of Job satisfaction (got fair paid) on the perception of job difficulties (rank of students pay less attention)

		Rank of students pay less attention to learning					
		first order	second order	third order	fifth order	sixth of order	Totally
Got fair paid	Strongly Agree	6 (3.5%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	6 (3.5%)
	Agree	20 (11.8%)	13 (7.6%)	3 (1.8%)	3 (1.8%)	6 (3.5%)	45 (26.5%)
	Neutral	12 (7.1%)	11 (6.5%)	0 (0%)	0 (0%)	6 (3.5%)	29 (17.1%)
	Disagree	8 (4.7%)	43 (25.3%)	9 (5.3%)	3 (1.8%)	3 (1.8%)	66 (38.8%)

		first order	second order	third order	forth order	fifth order	sixth order	Totally
	Strongly Disagree	0 (0%)	7 (4.1%)	0 (0%)	13 (7.6%)	4 (2.4%)		24 (14.1%)
Totally		46 (27.1%)	74 (43.5%)	12 (7.1%)	19 (11.1%)	19 (11.1%)		170 (100.0%)

Note: Result of Pearson Chi-Square (r=0.299, sig. = 0.000), (P ≤0.05)

Table 4.55 showed the significant effect of got fair paid on the rank of language barriers (Sig. = 0.029).

Respondents strongly agree got fair paid tended to rank language barriers at fourth order (3.5%).

Respondents agree got fair paid tended to rank language barriers at fourth order (9.4%), followed by third and fifth order (5.9%), and sixth order (5.3%).

Respondents neutral with got fair paid tended to rank language barriers at fourth order (7.6%), followed by fifth order (5.9%), and second and sixth order (1.8%).

Respondents disagree got fair paid tended to rank language barriers at fourth and sixth order (12.9%), followed by fifth order (8.8%), third order (2.4%), and second order (1.8%).

Respondents strongly disagree got fair paid tended to rank language barriers at third order (6.5%), followed by fourth order (4.1%), and first and second order (1.8%).

Table 4.55 Effect of Job satisfaction (got fair paid) on the perception of job difficulties (rank of language barriers)

		Rank of language barriers						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally

Got fair paid	Strongly Agree	0 (0%)	0 (0%)	0 (0%)	6 (3.5%)	0 (0%)	0 (0%)	6 (3.5%)
	Agree	0 (0%)	0 (0%)	10 (5.9%)	16 (9.4%)	10 (5.9%)	9 (5.3%)	45 (26.5%)
	Neutral	0 (0%)	3 (1.8%)	0 (0%)	13 (7.6%)	10 (5.9%)	3 (1.8%)	29 (17.1%)
	Disagree	0 (0%)	3 (1.8%)	4 (2.4%)	22 (12.9%)	15 (8.8%)	22 (12.9%)	66 (38.8%)
	Strongly Disagree	3 (1.8%)	3 (1.8%)	11 (6.5%)	7 (4.1%)	0 (0%)	0 (0%)	24 (14.1%)
Totally		3 (1.8%)	9 (5.3%)	25 (14.7%)	64 (37.6%)	35 (20.6%)	34 (20.0%)	170 (100.0%)

Note: Result of Pearson Chi-Square (r=-0.168, sig. = 0.029), (P ≤0.05)

Table 4.56 showed the significant effect of got fair paid on the rank of lack of teaching materials & plan (Sig. = 0.005).

Respondents strongly agree got fair paid tended to rank lack of teaching materials & plan at second and third order (1.8%).

Respondents agree got fair paid tended to rank lack of teaching materials & plan at fourth order (7.6%), followed by second order (5.9%), first and third order (5.3%), and fifth order (2.4%).

Respondents neutral with got fair paid tended to rank lack of teaching materials & plan at third order (7.6%), followed by fifth order (5.3%), first order (2.4%), and second order (1.8%).

Respondents disagree got fair paid tended to rank lack of teaching materials & plan at fourth order (12.4%), followed by third order (11.2%), sixth order (8.2%), and second

and fifth order (3.5%).

Respondents strongly disagree got fair paid tended to rank lack of teaching materials & plan at second order (5.9%), followed by third and fourth order (4.1%).

Table 4.56 Effect of Job satisfaction (got fair paid) on the perception of job difficulties (rank of colleague relationship)

		Rank of lack of teaching materials & plan						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Got fair paid	Strongly Agree	0 (0%)	3 (1.8%)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	6 (3.5%)
	Agree	9 (5.3%)	10 (5.9%)	9 (5.3%)	13 (7.6%)	4 (2.4%)	0 (0%)	45 (26.5%)
	Neutral	4 (2.4%)	3 (1.8%)	13 (7.6%)	0 (0%)	9 (5.3%)	0 (0%)	29 (17.1%)
	Disagree	0 (0%)	6 (3.5%)	19 (11.2%)	21 (12.4%)	6 (3.5%)	14 (8.2%)	66 (38.8%)
	Strongly Disagree	0 (0%)	10 (5.9%)	7 (4.1%)	7 (4.1%)	0 (0%)	0 (0%)	24 (14.1%)
Totally		13 (7.6%)	32 (18.8%)	51 (30.0%)	41 (24.1%)	19 (11.2%)	14 (8.2%)	170 (100.0%)

Note: Result of Pearson Chi-Square (r=-0.216, sig. = 0.005), (P ≤0.05)

On the other, Got fair paid was no found the effect on rank of lack of professional training (sig. =0.381), and colleague relationship (sig. =0.449) (P > 0.05).

The teacher's job satisfaction (have Good Working Environment) and the rank of the difficulties they encountered:

Table 4.57 showed that have good working environment was found is positively related to the rank of students pay less attention to learning (sig. =0.000,r=0.300), lack of teaching materials & plan (sig. =0.001, r=0.216), is negatively related to the rank of colleague relationship (sig. =0.000,r=-0.369) (sig. =0.033). (P≤0.05)

Table 4.57 Effect of have good environment on the rank of difficulties they encountered

		Rank of low salary	Rank of lack of professional training	Rank of students pay less attention to learning	Rank of language barriers	Rank of lack of teaching materials & plan	Rank of colleague relationship
Have Good Working Environment	Pearson chi square	-.019	-.035	.300**	-.119	.261**	-.369**
	Sig. (double-end)	.809	.652	.000	.121	.001	.000

*Level of significant α = 0.05

**Level of significant α = 0.01

Table 4.58 showed the significant effect of have good working environment on the rank of students pay less attention (Sig. = 0.000).

Respondents strongly agree they have good working environment trended to rank students pay less attention at first and second order (11.8%), followed by fifth order (7.6%), third order (7.1%), and sixth order (1.8%).

Respondents agree they have good working environment tended to rank students pay less attention at fifth order (12.9%), followed by fourth order (9.4%), sixth order (7.6%), third order (6.5%), and first and second order (1.8%).

Respondents neutral with they have good working environment tended to rank

students pay less attention at second order (18.2%), followed by first order (6.5%), sixth order (3.5%), and fifth order (1.8%).

Respondents disagree they have good working environment tended to rank students pay less attention at second and sixth order (4.1%), followed by first order (3.5%), and fifth order (1.8%).

Respondents strongly disagree they have good working environment tended to rank students pay less attention at sixth order (1.8 %).

Table 4.58 Effect of Job satisfaction (have good working environment) on the perception of job difficulties (rank of students pay less attention)

| | | Rank of students pay less attention to learning | | | | | |
		first order	second order	third order	fifth order	sixth of order	Totally
Have Good Working Environment	Strongly Agree	9 (5.3%)	16 (9.4%)	0 (0%)	0 (0%)	0 (0%)	25 (14.7%)
	Agree	20 (11.8%)	20 (11.8%)	12 (7.1%)	13 (7.6%)	3 (1.8%)	68 (40.0%)
	Neutral	11 (6.5%)	31 (18.2%)	0 (0%)	3 (1.8%)	6 (3.5%)	51 (30.0%)
	Disagree	6 (3.5%)	7 (4.1%)	0 (0%)	3 (1.8%)	7 (4.1%)	23 (13.5%)
	Strongly Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)	3 (1.8%)
Totally		46 (27.1%)	74 (43.5%)	12 (7.1%)	19 (11.1%)	19 (11.1%)	170 (100.0%)

Note: Result of Pearson Chi-Square (r = 0.300, sig. = 0.000), (P ≤0.05)

Table 4.59 showed the significant effect of have good working environment on the rank lack of teaching materials & plan (Sig. = 0.001).

Respondents strongly agree they have good working environment trended to rank lack of teaching materials & plan at third order (5.3%), followed by second order (4.1%), and fourth order (3.5%).

Respondents agree they have good working environment tended to rank lack of teaching materials & plan at third order (12.9%), followed by second order (9.4%), fourth order (5.9%), fifth and sixth order (4.1%), and first order (3.5%).

Respondents neutral with they have good working environment tended to rank lack of teaching materials & plan at fourth order (14.7%), followed by third order (5.9%), second and fifth order (3.5%), and first order (2.4%).

Respondents disagree they have good working environment tended to rank lack of teaching materials & plan at third order (5.9%), followed by sixth order (4.1%), and fifth order (3.5%).

Respondents strongly disagree they have good working environment tended to rank lack of teaching materials & plan at second order (1.8 %).

Table 4.59 Effect of Job satisfaction (have good working environment) on the perception of job difficulties (rank of lack of teaching materials & plan)

		Rank of lack of teaching materials & plan						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Have Good Working Environment	Strongly Agree	3 (1.8%)	7 (4.1%)	9 (5.3%)	6 (3.5%)	0 (0%)	0 (0%)	25 (14.7%)
	Agree	6 (3.5%)	16 (9.4%)	22 (12.9%)	10 (5.9%)	7 (4.1%)	7 (4.1%)	68 (40.0%)

	Neutral	4 (2.4%)	6 (3.5%)	10 (5.9%)	25 (14.7%)	6 (3.5%)	0 (0%)	51 (30.0%)
	Disagree	0 (0%)	0 (0%)	10 (5.9%)	0 (0%)	6 (3.5%)	7 (4.1%)	23 (13.5%)
	Strongly Disagree	0 (0%)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)
Totally		13 (7.6%)	32 (18.8%)	51 (30.0%)	41 (24.1%)	19 (11.1%)	14 (8.2%)	170 (100%)

Note: Result of Pearson Chi-Square (r = 261, sig. = 0.001), (P ≤0.05)

Table 4.60 showed the significant effect of have good working environment on the rank of colleague relationship (Sig. = 0.000).

Respondents strongly agree have good working environment to rank colleague relationship at sixth order (9.4%), followed by fifth order (5.3%).

Respondents agree have good working environment tended to rank colleague relationship at sixth order (15.3%), followed by fifth order (12.9%), fourth order (5.9%), second order (4.1%), and third order (1.8%).

Respondents neutral with have good working environment tended to rank colleague relationship at sixth order (10.6%), followed by fifth order (8.8%), third order (7.1%), and first and fourth order (1.8%).

Respondents disagree have good working environment tended to rank colleague relationship at fourth order (6.5%), followed by second and third and fifth and sixth order (1.8%).

Respondents strongly disagree have good working environment tended to rank

colleague relationship at third order (1.8%).

Table 4.60 Effect of Job satisfaction (have good working environment) on the perception of job difficulties (rank of colleague relationship)

		Rank of colleague relationship						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Have Good Working Environment	Strongly Agree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9 (5.3%)	16 (9.4%)	25 (14.7%)
	Agree	0 (0%)	7 (4.1%)	3 (1.8%)	10 (5.9%)	22 (12.9%)	26 (15.3%)	68 (40.0%)
	Neutral	3 (1.8%)	0 (0%)	12 (7.1%)	3 (1.8%)	15 (8.8%)	18 (10.6%)	51 (30.0%)
	Disagree	0 (0%)	3 (1.8%)	3 (1.8%)	11 (6.5%)	3 (1.8%)	3 (1.8%)	23 (13.5%)
	Strongly Disagree	0 (0%)	0 (0%)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)
Totally		3 (1.8%)	10 (5.9%)	21 (12.4%)	24 (14.1%)	49 (28.8%)	63 (37.1%)	170 (100%)

Note: Result of Pearson Chi-Square (r = -0.369, sig. = 0.000), (P ≤0.05)

On the other, have good working environment was no found the effect on rank of low salary (sig. =0.809), lack of professional training (sig. =0.652), language barriers(sig. =0.121)(P > 0.05).

The teacher's job satisfaction (Have Harmonious Relationship) and the rank of the difficulties they encountered:

Table 4.61 showed that have good working environment was found is positively

related to the rank of lack of teaching materials & plan(sig. =0.009, r=0.201) , is negatively related to the rank of colleague relationship (sig. =0.000,r=-0.409) (P≤0.05)

Table 4.61 Effect of have Harmonious Relationship on the rank of difficulties they encountered

		Rank of low salary	Rank of lack of professional training	Rank of students pay less attention to learning	Rank of language barriers	Rank of lack of teaching materials & plan	Rank of colleague relationship
Have Harmonious Relationship	Pearson chi square	-.044	.111	.113	.047	.201**	-.409**
	Sig. (double-end)	.573	.148	.143	.546	.009	.000

*Level of significant α = 0.05

**Level of significant α = 0.01

Table 4.62, showed the significant effect of have harmonious relationship on the rank of lack materials & plan (Sig. =0.009)

Respondents strongly agree they have harmonious relationship trended to rank lack materials & plan at second order (5.9%), followed by third order (5.3%), fourth order (3.5%), and first order (1.8%).

Respondents agree they have harmonious relationship tended to rank lack materials & plan at third order (17.1%), followed by second order (7.6%), fourth and sixth order (5.9%), fifth order (4.1%), and first order (1.8%).

Respondents neutral with they have harmonious relationship tended to rank lack materials & plan at fourth order (14.7%), followed by first and third order (4.1%),

and second and fifth order (3.5%).

Respondents disagree they have harmonious relationship tended to rank lack materials & plan at third and fifth order (3.5%), followed by sixth order (2.4%).

Respondents strongly disagree they have harmonious relationship tended to rank lack materials & plan at second order (1.8 %).

Table 4.62 Effect of Job satisfaction (Have harmonious relationship) on the perception of job difficulties (rank of l lack materials & plan)

		Rank of lack of teaching materials & plan						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Have Harmonious Relationship	Strongly Agree	3 (1.8%)	10 (5.9%)	9 (5.3%)	6 (3.5%)	0 (0%)	0 (0%)	28 (16.5%)
	Agree	3 (1.8%)	13 (7.6%)	29 (17.1%)	10 (5.9%)	7 (4.1%)	10 (5.9%)	72 (42.4%)
	Neutral	7 (4.1%)	6 (3.5%)	7 (4.1%)	25 (14.7%)	6 (3.5%)	0 (0%)	51 (30.0%)
	Disagree	0 (0%)	0 (0%)	6 (3.5%)	0 (0%)	6 (3.5%)	4 (2.4%)	16 (9.4%)
	Strongly Disagree	0 (0%)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)
Totally		13 (7.6%)	32 (18.8%)	51 (30.0%)	41 (24.1%)	19 (11.1%)	14 (8.2%)	170 (100.0%)

Note: Result of Pearson Chi-Square (df = 169, sig. = 0.037), (P ≤0.05)

Table 4.63, showed the significant effect of have harmonious relationship on the rank of colleague relationship (Sig. =0.000)

Respondents strongly agree they have harmonious relationship trended to rank colleague relationship at sixth order (11.1%), followed by fifth order (5.3%).

Respondents agree they have harmonious relationship tended to rank colleague relationship at fifth order (14.7%), followed by sixth order (13.5%), fourth order (10.0%), and second order (4.1%).

Respondents neutral with they have harmonious relationship tended to rank colleague relationship at sixth order (10.6%), followed by fifth order (8.8%), third order (7.1%), and first and fourth order (1.8%).

Respondents disagree they have harmonious relationship tended to rank colleague relationship at third order (3.5%), followed by fourth (2.4%), and second and sixth order (1.8%).

Respondents strongly disagree they have harmonious relationship tended to rank colleague relationship at third order (1.8 %).

Table 4.63 Effect of Job satisfaction (Have harmonious relationship) on the perception of job difficulties (rank of colleague relationship)

		Rank of colleague relationship						
		first order	second order	third order	forth order	fifth order	sixth of order	Totally
Have Harmonious Relationship	Strongly Agree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	9 (5.3%)	19 (11.1%)	28 (16.5%)
	Agree	0 (0%)	7 (4.1%)	0 (0%)	17 (10.0%)	25 (14.7%)	23 (13.5%)	72 (42.4%)
	Neutral	3 (1.8%)	0 (0%)	12 (7.1%)	3 (1.8%)	15 (8.8%)	18 (10.6%)	51 (30.0%)
	Disagree	0 (0%)	3 (1.8%)	6 (3.5%)	4 (2.4%)	0 (0%)	3 (1.8%)	16 (9.4%)

		0 (0%)	0 (0%)	3 (1.8%)	0 (0%)	0 (0%)	0 (0%)	3 (1.8%)
	Strongly Disagree							
Totally		3 (1.8%)	10 (5.9%)	21 (12.4%)	24 (14.1%)	49 (28.8%)	63 (37.1%)	170 (100.0%)

Note: Result of Pearson Chi-Square (r = -0.499, sig. = 0.000), (P ≤0.05)

On the other, have good harmonious relationship was no found the effect on rank of low salary (sig. =0.573), lack of professional training(sig. =0.148), students pay less attention to learning(sig. =0.143), and language barriers(sig. =0.546)(P > 0.05).

The results of hypothesis testing can be summarized as follows:

H1* Chinese teachers with different demographic profile have different level of job satisfaction.

H2* Teaching experience and competence have an effect on the teacher's job satisfaction in Thailand.

H3* Teacher's job satisfaction is related to their perception of job difficulties.

Note: *Partial support at significant level of 0.05

Chapter 5

Conclusion and Recommendations

This study aims to identify the Status and the job satisfaction Influencing factors of the Chinese teacher in Thailand. And to determine the effect of different demographic profiles, Teaching experience and competence has effect on teacher's satisfaction and Teacher's job satisfaction has an effect on their perception of the difficulties they encountered.

The results of hypothesis testing can be summarized as follows:

H1* Chinese teachers with different demographic profile have different level of job satisfaction.

H2* Teaching experience and competence have an effect on the teacher's job satisfaction in Thailand.

H3* Teacher's job satisfaction is related to their perception of job difficulties.

Note: *Partial support at significant level of 0.05

Discussion and recommendation of the findings were presented in the net sections.

5.1 Discussion

The study of factors affecting the teacher's job satisfaction in Thailand and the teacher's job satisfaction affecting their ranking of the difficulties they faced. Some of findings can be discussed as follows:

As the result shows, the gender of the Chinese teacher were female (76.6%) and male (23.5%). The age were 25-30 years old (71.2%), 8-24 years old (14.7%), 31-40 years

old (11.2%), 41-50 years old (2.9%). The material status was single (81.8%) and 8-24 years old (14.7%), 31-40 years old (11.2%), 41-50 years old (2.9%). There are 88.8% of all respondents were Full-time Chinese teacher with 11.2% of all respondents were part time job.

As Ronnaphol (2013) stated, due to lack of Chinese speaking environment, good Chinese language textbooks (for Thai or International students), professional Chinese teachers who can understand both Chinese and Thai culture and students' diverse family background, Chinese language teaching in many schools might face a variety of challenges.

According to the result shows, Chinese teacher treat lack of good Chinese language textbooks for Thai or international students was a serious difficulty they encounter, and it is related to the attitude of their job satisfaction. Due the students' diverse family background, less students pay enough attention to Chinese language learning. According to the investigation of after-school teacher, it can be found that the students who learning at after-school pay more attention at Chinese language leaning. By talking to the teachers of the after-school Chinese training class, we can learn that their students learn Chinese because their grandparents come from China or have great business relations with Chinese people so far. Learning Chinese can help them to better communicate with Chinese people in the future.

From Hypotheses 1, the study has found a significant relationship between demographics profiles of the teacher's job satisfaction in Thailand, such as age, marital status. The study revealed that Chinese teacher in Thailand with different age, material status has different satisfaction of their job. However, according to data analysis, gender, age and marital status have a one-sided effect on teacher job satisfaction. For example, gender does not affect job satisfaction, age only affects Personality match with work, and marital status only affects Job is challenging & rewarding and Personality match with work. Therefore, Demographic Data was no found the effect on the attitude of job is challenging & rewarding, get fair paid, has

good working environment, and has harmonious relationship.

From Hypothesis 2, in terms of Teaching experience and competence, the respondents agree to the importance of education background, major, language competence, length of teaching, qualification certificate. The study revealed that with different teaching experience and competence, all five dimensions of teacher job satisfaction will be affected. Different education background, major, language competence, length of teaching, qualification certificate have different attitude toward the degree of their job is challenging & rewarding, the personality match work, get fair paid, has good working environment, and has harmonious relationship.

As mentioned before (Problems and Countermeasures of Chinese teaching in Thailand, Fanliang, 2011.04), among the international Chinese teachers who volunteer in Thailand, many of them are not from the professional class. When they go to university, they do not read Chinese or major related to Chinese teaching, such as law, history, political science, administrative management, tourism management, etc. Our findings also support this view, the majority of respondents were language (24.7%) followed by education (20.6%), business (18.8%), machine(15.3%), tourism(8.2%), other(6.5%) and finance(5.9). Meanwhile, The phenomenon of short working time and lack of experience will lead to the problems of monotonous teaching(Year of been a teacher – the majority of respondents been a teacher 1-3 years (57.6%) followed by 3-5 years(27.1%), under 1 year(13.5%) 5-8 years(1.8%) .

Year of been a Chinese teacher in Thailand – the majority of respondents stayed in Thailand 1-3 years (65.3%) followed by 3-5 years (19.4%), under 1 year(13.5%) and 5-8 years(1.8%).)

For Hypothesis 3, in term of the teacher's job satisfaction and the rank of the difficulties they encountered, the study revealed that the perception of job difficulties they encountered (Low salary, Lack of professional training, Students pay less

attention to learning, Language barriers, Lack of teaching materials & plan, Colleague relationship)can be effected by their satisfaction of their job. The five dimensions of satisfaction affect the ranking of more than 3 out of 6 difficulties such as Low salary, Lack of professional training, Students pay less attention to learning, Language barriers, Lack of teaching materials & plan, and Colleague relationship, especially Whether to have a Harmonious Relationship affects all sorts of difficulties. And according to the results, the ranking of the six difficulties is: low salary student lacks interests, lack professional training, language/culture barrier, colleague relationship, and Lack material & plan.

5.2 Implication of the study

1. From the study we can know that a situation faced by Chinese teachers in Thailand now is that they work longer than teachers in Chinese schools, but the corresponding work benefits are slightly lower than teachers in Chinese schools.

2. Students' lack of time and interest in Chinese language schools is an obviousproblem faced by Chinese teachers who teaching in Thailand. "Chinese language difficult", "learning Chinese language is too little time", "in Thailand, Thai and English are the most important", "the importance of Chinese language is not enough" and other issues. In terms of quantity, there are not many students who lack interest and initiative in learning Chinese. This shows that due to the "embarrassing" environment, students have difficulty in learning Chinese. According to statistics, 43.5% Chinese teacher in Thailand thinks students pay less attention to their learning was the second biggest problem second only to low salary. And at the same time, 27.1% Chinese teacher in Thailand thinks students pay less attention to their learning was the biggest problem. Most Chinese students no longer contact Chinese after graduating from high school. After a few years, Chinese knowledge is gradually forgotten. This is the main factor that inhibits the enthusiasm of students in Chinese learning. Because students lack motivation in their learning process, lack of interest

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in learning and enthusiasm for autonomous learning, they often feel bored and bored.

3. The teaching level of Chinese teachers in Thailand is uneven. Some Chinese teachers who have been taught in Thailand are undergraduate and graduate students of foreign Chinese specialties, with rich professional knowledge, strong teaching skills and higher teaching level. Some teachers are from other liberal arts majors, and the teaching skills of Chinese are weak and even some specialties, such as English majors and management majors. The survey results show that 67% of teachers have only a bachelor's degree, and education major's account for only 20.6% of the total. And nearly 54.7% of teachers are neither majoring in education nor linguistics. At the same time, data shows that 22.9 % of them do not have a teacher qualification certificate. Also, in Thailand, Chinese teaching work, because of the lack of systematic professional study, their basic knowledge of Chinese and teaching skills is very short, the teaching level is not high, directly affect the quality of Chinese teaching. Chinese teachers are unstable and Chinese teachers are poorly treated. Teachers and volunteers from the national Han Advances in Economics, Business and Management Research, volume 58,397 Office of the state are the main force of Chinese teachers in Thailand, but the mobility of the volunteers is very large, most of them will return home for one or two years in Thailand. And the Chinese teachers who teach in Thailand through other channels are generally low. The treatment is too low, and teachers' enthusiasm cannot be mentioned. Let alone every school has a solid teaching team. As a result, the Chinese language teachers in Thailand are very unstable. Basically, more than half of the Chinese teachers will be replaced in one to two years.

4. In the teacher satisfaction survey, the Harmonious relationship scored higher than the other four items, which shows that Chinese teachers at work feel more satisfied with the Harmonious relationship.

5.3 Limitation and future study

The limitations of this study still leave the room for future studies in this area as follow.

1. Future studies may repeat this research and extend the sampling frame to other areas of specific cities, such as the north and central areas. Samples from different regions can also be used to study the development of the Chinese language industry in different regions of Thailand.

2. Another avenue for future research is to conduct comparative studies to compare the factors that affect the status of Chinese teachers in different regions and their satisfaction.

3. Other recommendation for future research are to refine the development of the training industry, gain an in-depth understanding of the situation of Chinese teachers in the training industry, and explore their role and status in Chinese education.

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Appendix A

Questionnaire

The Survey of Chinese Teachers in Thailand

Dear Chinese teacher in Thailand, I appreciate your taking a moment to participate in this survey. This survey is focus on understanding the current composition of Chinese teachers in Thailand, the difficulties and problems you face, try to provide acceptable suggestions to solve the problem of the development of Chinese education in Thailand. Thank you again for your participation.

Part 1.

1. Please select your gender

☐ Male

☐ Female

2. Please select your age

☐ Under 18 years old

☐ 18 to 24 years old

☐ 25 to 30 years old

☐ 31 to 40 years old

☐ 41 to 50 years old

☐ 51 years old and over

3. Please select your education background　（choice your highest degree）

☐　Bachelor degree in China

☐　Bachelor degree in Thailand

☐　Overseas bachelor degree (except Thailand)

☐　Master degree in China

☐　Master degree in Thailand

☐　Overseas master degree (except Thailand)

☐　Doctor degree or above

4. What's your major?

☐　Education

☐　Language

☐　Business management

☐　Machine

☐　Finance

☐　Tourism

☐　Others　_____

5.　Please select your marital status

☐　Single

☐　Married or domestic partnership

6. Which city are you from? (Your residence City in China)

- ☐ Beijing

- ☐ Guangxi

- ☐ Shanxi

- ☐ Sichuan

- ☐ Yunnan

- ☐ Hong Kong

- ☐ Others _____

Part 2.

7. Are you part-time or full- time teacher?

- ☐ Full-time job

- ☐ Part-time job

8. How did you become a Chinese teacher in Thailand?

- ☐ Government-sponsored (Chinese Confucius Institution)

- ☐ Exchange teacher program between Chinese school and Thai school

- ☐ Take up an occupation autonomously (apply for the job by yourself)

- ☐ Through intermediaries

- ☐ Friend recommend

- ☐ Others _____

9. How long have you been in Thailand?

- ☐ Under 1 year

- ☐ 1 to 3 years

- ☐ 3 to 5 years

- ☐ 5 to 8 years

- ☐ 8 to 10 years

- ☐ More than 10 years

10. How long have you been a teacher?

- ☐ Under 1 year

- ☐ 1 to 3 years

- ☐ 3 to 5 years

- ☐ 5 to 8 years

- ☐ 8 to 10 years

- ☐ More than 10 years

11. How long have you been a Chinese teacher in Thailand?

- ☐ Under 1 year

- ☐ 1 to 3 years

- ☐ 3 to 5 years

- ☐ 5 to 8 years

- ☐ 8 to 10 years

- ☐ More than 10 years

12. What kind of school are you working at?

- ☐ Government school

- ☐ Private school

- ☐ International school

- ☐ After school training institution

- ☐ One-to-one family teacher

- ☐ Learning website teacher

- ☐ Others _____

13. What grade are you teaching?

- ☐ Kindergarten

- ☐ Year1- Year6

- ☐ Year7- Year12

- ☐ University students

- ☐ Adults who on the job

- ☐ People who retired

14. Please select your monthly income

- ☐ Less than 20,000 B

- ☐ 20,000B—25,000B

- ☐ 25,000B—30,000B

- ☐ 30,000B—40,000B

- ☐ 40,000B—50,000B

- ☐ More than 50,000B

15. The most important Work welfare you think it should be…

☐ Professional training

☐ Work visa

☐ Social insurance

☐ Free accommodation, school meal, shuttle bus

☐ Paid leave

☐ Others _____

16. How many courses you take each week?

☐ Less than 10

☐ 11—15

☐ 16—20

☐ 21—25

☐ 26—30

☐ More than 30

17. How many languages you can speak fluently?

☐ 1

☐ 2

☐ 3

☐ More than 3

18. Which language you use to assistant when you teach?

☐ English

☐ Thai

☐ Others _____

JOB SATISFACTION

19. Do you find your job challenging and rewarding?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

20. Do you find your personality should match with work?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

21. Do you got fair paid?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

22. Do you have Good Working Environment?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

23. Do you have Harmonious Relationships?

☐ Strongly Agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly Disagree

24. Rank the following problems you encounter as a Chinese teacher in Thailand?

☐ Low salary

☐ Lack of professional training

☐ Students pay less attention to learning

☐ Language barriers

☐ Lack of teaching materials & plan

☐ Colleague relationship

25. What teaching qualifications do you have?

☐   Teacher Qualification Certificate (China)

☐   Teacher Qualification Certificate (Thai)

☐   International Chinese Language Teacher Certificate

☐   No teacher certificates

Thank you again for your serious participation.