A STUDY OF JOB STRESS AND JOB SATISFACTION AMONG CHINESE VOLUNTEER TEACHERS IN THAILAND

Qingfang Wei

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
MASTER OF EDUCATION
in Education of Administration
Graduate School of Education
ASSUMPTION UNIVERSITY OF THAILAND
2015
A STUDY OF JOB STRESS AND JOB SATISFACTION AMONG CHINESE VOLUNTEER TEACHERS IN THAILAND

Qingfang Wei

I.D. No. 5219584

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

MASTER OF EDUCATION

in Education of Administration

Graduate School of Education

ASSUMPTION UNIVERSITY OF THAILAND

2016
Thesis Title: A STUDY OF JOB STRESS AND JOB SATISFACTION AMONG CHINESE VOLUNTEER TEACHERS IN THAILAND

By: QINGFANG WEI

Field of Study: EDUCATIONAL ADMINISTRATION

Thesis Advisor: DR. SANGOB LAKSANA

Accepted by the Graduate School of Education, Assumption University in Partial Fulfillment of the Requirements for the Master Degree in Education

(Chair)
(Dr. Watana Vinitwatanakun)

(Advisor)
(Dr. Sangob Laksana)

(Faculty Member)
(Dr. Jerome Banks)

(External Expert)
(Asst. Prof. Dr. Wichuda Kijtorntham)
ABSTRACT

I.D. No.: 5219584

Key Words: JOB STRESS, JOB SATISFACTION, CHINESE VOLUNTEER TEACHER

Name: QINGFANG WEI

Thesis Title: A STUDY OF JOB STRESS AND JOB SATISFACTION AMONG CHINESE VOLUNTEER TEACHERS IN THAILAND

Thesis Advisor: DR. SANGOB LAKSANA

This thesis was aimed to establish the level of Job Stress and Job Satisfaction amongst Chinese volunteer teachers and to explore the relationship between the two and whether the teachers' Job Stress affected their satisfaction with the job. This study also offered volunteer Chinese teacher solutions to reduce stress levels and increase job satisfaction.

Job Stress consists of the 8 variables, Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support, Cross-cultural Teaching and Communication. Job Satisfaction consists of the 5 variables, Recognition, Teamwork, Work Itself, Achievement and Advancement. The questionnaire survey method was used in this study. After the questionnaire collected, the researcher used the Mean and Standard Deviation to analyze the Chinese volunteer teachers' level of Job Stress and Job Satisfaction, using t Test and ANOVA with LSD Multiple Comparisons to analyze the difference of
teachers’ overall job stress and job satisfaction relative to the teachers’ demographic profiles. Finally, the researcher used the Correlation Analysis and Multiple Linear Regression Analysis to determine the relationship between teachers’ job stress and teachers’ job satisfaction.

The flowing results were found in this study. The researcher found that stress was common among Chinese volunteer teacher; they showed lower stress levels in Cross Cultural Teaching and Communication and showed the highest level of stress in Workload and Career Development. All Chinese volunteer teachers in Thailand showed high-level satisfaction to the variables ‘Recognition’, ‘Teamwork’, ‘Work itself’ and ‘Achievement’ under Job Satisfaction. However, they showed the lowest level of job satisfaction in ‘Advancement’. The gender and education level of the teacher didn’t have an effect on their Job Stress and Job Satisfaction level. The age and the work experience of the teacher had an effect on the result for their Job Stress and Job Satisfaction level. There were both significant negative correlations and significant positive correlations between job stress and job satisfaction of Chinese Volunteer Teacher in Thailand. There were both significant negative effects and significant positive effects between Job stress and Job satisfaction of Chinese Volunteer Teacher in Thailand.

Field of Study: Education of Administration

Graduate School of Education

Academic Year 2015

Student’s signature....................

Advisor’s signature ....................
ACKNOWLEDGEMENTS

I would like to express sincere appreciation to a number of people who have offered support and encouragement throughout the successful completion of this thesis.

First of all, I would like to express my sincere thanks to my advisor, Dr. Sangob Laksana for his valuable time, support, guidance, encouragement, and patience with my research. I would also like to express my gratitude to the thesis examination committee for their significant guidance and valuable suggestions.

Special thanks goes to the Chinese Language Council and Confucius Institute Thailand for their co-operation during the distribution of my survey. I especially want to thank the Chinese volunteer teachers in Thailand, who took time to provide me with data for survey. I couldn’t have completed the thesis without this valuable data.

Last but not least, thanks to my parents for guiding me throughout my life and being an invaluable support network, allowing me to complete my thesis.
# CONTENTS

<table>
<thead>
<tr>
<th>Chapter/Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COPYRIGHT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>v</td>
</tr>
<tr>
<td>CONTENTS</td>
<td>vii</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>LIST OF FIGURES</td>
<td>ix</td>
</tr>
<tr>
<td>LIST OF ABBREVIATIONS</td>
<td>x</td>
</tr>
</tbody>
</table>

## CHAPTER 1  INTRODUCTION

- Background of the Study ............................................................................. 1
- Statement of the Problem ........................................................................... 2
- Research Questions .................................................................................... 4
- Research Objectives ................................................................................... 4
- Research Hypothesis .................................................................................... 5
- Theoretical Framework .................................................................................. 6
- Conceptual Framework .................................................................................. 8
- Scope of the Study ....................................................................................... 9
- Definitions of Terms ................................................................................... 10
- Significance of the Study ............................................................................ 12
# CHAPTER II REVIEW OF RELATED LITERATURE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Hanban (Chinese language council)</td>
<td>13</td>
</tr>
<tr>
<td>Functions of Hanban</td>
<td>13</td>
</tr>
<tr>
<td>About Confucius Institutes</td>
<td>13</td>
</tr>
<tr>
<td>Functions of Confucius Institute</td>
<td>15</td>
</tr>
<tr>
<td>Volunteer Chinese Teacher Program</td>
<td>16</td>
</tr>
<tr>
<td>Chinese Volunteer Teacher Program in Thailand</td>
<td>18</td>
</tr>
<tr>
<td>Definition of Stress</td>
<td>20</td>
</tr>
<tr>
<td>Definitions of Job Stress</td>
<td>21</td>
</tr>
<tr>
<td>Theories of Job Stress</td>
<td>22</td>
</tr>
<tr>
<td>Sources of Stress</td>
<td>23</td>
</tr>
<tr>
<td>Consequences of Stress</td>
<td>24</td>
</tr>
<tr>
<td>Teacher Stress</td>
<td>24</td>
</tr>
<tr>
<td>Causes of Teacher Stress</td>
<td>27</td>
</tr>
<tr>
<td>Effects of Teacher Stress</td>
<td>37</td>
</tr>
<tr>
<td>Burnout in Teachers</td>
<td>39</td>
</tr>
<tr>
<td>The Symptoms of Teacher Burnout</td>
<td>40</td>
</tr>
<tr>
<td>Definition of Job Satisfaction</td>
<td>41</td>
</tr>
<tr>
<td>Studies Related to Job Satisfaction</td>
<td>43</td>
</tr>
<tr>
<td>Key variables on determinants of Job Satisfaction</td>
<td>45</td>
</tr>
<tr>
<td>Previous Related Research</td>
<td>47</td>
</tr>
</tbody>
</table>
CHAPTER III RESEARCH METHODOLOGY

Research Design ........................................................................................................... 50
Population ..................................................................................................................... 50
Sample .......................................................................................................................... 50
Research Instrument .................................................................................................... 51
Collection of Data ......................................................................................................... 52
Reliability Analysis ...................................................................................................... 52
Content Validity Analysis ............................................................................................. 54
Data Analysis ................................................................................................................ 55
Summary of the Research Process ................................................................................ 56

CHAPTER IV RESEARCH FINDINGS

Finding for Research Objective 1 .................................................................................. 59
Finding for Research Objective 2 .................................................................................. 61
Finding for Research Objective 3 and Hypothesis 1 ..................................................... 62
Finding for Research Objective 4 and Hypothesis 2 ..................................................... 67
Finding for Research Objective 5 and Hypothesis 3 ..................................................... 71

CHAPTER V CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

Finding ........................................................................................................................... 85
Conclusion ..................................................................................................................... 89
Discussion ..................................................................................................................... 92
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommendation</td>
<td>99</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>103</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>109</td>
</tr>
<tr>
<td>Appendix A: Questionnaire English Version</td>
<td>110</td>
</tr>
<tr>
<td>Appendix B: Questionnaire Chinese Version</td>
<td>117</td>
</tr>
<tr>
<td>Appendix C: Questionnaire Translation Evidence</td>
<td>124</td>
</tr>
</tbody>
</table>
# LIST OF TABLES

<table>
<thead>
<tr>
<th>TABLE</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Reliability analysis</td>
<td>53</td>
</tr>
<tr>
<td>2</td>
<td>Sample descriptive analysis</td>
<td>59</td>
</tr>
<tr>
<td>3</td>
<td>Variable descriptive analysis for Job Stress</td>
<td>61</td>
</tr>
<tr>
<td>4</td>
<td>Variable descriptive analysis for Job Satisfaction</td>
<td>62</td>
</tr>
<tr>
<td>5</td>
<td>T test for variables of Job Stress and genders</td>
<td>63</td>
</tr>
<tr>
<td>6</td>
<td>T test for variables of Job Stress and education level</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>ANOVA analysis for variables of Job Stress and Age</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>ANOVA analysis for variables of Job Stress and working experience</td>
<td>66</td>
</tr>
<tr>
<td>9</td>
<td>T test for variables of Job Satisfaction and gender</td>
<td>67</td>
</tr>
<tr>
<td>10</td>
<td>T test for variables of Job Satisfaction and education level</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>T test for variables of Job Satisfaction and age</td>
<td>69</td>
</tr>
<tr>
<td>12</td>
<td>ANOVA analysis for variables of Job Satisfaction and working experience</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>Correlation analyses between Job Stress and Job Satisfaction</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>Regression analysis for recognition and Job stress</td>
<td>75</td>
</tr>
<tr>
<td>15</td>
<td>Regression analysis for Team work and Job stress</td>
<td>76</td>
</tr>
<tr>
<td>16</td>
<td>Regression analysis for Work Itself and Job stress</td>
<td>78</td>
</tr>
<tr>
<td>17</td>
<td>Regression analysis for Achievement and Job stress</td>
<td>79</td>
</tr>
<tr>
<td>18</td>
<td>Regression analysis for Advancement and Job stress</td>
<td>81</td>
</tr>
</tbody>
</table>
LIST OF FIGURES

FIGURES Page

1 Conceptual Framework ................................................................. 9
CHAPTER 1

INTRODUCTION

This chapter introduces the reason for the research. The purpose of this thesis is to establish the level of Job Satisfaction and Job Stress amongst Chinese volunteer teachers and to explore the relationship between the two and whether the teachers Job Stress effected their satisfaction with the job.

Background of the Study

Recently, a Chinese learning craze has erupted all over the world along with the thriving development of China’s economy and foreign exchanges. In order to actively promote Chinese and improve Chinese language teaching worldwide, the Office of Chinese Language Council International (Hanban) launched the Chinese Teacher Volunteer Program to boost the spread of Chinese language and culture overseas, strengthen the mutual understanding between China and other countries and increase the friendship and exchange amongst all countries.

As a pilot program, Hanban sent the first group of volunteers to Thailand and The Philippines in 2003. In 2004, approved by the Ministry of Education, the Volunteer Chinese Teacher Program was officially launched and by the end of 2010, Hanban had sent over 10,000 volunteers to 89 countries in Asia, Europe, America, Africa and Oceania. As envoy of Chinese culture, volunteer teachers take Chinese to the world and teach more foreigners Chinese and rapidly educate about Chinese
culture. The Chinese volunteer teachers are the main force to teach Chinese and spread Chinese culture.

More and more teachers are sent oversea to teach Chinese, and these teachers carry great occupational stress due to cross-cultural communication. It can be argued that stress is not always bad for people and in fact some amount of stress can energize and motivate people to behave in desired ways. Humans naturally experience some degree of stress throughout their lives, so job stress can effect job satisfaction in both negative and positive way; resulting in stress can causing higher or lower job satisfaction.

Keitner and Kinicki (2001) indicated that in organization, one of the fundamental problems is how to motivate employees to work more productively whilst increasing their feelings of Job Satisfaction, as most employers believe that satisfied employees will increase their productivity. Moorhead and Griffin (2011), indicated that many things can cause stress, reflecting that stress can be caused by both organizational stressors and life stressors. Organizational stressors are various factors in the workplace that cause stress, for example occupation, security, overload, working environment, conflict, and leadership style, whereas life stressors include life change and life trauma.

It is important to study occupational stress of Chinese volunteer teachers to understand the sources of stress, stress level, to find solutions to reduce stress and to increase job satisfaction. Thailand was chosen to be the focus of this thesis as a result of not only the high amount of Chinese volunteers there, but also the idea that it well represents the heightened stress caused from relocation and overseas work.
Statement of the Problem

Since 2003 to 2015, Hanban had sent a total of 10512 volunteers to Thailand. The number of volunteers sent exceeded 1,000 for the first time in 2009, and now it has exceeded 1,200 for 2 straight years. In the year 2015-2016, there were 1800 volunteer Chinese teacher’s working in the schools of, Higher Education Commission, Basic Education Commission, Vocational Education Commission, The Private Education Commission, Informal and Non-formal Education Commission, and Confucius Institutes in Thailand. Thailand is the most popular place for Chinese teachers to volunteer, worldwide.

When the volunteer Chinese Teachers come to work in Thailand, they will face particular challenges such as a different culture and language, unfamiliar work environment, etc. It can be recognized that stress is a natural component of life and can increase under different or extreme situations, this can be related to how the volunteer Chinese teachers’ experience stress, as though they have volunteered for their role, the process and reality of living away from home and the experiences this brings can often lead to an increased stress level. This level of stress and the way it is processed can vary greatly when taking age and experience into account, as often teachers of different background experience and ages will cope with the increased stress to varying degrees. It is necessary to understand the questions and focus points that will be covered in this thesis to have a thorough understanding of the topic, in particular, if certain challenges in the teaching role increase stress levels in Chinese volunteer Teachers, if there are any other factors, other than teaching, that would contribute to high levels of stress, and if the volunteers are satisfied with their jobs in Thailand. These leading questions of discussing will lead to the understanding of the relationship between job stress and job satisfaction and how one affects the other.
Based on these issues, this research will study the job stress and job satisfaction among Chinese volunteer teachers in Thailand, focusing on the relationship between teachers’ job stress and teachers’ job satisfaction.

**Research Questions**

This study aims to determine the relationship between job stress and job satisfaction of Chinese volunteer teachers in Thailand, specifically aimed at answering the following questions:

1. What are the teachers’ Job Stress levels based on the determining variables, while working as a volunteer in Thailand?
2. What is the teachers’ Job Satisfaction level, based on the determining variables, while working as a volunteer teacher in Thailand?
3. What is the relationship between teachers’ demographic profiles and teachers’ overall job stress?
4. What is the relationship between teachers’ demographic profiles and teachers’ overall satisfaction?
5. What is the causal relationship between teacher’s job stress and teacher’s job satisfaction?

**Research Objectives**

The major objective of the study is to explore the relationship between job stress and job satisfactions of Chinese volunteer teachers in Thailand. The following specific objectives will be considered:

1. To determine the teachers’ Job Stress level, based on the determining variables, while working as a volunteer teacher in Thailand.
2. To determine the teachers’ Job Satisfaction level, based on the determining variables, while working as a volunteer teacher in Thailand.

3. To determine the relationship between teachers’ demographic profiles and teachers’ overall job stress.

4. To determine the relationship between teachers’ demographic profiles and teachers’ overall job satisfaction.

5. To determine the causal relationship between teacher’s Job Stress and teacher’s Job Satisfaction.

Research Hypothesis

A hypothesis is an assumption or guess that a researcher makes about some characteristics of the population under study (McDonal d & Roger, 1996). In other words, a hypothesis is an unproven proposition that tentatively explains certain facts or phenomena and it is empirically testable (Zikmund, 1997). According to the statement of research problems, hypotheses of this study are the following:

Hypothesis 1: There is a relationship between teachers’ demographic profiles and teachers’ overall job stress.

Hypothesis 2: There is a relationship between teachers’ demographic profiles and teachers’ overall job satisfaction.

Hypothesis 3: There is a causal relationship between teacher’s job stress and teacher’s job satisfaction.
Theoretical Framework

The theoretical framework of Job Stress in this study is the teaching stress model of McFadden and Moracco. This study has shown an importance to this thesis because as the stress models that were originally used reflect those of this thesis, and therefore can be easily related to each other. The stress source is divided into sources of life stress, job stress and social stress. Life stressors come from daily life, such as family members’ relationship, health problems and marital problems. Whereas, social stressors are from social factors like social status, housing, living conditions. Job stressors come from the working situation, referring to the stimuli at work that may allow employees to produce psychological stress, such as work overload, organization leadership and employee evaluation mechanism these can cause a psychological impact on employees, and have become a realistic stress source. This study has focused on teachers’ job stress level under the eight variables of Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support, Cross-cultural Teaching and Communication.

The theoretical framework of Job Satisfaction is Maslow’s Hierarchy of Human Needs, which states that humans have specific needs they seek to satisfy in a particular order. This was chosen because in educational organizations, Maslow’s theory is best observed and applicable with each level of need and a teacher’s behavior is motivated by an attempt to satisfy the need most important at that time. Abraham Maslow, a founder of humanistic psychology, developed a theory of motivation in which humans needs or wants are arranged in a hierarchy of importance. According to Maslow, needs that have been satisfied are no longer capable of motivating behavior and a new need rises to prominence. Lower level needs must be satisfied before attention can be paid to higher level needs. The five
categories of needs from lowest to highest are (1) physiological needs, (2) safety needs, (3) belonging and love needs, (4) esteem needs, and (5) self-actualization needs.

The five levels in Maslow’s hierarchy of human needs are as following:

1. Physiological needs. The most basic of the human needs level in the hierarchy; the physiological needs includes food, air and water to survive.

2. Safety needs. The second level of needs in the hierarchy, it includes security, stability, order, and physical safety in one’s environment.

3. Belonging and love needs. This includes interactions with other people such as affection, affiliation, and identification.

4. Esteem needs. The esteem level represents the higher needs of humans. The needs include self-respect, self-esteem, prestige and success.

5. Self-actualization needs. The highest need level, self-fulfillment involves achieving one’s potential, realizing one’s full capabilities and to become the best one is capable of becoming.

This can be related to the Chinese volunteer in Thailand, as it is essential for them to have food and safety, which is shown through the first and second need of physiological and safety needs. This could show that if these two basic needs are met then the teachers are able to experience a comfortable level of job satisfaction. After their basic needs have been met their job performance can grow and with the higher level of needs of belonging; their identification, confidence and performance can grow further from recognition of their work and their own personal development and connection to their role.
Conceptual Framework

This study has described the overall of Job Stress and Job Satisfaction of Chinese volunteers Teachers in Thailand, through formal questionnaire surveys and collected data. It has also compared the influence of different demographic variables to job stress and job satisfaction of the Chinese volunteer Teachers in Thailand, and explored the relationship between the two whilst identifying the impact of job stress and job satisfaction. Finally, it has raised responding measures for job stress of Chinese volunteer Teachers in Thailand, to improve their job satisfaction.

In this section, the conceptual framework of this study illustrates the relationship between three main variables. The researcher has focused on the following variables for this study.

The independent variables are demographic profiles and job stress. The demographic profile consists of gender, age, years of teaching experience and educational level. Job stress consists of the 8 sub-variables of Time management, Student Behavior, Workload, School management, School Environment, Career Development, Social Support, Cross-Cultural Teaching and Communication. The dependent variable is Job Satisfaction, which consists of 5 sub-variables, Recognition, Teamwork, Work Itself, Achievement and Advancement. Figure 1 shows that the teachers’ Job Stress can be influenced by the demographic profiles, whilst Job Satisfaction can be influenced by both the demographic profiles and Job Stress. This is because different demographic profiles will affect the levels of Job Stress in varying ways, and in turn this will lead to an effect on Job Satisfaction as a result of the level of Job Stress. Job Satisfaction can also be influenced by the demographic profiles as the different profiling of the teachers will relate and adapt to the different satisfaction variables accordingly.
Figure 1. The conceptual framework of the study

Scope of the Study

This study was conducted on volunteer Chinese teachers in Thailand because of the volunteer Chinese teachers in Thailand make up more than half total population (57%) of the volunteer Chinese teachers in the world.

Every study has its own strength and weakness; this research study can't avoid its own limitation. The research limitations were as following:
1. This study was conducted only in Thailand. Therefore the findings can be used to explain the problems faced by the volunteer Chinese teachers in Thailand. Findings cannot be generalized to Chinese volunteer teachers in other country.

2. This study focus on determine the level of Job Satisfaction and Job Stress amongst Chinese volunteer teachers and to explore the relationship between the two and whether the teachers Job Stress effected their satisfaction with the job.

3. The population of this study consists of only volunteer Chinese teachers who work in Thailand during May 2014- May 2015.

Definitions of Terms

For the clarify and uniformity of this study, the following terms applied in the study, were defined as follows:

**Stress** refers to extreme negative effects on the body including an imbalanced psychological state and physical illness.

**Job Stress** refers to extreme negative effects on the body including an imbalanced psychological state and physical illness caused by an overwhelming working environment. In this study the determinants of Job Stress are Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support and Cross-cultural Teaching and Communication.

**Time Management** refers to managing your working hours effectively. This occurs in the form of deadlines for work projects and reports. Extra time outside of teaching hours can be spent meeting deadlines. Working hours can be occupied by other jobs that are not related to teaching.
Student Behavior refers to the student’s attitude to learning and their behavior in class.

Workload refers to the total amount of work a teacher has to do.

School Management refers to school policy and the management team.

School Environment refers to the physical environment of the school including teaching resources and the colleague support network.

Career Development refers to the training opportunities available to develop professional teaching techniques and promotion.

Social Support refers to the attitude and support from the school, parents and the community.

Cross-cultural Teaching and Communication refers to the communication between a teacher and student from different cultural backgrounds.

Job Satisfaction refers to a feeling of happiness and fulfillment derived from the job itself and related factors. In this study the determinants of Job Satisfaction are Recognition, Teamwork, Work Itself, Achievement and Advancement.

Recognition refers to a feeling of appreciation from students and colleagues as well as behavioral support.

Teamwork refers to the co-operation between team members in completing a task.

Work Itself refers to the nature of work performed as well as the opportunities of teachers to use their skills and abilities.

Achievement refers to the attainment of a goal or objective that is related to the job or position.

Advancement refers to the opportunity for promotion.

Chinese Volunteer Teachers refers to the Chinese teacher who is employed under the Chinese Volunteer Program of Chinese Language Council (Hanban).
Significance of the Study

The research significance was as following:

1. This study will benefit the schools and Chinese language council. It will help the schools understand the stress and pressure the teachers are under. It will encourage schools and the Chinese language council to set up policies and strategies to prevent or reduce job stress of Chinese volunteer teachers.

2. This study will benefit future research. There has currently been no research into job stress and job satisfaction of Chinese volunteer teachers; therefore this research will be investigating a previously unexplored area.

3. This study will benefit to theory and construct. My research will provide undiscovered information, reflection, and insights on Volunteer Chinese teachers’ job stress and job satisfaction.

4. This study will benefit teachers by giving them a chance to voice their sources of stress, it will offer them solutions to reduce stress levels and increase job satisfaction.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides the relevant literature of job stress and job satisfaction. It also focuses on relationship between job stress and job satisfaction.

About Hanban (Chinese language council)

Han ban/Confucius Institute Headquarters, as a public institution affiliated with the Chinese Ministry of Education, is committed to providing Chinese language and cultural teaching resources and services worldwide, it goes all out in meeting the demands of foreign Chinese learners and contributing to the development of multiculturalism and the building of a harmonious world.

Functions of Hanban

1. To make policies and development plans for promoting Chinese language internationally.
2. To support Chinese language programs at educational institutions of various types and levels in other countries.
3. To draft international Chinese teaching standards and develop and promote Chinese language teaching materials.

About Confucius Institutes

As China's economy and exchanges with the world have seen rapid growth, there has also been a sharp increase in the world's demands for Chinese
learning. Benefiting from the UK, France, Germany and Spain's experience in promoting their national languages, China began its own exploration through establishing non-profit public institutions which aim to promote Chinese language and culture in foreign countries in 2004: these were given the name the Confucius Institute.

Confucius Institutes/Classrooms adopt flexible teaching patterns and adapt to suit local conditions when teaching Chinese language and promoting culture in foreign primary schools, secondary schools, communities and enterprises. From 2004 until now, there are 14 Confucius Institutes establish in Thailand.

Functions of Confucius Institute

1. To make development plans and set down establishment and evaluation criterion for Confucius Institutes.

2. To examine, approve and establish Confucius Institutes.

3. To examine and approve annual project proposals, budgets and financial statements of Confucius Institutes worldwide.

4. To guide and evaluate the teaching activities and to control the quality of the operation of Confucius Institutes.

5. To provide Confucius Institutes around the world with the support and services of teaching resources.

6. To select and dispatch Chinese directors and teaching staff to Confucius Institutes, to offer training programs for the management teams and teachers of Confucius Institutes.

7. To organize annual Confucius Institute conferences.
Organizational structure of Hanban/Confucius Institute Headquarters

The Ministry of Education

Hanban

- Division of General Affairs
- Division of Human Resources
- Division of Accounting and Auditing
- Division of Finance
- Division of Development and Planning
- Division of Policy and Research
- Division of Asian and African Confucius
- Division of American and Oceanian Confucius Institutes
- Division of European Confucius Institutes
- Division of Teachers
- Division of Volunteer Affairs
- Division of Teaching Materials
- Division of Testing
- Division of Scholarships
- Division of Cultural Affairs
- Division of Sinology and China Studies
- Division of Public Relations
- Division of International Exchanges
- Division of Logistics
Volunteer Chinese Teacher Program

Set up in China, the Volunteer Chinese Teachers Program (hereafter referred to as “Volunteer Program”) provides voluntary services to help meet Chinese teachers’ shortage in other countries. The Office of Chinese Language Council International (Hanban), a non-governmental organization under the Ministry of Education, P. R. China, is responsible for implementing the Program. The Volunteer Center of Hanban is in charge of the program’s daily operation.

Volunteer Chinese Teachers (hereafter referred to as “Volunteers”) are primarily recruited and selected from graduates of the current year with a bachelor’s degree or above, as well as postgraduate students and professional teachers. They all majored in disciplines of liberal arts such as Teaching Chinese as a Foreign Language, Chinese Linguistics and Literature, Foreign Languages, Education, History, Philosophy, etc. After taking a series of training, qualified volunteers will be dispatched to teach overseas. The term of service for the volunteers is normally one year. If the performance of a volunteer is evaluated as “Good” or above at the end of one year term, and if both the volunteer and the host institution apply to extend the term, the volunteer’s service can be extended upon the approval of Hanban. In principle, individual volunteer will work overseas no longer than 3 years.

Volunteers should be enthusiastic about voluntary service, motivated by a strong sense of “devotion, friendship, mutual help and progress” as well as the sense of honor, mission and responsibility in the career of teaching Chinese to speakers of other languages.

I. The Implementation

In 2004, approved by the Ministry of Education, the Volunteer Chinese Teacher Program was officially launched. By the end of 2012, Hanban had sent over
18,000 volunteers to 101 countries in Asia, Europe, America, Africa and Oceania. The volunteers have impressed people of these host countries with their endurance, devotion, and outstanding performance. They are often called “Angels from China” and “wonderful people’s ambassador”.

The Volunteer Chinese Teacher Program has played a positive role in helping other countries to develop Chinese language teaching, in promoting the cultural and educational exchange between China and the rest of the world, and in enhancing the understanding and friendship between the Chinese people and people all over the world.

II. Organization and Management

Hanban is responsible for the overall planning and coordinating of the Volunteer Chinese Teacher Program. Based on requests for volunteers submitted by different countries, Hanban will either directly organize the recruitment, selection, training and dispatch of volunteers, or entrust the responsibility to the Departments of Education of concerned provinces (municipalities/autonomous regions), or universities and colleges. After their arrival in the host countries, the Chinese Embassies or Consulate Generals and the host institutions will mainly supervise volunteers.

Hanban will usually dispatch administrative teachers to regions where volunteers are in relatively large numbers. The administrative teachers assist host institutions by providing volunteers with professional tutoring and relevant administrative support. When the volunteer’s term of service is about to expire, Hanban will entrust certain organizations or the administrative teachers to conduct an overall assessment of his/her performance.
III. Relevant Costs

Volunteers receive no salary but living allowance. Hanban disburses the following expenses through the state budget: expenses occurred during pre-departure training, processing formalities for going abroad, relocation payments, living allowance, international round-trip airfare, and personal accident insurance. Host institutions should provide volunteers with housing, medical care and local transportation. Through negotiation, part of volunteers’ living allowance, expenses for local training and field trips could also be borne by overseas organizations.

IV. Applications

Hanban releases recruitment information based on overseas requests for volunteers. All qualified candidates need to register with the Volunteer Program Application System (http://zhiyuanzhe.chinese.cn), and submit the application online, the PDF copy of application should be downloaded and be submitted to the relevant institutes.

After the teacher succeed in the application, they are required to participant in the one weeks training program, which includes classroom management, Health and Safety regulations, Volunteer Teachers working policy, Host country’s culture and language.

Chinese Volunteer Teacher Program in Thailand

Since 2003 to 2015, Hanban had sent a total of 10512 volunteers to Thailand. The number of volunteers sent exceeded 1,000 for the first time in 2009, and now it has exceeded 1,200 for 2 straight years. In the year 2015-2016, there were 1800 volunteer Chinese teacher’s working in the schools of, Higher Education Commission, Basic Education Commission, Vocational Education Commission, The
Private Education Commission, Informal and Non-formal Education Commission, and Confucius Institutes in Thailand. Thailand is the most popular place for Chinese teachers to volunteer, worldwide.

All the volunteers' recruitment, selection, training and dispatch requirements are organized by Hanban. Before the volunteers come to Thailand, they are required to participate in the one-week pre-job training program, which includes Classroom Management, Health and Safety regulations, Volunteer Teachers Working Policy, Thai Culture and Language. After their arrival in Thailand, the volunteers are mainly supervised by their embassy and consulate.

Due to the large amount of volunteers in Thailand, Hanban also dispatch administrative teachers to regions in Thailand and establish the representative office of Hanban in Thailand. The highest achieving volunteers will be selected to assist the administrative teachers. The administrative teachers assist host institutions by providing volunteers with professional tutoring and relevant administrative support. All the volunteers in Thailand are required to participate in a 1-day training workshop during the middle of their stay, this reviews their progress and includes a reminder of the Volunteer Teachers working policy and Health and Safety regulations. During the term of service, the representative office of Hanban in Thailand conducted a competition titled 'Teaching Technical' to enhance the teacher's teaching skill and reward the most competent teachers. They also publish the magazine, 'The Family of Volunteer', which aims to show the success and daily life of volunteers. When the volunteer's term of service is about to expire, the representative office of Hanban in Thailand will conduct an overall assessment of his/her performance and give awards to the excellent volunteers.

The volunteers in Thailand receive no official salary but 800 USD living
allowance per month. Hanban disburses the following expenses through the state budget: expenses occurred during pre-departure training, processing formalities for going abroad, relocation payments, living allowance, international round-trip airfare, and personal accident insurance. Thai institutions should provide volunteers with housing, medical care and local transportation. Through negotiation part of volunteers’ living allowance, expenses for local training and field trips could also be covered by Thai schools or organizations.

**Definition of Stress**

Stress used to be a concept in physics and engineering, which refers to the load of stress and strain in engineering and architecture. But later the famous Harvard physiologist Walter Cannon (1915) introduced the term stress to the social sphere to regard stress as a force on human in physiological or psychological and to show the excessive load the body.

In the 1950s, Selye (1956) divided stress into positive stress and negative stress. He pointed out that besides a specific reaction to a particular source of stress, if the individual is under high degree of stress for a long time, the body will produce a non-specific adaptive physiological response, which is the universal form of the body’s defensive response to environmental stimuli, meaning general adaptation syndrome. It is also known as GAS for short, whose symptoms include three continuing stages: alarm reaction, stage of resistance and stage of exhaustion.

D Fontana (1996) defined stress from the perspective of semantics: stress is a requirement for mental and physical endurance while stress is also part of life, which is natural and inevitable.
Some other scholars believe that, the stress refers to that individual foresees uneasiness that may occur in the future or perceives threat. The definition consists of three components: the external environment, the environmental assessment and the reaction to the emotional and physiological stimuli.

The summary of the above definition reveals that generally the stress can be divided into three areas, i.e., the stress source, the self-perception of individual to stress and the behavior of individual performance in the face of stress events. The stress is a physical and mental state of tension due to the imbalance between the individual and the environment, revealing on terms in physical, psychological and behavioral performance.

**Definitions of Job Stress**

Since the beginning of the 20th century, with the development of industrialization, urbanization, and the information revolution, the job stress has gradually become common concerned research focus in the fields of psychology, biomedicine, management, education, organizational behavior and sociology. Throughout the research achievements of scholars about the job stress, many scholars have defined the job stress from different angles.

From the point of view of the source of the stress, Lazarus and Launier (1978) have defined the job stress as the stress that refers to any situation that is needed or exceeds the normal adaptive response.

Quick (1984) have defined the stress response from the angle of consequences of the stress. In their opinions the stress response refers to a universal, regular and unconscious mobilization.
Some scholars (Caplan, Cobb, Harrison, & Pinneau 1975) have given operational definition to the job stress. In other words, they have defined some characteristics of the jobs as the job stresses, such as role conflict, role ambiguity, over workload and job complexity.

Summers, Decotiis, and Denisi (1995) have defined job pressure as a feeling of discomfort when the individual is forced to deviate from the normal or desired lifestyle experience. In addition, they emphasized individual feeling due to normal lifestyle changes at job stress in their study, rather than emphasizing the change itself.

From the defined point of view of the scholars to job stress, we can know that job stress is a multi-dimensional concept. In this article, the job stress (or pressure) refers to the psychological stress caused by the job or job-related factors.

Theories of Job Stress

Mc Grath (1976) believes that the stress refers to an outcome caused by the dissatisfaction of needs when an imbalance state happens between the demand and the personal ability. He also believes that people’s different capacities of responding to job stress will inevitably lead to different stress experience.

Beehr (1978) indicates that job stress is the product of mutual influence of working conditions and workers’ characteristics.

The scholar Ji (2007) deems that the stress is called job stress as long as it happens in the workplace. Yang Fan thinks that the job stress refers to the employees’ individual psychological and physiological stress response and experience caused by the work-related factors, including various environmental factors, organizational factors or personal factors.
Liu (2007) believes that the job stress mainly refers to a state of tension with series of individual changes in psychological, physiological and behavioral activities caused by the continuing role of threatening stimulate in working environment.

Sources of Stress

Stress source, also known as stressor, refers to the threat to their physical and mental well being of the environmental stimuli felt by the individuals after the understanding and the assessment. This stimulating environment can be the external environment, or can be individual internal environment and psychosocial environment.

In the teaching stress model of McFadden and Moracco, the stress source is divided into sources of life stress, job stress and social stress. Life stressors come from daily life, such as family members’ relationship, health problems and marital problems; social stressors are from social factors, such as social status, housing, living conditions; job stressors come from the working situation, referring to the stimuli at work that may allow employees to produce psychological stress, such as work overload, role conflict. Job stressor at work, through employee evaluation mechanism to cast a psychological impact on employees, has become a realistic stress source. The research on job stressors are mainly divided into two types: one is to explore the job stressors’ structure, the other is, to explore some practitioners’ job stressors from a career type, such as the teachers’ job stress, nurses’ job stress, government officer’s job stress.
Consequences of Stress

Once, the American scholar Selye (1956) has pointed out that the job stress can be divided into two types as positive and negative, which means that the stress can bring positive and negative effects to people. For positive impact, moderate stress may encourage people to be more active to face life and work; however, when job stress becomes excessive or people cannot correctly handle the stress, the stress will bring a lot of negative impacts. A large number of studies have shown that the result of high pressure at work will inevitably reduce work efficiency, affecting the physical and mental well being as well as personal growth and cognition. Monteiro (1990) believes that the stress is the key to pathogenesis of neurodegenerative diseases, with 40% -50% of diseases that are stress-related, also causing personal physical, psychological and behavioral problems.

Teacher Stress

With the continuous development of industrial production and social life, job stress is increasingly becoming a concerned research area. The study of teachers' job stress started relatively late. The term teacher stress was not used until the mid-1970s, the first time in a published article (Kyriacou & Sutcliffe, 1977). Teachers’ job stress refers to the job stress that the teachers bear. As early as in the 1970s, Kyriacou and Sutcliffe have started to pay attention to teachers’ job stress. They believe that when teachers feel that the needs of their environment is beyond their capacity, their stress will generate. In their article they provide a more comprehensive definition: Teacher Stress is caused by negative reactions in all aspects of teacher’s work (such as tension, disappointment, anxiety, depression, etc.), this is usually associated with potential and causative physiological changes, such as heart beat faster, adrenaline
release. In addition, this kind of stress is under control by the factors that will cause threat to the self-esteem and health believed by the teachers, as well as their own coping mechanisms. Thereafter, the academic research on teacher stress has gradually increased, especially in the 1980s and 1990s. The increasingly comprehensive and in-depth research on teacher stress has attained a lot of achievements, which has also made the teacher stress to become one of the important research topics in the world.

Judging from numbers of research findings, the presence of teachers' job stress is undoubtedly universal. Many studies have shown that teachers are facing great occupational stress. In 1976, the British education researcher Dunham has conducted a questionnaire survey, which showed that most of the teachers were under varying degrees of stress. The study of Huberman in University of Geneva, Switzerland also found that 40% of the teachers have experienced extreme tiredness and even exhaustion. In the United States, teachers and students have few educational pressures, but 6.8% of the teachers have different degrees of maladjustment. The Teacher Magazine of the United States in September 1976 has published a questionnaire about teachers' health. Among the over 9,000 copies of questionnaire, it is found that 8.1% of the respondent teachers believed that teaching job had health-threatening risk. 75% of the respondents believed that they would at least lose some working days due to the diseases related to stress or tension. These teachers pointed out that the stress was the main reason affecting their health. Chen and Miller (1997) reviewed teacher stress research literature from the Americas, Europe, Asia, Australia and other places, to find that the teachers experienced a high stress level from work, which level was in an upward trend with the development of society. American psychologist John B. Best has ranked various occupations stress coefficient in the book named Coexistence with the Pressure, whose results showed that teachers'
occupational stress was in the middle level. Among the listed ten most stressful careers by the U.S. stress research institution, urban secondary school teachers ranked first. A later survey of the Canadian Teachers Union showed that the Canadian teachers had to spend a lot of time dealing with students' personal problems, which increased working stress. The current teachers' survey conducted by the Teachers' Association found that nearly 60% of teachers thought that the working stress was larger than it was two years ago; 56% of the teachers said that they now spend more time handling students' personal problems than before.

Dunham (1984) pointed out in a book named *Stress in Teaching* that the teacher stress mainly shows in the following aspects: (1) the problems that may arise due to the education system and curriculum reform; (2) the problems produced by role conflict and role confusion; (3) the stress produced from the child's behavior and attitudes; (4) the stress brought about by poor working conditions; (5) the stress brought about by the higher authorities; (6) the stress brought about by the middle managers.

In a survey study to 790 primary school teachers, Griffith (1999) found that teachers' individual way of doing things would bring some stress to the teachers themselves. Especially for those teachers who avoid or resist the strategy of doing things in competitive activities, their stress levels are relatively high.

Brouwers and Tomic (2000) pointed out in their study that self-efficacy will directly affect a person's achievements, and lower self-efficacy will directly lead to emotional exhaustion, or even a split personality.

Nowadays, the college teachers, in addition to the normal teaching assignments, need to take some research tasks. At the same time, the college teachers need to deal with the relationship with the leaders, colleagues and students, as well as
the evaluation from students or investigation from the colleges, which undoubtedly have increased the workload of the college teachers, and thus brought some stress.

Causes of Teacher Stress

Since job stress will have a negative impact on teachers and thus cause harm to the education, many researchers began to explore the source of teachers' job stress, in order to seek a solution to the problem. A relatively representative investigation is the one that conducted on 257 teachers' job stress around the British comprehensive schools by C. Kyriacou and J. Sutcliffe (1979). The investigation found out that there were four factors to generate job stress: students' bad behavior, poor working conditions, tension of the time and bad school climate. Mark G. Borg (1990) proposed that the teachers' job stress factors had five aspects: 1) the behavior of students; 2) workload and time stress; 3) working conditions; 4) relationships with colleagues; 5) the cultural characteristics of the school. Dunham (1992) listed 10 sources of stress: lack of social support, frequent changes, lack of information on these changes, teachers are not duly respected, national curriculum, remuneration and disproportionate workload, student evaluation, students' behaviors problem, the lack of non-contact time, lack of relation between the teaching and promotion. Matt (2002) found in his study that some of the teacher stress came from the teaching profession itself. Among them, one of the most important sources of stress is from the teachers' heavy workload and long working hours. Cooper (2005) pointed out that the main sources of stress on teachers are as follows: professors lack of motivating students, maintaining discipline, time stress and heavy work burden, coping with changes, evaluation by others, maintaining self-esteem and status, organization and management, role conflict and role ambiguity, and poor working conditions.
Moreover, the study conducted by Pithers and Soden (2007) of teacher stress demonstrated that the sources of stress include: time stress, workload, coping with change, evaluation, negative interactions with colleagues, self-respect, status, poor working conditions, role conflict, administrative arrangements, discipline, lack of the motivation for students to learn. Ye (2011) stated in his thesis about job stressors of global Chinese teacher that there are nine occupational stressors affecting global Chinese language teachers. This including workload, social pressure, time management, cross-cultural teaching and communication, career development, school management, problems from students, school environment and income & benefits. There a significant differences are found on cross-cultural teaching and communication and workload dimensions between Chinese teachers and teachers with foreign nationality; student problems, social pressure, workload and time management dimensions among teachers of different teaching years; student problems dimension among teachers in primary and middle school, college and training organizations.

Through integrating the above findings, it can be found that teachers' job stress are from many aspects and cannot use a simple factor to analyze. Teachers' job stress sources should cover from Time management, Student Behavior, Workload, School management, School Environment, Career Development, Social Support, Cross-Cultural Teaching and Communication.

(1) Time Management

Mancini (2003) indicated that time management means controlling and planning the person’s time. Of the variables related to job stress dealing with it is time management that contains goal setting, prioritizing, planning, and performance evaluation components (Jawaheri zade, 2005; Ghaed Mohammadi, 2010). Teaching is
not a single task and role, but a mixture of many. In a day, teachers play as the role of instructor, organizer, counselor, peacemaker, and sometimes mother and father. As what Dunham (1984) mentioned, work overload and strict time pressure caused teacher stress, especially those never-ending deadlines. For instance, for drafting and marking student's assessments, report cards, school reports, minutes of meetings and many other task and matters. For teacher, if time cannot properly manage, it not only influences itself, but also school' function and performance; on the other hand, teachers’ mental health is particularly prioritized. One of the current discussions is time management and its role in efficiency and reducing job stresses. Time management is the requirement of managers. Regarding time management relation and stress, Shugars and Dimatteo (2011), introduces time management as one of control ways of stress. Yalmaz (2010), in his research entitled surveying the time management behaviors on mental health improvement of students and teachers finds that there is a positive significant relation between time management behaviors and mental health improvement of students and teachers.

(2) Student Behavior

Managing students' behavior in classroom is one of the important responsibilities in teacher's role, because teacher would perceive that they need to manage student's behavior in classroom as they must be ensure that every students in classroom have equal opportunities to gain knowledge in classroom. But in some situation, there are some student do some misbehavior to distract the pace of teaching and affect the quality of teaching, such as many student talking at the same time, it would induce much noise which would affect other student acquire knowledge in
classroom, so teacher have duty to prevent the situation which have influence normal teaching.

Hastings and Bham (2003) indicated that several researchers found that teachers identify student misbehavior as a source of stress. It would make teachers feel stress as there are no clear patterns or consistent action to handle different type of student misbehavior. Many studies paid attention on the association between teacher burnout and student misbehavior. Bilbou-Nakou, Stogiannidou and Kiosseoglou (1999) also indicated that difficulty in managing disruptive children have been presented as one of the major cause of burnout.

Friedman (2001) indicated that teachers perceive their students as the main source of burnout in their work because of different problems among different problems such as discipline problems in classroom, unsatisfactory achievement, and absenteeism. Teacher feel irksome to handle the student behavior which interfere with the teaching process. Student misbehavior includes disrespect behavior of student. It include students in class interrupt, derisive, quarrel each other, student’s in class all speak at the same time, which makes a lot of noises.

(3) Workload

In an occupational setting, dealing with workload can be stressful and serve as a stressor for employees. Having too much work to do can cause stress. French and Caplan (1973) have differentiated overload in terms of quantitative and qualitative overload.

Quantitative workload or overload refers having more work to do than can be accomplished comfortably. The quantitative overload was a significant source of stress (Cooper & Marshall, 1980). More recent research suggested that the source
of stress have less to do with the amount of work than with the degree of control the
workers had over the rate at which they performed their work. The less control they
had over the pace of work, the greater the stress they experienced (Hurrell, 1987).

Qualitative workload refers having work that is too difficult. Difficulties
might be in terms of works that require high technical skills, works that require the
ability of persons to make the high-stake-decisions; some work also requires persons
to deal with a complicated amount of data and works that those particular persons
may have no ability to perform. Having insufficient ability to perform a job is
stressful. Even those employees with the highest ability levels can sometimes find
themselves in a situation in which they cannot cope with the demands made by theirs
work.

Under load refers having work that fails to use a worker's skills and
abilities.

Workload as a work demand is a major component of the demand-control
model of stress. This model suggests that jobs with high demands can be stressful,
especially when the individual has low control over the job. In other words, control
serves as a buffer or protective factor when demands or workload is high. This model
was expanded into the demand-control-support model that suggests that the
combination of high control and high social support at work buffers the effects of high
demands. As a work demand, workload is also relevant to the job demands-resources
model of stress that suggests that jobs are stressful when demands (e.g., workload)
exceed the individual's resources to deal with them.
(4) School Management

School management refers leadership style and appraisal system. Leadership of a principal in a school could directly cause stress to teachers as he or she could determine the number of roles that a teacher should take, what teachers should do under particular roles, the appraisal system of a school, the criteria for assessing teachers, the formation of organizational culture, and the formation of team spirit. All these had influence over one another, and any of the components could affect the teachers and, inevitably, stress would be inducted.

According to Dunham (1984), leaders who were dictatorial would disregard consultation, entrust authority and decision-making; whereas equivocal and capricious leadership could not provide explicit and useful instructions for teachers, and unpredictability and inconsistency gave teachers insecurity and uncertainty. Webster (1990) agreed with him and stated that styles of leadership determine the form of relations and could lead to frustration and dissatisfaction among teachers.

Miles and Perreault (1976) pointed out that whenever a teacher took up more than one post in different committees and departments of the school, role overload might easily happen. They might easily feel stressful under such demanding situation. Dunham (1992) showed that both role conflict and role ambiguity also caused stress. Role conflict happened when teachers were asked to do something contrary to what was expected of them in their jobs, or when they could not live up to the expectations of others. Role ambiguity, as the name suggested, was that one did not know clearly what one should do about one’s job, uncertainty about what administrators and colleagues expected of them, doubted about their own career opportunities, and uncertainty about how they might be assessed.
Performance appraisal could also be very stressful to teachers if the assessments had a direct effect on their job prospects and career advancement (Baron, 1986). There were quite a lot of factors that could affect the result of appraisal, such as the frequency of appraisal, the standard and criteria of the policy, and who would be the appraisers. It would not be convincing to teachers if they found teachers in the same school being appraised with different standards or ways. This might happen if that was the culture of the school.

(5) School Environment

A supportive school environment exemplified the way a leadership team set the tone and quality of a school life- how its culture and ethos was built. It was achieved by means of an active and deliberative process- it would never happen accidentally. It was a purposeful, collaborative model of decision-making that did not deny an active and motivating leadership vision (Rogers, 1992). It was how a school could build a culture, an ethos that marked that school as a place where all members of its community had an opportunity to balance rights and responsibilities as learners, parents, leaders, mentors or colleagues. The positive impacts of the principal were that one could directly promote teachers' self-concept and encourage their good performance, thus leading to greater job satisfaction (Howell & Dorfman, 1986) confirmed that inadequate support from administrators was reported as the most demanding aspect of the work environment for teachers. Since teachers spent most of a day in school, it would be a great motivation for them if the school could provide suitable and timely support. The writer believed that it would be appreciated and in the end, team spirit would be created and formed. So, support from the principal significantly reduced teacher stress (Bernard, 1990).
Caplan (1975) showed that people receiving more collegial support were less depressed and would become more confident in work. Moreover, depression and somatic complaints were related to perceived low levels of support from others at work. In other words, high levels of support from colleagues would lead to better psychological and physical health.

(6) Career Development

A failure to provide employees with opportunities for career development, and adequate training to enhance their employability, may promote stress. Cooper and Marshall's (1976) model of job stress conceptualizes five categories of workplace-specific sources of stress within an organization. The third category of work-specific stressors is career development, which is used to encompass the factors affecting the future of an employee within an organization like promotion, job security and ambition. Job insecurity and lack of opportunity for growth, advancement, or promotion; rapid changes for which workers are unprepared can put the teacher under stress.

(7) Social Support

There is increasing evidence that social support that is collegial relationships with the co-workers or supervisors can buffer the impact of stress. The logic underlying this moderating variable is that social support acts as a palliative, mitigating the negative effects of even high-strain jobs. For individuals whose work associates are unhelpful or even actively hostile, social support may be found outside the job. Involvement with family, friends, and community can provide the support,
especially for those with a high social need, that is missing at work and that can make job stressors more tolerable.

Friends and family was a vital social support for anyone who was stressed. At times these relationships might become a life support when our own systems were malfunctioning (Joseph, 2000). Gottlieb (1983) pointed out that the role of supportive relationships with friends and family members could ease the impacts of stressful life events. It has been found that support from friends and family members lessened the psychological effects of stress and directly promoted aspects of health as well (Farber, 1983). Joseph (2000) stated that lack of social support would enhance levels of negative stress among teachers. Mo (1991) supported the findings of the researchers above by saying that teachers with more support were less burned out. Social support as a particular resource, or multidimensional coping strategy, has been studied extensively in coping research. It could be viewed as instrumental support in helping to deal with a problem, concrete support in the form of tangible assistance, or the provisions of emotional support from another (Hayes, 2006). Social support has been deemed to play an increasingly significant role in evaluating and managing stress. Kyriacou (1981) stated that social support could offset the chronic effects on health of prolonged occupational stress, and Dunham (1992) agreed with him and concluded that to improve social support in schools was a means of helping teachers to cope stress.

(8) Cross-cultural Teaching and Communication

Hall (1997) explains that culture is something that we do, something that coheres us as a society; language, on the other hand, is a way in which we practice culture. But culture itself is never frozen—we consume culture as we produce it and are
defined in terms of our use of culture. Pedagogy, likewise, is embedded in and shaped by culture. It is hence important for teachers to be aware of this in their pedagogical practices. "Culture is a set of beliefs and values about what is desirable in a community of people and a set of formal or informal practices to support the values" (Javidan & House: 292). Culture consists of well-established cognitive networks that frame and guide our thoughts, emotions and behaviors without us much noticing the process very much. Any teaching and learning context in the world is always a very dynamic and complex environment with a host of variables and forces at work that influence social interaction patterns and resultant levels of performance and productivity. The cross-cultural context has an even higher level of dynamic complexity, as there are culture-shaped institutional structures and norms interacting with people of different cultures. It can be exciting, dynamic, creative and productive, but it can also be stressful, confusing, frustrating and nonproductive if teachers, learners and what is being taught, are not integrated properly. Generally, cross-cultural context refers to including people who have different customs and beliefs.

Culture has become an increasingly important component of Chinese language teaching in recent time. The goal of multicultural education is not only to teach learners about other groups or countries. It is also to help them become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. The purpose of multicultural education is to attach positive feelings to multicultural experiences so that each learner will feel included and valued, and will feel friendly and respectful toward people from other ethnic and cultural groups. Nurturing diversity means making multicultural education a process of action, through which we as adults achieve clarity about our condition in this society and ways to change it (Phillips, 1988).
Effects of Teacher Stress

The results of numerous studies have shown that moderate job stress is beneficial to the work and life of the individual, but overloaded job stress will have a negative impact on teachers' work, physical and mental health and quality of life, etc., especially for the high school teachers who withstand high pressure. (Bary & Farber, 1977; Travers & Cooper, 1996). The negative effects of teachers' job stress to teachers themselves mainly reveal in the psychological, behavioral and physiological aspects.

First of all, the job stress can lead to teachers' unstable emotions and unsound psychological. The American scholar J.B. Miner and J.F. Brewer, the British scholar D. Hargreaves respectively pointed out that the long-term working pressure can cause mood disorders and emotional fatigue. The specific performances are inexplicable anxiety, depression, worry, frustration, helplessness, lack of sense of security, and often feeling of uneasy, fragile personality, loss of self-confidence, not satisfied with the work and exhaustion. The Chinese scholar Bolin Feng (1996) found that the stress formed by the frequent examinations and the behavior management method of the school leaders are the main factors to affect teachers' job satisfaction. These unpleasant emotions appear to be normal, but the long-term emotions will cause negative impacts on teachers, endangering the mental health of them.

Second, the job stress will lead to an increase in the negative behaviors of teachers. They mainly include: impulsive behavior, irritability, overeating or loss of appetite, smoking and drinking. In addition, the job stress has enabled the teachers to have some adverse reactions, including absenteeism, diverted, and early retirement. In general, it is normal that the proportion of industry personnel replacement is in 7%-8%. But it is not normal that the teachers’ replacement rate is much higher. In this
regard, the British newspaper Financial Times has published an article to clearly state that the health and safety committee should urge each local education authority to formulate policies to address the stress on teachers, which is seeking to reduce school absences (teacher) and resignation. For the profession of teachers, such a high staff turnover rate is largely caused by teachers’ trying to escape from the stress and burden. According to what Chinese newspaper Guangming Daily reported on October 30, 1994, a group of statistics from the National Education Commission has shown that by 1992 China has lost about 45 million teachers in nation scale, most of which are core teachers in forties. Although the reasons for the loss may be a lot, it is concerned that one of the important reasons may be too high job stress for teachers.

What’s more, the job stress will lead to an increase in teachers’ physical illness, seriously damaging the health of teachers. For example, Dunham (1981) listed that the teachers’ physical stress reactions can be stomach problems, heart disease, and high blood pressure. C. Kyriacou & J. Sutcliffe (1979) has found out in the study of teachers’ job stress and job satisfaction that the individuals experiencing stress will produce diseases, especially in the condition with poor interpersonal relationships and frustrated work will have adverse physiological reaction. The researchers Milstein and Golaszewski (1985) also pointed out that teachers’ job stress often led to the generation of heart disease, mental disorder, physical fatigue and other diseases. The Chinese corporation Insignia (2002) has reported a set of numbers of the teachers’ health survey to find out that among the 2,456 teachers undergone a medical examination in Chinese Hangzhou Gongshu District People's Hospital, 650 people were with pharyngitis, contributing 26.5% of the total number of physical examination; 395 people with trachoma, accounting for 16.1%; 363 people with hypertension, accounting for 14%; 107 people with liver function surface antigen,
accounting for 4.3%; 83 with heart disease, accounting for 3.3%; Others include diabetes, thyroid disease, vocal cord edema, vocal cord polyp. This result indicates that the teacher's physical health is also worrying.

**Burnout in Teachers**

Freudenberger (1974) first proposed the word burnout; many scholars have started to pay attention to this phenomenon. Freudenberger believed that job burnout is a state of physical and mental exhaustion. This is present when the physical, emotional, behavioral and other aspects of the individuals are effected by the individual being unable to cope with the excessive demands of the outside world.

Job burnout occurs mainly in the industry of helping others, such as health care staff, police, teachers and other service staff. In 1980 when the first international job burnout symposium was held, job burnout was considered as the crisis of the 1980s. Pistor (1981) brought job burnout a vivid description: burn or deplete an individual's mental, physical, emotional resources. The main features of job burnout are fatigue, apathy, disillusionment, and frustration, this shows that the individuals have depleted their energy. In 1990s, the study of the issue was mainly reflected in the expansion of the study population range, further improvement of research methods and increased intervention study. In this increasingly serious situation, researchers in different fields do research from different angles.

After a lot of research on burnout, the profession of teacher, as a high risk of burnout is becoming a focus of many researchers to investigate burnout. The teacher is one of the professions that withstand the most stress, whose stress is in a growing trend. Some schools’ psychological investigation (Japan: Kokubu, 1998; Matsubara, 1995) showed that the spirit dedicated to career and fatigue of the primary
and secondary school teachers were far more than nurses. Blasé (1986) and Huston (1989) pointed out that in the United States teacher burnout had become a national concern. The teachers' gradually produced burnout psychological will directly impact to teachers' mental and physical health, damaging their morale and passion, and become an important influencing factor that teachers are tired of teaching, lower and loss level of education, which will inevitably bring about the quality of education decline and the teachers' physical and mental injury finally.

For the definition of teacher burnout, a scholar named Byrne believed that teacher burnout is an extreme reaction when teachers cannot successfully cope with job stress, and the failure of the emotions, attitude and behavior generated by the teachers in the experience of long-term pressure. The typical symptoms of burnout are low job satisfaction, loss of work ethic and interest as well as emotional alienation and apathy.

**The Symptoms of Teacher Burnout**

The typical symptoms of the teachers' job burnout are a low job satisfaction, loss of working enthusiasm and interest, as well as the alienation of the emotions. The teachers' job burnout can be divided into three aspects of psychological, physiological and behavioral:

Psychological performance of job burnout syndrome: fear or deliberately avoid participating in the competition, no competition enthusiasm, gradually lost their jobs interest and excitement, a strong sense of exclusion and even fear of office spaces, a long period of frustration, anxiety, state of depression, mood swings, easily anxious in adversity, instinctive tired feeling to job tasks, lack of motivation on
business indicators, easy to produce a sense of fatigue in the course of their work, and reduce sensitivity of new and different things at work.

Physiological performance of job burnout syndrome: a long period of sub-health state of body, loss of appetite, decreased sleep quality, the lack of activity ability, severe ones with drowsiness or insomnia, or even vomiting; have been with a number of chronic diseases or signs of disease; reduced work efficiency, slow, distraction, memory loss, trance, or even functional barriers to work. Frequently produce fatigue, insomnia, loss of appetite, hoarse throat, back pain, dizziness, and even soreness, endocrine disorders, high blood pressure and other physiological phenomena. In terms of cognitive, they feel this job no meaning, no value, and regard it as the boring mechanical repetition trivial, and also feel bleak future, in terms of emotional, they lose interest in the job, and feel tired, with mood swings, as well often feel depression, anxiety and trouble; In terms expressed in the will, they prefer to hide when encounter the difficulties at work, and do not want to delve into it.

Behavioral performance of job burnout syndrome: psychological changes will be reflected directly in behavior, with working half-heartedly and mood swings. As they often feel depressed, anxious, and are generally in lack of work initiative, they purely go to work for wages.

**Definition of Job Satisfaction**

Hoppock (1935) has stated in the book Job Satisfaction that the job satisfaction is the feeling of satisfaction of employees about the working environment and the job itself in both psychological and physiological, that is, the subjective reaction of the workers to working situation.
Since researchers have done research to job satisfaction from different angles, the definitions of job satisfaction are also different, which can be summarized as the following three definitions:

(1) Integrity definition

Job satisfaction is the general attitude of the workers feel about their work and working environment, and is the integrated response to the work as a whole. Also the job satisfaction is only a single concept that does not involve any kind of structure, formation reasons or process. For example, the famous scholar Hoppock (1935) believed that the job satisfaction is a kind of single concept of the integrity of mind state, that is, the satisfaction of the employees does not need to be divided into multiple levels to be measured. Another scholar, Locke (1976) believed that job satisfaction came from a pleasant and positive emotional response at work.

(2) Expectation gap definition

Such definition refers to that the degree of job satisfaction depends on the gap between employees' expecting income and actual income. If the gap is greater, the lower the satisfaction will be; on the contrary, the smaller the gap, the higher the satisfaction. For example, Porte & Lawlar (1968) believed that the degree of personal job satisfaction is implemented in accordance with the gap between actual compensation of individual specific tasks and the remuneration they deserved.

(3) Reference architecture definition

The job satisfaction is the result that the individuals explain the nature of the work under the frame of reference to it. For example, Smith, Kendall & Hulin (1969) also believed that whether a certain kind of working environment can affect job satisfaction or not is involved with a number of other factors, such as the
comparison of the good or bad job, comparison with others, the individual's abilities and past experience, etc.

For the research on job satisfaction, the researchers have mostly used the reference architecture definition to define job satisfaction. Therefore, job satisfaction can be measured with multi-faceted factors. Among them, Vroom (1962) believed that there are seven levels of factors about job satisfaction, namely: the organization itself, the direct supervisor, job content, work environment and working partners, promotion, treatment.

Job satisfaction in this study also tends to use reference architecture definition, that is, the teachers' job satisfaction stands for the attitudes the teachers have on the work and other work-related factors, such as material conditions, relationships, education and promotion, etc.

Studies Related to Job Satisfaction

The job satisfaction has been studied for 70 years. Despite of a long history of study of job satisfaction, the concepts and theories of job satisfaction are still controversial.

Reineke and Welsh (1975) found that there are significant differences between teachers and administrative staff viewing on the validity of the teaching and learning environment, which means that the principals generally considered it as satisfactory teaching environment but the teachers disagreed.

Hoklway (1978) has conducted a relation analysis study between the factors that affect the teachers' work perception and teachers' job satisfaction. The results showed that the factors of teachers' job satisfaction mainly reveals on desire for achievement at work, career development and other aspects; other external factors
such as administrative and interpersonal relationships have greater relevance with sense of dissatisfaction of the teachers.

Provence (1979) pointed out that teachers thought that when the principal can support and is willing to provide assistance, their job satisfaction is greatly improved.

Smilansky (1984) has identified internal and external factors related with the teachers' job satisfaction and job stress in a survey of 36 teachers in Israel. In a way, the results support Holdway's research results.

Skrapits (1986) found in his study that friendly, open or communicative school administrators can improve teachers' job satisfaction.

Hakan (2004) found that the job satisfaction of male teachers in special schools in Turkey is lower than female teachers; and experienced teachers have a higher level of job satisfaction.

In 1997, the American Federation of Teachers job satisfaction statistical analysis reported that the working conditions closely related to teachers' job satisfaction included administrative support, good student behavior, positive atmosphere of the school and autonomy the teachers have. Among them, the autonomy of teachers was positively related to job satisfaction. In addition, teachers' job satisfaction showed a weak positive correlation with salary benefits.

Luckner and Hanks (2003) have confirmed in a British universities teacher satisfaction research that based on different level of job satisfaction to the job's important factors of university teachers, they are divided into three categories: happy teachers, satisfied teachers and unhappy teachers. Most of the teachers can be classified into the first two categories. The main features of the unhappy teachers are
concerns about wages, promotion and behavior of the leader. If these concerns can be suitably expressed, their level of dissatisfaction may be reduced.

Athanasiou (2004) found that the teachers were satisfied with the work itself and the leadership of the supervision, but were not satisfied with the two aspects of promotion opportunities and compensation, during his survey study of 354 Greek teachers. Also, the research result of Titus (1999) showed that British teachers were satisfied with the leadership management, teaching and working environment, but were not satisfied with the terms of salary and promotion.

**Key variables on determinants of Job Satisfaction**

Dimension of job satisfaction refers to the major factor that affects job satisfaction. Different ways to measure distribute the composition of job satisfaction to the different aspects. Hoppock (1935), who is the earliest one to study job satisfaction, believed that the factors that may affect job satisfaction include fatigue, monotony of work, working conditions, and leadership methods. He preferred to define the dimension of employees' job satisfaction from the terms of work content, working conditions and other material properties, which has revealed many defects with the changes in the social environment; later, Friedlander studied it from the social environment and the psychological motivation of the employees, to find that social and environmental factors, self-realization factors, and factors of being admitted are integral dimension of the job satisfaction; Vroom Ego and Weiss with other different scholars studied dimensions of employee job satisfaction from different perspectives, which has constantly enriched the research content of job satisfaction dimensions.
In a comparative analysis of the factors that motivate an employee, Ivancevich & Matteson (1999) identified the six most important factors, and these are used as the sub variable of the Job Satisfaction for the purpose of this study:

(1) Achievement

There is a great deal of feeling associated with a job well done. When a task is assigned and accomplished, a sense of fulfillment is experienced. Besides, achievement creates confidence, which breeds a desire to accept more challenging assignment. A strong sense of achievement will lead an individual to accept and seek responsibility.

(2) Recognition

Recognition from a supervisor is an important aspect. When employees perform properly supervisor should capitalize on the opportunity to recognize them. This manner should be regular supervisory duty, done with sincerity and in a timely fashion. Although it should only be done when justified, it remains a practice that is frequently overlooked. When employees are properly recognized for a job well done, their individual sense of worth is raised.

(3) Work Itself

The content of the work itself is another major source of satisfaction. Work attributes that have been found to be related to work interest and satisfaction include opportunity to use one’s valued skills and abilities. It would be very productive if the employees feel that the jobs they are doing are important and meaningful to the organization.
(4) Advancement

The traditional career path is one which employees progresses vertically upward in the organization from one specific job to the next. The assumption is that each preceding job is an essential preparation for the next higher-level job. Therefore, employee must move step by step, from one job to the next to gain need experience and preparation.

(5) Growth

Growth seems to have a varying effect on the job satisfaction because it takes a number of different forms. Satisfaction with growth could be viewed as a function of the frequency of promotion in relation to what was desired and the importance of the promotion to the individuals.

Previous Related Research

Ye (2011) indicated that the overseas Chinese teacher shows a high-level of stress in their work. There are nine occupational stressors affecting global overseas Chinese language teachers. These are as follows, starting with the highest stress rate, workload, social pressure, time management, cross-cultural teaching and communication, career development, school management, problems from students, school environment and income & benefits. Their stress level for the issues regarding students, social pressure, school management, workload, time management are impacted by their working experience and age.

Zhou (2009) indicated that the occupational stress is common among TCSL teachers and two thirds of them believe they suffer high or extremely high pressure. TCSL teachers feel increasing stress first and then the stress gradually decreases with the rise of the length of teaching experience or physical age. The
difference of occupational stress on different faculty ranks is significant and the
lecturers shall bear the highest pressure. The stress difference of TCSL teachers based
on different gender and educational level is not remarkable. The biggest stress comes
from scientific research, career development and various evaluations.

Well-known scholars Kyriacou and Sutcliffe (1979) found that teachers
became unsatisfied with the work in the situation with overload teaching assignment
or too much stress, while doing the research about the relationship between teachers'
job stress and job satisfaction.

Ivant and Roberson (1990) pointed out in their study that job stress could
not directly predict job satisfaction, and that the relationship between job stress and
job satisfaction is more related to the factor of character.

John and Robert (1992) and other scholars respectively used the general
methods of measurement (i.e. in general how the job stress works, and how job
satisfaction works) and conducted canonical correlation analysis on various
dimensions of the job stress and job satisfaction dimensions to study the relationship
between them. The results showed that the first method was difficult to find a
correlation impact between teacher job stress and job satisfaction, while the second
method proved significant relationship between them.

During the study of exploring the relationship between teachers' job stress
and job satisfaction, Mo (1991) found that job stress (such as: bad relationships, high
anxiety, mutual distrust, etc.) would affect the health of teachers and the degree of job
satisfaction. Among them, job stress and individual health were negatively related,
while job satisfaction and individual health were positively correlated.

Gina (1995) has analyzed the relationship between job stress and job
satisfaction from the angle of job stress source, such as that the stress derived from the
roles at work and family will be detrimental to the psychological well-being of the individual. Thus, the teacher's job stress and job satisfaction will not only affect teachers' teaching attitude and work achievements, but also would threaten their mental health.

In the book named *Research on Relationship between Teachers test Stress and Job Satisfaction*, Bolin Feng (1996) pointed out that test stress factor was relatively strong in affecting the satisfaction of intensity of work, income wages and leadership relations. In other words, in a way, the stronger the sense of stress the teachers feel, the stronger the satisfaction declines.

The findings of Yang and Lu (2007) showed that there was a significant negative correlation between the college teachers' job stress and work satisfaction.

In summary, there is a correlation between teachers' job stress and job satisfaction, in which teachers' job stress may have a certain influence on job satisfaction. Therefore, if a deeper understanding of the sources of teachers' job stress can be done to ease their pressure, to improve their job satisfaction, then more talented people will be attracted to engage in education and teaching, so as to enhance the quality of teaching in schools.
CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the methodology of data collection and analysis procedures. It includes the methods used in this research, target population and sampling procedure, research questionnaires, data collection procedures and the statistical treatment of data.

Research Design

This study investigated the relationship between demographic, Job Stress and Job Satisfaction among volunteer Chinese teachers in Thailand. The questionnaire survey method was used in this study.

Population

The target population for this study was the volunteer Chinese teachers who were working in Thailand from 2013-2014. There were 1,200 volunteers during this period; therefore this number represented the population for this study.

Sample

The way to determine sample size would be to use the sample size table. Krejcie & Moran (1970) have produced a table for determining sample size. The table allows for an error margin of 5%. Based on this table, the researcher used the population of volunteer Chinese teachers from 2013-2014 to determine the sample for
this study. Therefore the population of 1,200 teachers gave a calculated sample of 291 teachers.

**Research Instrument**

The research instrument used in this study was a questionnaire. The questionnaire consisted of three parts. Multiple choices are employed in part 1, and the five-point scale is used for questions contained in part 2 and part 3.

Part one: demographic profiles measured by items 1-4.

Part two: Job Stress

Time management measured by items 1-5.

Student Behavior measured by items 6-10.

Workload Pressure measured by items 11-14.

School Management measured by items 15-19.

School Environment measured by items 20-24.

Career Development measured by items 25-29.

Social Support measured by items 30-35.

Cross-cultural Teaching and Communication measured by items 36-40.

Part three: Job Satisfaction

Recognition 41-45

Teamwork measured by items 46-50.

Work Itself measured by items 51-55.

Achievement measured by items 56-60.

Advancement measured by items 61-65.

As my responders are Chinese teachers, I translated my questionnaire from English to Chinese. In order to be confident of the translations of the questionnaire, I asked three
experts to check, who are fluent in both Chinese and English. The translation
evidence was present in Appendix.

Collection of Data

The researcher used a questionnaire for the collection of primary data.
Most of the questionnaires were sent to the volunteer Chinese teachers via E-mail,
others were sent via an online survey website and lastly hard copies were given to the
remaining volunteers to completed during their teachers meeting in Bangkok.

Reliability Analysis

Reliability means the consistency level of the results from repeated
measurements through the same approach. The most common one is called internal
consistency reliability, which is use Cronbach $\alpha$ to measure the consistent level of
each items’ score in the scale. Cronbach $\alpha$ coefficient over 0.7 is seen as a good result,
range between 0.6 and 0.7 is acceptable. This research adopts Cronbach $\alpha$ coefficient
to measure scale reliability. (Cronbach, L. J. 1951)
Table 1

Reliability Analysis

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach Alpha</th>
<th>Variables</th>
<th>Items</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>0.949</td>
<td>Recognition</td>
<td>5</td>
<td>0.889</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Team Work</td>
<td>5</td>
<td>0.893</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work Itself</td>
<td>4</td>
<td>0.869</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Achievement</td>
<td>5</td>
<td>0.884</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advancement</td>
<td>5</td>
<td>0.886</td>
</tr>
<tr>
<td>Job Stress</td>
<td>0.947</td>
<td>Time Management</td>
<td>3</td>
<td>0.78</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Behavior</td>
<td>5</td>
<td>0.846</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Workload</td>
<td>2</td>
<td>0.732</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Management</td>
<td>3</td>
<td>0.872</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School Environment</td>
<td>5</td>
<td>0.851</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Career Development</td>
<td>5</td>
<td>0.844</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Support</td>
<td>2</td>
<td>0.791</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cross-cultural Teaching</td>
<td>5</td>
<td>0.894</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Communication</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 1, it consists of two topics of focus, ‘Job Satisfaction’ and ‘Job Stress’, each containing relating variables. The Cronbach Alpha for Job Satisfaction is 0.949; the Cronbach Alpha for Job Stress is 0.947. For ‘Job Satisfaction’ the variables are Recognition, Teamwork, Work Itself, Achievement and Advancement, the Cronbach Alpha of each variable being as follows: 0.889, 0.893, 0.869, 0.884 and 0.886. For ‘Job Stress’ the variables are Time Management, Student behavior, Workload, School management, School environment, Career Development, Social support and Cross-cultural teaching and communication, the Cronbach Alpha
of each variable being as follows: 0.78, 0.846, 0.732, 0.872, 0.851, 0.844, 0.791 and 0.894. With this it can be seen that all of the results are greater than 0.7, and can therefore are considered reliable, furthermore the survey and data can be used for analysis.

**Content Validity Analysis**

The questionnaire was divided into three parts. Part one consisted of the demographic of the respondents. Part two consisted of questions related to the factors of Job Stress, which were developed from previous research. YeQing (2011) conducted this research through his questionnaire “Occupational Stressor Questionnaire for Global Chinese Language Teachers”. YeQing concluded from the study, that the main stressors of the Global Chinese Language Teachers were Time management, Student Behavior, Workload, School management, School Environment, Career Development, Social Support, Cross-Cultural Teaching and Communication. This was used as template and later adapted to meet the requirements of this research. Part three consisted of questions related to the determinants of Job Satisfaction, which were adapted from previous research by Chiraprapha La-ongkum (2002), “Job Satisfaction questionnaire of Teachers”. He concluded that determinants of Job Satisfaction were Achievement, Recognition, Work Itself, Responsibility, Advancement and Growth.

After developing the questions from these two researches, I consulted with an expert of psychology and education. This led to my questionnaire receiving a strong agreement from the expert, stating that the content of my questionnaire was suitable for my research and therefore I was able to produce an appropriate questionnaire based on the work of both writers.
Data Analysis

The following statistical methodology was used for this research.

Research objective 1: To determine the teachers’ job stress level, based on the determining variables, while working as a volunteer teacher in Thailand. Mean and standard deviation was used to determine the stress level.

Research objective 2: To determine the teachers’ job satisfaction level, based on the determining variables, while working as a volunteer teacher in Thailand. Mean and standard deviation was used to determine the job satisfaction level.

Research objective 3: To determine the relationship between teachers’ demographic profiles and teachers’ overall job stress. T-test, One-Way ANOVA and LSD Multiple Comparisons were used.

Research objective 4: To determine the relationship between teachers’ demographic profiles and teachers’ overall job satisfaction. T-test, One-Way ANOVA and LSD Multiple Comparisons were used.

Research objective 5: To determine the causal relationship between teachers’ job stress and teachers’ job satisfaction. Pearson Product Moment Correlation and the Multiple Linear Regression Analysis were used.
## Summary of the Research Process

<table>
<thead>
<tr>
<th>Research Objective</th>
<th>Source of Data or Sample</th>
<th>Data Collection Method or Research Instrument</th>
<th>Data Analysis</th>
<th>Expected Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To determine the teachers’ job stress level based on the determining variables, while working as a volunteer in Thailand.</td>
<td>The sample of 291 teachers randomly selected from the population of 1,200 teachers</td>
<td>Questionnaire part two</td>
<td>1. Mean 2. Standard Deviation</td>
<td>Find out the teachers’ job stress level based on the determining variables, while working as a volunteer in Thailand</td>
</tr>
<tr>
<td>2. To determine the teachers’ job satisfaction level base on the determining variables, while working as a volunteer in Thailand.</td>
<td>Same as above</td>
<td>Questionnaire part 3</td>
<td>1. Mean 2. Standard Deviation</td>
<td>Find out the teachers’ job satisfaction level based on the determining variables, while working as a volunteer in Thailand</td>
</tr>
<tr>
<td>3. To determine the relationship between teachers’ demographic profiles and teachers’ overall job stress?</td>
<td>Data from objective #1</td>
<td>Data from objective #1</td>
<td>1.t-test 2. ANOVA with LSD Multiple Comparisons</td>
<td>Find out the difference of teachers’ overall job stress relative to the teachers’ demographic profiles.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>4. To determine the relationship between teachers’ demographic profiles and teachers’ overall job satisfaction?</td>
<td>Data from objective #2</td>
<td>Data from objective #2</td>
<td>1.t-test 2. ANOVA with LSD Multiple Comparisons</td>
<td>Find out the difference of teachers’ overall job satisfaction relative to the teachers’ demographic profiles.</td>
</tr>
<tr>
<td>5. To determine the causal relationship between teacher’s job stress and teacher’s job satisfaction.</td>
<td>Data from objective #1 and #2</td>
<td>Data from objective #1 and #2</td>
<td>Correlation analysis and Multiple Linear Regression Analysis</td>
<td>Find out the relationship between teachers’ overall job stress and teachers’ overall job satisfaction.</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS

This chapter presented the research findings and analysis in order to answer the research following research objectives:

1. To determine the Chinese volunteer teachers’ Job Stress level based on the determining variables, while working as a volunteer in Thailand. The determining variables of Chinese volunteer teacher’s Job Stress include Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support and Cross-Cultural Teaching and Communication.

2. To determine the Chinese volunteer teachers’ Job Satisfaction level based on the determining variables, while working as a volunteer in Thailand. The determining variables of Chinese volunteer teacher’s Job Satisfaction include Recognition, Teamwork, Work Itself, Achievement and Advancement.

3. To determine the difference of Chinese volunteer teachers’ Job Stress relative to the teachers’ demographic profiles.

4. To determine the difference of Chinese volunteer teachers’ Job Satisfaction relative to the teachers’ demographic profiles.

5. To determine the causal relationship of Chinese volunteer teachers’ Job Stress on Job Satisfaction.

Five sections of the research findings were presented as follow:

Section 1 Research Finding for Research Objective 1.

Section 2 Research Finding for Research Objective 2.

Section 3 Finding for Research Objective 3 and Hypothesis 1.
Section 4 Finding for Research Objective 4 and Hypothesis 2.

Section 5 Finding for Research Objective 5 and Hypothesis 3.

Section 1 Research Finding for Research Objective 1

1.1 Sample Descriptive Analysis

Table 2

<table>
<thead>
<tr>
<th>Sample Descriptive Analysis</th>
<th>Category</th>
<th>Number</th>
<th>Percent (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions</td>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>53</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>229</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>20–25</td>
<td>84</td>
<td>29.8</td>
</tr>
<tr>
<td></td>
<td>26–30</td>
<td>88</td>
<td>31.2</td>
</tr>
<tr>
<td></td>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>31–35</td>
<td>54</td>
<td>19.1</td>
</tr>
<tr>
<td></td>
<td>36–40</td>
<td>24</td>
<td>8.5</td>
</tr>
<tr>
<td></td>
<td>41 years old or higher</td>
<td>32</td>
<td>11.3</td>
</tr>
<tr>
<td></td>
<td>Bachelor</td>
<td>133</td>
<td>47.2</td>
</tr>
<tr>
<td></td>
<td>Education level</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Master</td>
<td>135</td>
<td>47.9</td>
</tr>
<tr>
<td></td>
<td>Doctor</td>
<td>14</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Less than 1 year</td>
<td>65</td>
<td>23.0</td>
</tr>
<tr>
<td></td>
<td>Number of working years</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1–3 years</td>
<td>71</td>
<td>25.2</td>
</tr>
<tr>
<td></td>
<td>4 and more</td>
<td>146</td>
<td>51.8</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>282</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in Table 2, it can be seen that there were 282 teachers that participated in the survey, with females being the majority at 81.2% (229) and males contributing 18.8% (53). The most common age range was between 26-30 (31.2%),
followed by the age 20-25 group (29.8%), and the age 31-35 group (19.1%) with age 41 and above contributing 11.3% and lastly ages 36-40 at 8.5%. The education level was split mainly between Bachelor Degree at 47.2% and Master’s Degree at 47.9% with Doctorate Degree at only 5%. Most of the contributions to the survey have four or more years of experience (51.8%), with the remaining being split between 1-3 years experience (25.2%) and less than 1 year which showed 23%.

1.2 Finding for Research Objective 1

The research objective 1: To determine the Chinese volunteer teachers’ Job Stress level based on the determining variables, while working as a volunteer in Thailand. The determining variables of Chinese volunteer teacher’s Job Stress include Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support and Cross-Cultural Teaching and Communication.

The data analysis method was the Mean and Standard Deviation.
Table 3

*Variables Descriptive Analysis for Job Stress*

<table>
<thead>
<tr>
<th>Scale</th>
<th>Variables</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Stress</td>
<td>Time Management</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.54</td>
<td>0.92</td>
</tr>
<tr>
<td></td>
<td>Student Behavior</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.64</td>
<td>0.97</td>
</tr>
<tr>
<td></td>
<td>Workload</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.98</td>
<td>1.07</td>
</tr>
<tr>
<td></td>
<td>School Management</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.31</td>
<td>1.08</td>
</tr>
<tr>
<td></td>
<td>School Environment</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.36</td>
<td>0.99</td>
</tr>
<tr>
<td></td>
<td>Career Development</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.85</td>
<td>0.95</td>
</tr>
<tr>
<td></td>
<td>Social Support</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>2.19</td>
<td>1.03</td>
</tr>
<tr>
<td></td>
<td>Cross-cultural Teaching and</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>1.99</td>
<td>0.90</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in Table 3, with Job Stress there were 8 variables, the average result from Workload and Career Development were just under 3 at 2.98 and 2.85, this shows a mid level agreement from the teachers with these variables. The average results of Cross Cultural Teaching and Communication were 1.99; this was the lowest score from the results showing lower level agreement from teachers within this topic. The overall results from Job Stress shows a mid level stress from teachers with all averages for variables being close the stressful mark of 3, with two of the variables, Work Load and Career Development, being higher than the rest at 2.98 and 2.85.

**Section 2 Researches Finding for Research Objective 2**

The research objective 2: To determine the Chinese volunteer teachers’ Job Satisfaction level based on the determining variables, while working as a volunteer in Thailand. The determining variables of Chinese volunteer teacher’s Job
Satisfaction include Recognition, Teamwork, Work Itself, Achievement and Advancement.

The data analysis method was the Mean and Standard Deviation.

Table 4

Variables Descriptive Analysis for Job Satisfaction

<table>
<thead>
<tr>
<th>Scale</th>
<th>Variables</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>Recognition</td>
<td>282</td>
<td>1.20</td>
<td>5.00</td>
<td>3.78</td>
<td>0.72</td>
</tr>
<tr>
<td></td>
<td>Team Work</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>3.62</td>
<td>0.83</td>
</tr>
<tr>
<td></td>
<td>Work Itself</td>
<td>282</td>
<td>1.40</td>
<td>5.00</td>
<td>3.70</td>
<td>0.75</td>
</tr>
<tr>
<td></td>
<td>Achievement</td>
<td>282</td>
<td>1.40</td>
<td>5.00</td>
<td>3.71</td>
<td>0.71</td>
</tr>
<tr>
<td></td>
<td>Advancement</td>
<td>282</td>
<td>1.00</td>
<td>5.00</td>
<td>3.06</td>
<td>0.94</td>
</tr>
</tbody>
</table>

As shown in Table 4, there are 5 variables in Job Satisfaction; the averages (mean) are 3.78 for Recognition, 3.62 for Teamwork, 3.70 for Work Itself and 3.71 for Achievement. Showing that the results for the mean of all variables are all ranged between 3.5 and 4, and showing a pattern of being closer to 4, which suggests that as the teachers strongly agree with the variables they in turn are very satisfied with Job Satisfaction. However with Advancement the average was closer to 3 (3.06), and therefore shows the teachers are less satisfied with Advancement than the other variables.

Section 3 Finding for Research Objective 3 and Hypothesis 1

The research objective 3: To determine the relationship between teachers’ demographic profiles and teachers’ overall job stress.
Hypothesis 1: There is a relationship between teachers’ demographic profiles and teachers’ overall job stress.

The data analysis method was T Test and ANOVA.

Tables 5

*T test for Variables of Job Stress and Genders*

<table>
<thead>
<tr>
<th>Gender(M±SD)</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male(N=53)</td>
<td>Female(N=229)</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>2.44±0.89</td>
<td>2.56±0.93</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>2.75±0.99</td>
<td>2.62±0.97</td>
</tr>
<tr>
<td>Workload</td>
<td>2.93±1.14</td>
<td>2.99±1.06</td>
</tr>
<tr>
<td>School Management</td>
<td>2.37±1.02</td>
<td>2.30±1.09</td>
</tr>
<tr>
<td>School Environment</td>
<td>2.41±0.97</td>
<td>2.34±0.99</td>
</tr>
<tr>
<td>Career Development</td>
<td>2.76±0.92</td>
<td>2.87±0.96</td>
</tr>
<tr>
<td>Social Support</td>
<td>2.40±1.03</td>
<td>2.14±1.03</td>
</tr>
<tr>
<td>Cross-cultural Teaching and Communication</td>
<td>2.12±0.91</td>
<td>1.96±0.90</td>
</tr>
</tbody>
</table>

* p<0.05  ** p<0.01

As shown in Table 5, the significant value of gender and Job Stress were greater than the significant level of 0.05, this implies that there was no significant differences with the results from wither gender.
Table 6
*T test for Variables of Job Stress and Education Level*

<table>
<thead>
<tr>
<th></th>
<th>Education level(M±SD)</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bachelor(N=133)</td>
<td>Master or above(N=149)</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>2.49±0.89</td>
<td>2.58±0.96</td>
<td>-0.82</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>2.63±0.99</td>
<td>2.66±0.96</td>
<td>-0.23</td>
</tr>
<tr>
<td>Workload</td>
<td>2.86±1.09</td>
<td>3.08±1.05</td>
<td>-1.75</td>
</tr>
<tr>
<td>School Management</td>
<td>2.22±1.04</td>
<td>2.40±1.11</td>
<td>-1.43</td>
</tr>
<tr>
<td>School Environment</td>
<td>2.41±0.96</td>
<td>2.31±1.01</td>
<td>0.85</td>
</tr>
<tr>
<td>Career Development</td>
<td>2.90±0.94</td>
<td>2.81±0.96</td>
<td>0.78</td>
</tr>
<tr>
<td>Social Support</td>
<td>2.14±1.02</td>
<td>2.24±1.05</td>
<td>-0.80</td>
</tr>
<tr>
<td>Cross-cultural Teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Communication</td>
<td>1.91±0.84</td>
<td>2.06±0.95</td>
<td>-1.44</td>
</tr>
</tbody>
</table>

* * p<0.05  ** p<0.01

As shown in Table 6, the significant value of Educational level and Job Stress are greater than the significant level of 0.05, this implies that there was no significant differences with the results from Education level.
Table 7
*ANOVA Analysis for Variables of Job Stress and Age*

<table>
<thead>
<tr>
<th></th>
<th>Age group (M±SD)</th>
<th>F</th>
<th>P</th>
<th>Post (LSD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20–25 (N=84)</td>
<td>26–30 (N=88)</td>
<td>Above 30 (N=110)</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>2.49±0.80</td>
<td>2.45±0.84</td>
<td>2.64±1.07</td>
<td>1.08</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>2.78±0.88</td>
<td>2.46±0.90</td>
<td>2.69±1.07</td>
<td>2.51</td>
</tr>
<tr>
<td>Workload</td>
<td>2.81±1.09</td>
<td>2.74±0.93</td>
<td>3.30±1.09</td>
<td><strong>8.65</strong></td>
</tr>
<tr>
<td>School Management</td>
<td>2.37±1.02</td>
<td>2.12±0.97</td>
<td>2.42±1.18</td>
<td>2.16</td>
</tr>
<tr>
<td>School Environment</td>
<td>2.57±0.96</td>
<td>2.17±0.83</td>
<td>2.35±1.09</td>
<td><strong>3.60</strong></td>
</tr>
<tr>
<td>Career Development</td>
<td>2.96±0.84</td>
<td>2.92±0.93</td>
<td>2.71±1.04</td>
<td>2.04</td>
</tr>
<tr>
<td>Social Support</td>
<td>2.30±1.06</td>
<td>2.01±0.87</td>
<td>2.26±1.12</td>
<td>2.12</td>
</tr>
<tr>
<td>Cross-cultural Teaching</td>
<td>2.28±0.86</td>
<td>1.82±0.83</td>
<td>1.90±0.94</td>
<td><strong>6.91</strong></td>
</tr>
<tr>
<td>and Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<0.05   ** p<0.01

As shown in Table 7, there was significant difference with the results of Workload, School environment, Cross-cultural teaching and communication from the age group. For the variables Workload, the age group above 30 has more stress than the age group 26-30 years old and the age group 20-25 years old. For the variables School environment, the age group 20-25 has more stress than the age group 26-30. For the variables Cross-cultural teaching and communication, the age group 20-25 has more stress than the age group 26-30 and the age group above 30. In conclusion, the age range of 20-25 showed low stress in Workload and a high stress rate with 'School Environment', 'Cross-cultural Teaching and Communication'. The age group 26-30 shows low stress with School environment. The age group above 30 shows low stress
with ‘Cross-cultural Teaching and Communication’, however the same age group shows high stress with Workload.

Table 8

**ANOVA Analysis for Variables of Job Stress and Working Experience**

<table>
<thead>
<tr>
<th>Working years (M±SD)</th>
<th>F</th>
<th>P</th>
<th>Post (LSD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 1 year (N=65)</td>
<td>2.42±0.73</td>
<td>2.47±0.83</td>
<td>2.62±1.04</td>
</tr>
<tr>
<td>1–3 years (N=71)</td>
<td>2.78±0.99</td>
<td>2.84±1.02</td>
<td>3.13±1.11</td>
</tr>
<tr>
<td>4 and more (N=146)</td>
<td>2.37±1.07</td>
<td>2.39±1.11</td>
<td>2.42±1.12</td>
</tr>
</tbody>
</table>

| Time Management       | 2.43±1.01 | 2.20±1.03 | 2.32±1.12 | 0.77 | 0.47 |
| Student Behavior      | 2.48±0.88 | 2.50±0.91 | 2.23±1.05 | 2.56 | 0.08 |
| Workload              | 2.84±0.75 | 3.08±0.84 | 2.74±1.06 | 3.09 | 0.05 |
| School Management     | 2.31±0.90 | 2.21±1.01 | 2.13±1.10 | 0.68 | 0.51 |
| School Environment    | 2.32±0.81 | 2.10±0.87 | 1.79±0.91 | **8.99 0.00** | Less than 1 year>4 and more,1–3 years>4 and more |
| Career Development    |                |                |                |                |                |
| Social Support        |                |                |                |                |                |
| Cross-cultural        |                |                |                |                |                |
| Teaching and          |                |                |                |                |                |
| Communication         |                |                |                |                |                |

* p<0.05  ** p<0.01

As shown in Table 8, there are differences with the results of Workload, Cross-cultural teaching and communication from working experience. For the variable Workload, the group working 4 years and above shows more stress than the group working less than 1 year. For the variable Cross-cultural teaching and communication, the working group less than 1 year has more stress than the working group above 4 years. The working group 1-3 years has more stress with Cross-cultural teaching and communication than the working group above 4 years.
In conclusion, the teachers that have over four years of experience show a low stress with 'Cross-cultural Teaching and Communication'. The teachers that have over four years of experience show high levels of stress with 'Workload', however when it came to 'Cross-cultural Teaching' and 'Communication' the same age group were of a low stress.

Based on the analysis, the research of hypothesis 1 is accepted; this means there is a difference of Chinese volunteer teachers’ Job Stress relative to the teachers' demographic profiles.

Section 4 Finding for Research Objective 4 and Hypothesis 2

The research objective 4: To determine the relationship between teachers’ demographic profiles and teachers’ overall job satisfaction?

Hypothesis 2: There is a relationship of teachers’ demographic profiles and teachers’ overall job satisfaction

The data analysis method was T Test and ANOVA.

Table 9

<table>
<thead>
<tr>
<th>T test for Variables of Job Satisfaction and Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender(M±SD)</td>
</tr>
<tr>
<td>Male(N=53)                    Female(N=229)</td>
</tr>
<tr>
<td>---------------------------------</td>
</tr>
<tr>
<td>Recognition</td>
</tr>
<tr>
<td>Team work</td>
</tr>
<tr>
<td>Work Itself</td>
</tr>
<tr>
<td>Achievement</td>
</tr>
<tr>
<td>Advancement</td>
</tr>
</tbody>
</table>

* p<0.05  ** p<0.01
As shown in Table 9, the significant value of gender and Job Satisfaction are greater than the significant level of 0.05, this implies that there was no significant differences with the results from wither gender.

Table 10

*T test for Variables of Job Satisfaction and Education Level*

<table>
<thead>
<tr>
<th>Education level(M±SD)</th>
<th>Bachelor (N=133)</th>
<th>Master or above (N=149)</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition</td>
<td>3.72±0.72</td>
<td>3.83±0.71</td>
<td>-1.31</td>
<td>0.19</td>
</tr>
<tr>
<td>Team work</td>
<td>3.56±0.85</td>
<td>3.66±0.81</td>
<td>-1.05</td>
<td>0.3</td>
</tr>
<tr>
<td>Work itself</td>
<td>3.64±0.77</td>
<td>3.74±0.73</td>
<td>-1.11</td>
<td>0.27</td>
</tr>
<tr>
<td>Achievement</td>
<td>3.67±0.72</td>
<td>3.74±0.70</td>
<td>-0.80</td>
<td>0.43</td>
</tr>
<tr>
<td>Advancement</td>
<td>2.87±0.89</td>
<td>3.24±0.94</td>
<td>-3.35</td>
<td>0.00**</td>
</tr>
</tbody>
</table>

* p<0.05 ** p<0.01

As shown in Table 10, the Educational Level table shows there were significant differences for the Variable of Advancement under the topic of Job Satisfaction. The average results for teachers with a Masters degree and above is 3.24, higher than the average of Bachelor Degree result of 2.87. Showing that the teachers holding a Masters Degree have a greater job satisfaction when focused on Advancement.
Table 11

ANOVA Analysis for Variables of Job Satisfaction and Age

<table>
<thead>
<tr>
<th>Age group (M±SD)</th>
<th>Recognition</th>
<th>Team work</th>
<th>Work Itself</th>
<th>Achievement</th>
<th>Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20–25 (N=84)</td>
<td>26–30 (N=88)</td>
<td>Above 30 (N=110)</td>
<td>F</td>
<td>p</td>
</tr>
<tr>
<td>20–25</td>
<td>3.55±0.73</td>
<td>3.83±0.65</td>
<td>3.91±0.72</td>
<td><strong>6.76</strong></td>
<td><strong>0.00</strong></td>
</tr>
<tr>
<td>26–30</td>
<td>3.49±0.83</td>
<td>3.60±0.78</td>
<td>3.73±0.86</td>
<td>1.99</td>
<td>0.14</td>
</tr>
<tr>
<td>Above 30</td>
<td>3.48±0.73</td>
<td>3.68±0.75</td>
<td>3.87±0.72</td>
<td><strong>6.85</strong></td>
<td><strong>0.00</strong></td>
</tr>
<tr>
<td></td>
<td>3.50±0.74</td>
<td>3.65±0.75</td>
<td>3.91±0.60</td>
<td><strong>8.61</strong></td>
<td><strong>0.00</strong></td>
</tr>
<tr>
<td></td>
<td>2.90±0.87</td>
<td>2.90±0.84</td>
<td>3.31±1.01</td>
<td><strong>6.68</strong></td>
<td><strong>0.00</strong></td>
</tr>
</tbody>
</table>

* p<0.05 ** p<0.01

As shown in Table 11, there was significant difference with the results of Recognition, Work Itself, Achievement, and Advancement from the age group. For the variable Recognition, the age group 26-30 has more satisfaction than the age group 20-25; the age group above 30 has more satisfaction than the age group 20-25. For the variable Work itself, the age group above 30 has more satisfaction than the age group 20-25. For the variable Achievement, the age group above 30 has more satisfaction than the age group 20-25 and 26-30. For the variable Advancement, the age group has more satisfaction than the age group 20-25 and 26-30. In conclusion, the age group above 30 show they are very satisfied with the variables Recognition, Work Itself, Achievement, Advancement under the Job Satisfaction.
Table 12

ANOVA Analysis for Variables of Job Satisfaction and Working Experience

<table>
<thead>
<tr>
<th>Working years (M±SD)</th>
<th>F</th>
<th>p</th>
<th>Post (LSD)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Less than 1 year&lt;above 4,1-3 years&lt; above 4,4,1-3 years&lt; above 4</td>
</tr>
<tr>
<td>Less than 1 year (N=65)</td>
<td>3.62±0.67</td>
<td>3.59±0.75</td>
<td>3.93±0.69</td>
</tr>
<tr>
<td>1-3 years (N=71)</td>
<td>3.51±0.73</td>
<td>3.36±0.88</td>
<td>3.79±0.81</td>
</tr>
<tr>
<td>4 and more (N=146)</td>
<td>3.50±0.75</td>
<td>3.57±0.72</td>
<td>3.84±0.73</td>
</tr>
<tr>
<td>Achievement</td>
<td>3.43±0.71</td>
<td>3.59±0.76</td>
<td>3.89±0.64</td>
</tr>
<tr>
<td>Advancement</td>
<td>2.97±0.87</td>
<td>2.71±0.86</td>
<td>3.28±0.95</td>
</tr>
</tbody>
</table>

• p<0.05 ** p<0.01

As shown in Table 12, there was significant difference with the results from working experience. The group working 4 years has more satisfaction than the group working 1-3 years and the working group less than 1 year. The working group 4 years and above shows very satisfied to Job Satisfaction.

In conclusion, based on the findings and analysis, the teachers who are above the age of 30 show a high level of satisfaction with ‘Recognition’, ‘Works Itself’, ‘Achievement’ and ‘Advancement’ with the same age range show an average level of satisfaction with ‘Workload’. The teachers that have over four years of experience show high levels of satisfaction with the different variables under ‘Job Satisfaction’.
Based on the analysis, the research of hypothesis 2 is accepted; this means there is a difference of Chinese volunteer teachers’ Job Satisfaction relative to the teachers’ demographic profiles.

**Section 5 Finding for Research Objective 5 and Hypothesis 3**

Objective 5: To determine the causal relationship of Chinese volunteer teachers’ Job Stress on Job Satisfaction.

Hypothesis 3: There is the causal relationship between Chinese volunteer teachers’ Job stress and Job satisfaction.

In this section, Correlation analysis and Multiple Linear Regression Analysis was use to test objective 5 and hypothesis 3.

Correlation analysis is used to analyze the relationship of research variables, and Pearson Correlation Coefficient is used to determine correlation-relationship strength. The range of Pearson Correlation Coefficient is -1~1. Correlation Coefficient > 0 indicates positive correlation, whereas < 0 shows a negative correlation. The stronger the value is, the greater the correlation, > 0.6 is considered a strong positive correlation and > 0.3 means positive correlation. If the result is close to 0 then there is no correlation between the two variables.

### Table 13

**Correlation Analyses between Job Stress and Job Satisfaction**

<table>
<thead>
<tr>
<th></th>
<th>Recognition</th>
<th>Teamwork</th>
<th>Work</th>
<th>Achievement</th>
<th>Advancement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time Management</td>
<td>.023</td>
<td>.047</td>
<td>-.016</td>
<td>.064</td>
<td>.154**</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>-.103</td>
<td>-.061</td>
<td>-.083</td>
<td>-.184**</td>
<td>-.043</td>
</tr>
<tr>
<td>Workload</td>
<td>-.047</td>
<td>-.094</td>
<td>-.049</td>
<td>.030</td>
<td>.060</td>
</tr>
<tr>
<td>School Management</td>
<td>-.035</td>
<td>.052</td>
<td>.023</td>
<td>-.064</td>
<td>.179**</td>
</tr>
<tr>
<td>School Environment</td>
<td>-.072</td>
<td>-.186**</td>
<td>-.159**</td>
<td>-.086</td>
<td>-.088</td>
</tr>
<tr>
<td>Career Development</td>
<td>-.130*</td>
<td>-.214**</td>
<td>-.269**</td>
<td>-.150*</td>
<td>-.380**</td>
</tr>
<tr>
<td>Social Support</td>
<td>-.082</td>
<td>-.072</td>
<td>-.091</td>
<td>-.127*</td>
<td>.049</td>
</tr>
<tr>
<td>Cross-cultural Teaching and Communication</td>
<td>-.119*</td>
<td>-.043</td>
<td>-.089</td>
<td>-.199**</td>
<td>.103</td>
</tr>
</tbody>
</table>

* p<0.05 ** p<0.01

As shown in Table 13, the correlation analysis method was used to determine the relationship between the five variables under Job Satisfaction and the 8 variables under Job Stress.

With the variable of Recognition, there are only two variables under the broader focus of Job Stress Career Development and Cross-Cultural Teaching and Communication had a significant negative correlation. The Correlation Coefficient between Recognition and Career Development is -0.130<0, and it is significant at 0.05 levels, this implies that there is significant negative correlation between Recognition and Career Development. The Correlation Coefficient between Recognition and Cross-cultural teaching and communication is 0.119<0, and it is significant at 0.05, this implies that there is significant negative correlation between Recognition and Cross-cultural teaching and communication.
With the variables Teamwork, there were only two variables, under the broader focus of Job Stress that showed a significant correlation with Team Work. The Correlation Coefficient between Team Work and Career Development was -0.214 and for School Environment was -0.186. The Correlation Coefficient between Team Work and School Environment is -0.186<0, and being less than 0.01 it implies that there is a significant negative correlation between Team Work and School Environment. This significant negative correlation is shown again with the Correlation Coefficient between Team Work and Career Development is -0.214<0 and therefore less than 0.01.

With the variable of Work Itself only two variables, Career Development and School Environment had a significant correlation. The Correlation Coefficient between Work Itself and School Environment is -0.159<0, this shows significance at being less than 0.01, as this implies that there is significant negative correlation between Work Itself and School Environment. This is shown again with the Correlation Coefficient between Work Itself and Career Development at -0.269<0.

With the variable Achievement, the result shows that there is a significant negative correlation between the variable and Student Behavior (-0.184), Career Development (-0.150), Social Support (-0.127), and Cross-Cultural Teaching and Communication (-0.199).

With the Correlation Coefficient of Advancement there are only three variables, Time management, School management, and Career Development that show a significant correlation. The Correlation Coefficient between Advancement and Time management is 0.154>0, showing significance at more than 0.01 implying a significant positive correlation between Advancement and Time management. This is also shown with the Correlation Coefficient between Advancement and School
management at 0.179>0 and with Career Development at -0.380<0, showing a negative correlation between Career Development and Advancement.

In conclusion, there is significant negative correlation between Recognition and Career Development. There is significant negative correlation between Recognition and Cross-cultural teaching and communication. There is significant negative correlation between Teamwork and School Environment, Career Development. There is significant negative correlation between Achievement and Student behavior, Career Development, Social support, Cross-cultural teaching and communication. There is significant positive correlation between Advancement and Time management, School management. There is significant negative correlation between Advancement and Career Development.
This section presents the interaction effect between the variable of Job satisfaction and Job stress. The Multiple Linear regression analysis was used.

Table 14

*Regression Analysis for Recognition and Job Stress*

<table>
<thead>
<tr>
<th>IV</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.033</td>
<td>0.169</td>
<td>23.884</td>
<td>0.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>0.081</td>
<td>0.058</td>
<td>0.104</td>
<td>1.388</td>
<td>0.166</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Behavior</td>
<td>-0.037</td>
<td>0.066</td>
<td>-0.050</td>
<td>-0.566</td>
<td>0.572</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>-0.027</td>
<td>0.050</td>
<td>-0.040</td>
<td>-0.538</td>
<td>0.591</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Management</td>
<td>0.021</td>
<td>0.055</td>
<td>0.032</td>
<td>0.385</td>
<td>0.701</td>
<td>0.034</td>
<td>1.203</td>
</tr>
<tr>
<td>School Environment</td>
<td>0.047</td>
<td>0.070</td>
<td>0.065</td>
<td>0.673</td>
<td>0.502</td>
<td></td>
<td>0.006</td>
</tr>
<tr>
<td>Career Development</td>
<td>-0.091</td>
<td>0.061</td>
<td>-0.120</td>
<td>-1.486</td>
<td>0.138</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>0.017</td>
<td>0.071</td>
<td>0.024</td>
<td>0.237</td>
<td>0.813</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-cultural Teaching and Communication</td>
<td>-0.111</td>
<td>0.078</td>
<td>-0.139</td>
<td>-1.427</td>
<td>0.155</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<0.05 ** p<0.01

As shown in Table 14, there are 8 variables of Job Stress, Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support, Cross-Cultural Teaching and Communication. These are the independent variables, with ‘Recognition’ under Job Satisfaction as a dependent variable. From the above table, the R² value of model is 0.034 and closer to 0, and the model reject the test, this implies that the 8 variables of Job Stress (Time management, Student behavior, Workload, School management,
School environment, Career Development, Social support, Cross-cultural teaching and communication) no effect to the variables "Recognition" under Job Satisfaction. The regression coefficient of the 8 variables of Job Stress is not significant, the significant value are greater than 0.05, this mean there is no effect between Recognition and Job stress.

Table 15

Regression Analysis for Team Work and Job Stress

<table>
<thead>
<tr>
<th>IV</th>
<th>Unstandardized Coefficients</th>
<th>Std. Error of Coefficients</th>
<th>Beta</th>
<th>t</th>
<th>p</th>
<th>Adjusted R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>4.002</td>
<td>0.189</td>
<td>-</td>
<td>21.193</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>0.090</td>
<td>0.065</td>
<td>0.100</td>
<td>1.387</td>
<td>0.167</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Behavior</td>
<td>0.054</td>
<td>0.074</td>
<td>0.063</td>
<td>0.728</td>
<td>0.467</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>-0.079</td>
<td>0.055</td>
<td>-0.101</td>
<td>-1.419</td>
<td>0.157</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Management</td>
<td>0.133*</td>
<td>0.062</td>
<td>0.172</td>
<td>2.139</td>
<td>0.033</td>
<td>0.097</td>
<td>0.07</td>
</tr>
<tr>
<td>School Environment</td>
<td>-0.171*</td>
<td>0.078</td>
<td>-0.203</td>
<td>-2.186</td>
<td>0.030</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>-0.167*</td>
<td>0.068</td>
<td>-0.191</td>
<td>-2.440</td>
<td>0.015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>0.003</td>
<td>0.079</td>
<td>0.003</td>
<td>0.034</td>
<td>0.973</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-cultural Teaching and</td>
<td>0.022</td>
<td>0.087</td>
<td>0.023</td>
<td>0.248</td>
<td>0.804</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*p<0.05 **p<0.01

As shown in Table 15, there are 8 variables of Job Stress, Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social support, Cross-cultural Teaching and Communication. These are the independent variables, and the variable ‘Team work’
under Job Satisfaction is a dependent variable. From Table 14, the R² value of the model is 0.097, showing that this passes the F test, and implies that there is at least one variable under Job Stress that effects Teamwork.

The regression coefficient of School management is 0.133 with the p-value .033 which was significant as it is less than 0.05, but from the correlation analysis found in Table 12, there is no significant correlation between School Management and Teamwork; therefore there is no effect of School management on Teamwork. The regression coefficient of School environment is -0.171, and it is significant at 0.05 as this implies that School environment has a significant negative effect on Teamwork. The regression coefficient of Career Development is -0.167, and it is significant at a level of 0.05, because this mean that Career Development has a negative effect on Teamwork. The regression coefficient of Time management, Student behavior, Workload, Social support, Cross-cultural teaching and communication are not significant, this implies that there is no effect on Teamwork.

In conclusion, School Environment and Career Development show a significant negative effect on Teamwork. However, School Management, Time Management, Student Behavior, Workload, Social Support, Cross-cultural Teaching and Communication didn’t show any effect on Teamwork.
Table 16  
Regression Analysis for Work Itself and Work Stress

<table>
<thead>
<tr>
<th>IV</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>4.176</td>
<td>0.170</td>
<td>-</td>
<td>24.54</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>0.008</td>
<td>0.058</td>
<td>0.010</td>
<td>0.134</td>
<td>0.893</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Behavior</td>
<td>0.038</td>
<td>0.067</td>
<td>0.050</td>
<td>0.575</td>
<td>0.566</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>-0.009</td>
<td>0.050</td>
<td>-0.012</td>
<td>-0.175</td>
<td>0.862</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Management</td>
<td>0.109</td>
<td>0.056</td>
<td>0.157</td>
<td>1.944</td>
<td>0.053</td>
<td>0.094</td>
<td>0.067</td>
</tr>
<tr>
<td>School Environment</td>
<td>-0.042</td>
<td>0.070</td>
<td>-0.055</td>
<td>-0.590</td>
<td>0.556</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>-0.242**</td>
<td>0.062</td>
<td>-0.308**</td>
<td>-3.922</td>
<td>0.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>0.006</td>
<td>0.071</td>
<td>0.008</td>
<td>0.081</td>
<td>0.936</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-cultural Teaching and Communication</td>
<td>-0.027</td>
<td>0.078</td>
<td>-0.032</td>
<td>-0.340</td>
<td>0.734</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<0.05  ** p<0.01

As shown in Table 16, there are 8 variables of Job Stress, Time management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support, Cross-cultural Teaching and Communication. These are independent variables and the variable 'Work Itself' under Job Satisfaction is a dependent variable. Table 16 shows the R² value of the model is 0.094 which means it passes the F test, implying that there is at least one variable under Job Stress that has an effect on Work Itself.

The regression coefficient of Career Development is -0.242, and it was significant at a level of 0.01, as this means Career Development has shown a significant negative effect on Work Itself. However, the regression coefficient of
Time Management, Student Behavior, Workload, School Management, School Environment, Social Support, Cross-cultural Teaching and Communication are not significant which implies that there is no effect on Work Itself.

In conclusion, Career Development has shown a significant negative effect on Work Itself. However, Time Management, Student Behavior, Workload, School Management, School Environment, Social Support, Cross-cultural Teaching and Communication didn’t have an effect on Work Itself.

Table 17
Regression Analysis for Achievement and Work Stress

<table>
<thead>
<tr>
<th>IV</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>0.137*</td>
<td>0.056</td>
<td>0.178*</td>
<td>2.458</td>
<td>0.015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Behavior</td>
<td>-0.146*</td>
<td>0.063</td>
<td>-0.199*</td>
<td>-2.310</td>
<td>0.022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>0.058</td>
<td>0.047</td>
<td>0.088</td>
<td>1.230</td>
<td>0.220</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Management</td>
<td>-0.002</td>
<td>0.053</td>
<td>-0.004</td>
<td>-0.046</td>
<td>0.963</td>
<td>0.096</td>
<td>0.07</td>
</tr>
<tr>
<td>School Environment</td>
<td>0.075</td>
<td>0.067</td>
<td>0.104</td>
<td>1.122</td>
<td>0.263</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>-0.079</td>
<td>0.059</td>
<td>-0.106</td>
<td>-1.352</td>
<td>0.178</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>0.026</td>
<td>0.068</td>
<td>0.037</td>
<td>0.379</td>
<td>0.705</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-cultural Teaching and Communication</td>
<td>-0.172*</td>
<td>0.074</td>
<td>-0.218*</td>
<td>-2.307</td>
<td>0.022</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p<0.05 ** p<0.01

As shown in Table 17, there are 8 variables of Job Stress; Time management, Student Behavior, Workload, School Management, School
Environment, Career Development, Social Support, Cross-cultural Teaching and Communication. These are independent variables, whereas the variable 'Achievement' under Job Satisfaction is a dependent variable. Table 17 shows the $R^2$ value of model is 0.096, which passes the F test and implies that there is at least one variable under Job Stress has an effect on Achievement.

The regression coefficient of Time management is 0.137, this is significant at a level of 0.05, but from the Correlation analysis found in Table 13 there is no significant correlation between Time management and Achievement, therefore showing that there is no effect from Time management on Achievement. The regression coefficient of Student behavior is -0.146, and this was significant at a level of 0.05, this means Student behavior has shown to have a significant negative effect on Achievement. The regression coefficient of Cross-cultural teaching and communication is -0.172, and this was significant at a level of 0.05, meaning Cross-cultural teaching and communication has shown to have a significant negative effect on Achievement. However, the regression coefficient of Workload, School management, School environment, Career Development and Social support are not significant and this implies that there is no effect on Achievement.

In conclusion, Student Behavior, Cross-cultural Teaching and Communication have shown to have a significant negative effect on Work Itself. But Time Management, Workload, School Management, School Environment, Career Development, and Social Support didn’t show any effect on Achievement.
Table 18

*Regression Analysis for Advancement and Work Stress*

<table>
<thead>
<tr>
<th>IV</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>p</th>
<th>R²</th>
<th>Adjusted R²</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td>3.497</td>
<td>0.185</td>
<td>-</td>
<td></td>
<td>18.915</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Time Management</td>
<td>0.115</td>
<td>0.064</td>
<td>0.113</td>
<td></td>
<td>1.808</td>
<td>0.072</td>
<td></td>
</tr>
<tr>
<td>Student Behavior</td>
<td>-0.062</td>
<td>0.072</td>
<td>-0.065</td>
<td></td>
<td>-0.862</td>
<td>0.389</td>
<td></td>
</tr>
<tr>
<td>Workload</td>
<td>0.071</td>
<td>0.054</td>
<td>0.081</td>
<td></td>
<td>1.300</td>
<td>0.195</td>
<td></td>
</tr>
<tr>
<td>School Management</td>
<td>0.175**</td>
<td>0.061</td>
<td>0.202**</td>
<td></td>
<td>2.885</td>
<td>0.004</td>
<td>0.318</td>
</tr>
<tr>
<td>School Environment</td>
<td>-0.005</td>
<td>0.076</td>
<td>-0.005</td>
<td></td>
<td>-0.059</td>
<td>0.953</td>
<td></td>
</tr>
<tr>
<td>Career Development</td>
<td>-0.599***</td>
<td>0.067</td>
<td>-0.609**</td>
<td></td>
<td>-8.947</td>
<td>0.000</td>
<td></td>
</tr>
<tr>
<td>Social Support</td>
<td>0.041</td>
<td>0.078</td>
<td>0.046</td>
<td></td>
<td>0.531</td>
<td>0.596</td>
<td></td>
</tr>
<tr>
<td>Cross-cultural teaching and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication</td>
<td>0.227*</td>
<td>0.085</td>
<td>0.219*</td>
<td></td>
<td>2.669</td>
<td>0.008</td>
<td></td>
</tr>
</tbody>
</table>

* p<0.05  ** p<0.01

As shown in Table 18, there are 8 variables of Job Stress Time management, Student behavior, Workload, School management, School environment, Career Development, Social support, Cross-cultural teaching and communication. These are the independent variables, with the variable ‘Advancement’ under Job Satisfaction as a dependent variable. From Table 18, the R² value of model is 0.318, this model passes the F test, and implies that there is at least one variable under Job Stress that has an effect on Advancement.

The regression coefficient of School management is 0.175, and this is significant at a level of 0.01, as this mean the School management has a significant positive effect on Advancement. The regression coefficient of Career Development is
-0.599, and this was significant at a level of 0.01, as this implies that Career Development has a significant negative effect on Advancement.

The regression coefficient of Cross-cultural teaching and communication is 0.227, and this is significant at a level of 0.01. However, from the Correlation analysis found in Table 13, there was no significant correlation between Cross-cultural teaching and communication and Advancement, showing that there is no effect from Cross-cultural teaching and communication on Advancement. The regression coefficient of Time Management, Student Behavior, Workload, School Environment, Social Support are not significant, as this implies that there is no effect on Advancement.

In conclusion, School Management has shown to have a significant positive effect on Advancement, whereas, Career Development has shown to have a significant negative effect on Advancement. Time management, Student Behavior, Workload, School Environment, Social Support, Cross-cultural Teaching and Communication does not show to have any effect on Advancement.

In conclusion, there was no effect from Recognition on Job Stress. School environment and Career Development has shown a significant negative effect on Teamwork. Student Behavior and Cross-cultural Teaching and Communication have shown to have a significant negative effect on Achievement. Whilst, Career Development has shown to have a significant negative effect on Work Itself. With Student Behavior and Cross-cultural Teaching and Communication having shown a significant negative effect on Achievement. School Management has shown a significant positive effect on Advancement, but Career Development has shown significant negative effect.
Based on the analysis, the research hypothesis 3 was accepted; showing a strong relationship between teachers’ Job Stress and their Job Satisfaction.
CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter presented a brief review of how this study was conducted, what instruments were used to collect the data, as well as the study findings. It discusses and concludes the results of the study and gives recommendations. These are not only for the school, but also for the volunteer Chinese teachers in Thailand, the Chinese language council and for further study.

This study tried to survey the Job stress level and Job Satisfaction level of volunteer Chinese teachers in Thailand, and find out the relationship between Job stress and Job Satisfaction of volunteer Chinese teachers in Thailand. This research also determined the relationship between Job Stress, Job Satisfaction and the teacher's demographic factors of gender, age, educational background and working experiences.

The questionnaire survey method was used in this study. The researcher selected 291 volunteer Chinese teachers in Thailand as a sample; a total of 282 respondents (97.2%) returned the questionnaires.

There were five research objectives in this study, they were:

1. To determine the Chinese volunteer teachers’ Job Stress level based on the determining variables, while working as a volunteer in Thailand. The determining variables of Chinese volunteer teacher’s Job Stress include Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support and Cross-Cultural Teaching and Communication.
2. To determine the Chinese volunteer teachers' Job Satisfaction level based on the determining variables, while working as a volunteer in Thailand. The determining variables of Chinese volunteer teacher's Job Satisfaction include Recognition, Teamwork, Work Itself, Achievement and Advancement.

3. To determine the relationship between teachers' demographic profiles and teachers' overall job stress?

4. To determine the relationship between teachers' demographic profiles and teachers' overall job satisfaction?

5. To determine the causal relationship of Chinese volunteer teachers' Job Stress on Job Satisfaction.

Finding

1. About the teachers' Job Stress levels based on the determining variables, while working as a volunteer in Thailand

With Job Stress there were 8 variables, the average result from Workload and Career Development were just under 3 at 2.98 and 2.85, this shows a mid level agreement from the teachers with these variables. The average results of Cross Cultural Teaching and Communication were 1.99; this is the lowest score from the results showing lower level agreement from teachers within this topic. The overall results from Job Stress shows a mid level stress from teachers with all averages for variables being close to the stressful mark of 3, with two of the variables, Work Load and Career Development, being higher than the rest at 2.98 and 2.85.
2. About the teachers’ Job Satisfaction level based on the determining variables, while working as a volunteer in Thailand

There were 5 variables in Job Satisfaction. The averages (mean) were 3.78 for Recognition, 3.62 for Teamwork, 3.70 for Work Itself and 3.71 for Achievement. These results were ranged between 3.5 and 4, and showed a pattern of being closer to 4 suggesting that as the teachers strongly agree with the variables they were satisfied within their Job. However with Advancement, the average was closer to 3 (3.06), and therefore shows the teachers were less satisfied with their Advancement compared to the other variables.

3. About the relationship between teachers’ demographic profiles and teachers’ overall job stress?

For the gender, the significant value of gender and Job Stress were greater than the significant level of 0.05, this implies that there was no significant differences with the results from gender. For the education background, the significant value of educational level and Job Stress are greater than the significant level of 0.05, this mean that there was no significant differences with the result from educational level.

For the age group, there was significant difference with the results of Workload, School Environment, Cross-cultural Teaching and Communication from the age group. For the variables Workload, the age group above 30 has more stress than the age group 26-30 years old and the age group 20-25 years old. For the variables School environment, the age group 20-25 has more stress than the age group 26-30. For the variables Cross-cultural Teaching and Communication, the age group 20-25 has more stress than the age group 26-30 and the age group above 30. For the working experience, there was difference with the results of Workload, Cross-cultural
Teaching and Communication from working experience. For the variable Workload, the group working 4 years and above showed more stress than the group working less then 1 year. For the variable Cross-cultural Teaching and Communication, the working group less than 1 year has more stress than the working group above 4 years. The working group 1-3 years has more stress with Cross-cultural Teaching and Communication than the working group above 4 years.

4. About the relationship between teachers’ demographic profiles and teachers’ overall job satisfaction?

For the gender, the significant value of gender and Job Satisfaction were greater than the significant level of 0.05, this implies that there was no significant differences with the results from gender. Whereas the Educational Level table shows there were significant differences for the Variable of Advancement under the topic of Job Satisfaction. The average results for teachers with a Masters degree and above is 3.24, higher than the average of Bachelor Degree result of 2.87; showing that the teachers holding a Masters Degree have a greater job satisfaction when focused on Advancement. For the age group there was a significant difference with the results from Recognition, Work Itself, Achievement, and Advancement. For all of the variables the results were the same, with the highest satisfaction coming from the age group of ‘above 30’ and the lowest level of satisfaction being shown through the age group of ‘20-25’; this showing a pattern of growing satisfaction with the higher age groups. For the working experience, there was similar pattern with the most experienced teachers showing a greater level of satisfaction than teachers with little experience. The results for all variables under Working Experience showed that the
group with 4 or more years experience has the highest level of satisfaction and the
group categorized as less than 1 years experience is the least satisfied.

5. About the causal relationship between teachers’ Job stress and teachers’ Job
satisfaction.

From the Correlation analysis between the variables of Job Stress (Time
Management, Student Behavior, Workload, School Management, School
Environment, Career Development, Social Support, Cross-cultural Teaching and
Communication) and Job Satisfaction (Recognition, Team work, Work Itself,
Achievement, Advancement), the researcher found that there was a significant
negative relationship between Recognition and Career Development and Cross-
cultural Teaching and Communication. There was also a significant negative
relationship between Teamwork and School environment paired with Career
Development. There was significant negative correlation between Achievement and
the variables of Student Behavior, Career Development, Social Support, Cross-
cultural Teaching and Communication. There was a significant positive correlation
between Advancement and the variables of Time Management and School
Management. There was a significant negative relationship between Advancement
and Career Development.

From the Multiple Linear Regression Analysis, the researcher found that
there is no relationship between Recognition and Job Stress. School Environment and
Career Development has shown to have a significant negative effect on Teamwork.
With Achievement there was a significant negative effect from, Student Behavior,
Cross-cultural Teaching and Communication. For Work Itself there was a significant
negative effect from Career Development. Furthermore, with Advancement, School
Management has shown to have a significant positive effect whilst Career Development had a significant negative effect.

**Conclusion**

From the findings derived from the data analysis, the following conclusion were drawn:

1. **About the teachers’ job Stress level based on the determining variables, while working as a volunteer in Thailand**

   All volunteer Chinese teachers in Thailand showed lower stress levels in the variable Cross-cultural Teaching and Communication, and they showed a mid level of stress in the following variables: Time Management, Student Behavior, Workload, School Management, School Environment, Career Development and Social Support. Within these 7 variables, the highest level of stress is achieved in Workload and Career Development.

2. **About the teachers’ Job Satisfaction level based on the determining variables, while working as a volunteer in Thailand**

   All volunteer Chinese teachers in Thailand showed they were very satisfied with the variables Recognition, Teamwork, Work Itself, and Achievement. Within these 5 variables, the lowest level of job satisfaction is achieved in Advancement.
3. About the relationship between teachers’ demographic profiles and teachers’ overall job stress.

The gender and education level of the teacher did not affect the result of their Job Stress. The age and work experience of the teacher affect the result of their Job Stress. For the different age groups, the age group above 30 showed higher stress levels within the variable workload, but it shows the lowest stress levels in the variable Cross-cultural Teaching and Communication. The age group 20-25 showed the lowest stress levels in the variable workload. The age group 20-25 showed the highest stress levels in the variables School Environment, Cross-cultural Teaching and Communication. In the category Work Experience, the group working for over 4 years showed the highest stress levels in the variable workload, but showed the lowest stress levels in Cross-cultural Teaching and Communication. The group working for less than 1 year, showed the lowest stress levels in the variable workload, but showed the highest stress levels in the variables Cross-cultural Teaching and Communication.

4. About the relationship between teachers’ demographic profiles and teachers’ overall job satisfaction?

The gender of the teacher didn’t have an effect on the result of their Job Satisfaction level; however, the age, educational level and the work experience of the teacher did have an effect on the result of their Job Satisfaction level. The age group above 30 showed their highest satisfaction level is achieved in Recognition, Work Itself, Achievement and Advancement. However, the age group 20-25 showed their lowest satisfaction level is found in Recognition, Work Itself, Achievement and Advancement. For the educational level factor, the teachers holding a Masters Degree have a greater job satisfaction when focused on Advancement. For the work
experience factor, the group that has been working for 4 or more years showed the highest satisfaction level. For the group that has been working for less than 1 year, it showed the lowest satisfaction level.

5. About the causal relationship between Teachers’ Job Stress and Job Satisfaction.

There were several negative correlations from the results between the two variables of Job Stress and Job Satisfaction. When focused on Recognition, under Job Stress, the negative correlation was apparent with Career Development and Cross-cultural Teaching and Communication. For Teamwork the negative correlations were School Environment and Career Development. These Job Stress variables of School Environment and Career Development also showed a negative correlation with Work Itself. Whereas Achievement showed a higher amount of negative correlations with variables Student Behavior, Career Development, Social Support and Cross-cultural Teaching and Communication. Advancement has a negative correlation only with Career Development; this also shows that all variables under Job Stress show a negative correlation with Career Development.

There were positive correlations between Advancement and the two variables of Time Management and School Management.

Based on the Multiple Linear Regression Analysis, there was no effect from Job Stress on the variable of Recognition under Job Satisfaction. The variables School Environment and Career Development under Job Stress has shown to have a significant negative effect to the variable of Teamwork. This implies that if the teacher shows a high stress level in School Environment or Career Development, they will have a low satisfaction level with Teamwork. There was a significant negative
effect from the variable of Career Development, on Work Itself, implying that if the
teacher shows a high stress level in Career Development, they will have a low
satisfaction of Work Itself. A significant negative effect was shown from the variables
Student Behavior and Cross-cultural Teaching and Communication on the variable of
Achievement, under Job Satisfaction. Therefore, if the teacher shows a high stress
level in Student Behavior or Cross-cultural Teaching and Communication, they will
likely have low satisfaction level for Achievement. There was a significant negative
effect from the variable Career Development on Advancement, suggesting that if the
teacher shows a high stress level in Career Development they will have low
satisfaction with Advancement. A significant positive effect can be shown from the
variable of School Management on the variable of Advancement, showing that if the
teacher shows a high stress level to School Management then they will have a lower
satisfaction level with Advancement.

Discussion

1. What are the teachers Job Stress levels based on the determining variables,
while working as a volunteer in Thailand?

Ye (2011) indicated that the overseas Chinese teacher shows a high-level
of stress in their work. There are nine occupational stressors affecting global overseas
Chinese language teachers. These are as follows, starting with the highest stress rate,
workload, social pressure, time management, cross-cultural teaching and
communication, career development, school management, problems from students,
school environment and income & benefits. Their stress level for the issues regarding
students, social pressure, school management, workload, time management are
impacted by their working experience and age.
Zhou (2009) indicated that the occupational stress is common among TCSL teachers and two thirds of them believe they suffer high or extremely high pressure. TCSL teachers feel increasing stress first and then the stress gradually decreases with the rise of the length of teaching experience or physical age. The difference of occupational stress on different faculty ranks is significant and the lecturers shall bear the highest pressure. The stress difference of TCSL teachers based on different gender and educational level is not remarkable. The biggest stress comes from scientific research, career development and various evaluations.

From this research, it was found that all volunteer Chinese teachers in Thailand show their lowest stress in the variable Cross Cultural Teaching and Communication. This is due to the extensive training program and preparation workshops the Chinese language council provides the volunteers before they depart from China to Thailand. All teachers are required to participate in the one-week training program, which includes Classroom Management, Health and Safety regulations, Volunteer Teachers working policy, Thai culture and language. This help teachers to easily adapt to the working environment and reduce their stress levels in Cross Cultural Teaching and Communication. These findings differ from the previous research, by Ye (2011) as the more recent research was conducted in Thailand, whereas, Ye’s (2011) research was completed only within China, teaching students of varying nationality. Zhou’s (2009) research showed that teachers experienced the highest level of stress from Career Development, Scientific Research and Various Evaluations. The findings from Zhou’s (2009) research reflect the findings of this paper with regards to a high stress impact from Career Development on the teachers. The teachers show a mid level of stress in the variables Time Management, Student Behavior, Workload, School Management, School Environment, Career Development
and Social Support. However, they show more stress in Workload and Career Development than any other variables. This is due to the fact the volunteer Chinese teachers face a new and challenging environment when they start to work in Thailand. In some schools there is only one Chinese Teacher. This means that the teacher has to teach all classes in the school. In addition, all volunteer Chinese teachers need to support the relative Chinese activities in school and in the local community. This puts the teacher under a great pressure due to the large workload. After the volunteer Chinese teacher has worked for one to three years, they have to leave this position. After they leave, there is no relationship between the Chinese language council and the volunteer. Where will the teacher go? What are their future career prospects? Most of the volunteer Chinese teachers don’t know what they want to do after their voluntary experience. The Chinese language council doesn’t provide any programs or training during and after their work as a volunteer. This means that they receive no constructive feedback about their personal development as a teacher or any information regarding their career options after the scheme has ended.

2. What is the Teachers’ Job Satisfaction level based on the determining variables, while working as a volunteer in Thailand?

All volunteer Chinese teachers in Thailand showed the highest levels of satisfaction in the variables Recognition, Teamwork, Work Itself, and Achievement. However, the teachers showed the lowest level of satisfaction in the variable Advancement. All volunteer Chinese teachers in Thailand work hard in their position, because they consider it a great opportunity to work in a different country and gain an insight into different cultures and traditions. They are also proud to share their own culture and language with others. During their time as a volunteer, they gain
professional work experience, which they can then use in their future career. However, they still show low satisfaction levels in the variable advancement. This is because they have fewer opportunities in personal development and they worry about their future career. As there has been no previous research into the Job Satisfaction of Chinese Volunteer Teachers working overseas, in Thailand, it is not possible to show a relation or difference to others research work as this paper is the first to show any findings on the topic.

3. Is there a relationship between teachers’ demographic profiles and teachers’ overall job stress?

There was no correlation between the teachers’ overall Job Stress and their gender or education level. This can also be shown with the research from Zhou (2009), which stated that the stress difference of TCSL teachers based on different gender and educational level was not remarkable. Zhou’s research also showed that teachers felt increasing stress first and then the stress would gradually decrease with the rise of the length of teaching experience or physical age. However, this paper found that the age and working experience of the teacher does affect the result of their Job Stress but this varies depending on the variable it is under. The age group above 30 showed that their highest stress levels are achieved in workload; whilst the age group of 20-25 showed that their lowest stress levels are achieved in workload. The age group above 30 showed its lowest stress levels is in the variable Cross Cultural Teaching and Communication. The age group 20-25 showed their highest stress level is achieved in School Environment, Cross-cultural Teaching and Communication. The correlation between the variables and stress level for each age group shows that they are the complete opposite to each other. For the factor work experience, the group
working for 4 years and above shows that their highest stress levels are attributed to workload. Their lowest stress levels were in the variable of Cross-cultural Teaching and Communication. The group working for less than 1 year showed that their lowest cause of stress is workload, but their highest cause of stress is Cross-cultural Teaching and Communication. This implies that the younger teachers show more capability of adapting themselves to workload even though they don’t have as much work experience. The teachers who are older and with more work experience have reduced stress levels in Cross-cultural Teaching and Communication, due to their knowledge and expertise.

4. Is there a relationship between teachers’ demographic profiles and teachers’ overall job satisfaction?

There was no correlation between the teacher’s overall Job Satisfaction and their gender and education level. However, the age and work experience of the teacher has an effect on the result of teacher’s Job Satisfaction. The age group above 30 showed the highest level of job satisfaction in Recognition, Work Itself, Achievement and Advancement. However, the age group 20-25 showed lower satisfaction levels in Recognition, Work Itself, Achievement and Advancement. This means that each age group showed a different perception of job satisfaction. For the work experience factor, the group that has worked for 4 or more years showed the highest satisfaction level, but the group that has worked for less than 1 year showed lowest satisfaction level. This is due to a higher level of confidence in the group that has worked for 4 or more years. Their teaching ability and the experience they have gained will have improved their competence level and ability to handle difficult situations. In contrast, the group that has worked for less than 1 year will not enough
skills or experience, so their competence levels will be lower and they won’t have any experience in handling difficult situations. This is going to induce more stress and lower satisfaction levels.

5. What is the relationship between teachers’ Job Stress and teachers’ Job satisfaction?

A lot of previous research shows that there is both a positive and negative relationship between Job Stress and Job Satisfaction.

Kyriacou and Sutcliffe (1979) found that teachers became unsatisfied with the work in the situation with overload teaching assignment or too much stress, while doing the research about the relationship between teachers’ job stress and job satisfaction.

John and Robert (1992) and other scholars respectively used the general methods of measurement (i.e. in general how the job stress works, and how job satisfaction works) and conducted canonical correlation analysis on various dimensions of the job stress and job satisfaction dimensions to study the relationship between them. The results showed that the first method was difficult to find a correlation impact between teacher job stress and job satisfaction, while the second method proved significant relationship between them.

During the study of exploring the relationship between teachers’ job stress and job satisfaction, Mo (1991) found that job stress (such as: bad relationships, high anxiety, mutual distrust, etc.) would affect the health of teachers and the degree of job satisfaction. Among them, job stress and individual health were negatively related, while job satisfaction and individual health were positively correlated.
In the book named *Research on Relationship between Teachers test Stress and Job Satisfaction*, Bolin Feng (1996) pointed out that test stress factor was relatively strong in affecting the satisfaction of intensity of work, income wages and leadership relations. In other words, in a way, the stronger the sense of stress the teachers feel, the stronger the satisfaction declines.

The findings of Yang and Lu (2007) showed that there was a significant negative correlation between the college teachers’ job stress and work satisfaction.

These findings can relate to the findings of this paper, as the results from this research reflect the work of the mentioned researchers. In this study, the researcher tried to identify the relationship between the teachers Job Stress and the teachers Job Satisfaction. From the Correlation analysis between the variables of Job Stress and Job Satisfaction, the researcher found that there is a significant negative correlation between ‘Recognition and Career Development’ and ‘Cross-cultural teaching and communication’. There was significant negative correlation between Team work and School Environment and Career Development. There was a significant negative correlation between Achievement and variables Student Behavior, Career Development, Social Support, Cross-cultural Teaching and Communication. There was significant positive correlation between Advancement and the variables Time Management, School Management. There was significant negative correlation between Advancement and Career Development.

The American scholar Selye (1956) has pointed out that the job stress can be divided into two types as positive and negative, which means that the stress can bring positive and negative effects to people. For positive impact, moderate stress may encourage people to be more active to face life and work; however, when job stress becomes excessive or people cannot correctly handle the stress, the stress will
bring a lot of negative impacts. The negative effect of Job Stress on Job Satisfaction can be shown with the findings from the paper. From the Multiple Linear Regression Analysis, the researcher found that there is no effect from Recognition on Job Stress. School environment and Career Development has shown a significant negative effect on Teamwork. Student Behavior and Cross-cultural Teaching and Communication have shown to have a significant negative effect on Achievement. Whilst, Career Development has shown to have a significant negative effect on Work Itself. With Student Behavior and Cross-cultural Teaching and Communication having shown a significant negative effect on Achievement. School Management has shown a significant positive effect on Advancement, but Career Development has shown significant negative effect.

Stress is not always bad for people. In fact, some stress can energize and motivate a person to behave in desired ways. Selye (1976) noted that no one could live without experiencing some degree of stress all the time. So different levels of Job Stress can cause varying levels of Job Satisfaction. In every organization, one of the most challenging problems is how to motivate employees to work more productively and to increase their perception of Job Satisfaction. Most employers believe that satisfied employees will increase their productivity. (Robert Kreitner & Angelo Kinicki 2001)

Recommendation

1. Recommendation for Chinese volunteer teacher in Thailand

Most of the Chinese volunteer teachers in Thailand showed a mid level of stress in the variable Time Management, Student Behavior, Workload, School Management, School Environment, Career Development, Social Support. But the
teacher’s showed more stress in Workload and Career Development than the other
variables. All volunteer Chinese teachers in Thailand showed high level satisfied to
Recognition, Teamwork, Work Itslef, and Achievement, but showed lower satisfied to
Advancement. This implies that Job Stress exists in the life of every teacher. All the
teachers questioned had high stress levels with regards to workload and Career
Development. Also they had lower satisfaction levels in the variable Advancement.
Therefore, the new volunteer Chinese teachers in Thailand should communicate with
experienced teachers about Career Development and think about their future career
goals. The teacher should try to become more self-competent by consulting with the
experienced teachers and participate in career development workshops. In addition it
is important to continue study in order to broaden their knowledge and ability.

2. Recommendation for the school, which hired the volunteer Chinese teacher

Due to all the volunteer Chinese teachers showed high stress levels
because of the large workload, the school should consider reducing the teacher’s
workload, or hiring more teachers. The lack of career development and promotional
opportunities has also caused the teachers to have a lower satisfaction level. This
should be addressed by providing the teachers with more opportunities for promotion
and relative training for career development.

3. Recommendation for Chinese Language Council

More and more volunteer Chinese teachers work for the Chinese
Language Council. They are the main force to spread the Chinese language and
culture overseas, strengthen the mutual understanding between China and other
countries and increase the friendship and exchange among all countries. Even though
the longest tenure of a volunteer teacher is only three years, the teachers’ still work hard to maintain a high level of professionalism. Most of the volunteer teachers have just graduated from university when they become a volunteer. The work experience they will gain by becoming a volunteer is an important factor in their development and the foundation of their working life. Therefore, I think the Chinese Language Council should provide more humanistic care and promote opportunity to the teacher. Holding more workshops relative to career development and establishing a volunteer association to share the information about career development can achieve this. Creating a consultation center, including psychological counseling and career development counseling would also be extremely beneficial. This would ensure the volunteer could consult with a professional when they are under stress or need advice on career development. If the Chinese volunteer program had a stronger and more developed structure, with constant support and development, there would be lower stress levels and higher job satisfaction in teachers. This would consequently attract more teachers to work as volunteers and enabling the Chinese Language council to achieve the mission of the Chinese volunteers program.

4. Recommendation for Further Study

This study focused on the volunteer Chinese teacher’s Job Stress level and Job Satisfaction level, and find out the relationship between the volunteer Chinese’s Job Stress and Job Satisfaction. Further research can focus on the following area:

1. In depth study about more sources of the stress of the teachers working in similar environment and conditions with this study.

2. Study the factors and the administration approaches that are effectively alleviating the stress of teachers.
3. Study the administration of the schools that can bring about more job satisfactions of teachers.

4. Study the means and ways that stress reduction and the satisfaction of teachers can contribute to the better achievement of students.
REFERENCES


In A.J. Marrow (ed.), The Failure of Success. *New York: AMACOM*


1336–1342.


Shugars PA., Dimatteo MR. *Occupational and Organizational Psychology*, 2011, 66(2), 155-162.


Smilansky J B. (1986). External and Internal Correlates of Teachers’ Satisfaction and


APPENDIX A

Questionnaire (English Version)

A study of Job stress and Job Satisfaction Among Chinese Volunteer Teachers in Thailand
Part 1: Personal Information

Instruction: Please indicate which statement applies to you by marking an (X) in the brackets. This information will be used for the purpose of this study only and will be kept confidential.

1. Gender ( ) Male ( ) Female

2. Age ( ) 20-25 ( ) 26-30 ( ) 30 above

3. Education Level ( ) Bachelor’s ( ) Master and above

4. Number of Working Years
   ( ) less then 1 years ( ) 1-3 years ( ) more than 4 years

Part 2: Questions about job stress

For each statement, please circle a number from the scale below that best describes your level of stress.

1 = No stress  2 = Quite stress  3 = Stressful  4 = Very stressful  5 = Very highly stressful

Time management

1. I spend a long time preparing for my lessons. 1 2 3 4 5

2. Administrative work occupies my class time. 1 2 3 4 5

3. I spend a lot of time adjusting teaching plans to suit students’ ability levels. 1 2 3 4 5

4. I spend more time on administrative work and social activities than teaching. 1 2 3 4 5

5. I spend more time organizing students’ extracurricular activities than teaching. 1 2 3 4 5
Student behavior

6. The students disagree with the content that I taught. 1 2 3 4 5

7. The students are disrespectful to me and Chinese culture. 1 2 3 4 5

8. The students do not co-operate and follow the class rules. 1 2 3 4 5

9. The students have no motivation to study Chinese. 1 2 3 4 5

10. The students are often absent from Chinese class due to extra-curricular activities. 1 2 3 4 5

Workload

11. I am always so busy with my work that I don’t have enough time for my personal life. 1 2 3 4 5

12. My workload is too big. I have to teach students of different ability levels in the same class. 1 2 3 4 5

13. I have to spend a lot of time to support the students extra-curricular activities. 1 2 3 4 5

14. I don’t have enough knowledge and skill to do my work. 1 2 3 4 5

School management

15. I don’t get any support from a school leader. 1 2 3 4 5

16. The School leader observes my class at irregular times. 1 2 3 4 5

17. The School conducts too many teacher evaluations. 1 2 3 4 5

18. I have to attend too many meeting and social activities. 1 2 3 4 5
19. I have too many teaching demonstration classes.

School environment

20. The school did not provide me with any Chinese classroom, equipment and teaching resources.

21. I do not receive feedback from parents or students immediately.

22. I don’t get enough support from my colleagues and leader.

23. My school is too far from the city center.

24. My school does not support the Chinese program.

Career Development

25. The school did not provide me with training opportunities to improve my teaching skills.

26. I feel that my work does not reflect my full potential and ability.

27. This job cannot improve my teaching skills.

28. In my school there are very few opportunities for promotion.

29. There are no experienced teachers to support me and help me improve my teaching skills.

Social support

30. Parents have a very high expectation of the teacher.

31. I cannot get any support from the local community.
32. I feel that the local people look down me because I come from a different cultural background.

33. I have very few opportunities to socialize.

34. My living environment does not meet my requirements.

35. Some parents don't agree with my teaching method.

Cross-cultural teaching and communication

36. It is difficult to communicate with student, parent, colleagues and local people effectively due to the difference in language and culture.

37. My teaching style is different to the other teachers in school.

38. Students don’t agree with my teaching method.

39. My personality conflicts with school culture.

40. The students ask me some sensitive questions that I cannot answer.

Part 3: Questions about job satisfaction

For each statement, please circle a number from the scale below that best describes your level of satisfaction.

1= Dissatisfied  2= Quite satisfied  3= Satisfied  4= Very satisfied  5= Very highly satisfied
Recognition

41. My school appreciates my ability and performance. 1 2 3 4 5
42. My colleagues appreciate my ability and performance. 1 2 3 4 5
43. I appreciate my working status. 1 2 3 4 5
44. The parents appreciate my ability and performance. 1 2 3 4 5
45. I am treated with dignity and respect. 1 2 3 4 5

Teamwork

46. I always work in a team. 1 2 3 4 5
47. I always share my teaching experience and teaching resources with my colleagues. 1 2 3 4 5
48. My team members help me when I have a problem. 1 2 3 4 5
49. I have a good relationship with my team. 1 2 3 4 5
50. The school gives me support if I need it. 1 2 3 4 5

Work Itself

51. My job utilizes the best of my ability. 1 2 3 4 5
52. My job is challenging. 1 2 3 4 5
53. I take pride in my work. 1 2 3 4 5
54. I believe that my work is valuable. 1 2 3 4 5
55. I have a good working environment. 1 2 3 4 5

Achievement

56. My work performance meets my expectations. 1 2 3 4 5
57. My assignments are completed before the deadline. 1 2 3 4 5
58. I have the ability to overcome the obstacles that I face. 1 2 3 4 5
59. I am satisfied with my performance to date. 1 2 3 4 5
60. I can achieve all my targets each term. 1 2 3 4 5

Advancement

61. The school provides a training program to improve my professionalism. 1 2 3 4 5
62. The school provides a training program to improve my knowledge of the local language and culture. 1 2 3 4 5
63. I have a good opportunity for promotion. 1 2 3 4 5
64. I have career advancement in my job. 1 2 3 4 5
65. The organization offers opportunities for me to learn new skills. 1 2 3 4 5
APPENDIX B

Questionnaire (Chinese Version)

在泰汉语教师志愿者工作压力和工作满意度调查问卷
第一部分 个人信息

请根据实际情况，在符合自己情况的选项括号内打勾。

1. 性别 （ ）男 （ ）女

2. 年龄 （ ）20-25 （ ）26-30 （ ）30 以上

3. 教育程度 （ ）本科 （ ）研究生及以上

4. 工作经验 （ ）1年以内 （ ）1-3年 （ ）4年以上

第二部分 工作压力问卷

提示：以下题目是根据教师在工作中经常遇到的问题所编制的。请认真阅读每一项之后，在符合您实际情况的数字上画圈进行选择。

计分方法：没有压力=1；压力较轻=2；压力中等=3；压力较大=4；压力很大=5。

<table>
<thead>
<tr>
<th>项目内容</th>
<th>没有压力</th>
<th>压力较轻</th>
<th>压力中等</th>
<th>压力较大</th>
<th>压力很大</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 我备课花较多时间。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. 我的行政工作和教学会有时间冲突。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. 我根据学生的个人差异调整教学，花费了大量时间。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. 我花在行政工作和社会活动上的时间较多。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
### 二、学生行为

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>学生质疑我教学的内容。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>学生对中文老师及中国文化不够尊重。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>学生出现课堂违纪、不服从老师管理等课堂管理方面的问题。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>学生没有学习中文的动机。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>学生常因为课外活动而缺席中文课。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 三、工作负荷

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>我工作繁忙难以享受生活。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12</td>
<td>我的教学任务很重，要同时上几个年级的课。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>我需要组织并带领学生参加各种中文活动和比赛。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>我的专业知识和教学技能不足以支持我的工作。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### 四、教学管理

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>汉语教学得不到校领导及相关部门应有的支持和配合。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>领导随机听课。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>学校各项检查、评比、考核过多。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>需要参加会议和社会活动过多。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>六、工作环境</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>学校没有提供中文教室，教学设备和教学资源。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>我不能及时的得到教学反馈。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>我的领导、同事对我的帮助和支持不够。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23</td>
<td>学校远离市区，交通不便。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24</td>
<td>我的学校不够支持中文项目。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>六、职业发展</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>我缺少能够满足自身需要的培训和学习机会。</td>
</tr>
<tr>
<td>26</td>
<td>我觉得我的能力在教学中没有得到体现。</td>
</tr>
<tr>
<td>27</td>
<td>现在的工作，对我未来的职业发展帮助不大。</td>
</tr>
<tr>
<td>28</td>
<td>我在这个学校很难晋升。</td>
</tr>
<tr>
<td>29</td>
<td>在教学上缺乏有经验教师的指导。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>七、社会支持</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>家长及学校对教师的要求过高。</td>
</tr>
<tr>
<td>31</td>
<td>当地社区及政府不支持汉语教学。</td>
</tr>
<tr>
<td>32</td>
<td>我觉得当地人因为国籍或者文化背景对我有偏见。</td>
</tr>
<tr>
<td>33</td>
<td>我在当地交际圈小。</td>
</tr>
<tr>
<td>34</td>
<td>我对学校提供的居住环境不满意。</td>
</tr>
<tr>
<td>35</td>
<td>学校及家长不理解我的教学方式。</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>八、跨文化教学和交流</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
<td>由于语言文化不同，我和学生、家长、同事及当</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>37</td>
<td>我的教学方式与整个学校格格不入。</td>
</tr>
<tr>
<td>38</td>
<td>学生不能接受我的教学方式。</td>
</tr>
<tr>
<td>39</td>
<td>我的个性和学校文化有冲突。</td>
</tr>
<tr>
<td>40</td>
<td>学生会提出过于敏感、让我无法回答的问题。</td>
</tr>
</tbody>
</table>

第三部分 工作满意度问卷

提示：以下题目用以测试教师工作满意度。请认真阅读每一项之后，在符合实际情况的数字上画圈进行选择。

计分方法：很不满意=1；不满意=2；满意=3；很满意=4；特别满意=5。

<table>
<thead>
<tr>
<th>项目内容</th>
<th>不同</th>
<th>基本</th>
<th>同意</th>
<th>非常</th>
<th>特别</th>
</tr>
</thead>
<tbody>
<tr>
<td>41</td>
<td>汉办认可我的工作能力及表现。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>42</td>
<td>学校及同事赞赏我在工作上的表现。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>43</td>
<td>我对目前的工作机会心存感激。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>44</td>
<td>我的工作得到家长及当地政府的认可和赞赏。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>45</td>
<td>学生喜欢我的教学，并尊重和爱戴我。</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

二、团队合作
| 46 | 我总是和同事一起完成工作。 | 1 | 2 | 3 | 4 | 5 |
| 47 | 我常常和同事或者其他志愿者分享教学经验和教学资源。 | 1 | 2 | 3 | 4 | 5 |
| 48 | 在我遇到困难时，我总能从学校，其他和志愿者及汉办得到帮助。 | 1 | 2 | 3 | 4 | 5 |
| 49 | 我和同事有良好的关系。 |  |  |  |  |  |
| 50 | 学校同事和领导总是愿意倾听我的困难并给予必要的帮助。 | 1 | 2 | 3 | 4 | 5 |

三、工作本身

| 51 | 我的能力在工作中得到充分体现。 | 1 | 2 | 3 | 4 | 5 |
| 52 | 我的工作非常的具有挑战性。 | 1 | 2 | 3 | 4 | 5 |
| 53 | 这份工作让我感到自豪。 | 1 | 2 | 3 | 4 | 5 |
| 54 | 我觉得我的这份工作非常有价值和意义。 |  |  |  |  |  |
| 55 | 我对这份工作及工作环境非常的满意。 | 1 | 2 | 3 | 4 | 5 |

四、工作成就

| 56 | 我的工作成绩达到了我的预期目标。 | 1 | 2 | 3 | 4 | 5 |
| 57 | 我及时的完成了各项教学及工作任务。 | 1 | 2 | 3 | 4 | 5 |
| 58 | 我出色的解决了工作上遇到的各种困难。 | 1 | 2 | 3 | 4 | 5 |
| 59 | 我最近一段时间的工作表现非常好。 | 1 | 2 | 3 | 4 | 5 |
| 60 | 我每个学期都能出色的完成教学任务并达到预期目标。 | 1 | 2 | 3 | 4 | 5 |

五、个人能力提升及职业发展
<table>
<thead>
<tr>
<th></th>
<th>内容</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>61</td>
<td>学校为我提供了必要的专业知识和教学技能培训。</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>当地学校为我提供了必要的语言和文化知识培训。</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>我有机会在学校里晋升。</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>这份工作对我未来职业发展非常有帮助。</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>我在这份工作中学到很多新技能，提高了我的个人能力。</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

Questionnaire Translation Evidence
Questionnaire Translation Evidence 1

Dear Ms Qin,

This is Qingfang Wei, I am doing a thesis about Job Stress and Job Satisfaction of Volunteer Chinese Teachers’ in Thailand. My questionnaire needs to be translated to Chinese and I want to ask if you are able to help check my translations of my questionnaire. I would be grateful if you were able to be kindly give suggestions as you are the appropriate person to check and I highly respect your suggestions that would be a great help to my survey. I would need your translation checking and advice before I distribute my questionnaire. I would like to express my thanks and gratitude in advance; I appreciate your help and advice a great deal.

Your Sincerely,

Qingfang Wei
Survey Translation Evidence

1. How does the questionnaire translate from English to Chinese? Is the translation clear and adequately matched to the original?

   I think the translation reflects the original meaning.

2. Are there any mistakes in regards to phrases or grammar within the translation to Chinese that could potentially lead to a misunderstanding?

   No mistake in Chinese.

3. What parts of the questions do you think needs to be changed or improved in regards to the English to Chinese translation?

   No need to change.

Name: Qin Xiuhong
Email: dengqinchen@163.com
Position (current or former): Associate Dean, School of Southeast Asian Studies, Guangxi University for Nationalities, China
Your highest degree earned: Ph.D.

Chulalongkorn University of Thailand

Signature: 章
Date: 2nd Feb 2016
Dear Ms. Sun Xiaoyuan,

This is Qingfang Wei, I am doing a thesis about Job Stress and Job Satisfaction of Volunteer Chinese Teachers’ in Thailand. My questionnaire needs to be translated to Chinese and I want to ask if you are able to help check my translations of my questionnaire. I would be grateful if you were able to be kindly give suggestions as you are the appropriate person to check and I highly respect your suggestions that would be a great help to my survey. I would need your translation checking and advice before I distribute my questionnaire.

I would like to express my thanks and gratitude in advance; I appreciate your help and advice a great deal.

Your Sincerely,

Qingfang Wei
Survey Translation Evidence

1. How does the questionnaire translate from English to Chinese? Is the translation clear and adequately matched to the original?

I think the translation reflects the original meaning.

2. Are there any mistakes in regards to phrases or grammar within the translation to Chinese that could potentially lead to a misunderstanding?

NO mistake in Chinese

3. What parts of the questions do you think needs to be changed or improved in regards to the English to Chinese translation?

NO need to change

Name: Sun Xiao Yuan
Email: sarabsunk6@hotmail.com
Position (current or former): Resident

Your highest degree earned: Ph.D.
Assumption University, Thailand

Signature: Sun Xiao Yuan
Date: 02-02-16
Dear Mr. Jing,

This is Qingfang Wei, I am doing a thesis about Job Stress and Job Satisfaction of Volunteer Chinese Teachers’ in Thailand. My questionnaire needs to be translated to Chinese and I want to ask if you are able to help check my translations of my questionnaire. I would be grateful if you were able to be kindly give suggestions as you are the appropriate person to check and I highly respect your suggestions that would be a great help to my survey. I would need your translation checking and advice before I distribute my questionnaire.

I would like to express my thanks and gratitude in advance; I appreciate your help and advice a great deal.

Your Sincerely,

Qingfang Wei
Survey Translation Evidence

1. How does the questionnaire translate from English to Chinese? Is the translation clear and adequately matched to the original?

   "The translation is clear and easy to understand."

2. Are there any mistakes in regards to phrases or grammar within the translation to Chinese that could potentially lead to a misunderstanding?

   No mistakes

3. What parts of the questions do you think needs to be changed or improved in regards to the English to Chinese translation?

   No need to change

Name: Yi Ting Ting
Email: Jason_jing10@hotmail.com
Position (current or former): General manager of Shenzhen AV Electronics Commerce Co., Ltd
Your highest degree earned: Master of Business
Griffith University, Australia

Signature: [signature]
Date: 02nd Feb 2016