

FACTORS ASSOCIATED WITH JOB-RELATED STRESS
AMONG EXPATRIATE TEACHERS: A CASE STUDY OF
INTERNATIONAL SCHOOLS IN BANGKOK THAILAND

Miss Tharathorn Benjaron

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

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ปัจจัยที่เกี่ยวข้องกับความเครียดจากการทำงานในครูชาวต่างชาติ:
กรณีศึกษาโรงเรียนนานาชาติในกรุงเทพมหานคร ประเทศไทย



นางสาวธราธร เบญจบุญ

จุฬาลงกรณ์มหาวิทยาลัย

CHULALONGKORN UNIVERSITY

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาวิทยาศาสตรมหาบัณฑิต

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วิทยาลัยวิทยาศาสตร์สาธารณสุข จุฬาลงกรณ์มหาวิทยาลัย

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By	Miss Tharathorn Benjaroon
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Thesis Advisor	Nutta Taneepanichskul, Ph.D.

Accepted by the Faculty of College of Public Health Sciences,
Chulalongkorn University in Partial Fulfillment of the Requirements for the
Master's Degree

.....Dean of the College of Public Health Sciences
(Professor Surasak Taneepanichskul, M.D.)

THESIS COMMITTEE

.....Chairman
(Associate Professor Ratana Somrongthong, Ph.D.)

.....Thesis Advisor
(Nutta Taneepanichskul, Ph.D.)

.....External Examiner
(Associate Professor Sompoch Iamsupisit, Ph.D.)

ธรราร เบญจจรูญ : ปัจจัยที่เกี่ยวข้องกับความเครียดจากการทำงานในครูชาวต่างชาติ: กรณีศึกษาโรงเรียนนานาชาติในกรุงเทพมหานคร ประเทศไทย. (FACTORS ASSOCIATED WITH JOB-RELATED STRESS AMONG EXPATRIATE TEACHERS: A CASE STUDY OF INTERNATIONAL SCHOOLS IN BANGKOK THAILAND) อ.ที่ปรึกษาวิทยานิพนธ์หลัก: ดร. ณีฎฐา ฐานีพานิชสกุล, 93 หน้า.

บทคัดย่อ

ที่มาและความสำคัญ: ความเปลี่ยนแปลงทางวัฒนธรรมอันเป็นผลมาจากความเจริญแห่งยุคโลกาภิวัตน์นั้นมีอิทธิพลต่อการศึกษาและนำมาซึ่งความสำคัญของการศึกษานานาชาติ ดังเช่นในประเทศไทยที่มีความต้องการรูปแบบการศึกษาของโรงเรียนนานาชาติเพิ่มมากขึ้น การวิจัยนี้มีจุดมุ่งหมาย ในการศึกษาถึงปัจจัยที่เกี่ยวข้องกับความเครียดจากการทำงานในครูชาวต่างชาติในโรงเรียนนานาชาติ กรุงเทพมหานคร ประเทศไทย

วิธีการดำเนินงาน: การวิจัยเชิงพรรณนา ณ จุดเวลาใดเวลาหนึ่งแบบตัดขวางถูกใช้ในการศึกษาครูผู้สอนชาวต่างชาติที่ทำงานในโรงเรียนนานาชาติภายใต้การจดทะเบียนของสมาคมโรงเรียนนานาชาติแห่งประเทศไทยเขตพื้นที่กรุงเทพมหานคร ใช้เทคนิคการสุ่มตัวอย่างอย่างง่ายโดยวิธีจับสลากสุ่ม 30 โรงเรียนจากจำนวนโรงเรียนทั้งหมดจำนวน 60 โรงเรียน หลังจากที่โรงเรียนตอบรับคำขอเข้าเก็บข้อมูล แบบสอบถามจำนวน 220 ชุดถูกแจกจ่ายตามสัดส่วนโดยวิธีการสุ่มคัดเลือกแบบตามสะดวก

ผลการศึกษา: ผลการศึกษาจากการวิเคราะห์ข้อมูลสถิติเชิงพรรณนา(ค่าเฉลี่ย ค่าเบี่ยงเบนมาตรฐาน (SD) และ ร้อยละ) ค่าความสัมพันธ์ (เพียร์สัน) และการวิเคราะห์เชิงเส้นด้วยวิธีการ ENTER ถูกนำมาใช้ในการค้นหาความสัมพันธ์ระหว่างระดับความเครียดของครูผู้สอนชาวต่างชาติกับปัจจัยที่เกี่ยวข้องกับความเครียดจากการทำงาน ผลลัพธ์ที่แสดงให้เห็นว่าร้อยละ 86.4 มีระดับความเครียดปกติ ด้านสังคมประชากร(สถานภาพ) ลักษณะการทำงาน(ชั่วโมงการทำงาน)และกลุ่มปัจจัยกระตุ้นให้เกิดความเครียด (การปรับเปลี่ยนทางวัฒนธรรมและความพึงพอใจในการทำงาน) พบว่ามีความแตกต่างอย่างมีนัยสำคัญตามลำดับ (p-value = 0.005, 0.004, 0.002, 0.001)

สรุปผล: ด้านสังคมประชากร ลักษณะการทำงาน และกลุ่มปัจจัยที่กระตุ้นให้เกิดความเครียดในครูชาวต่างชาติ พบว่ามีความสัมพันธ์กับความเครียดจากการทำงานในครูชาวต่างชาติในโรงเรียนนานาชาติในกรุงเทพมหานคร ประเทศไทย

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THARATHORN BENJAROON: FACTORS ASSOCIATED WITH JOB-RELATED
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Abstract

Background: Cultural has transformed and therefore the power of world and globalization has produced an impact that influences in an education which goes beyond as international context and became a prerequisite of the day. As in Thailand, trend of international schools and expatriate teachers is rising. The research aims the study to produce related factors of stress on expatriate teachers working at the international schools in Bangkok, Thailand.

Methods: A Descriptive Cross Sectional study was used to study the expatriate teachers working at international schools registered in ISAT, Bangkok Thailand. The sampling technique started from random the international total 60 schools. Then, the Lucky Draw technique was used to randomly draw 30 schools to participate. After the schools accepted the request, the questionnaires were distributed as proportional to size of expatriate teachers in the accepted school by using convenience sampling technique (N=220).

Results: Data were analyzed by the descriptive statistic (Mean, Standard deviation (SD) and Percentage), Pearson Correlation, and Multiple linear regressions with ENTER method were used to find an association between stress level of expatriate teachers and related factors. The results shown that 86.4% were fall to normal stress, Socio-demographic: Marital status p-value=.005, Working profile: working hours p-value=.004, and Stressors among expatriate assignment: Cultural adjustment/shock p-value=.002, and job-satisfaction p-value=.001.

Conclusion: Socio-demographic, Working profile, and Stressors among expatriate assignment were associated to the stress among expatriate teachers who work at international schools registered in ISAT, Bangkok Thailand.

Field of Study: Public Health

Student's Signature

Academic Year: 2013

Advisor's Signature



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CHAPTER I

BACKGROUND AND SIGNIFICANCE

1.1 Introduction

Here and nowhere in the world people would say that there is nothing change around themselves, it's definitely rapid changes in any ways instead. Regardless of how, the actual that cultural has transformed in nation is expanding almost everywhere, thus it has brought more understanding of cultural and global changes to society. It seems that a national interest is less than a global shared set (1), and this is a key to what people in this century are coaching to get familiar with the changes.

Therefore, the power of world and globalization has produced an impact that influences in many aspects of our life, including an education which goes beyond as international context and became a prerequisite of the day. Greenlees(2006)(2) stated this accelerating global change has been coming as large forcibly and rapidly rising into the demand for an international education. Therefore, a marked effect of global and national changes has brought an issue dealing with English majors' education (Junyue Chang, 2006) or so called "the rise of English as a global language".

Furthermore, the ASEAN economic community (AEC) 2015, which is the arrangement of regional economic integration of 10 countries in the ASEAN Economic Community group, consists of the following countries:

Brunei Darussalam

Indonesia

Malaysia

Philippines

Singapore

Laos

Cambodia

Myanmar

Vietnam

Thailand

The AEC 2015 will be real launched in very near future, thus once it is implemented then Thailand will be critical to position itself to meet this rapidly growing market need through international education.

Hence, the main language used in the ASEAN Community will be English (Ministry of Education, Thailand, 2010). Consequently, Thai education system should focus more on English language studies in order to assemble their population to be ready far beyond the coming AEC 2015. Moreover, it is also be an ambition that with the education reformation, Thai people could rise and become equally competitors with the population of the other 9 ASEAN countries (Ministry of Education, 2010).

It's undoubtedly if Thai international education will have no exception to this trend. Fredrickson (2005) has expressed that beyond 15 years ago; Thailand has been growing widely at all levels of an international education, as growth as it's truly

brehtaking. Bangkok Post (2007) also stated that it has been broken into a sprint of the number of international schools over the last few decades in Thailand.

The AEC 2015 is not only reason for the elevation of international schools in Thailand; to further explain the situation of international schools in Thailand;

Watkinson (2006) wrote:

“Thai demands for a Western education became overwhelming and the authorities finally opened the floodgates in the early 1990s, allowing Thai nationals to enroll at international schools. The proviso was that schools had to teach Thai language to all Thai nationals; and teach Thai cultural studies to all students, regardless of nationality. The exponential growth of the international school sector in Thailand had truly begun. Many neighboring countries, China and Burma for example, still prohibit their nationals from attending international schools. Consequently, Thailand has developed something of a regional monopoly in the international school stakes”.

In Thailand, “ISAT” or the International Schools Association of Thailand is the place where registered most of the international schools. ISAT stated that “ISAT schools offers a range of curriculum vary from American, British and International systems. The quality of education offered at the ISAT member schools have been recognized by accreditation organizations such as CfBT Education Trust (formally WES), the Western Association of Schools and Colleges (WASC), the New England Association of Schools and Colleges (NEASC) and the Council of International Schools (CIS)”. In fact, ISAT reports that at the early year it was starting from 45 original members in 1994, and now it has over 95 member schools registered with (ISAT: www.isat.or.th).

The globalization has not only coming to light the expatriates as an important classification of global travelers (Selmer, 2002), but also the National Foreign Trade Council. 2006, pointed out that chances for international assignments to be arise. NFTC (2006) findings 47% of companies questioned reported from the survey manifested clearly in the escalating in size of their current expatriate population within last year. Additionally, for the year 2006 found 54% of companies' anticipated additional magnification in their expatriate population (NFTC, 2006).

Nevertheless, English language competency is one of the most powerful for humans' capital at work as language is a principle part of skillfulness workers, Rooth and Saarela (2007). Besides that is Kapur and Chakraborty (2008) have identified that English is steadily more valued in the surrounding market of workers in this era of changing.

Over the last few decenniums, a sprint in the number of international schools in Thailand has been found (Bangkok Post 2007). Therefore, the international schools nowadays provide education to the students from pre-school through the tertiary level in preparation for entrance to higher education either in national or international. Moreover, there are various sizes of the schools considerably from number of their students, in which 2000+ students are counted as a large school and those less than 100 students are called small size (Kanu priya mohan, 2008).

Hayden and Thompson (2000) have aptly stated that the multicultural variety show the additional to the work demands of the teachers working in the surrounding of international school.

As the demanding for foreign assignment is on a rise due to globalization, factors of job-related stress among expatriate were considered are as the following

Cultural Adjustment/ Shock

Cross cultural adjustment or Cultural shock is adjustment that expatriate faced with the job, host country nationals, and to general working and non-working environment. (Black, Stuart, and Stephens, 1989)

Blocked career progression

Majority of expatriate teachers lacks of effective career management process to support their promotion in the host organization.

Differences in compensation

There are the difference exists in the compensation of expatriates teacher at the same level in various countries. Thus, because of these differences in compensation practices lead to stress among expatriates.

Quality of superior-subordinate relationship

Work relationships and its quality act as a potential stressor, moreover, the relationships between superiors and subordinates where the different cultures from the significant aspect of multi-national organization are effective.

Psychological acceptance

The Psychological acceptance of an expatriate teacher when out of his/her parents' country is another difficult part leading psychological disorientation as the non-acceptance of an expatriate teacher is potential stress which may cause by his/her colleagues, boss, subordinates and the organization as a whole.

An individual adjustment is required for the staffs working in multicultural environment as at the international schools, also an interpersonal is suggested as

well (Kanu priya mohan, 2008). This issued brings the foreign teachers into an interesting perspective of “expatriate or Sojourner” stress and adjustment.

Along with the increasing in number of international schools, the number of expatriate teachers tends to increase as well. Kanu priya mohan (2008) described the experiences of the “expat” teachers as so called the “sojourner stress”. Shupe and Mc Grath (1998) expressed when the person experiencing stress from a heterogeneity culture, stressful occurring, thus brings in an important of Sojourner stress as stress and coping are aggravated in various aspects, or carried out more problematic.

‘Teacher stress’ was explained by Jarvis (2002) that it is a phenomenon with wide ranging impacts. Thus, if we ignored this adjustment problems are possible to result in stress and turnover. The dysfunction consequences of stress in a foreign assignment can take on a number of negative implications. The negative implications are different in each person and vary as absenteeism, alcohol and drug abuse, turnover, early return to the domestic organization, aggression to others, extended leaves, or any combination of these negative behaviors (McIntosh et al.1998, Jong&McMullen 1992, Liese et al. 1997, Kemerrer et al. 1998, Lange&McCune 1989).

The nationwide levels, data show that departure rates across occupations have found the teaching turnover rate is 15% (Ingersoll, 2004). Moreover, Julie Bilz (2008) indicated that teacher turnover is 4% higher than employee turnover when compared to other occupations, and teachers who have taught between 0 to 5 years have the highest turnover rate, additionally by Heller (2004) pointed out one of the main reasons that new teachers leave is isolation.

In the first few years of teaching, coping skills to deal with the day-to-day frustrations of school life must be developed. Otherwise, they remain in a state of disenchantment if they could not walk past the frustration by using effective coping skills (Fuller, 1969; Littleton, 2004).

The researcher views the disenchantment of the day-to-day frustrations of school life that expatriate teachers are faced as a bitterness of working life, and agreed with the statement of the Alliance for Excellent Education (2005) that teachers are more satisfied when they have adequate planning time, a reasonable workload, minimal student disruptions, and input into school policy. Moreover, towards the expatriate teachers, cross-cultural adjustment and factors related stress should be concerned to reduce the difficulties in their life-adjustment.

As discussed earlier that in Thailand, trend of international schools and expatriate teachers is rising due to globalization and in consequent of the coming AEC 2015. Nevertheless, the numbers of teacher turnover rates also keep rising even in the demanding situation.

Lastly, the expatriate teachers who work at the international schools in our country, especially in Bangkok region became an interesting population to the current research as the study aims to produce an association of related stress factors on expatriate teachers working at the international schools in Bangkok, Thailand.

1.2 Research question and objectives

1.2.1 Research Questions

RQ1: What is a prevalence of stress among expatriate teachers?

RQ2: Is there a relationship between socio-demographic and stress among expatriate teachers?

RQ3: Is there a relationship between working profile and stress among expatriate teachers?

RQ4: Is there a relationship between stress levels on expatriate skilled teachers and the stressors in expatriate assignment?

1.2.2 General Objective

The research aims the study to produce related factors of stress on expatriate teachers working at the international schools in Bangkok, Thailand.

1.2.3 Specific Objectives

1. To describe general characteristics and working profile of expatriate teachers.
2. To describe stressors among expatriate teachers.
3. To identify the factors influence on stress related to job among expatriate teachers.

1.3 Research Hypothesis

Hypothesis1

There is a relationship between increasing stress and socio-demographic among expatriate teachers.

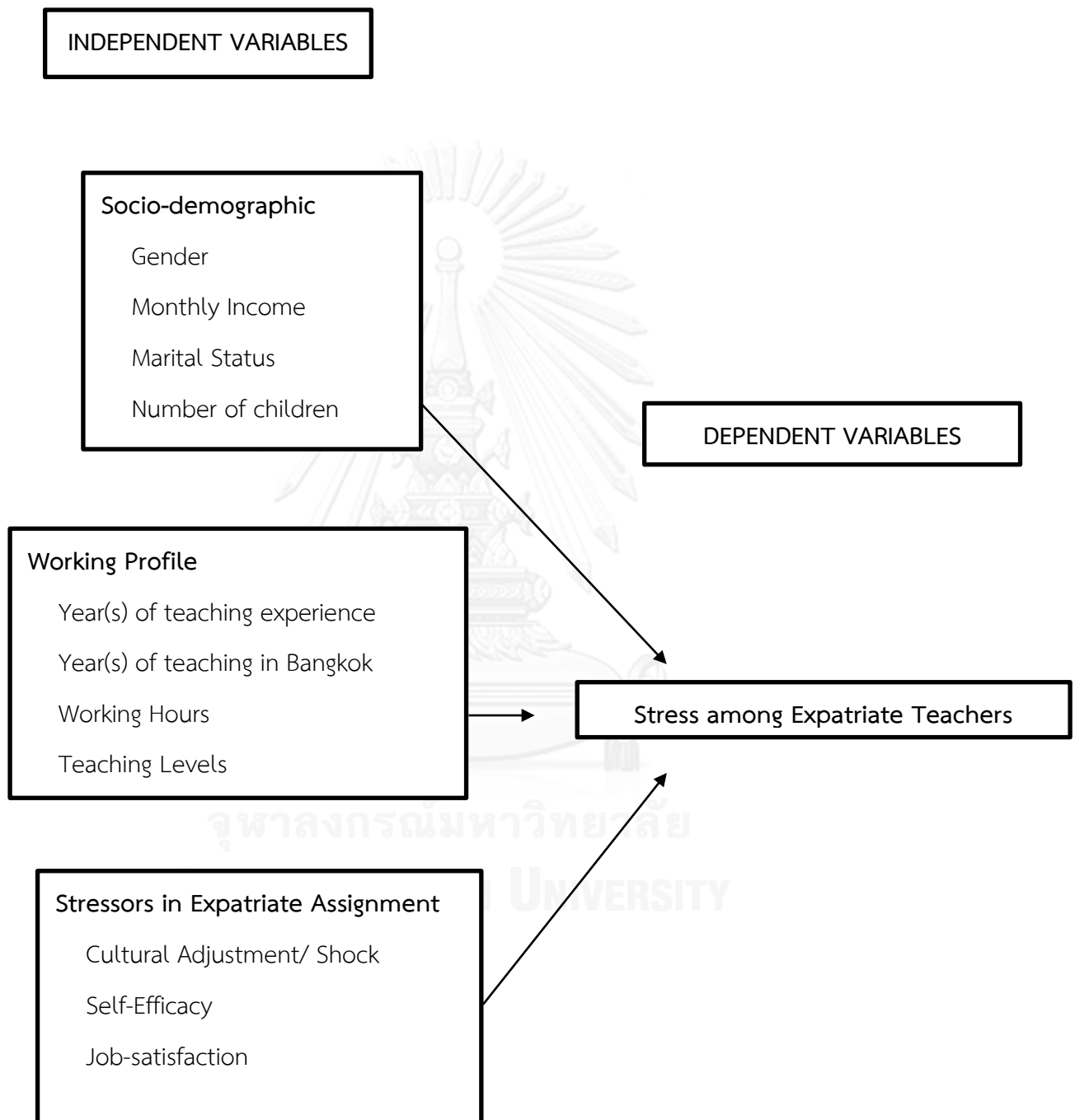
Hypothesis2

There is a relationship between increasing stress and working profile among expatriate teachers

Hypothesis3

There is a relationship between increasing stress levels on expatriate skilled teachers and the stressor in expatriate assignment

1.4 Conceptual Framework



1.5 Operational and Definitions

Gender

Male and female expatriate teachers

Monthly Income

An average salary/income that individual expatriate teacher earns monthly.

Marital Status

The marital status: Single/Married/Widow/In a relationship that best describe an individual expatriate teacher at the time of assess.

Number of children

The number of his/her own kids (daughter/son) that belong under his/her care.

Year(s) of teaching experience

Number of total year(s) of teaching experience that expatriate teachers have gained in a life.

Year(s) of teaching in Bangkok

Number of total year(s) of teaching experience that expatriate teachers have gain in Bangkok.

Working Hours

Number of days/hours work per week of expatriate teachers.

Teaching Levels

Pre-school through the primary and secondary stages to the tertiary level

Cultural Adjustment/ Shock

Cross cultural adjustment or Cultural shock is adjustment that expatriate faced with the job, host country nationals, and to general working and non working environment. (Black, Stuart, and Stephens, 1989)

Self-Efficacy

Self-efficacy refers to sense that originates general confidence in one's own power to handle multi-tasks in different environmental demand situations. (Albert Bandura, 2009)

Job-Satisfaction

Job satisfaction is the resulted of how content of individual is with his or her job, as well as, overall emotional individual feeling have about their job as a whole.

Expatriate Teachers

An expatriate is a person who lives or works non-permanent basis outside of his / her own home country. (Andreason, 2003; Ward, Bochner & Furnham, 2001), which here refers to an expatriate who works as a teacher in an international school, Bangkok.

Stress

Stress is “Internally reflects the subject’s inability to forestall or diminish perception, recall, anticipation, or imagination of disvalued circumstances, those that in reality or fantasy signify great and/or increased distance from desirable (valued) experiential states, and consequently, evoke a need to approximate the valued states.” Kaplan (1983).

CHAPTER II

LITERATURE REVIEW

2.1 Globalization, AEC, and Education

The Asia-Pacific region is recognized as the fastest growing economic region in the world as well as one of the most difficult places for expatriates to work, (Scott Hipsher 2008).

“With the invention and growing sophistication of shipping, railways, and motor and then air transport, the time it takes to move across space has continually shrunk, accelerating the collapse of boundaries and borders and facilitating economic and cultural globalization. These developments, of course, have accelerated in recent years with the proliferation of electronic forms of communication allowing for nearly instantaneous contact and for commercial transactions that cover the globe while ignoring nation-state boundaries. These recent technologies (particularly the Internet) collapse the discontinuity between time and space in a radically new way”, said by Paul Joe (2001)

As a global market competition and flow of cultural is arising in daily number over the world, thus, brought as a new approach of workers as migration (Paul Joe, 2001), and makes the needs for an international management structures in multicultural country where globalization shapes international relationships and develop a corporate presence internationally. Therefore, the result of rapid growth of globalization has an immense affect in the field of education, as well as in the

mentioned of Greenlees (2006) that this global phenomenon resulted in rapid rising huge demands for international education.

Therefore, the international education scenario in Thailand also has no exception. Fredrickson (2005) has expressed in his study that the growth of international education in Thailand over the last 15 years all levels in Thailand were truly breathtaking.

The Association of Southeast Asia Nations was established on August 8, 1967 where aimed to promote “regional peace and stability” while celebrating “the economic growth, social progress and cultural development” within the region it was, using “mutual respect” as the key principle (Economic Intelligence Center, 2012). In addition, the Charter of the ASEAN in chapter X, article 34 specifies “the working language of ASEAN shall be *English*”, thus this again make the international education especially English became in an interesting.

In “thirty years later the ASEAN vision 2020 has been adopted by the heads of state or governments of the member states of ASEAN to bond together in partnership in dynamic development and in a community of caring societies”.

The 12th ASEAN Summit in Cebu, Philippines, an agreement of “accelerates the establishment of the ASEAN Community to 2015” was reached. Furthermore, the AEC 2015 will be implemented in very near future; also it brings opportunities for Thai business and academic leaders. There will be both opportunities for higher investments in industrial health services and greater movement of skilled labor as healthcare professionals within the region (Economic Intelligence Center, 2012).

Furthermore, Kapur, S. and Chakraborty, T. (2008) said “Interestingly, the statistical significance of understanding about AEC implies its positive explanation on English proficiency. Searching for knowledge on AEC through various sources could inevitably expose students to English skills. Furthermore, understanding about AEC and its importance to the Thai economy could help stimulate students to improve their English ability so that they can secure better career and job opportunities”.

As mentioned above that the main language used in the ASEAN Community will be ‘English,’ so education in our country (Thailand) should focus more on English language studies to prepare their future population to be skillfulness and active members of the ASEAN community, far beyond 2015.

2.2 Cultural Diversity

UNESCO has given statement "Culture is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by a human as a member of society" as a commonly used definition. In addition, the definition of culture also was defined “culture as people’s values, language, religion, ideals, artistic expression, patterns of social and interpersonal relationships, and ways of perceiving, behaving, and thinking (M. Lee Manning & Leroy G. Baruth, 2004), while some other studies define it in the same areas of scope, for instance, one of the definitions in the study of Li & Karakowsky (2001) mentioned “culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation”.

The enormous cultural diversity in global nowadays has brought up the demand of teachers and other professionals to examine their standpoint toward diversity. On the other hand, it is necessary to weight on the determination if the diversity emerges as the following:

A “cultural deficits – the need for change”

A “cultural mismatch – different cultural backgrounds fail because their traits are incompatible with schools’ teaching practice”

A “culturally different – differences enrich the school and make individual unique”

It is significantly toward the teachers discernment of diversity determines their philosophical point of view toward their own pedagogy (M. Lee Manning & Leroy G. Baruth, 2004).

Additionally, if search back to the Review of Educational Research Spring 2000 found an issues that the cultural diversity has been establish with the Teachers, thus they are faced the challenge of effectively teaching diverse students in their classrooms, so, it implies that to face with cultural diversity forces them to bring various techniques to foster change in their thinking, attitudes, and behaviors regarding cultural diversity (Gretchen McAllister & Jacqueline Jordan Irvine, 2000).

Furthermore, to discuss about the cultural diversity, one debate among the diversity of culture mentioned sexual orientation is concerned. Gollnick&Chinn (2002) studied about differ in gender as mentioned that “Gender determines masculine and feminine differences – thoughts, feelings, and behaviors one identifies as being male

or female”. Gender different has been recognized in the environment of multicultural because inequality of gender has trends limited to female. Lastly, Baunach (2001) also discussed that in adult years, gender inequality is mostly considering.

2.3 Expatriates Teachers

Spending lifetime to live and work in a foreign country, a tremendous opportunities for growing in personal and professional life are lead to be.

Furthermore, Lifetime in abroad allow a person to absorb a culture of the country, what's more by imaging one is prone to comprehend on one's own culture better as well. Though, being an expatriate serves an imaginative opportunity for obtaining and exercise a foreign language. In addition, many of expatriates' cases were able to increase responsibility and authority comes with an expatriate assignment allowing for accelerated professional growth, (Scott Hipsher 2008).

An international traveler, expatriate workers must face with new environment, thus the adaptation to new living and working conditions is necessary. Nowadays, many of researchers continue to explore the factors associated with their successful, or failed, adjustment, as well as, this study pay interesting on expatriate teachers, which expatriate refers to a person who lives or works non-permanent basis outside of his/her home country (Andreason, 2003; Ward, Bochner & Furnham, 2001).

The human resource capital of the international school and the schoolteachers are hence to be the most important aspect of the school's resources as they are a key dimension to drive the schools forward.

To recruit the resources to school, meanwhile after an appropriate teacher is successfully recruited and hired, there are the principal needs to be guaranteed that collaboration and support are available to the new teachers, especially in the first few years. As one study showed one of the main reasons that new teachers leave job is isolation (Heller,2004), as a cross-cultural encounters can lead to result in various aspects such as strain, a sense of loss and deprivation, rejection, impotence or helplessness, and role confusion (Furnham, 1992; Oberg, 1960).

There are numerous research studies about expatriates have shown that expatriates suffer from changes such as food, language, working/living environment, manners to deal with people and things both work and non-work related (Aycan, 1997; Lueke & Svyantek, 2000; & Young-Chul, 1996).

2.4 Job-satisfaction

“Job satisfaction is an affective or emotional response toward various facets of one’s job, and in which processes of social comparison take place. The facets or aspects we will consider will be the job characteristics, career prospects, salary, coworkers, and internal communication”, defined by Jaime Bonache (2004).

On the other hand, Job satisfaction is usually defined as an affective or emotional response toward one’s job (Kreitner and Kinicki, 1992).

Also, significantly general adjustment of expatriates related to satisfaction with social contact and local nationals. Thus, in the international schools, the cultural mix of the staff requires not only individual level for adjustment, but also an

interpersonal (Kanu priya mohan, 2008). This issued brings in an interesting aspect of “expatriate” and teacher job-satisfaction.

Podsen (2002) identified and explained the four career stages based primarily on length of service of teachers. Moreover, Julie Bilz(2008)linked this four career stages with the Erikson’s Adult Development Model as Erikson (1959) believed that “personality develops in a succession of eight steps or stages”.

The four career stages of teacher (Podsen,2002) as the following:

(a) Teacher-inductee –

“It began in the 1st year of the new teachers’ career and continued to the 3rd year”.

(b) Teacher-specialist-

“It lasted from the 4th year and continued until approximately the 10th”.

(c) Teacher –leader –

“It lasted from the 11th to approximately the 20th year”.

(d) Teacher-steward-

“It began from 21st year until retirement from the teaching profession”.

The relationship between Erikson's Adult Development Model stages and their associated crises on the four career stages are described as the following:

1. Infancy: Trust vs. Mistrust
2. Early Childhood: Autonomy vs. Shame and Doubt
3. Play Age: Initiative vs. Guilt
4. School Age: Industry vs. Inferiority
5. Adolescence: Identity vs. Identity Diffusion _____ Teacher-inductee
6. Young Adult: Intimacy vs. Isolation _____ Teacher-specialist
7. Adulthood: Generativity vs. Self-absorption _____ Teacher -leader
8. *Mature Age*: Integrity vs. Disgust, Despair _____ Teacher-steward

One's belief and expectancy in successfully achieving a certain level of achievement through his/her actions are called self-efficacy (Bandura, 1977).

However as stated by Russell, Altmaier, and Velzen (1987) to verify that teaching is a particularly stressful job, with aspects of teaching which full of stresses leading to severely suffering from stress as a negative outcomes and burnout at the end.

2.5 Expatriate and Stress

Stevan (3) mentioned the study of Kaplan (1983) that stress is "Internally reflects the subject's inability to forestall or diminish perception, recall, anticipation, or imagination of disvalued circumstances, those that in reality or fantasy signify great

and/or increased distance from desirable (valued) experiential states, and consequently, evoke a need to approximate the valued states.”

Conservation of Resources (COR) theory that Hobfoll (3) mentioned 74 resource (eg. Good marriage, sense of pride, time for work, ability to communicate well, children’s health, adequate income, etc) in his study of applied psychology that related to the psychological stress and the stress will occur in three conditions as the following:

“When individuals’ resources are threatened with loss”

“When individuals’ resources are actually lost”

“Where individuals’ fail to gain sufficient resources following significant resource investment”

COR’s theory predicts the resource loss is the basic ingredient in the stress process and resource gain is accounted for increasing importance in the context of loss, and it based on the nature construct of the environment which relies more on the objective and culturally in the stress process’ determining.

The biblical story stated that “Job lost home, family, and wealth and was stricken with disease, for “But man is born unto trouble, as [certainty as] the sparks fly upward” (Job 5:7).

Thus, as the demanding for foreign assignment is on a rise due to globalization, factors of job-related stress among expatriate should be considered are as the following:

Cultural Adjustment/ Shock

Cross cultural adjustment or Cultural shock is adjustment that expatriate faced with the job, host country nationals, and to general working and non-working environment. (Black, Stuart, and Stephens, 1989)

Dye (4) explained that culture shock is resulting from culture stress, where the overloads of the individual's perception in the defensive psychological system has brought up to the state of "emotional shock or even breakdown".

Blocked career progression

Majority of expatriate teachers lacks of effective career management process to support their promotion in the host organization.

Differences in compensation

There are the difference exists in the compensation of expatriates teacher at the same level in various countries. Thus, because of these differences in compensation practices lead to stress among expatriates.

In addition, Dye (4) stated clearly in his study about cultural and stress among expatriate people that it has 2 kinds of stress, "Culture confusion and Culture stress", which refers to the completeness of cultural cues' loss, confuse, helpless in arousal, and changing in new way of living has brought up with stress respectively.

CHAPTER III

METHODOLOGY

3.1 Study Design

The study will be a Descriptive Cross Sectional study

3.2 Study Area

The international schools registered in ISAT, Bangkok Thailand.

3.3 Study Population

Expatriate teachers working at international schools registered in ISAT, Bangkok Thailand, both male & female, age 25-65 years old.

3.4 Sample and Sample size

The factor associated with stress among expatriate teachers was determined based on Hair et al., 1998's rule of thumb (Hair et al., 1998), thus the rule "Sample to Variable Ratio (N:p ratio)" is used to determine adequate sample sizes.

The sample to variable ratio often indicated as N:p ratio where N indicates to the number of participants and p indicates to the number of variables. Hair et al., 1998 recommended a general rule is that the desired level is 20 participants for each independent variable to determine adequate sample size.

In this study consists of 11 variables, thus the sample to variable ratio (N:p ratio) falls as 20:1 will be used to determine as adequate sample sizes for this study.

The sample to variable ratio (N:p ratio) Hair et al., 1998's rule of thumb (Hair et al., 1998)

N:p ratio is 20:1

where N= number of participants, or number of observations

p= number of variables

$$\begin{aligned}
 \text{Total Sample size} &= \text{Number of participants} \times \text{Total number of variables} \\
 &= 20 \times 11 \\
 &= 220
 \end{aligned}$$

3.5 Sampling Technique

Simple Random Sampling

The sampling technique starts from random the international schools in Bangkok that registered as a member of ISAT total 60 schools. Then, the Lucky Draw technique was used to randomly draw 30 schools to participate. After that, an invitation letters were sent through the randomly drawn 30 schools. There were 10 schools accepted to the request, so the questionnaires were distributed as proportional to size of expatriated teachers in the accepted school. In addition, as once cooperated with the school's administrative staffs to distribute the questionnaire to the participants, then the convenience random sampling technique was applied through the accepted schools.

3.5.1 Table of number of the questionnaires' distribution (Proportional to size)

List of Schools (Unnamed)	Total number of Expatriate Teachers	Proportional size to the sample
A	200	82
B	100	42
C	20	8
D	30	13
E	60	25
F	7	3
G	30	13
H	20	8
I	30	13
J	30	13
Total	10 schools 527 Expatriates Teachers	220 as sample size

3.6 Inclusion & Exclusion criteria

3.6.1 Inclusion Criteria

1. Both Male and Female
2. Age between 25-65 years old
3. At least graduated Bachelor's Degree
4. Years of working in Thailand \leq 5 years
5. Must works as a teacher in the registered international schools of ISAT
6. Fair in writing, reading, speaking and listening English
7. Willingness to participate

3.6.2 Exclusion Criteria

1. Holding 2 nationalities: Holding Thai passport and others
2. Teaching in Thailand <2 weeks

3.7 Research Instrument

3.7.1 Questionnaire

The research instrument in the study is self-administered questionnaire which it was divided into categories to assess the participants in each individual aspect, as the following:

3.7.1.1 Demographic & Working Profile (10 items)

3.7.1.2 DASS 21 (7 items of stress)

Retrieved from the internet on 27 November, 2013 via

<http://www.blackdoginstitute.org.au/docs/3.dass21withscoringinfo.pdf>

3.7.1.3 Minnesota Satisfaction Questionnaire (Short-form) (20 items)

Unknown author (1977), Mininesita Satisfaction Questionnaire (Short-form), Vocational Psychology Research , University of Minnesota.

3.7.1.4 The General Self-Efficacy Scale (GSE) (10 items)

Schwarzer, R., & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, Measures in health psychology: A user's portfolio. Causal and control beliefs (pp. 35-37).

3.7.1.5 Cross-cultural Adjustment Measure (9 items)

J. Kline Harrisin ans Elizabeth Voelker (2006), Two Personality Variables and the Cross-cultural Adjustment of Study Abroad Students, The Interdisciplinary Journal of Study Abroad

3.7.2 Reliability and Validation study of the instrument

The reliability of the instrument will then be tested via a pilot test conducted in a group of 30 expatriate teachers working at the schools in Bangkok (non-registered in ISAT) with an interval of one month to assess test-retest reliability. The feedback and responses from the pilot test will then be used to make changes and incorporate them into the final instrument.

Reliability of the instruments (N=30):

In this study reliability' scale was estimating through Cronbach's alpha and showed good results: DASS 21 (Stress) $\alpha = 0.70$; Minnesota Satisfaction Questionnaire (Short-form) $\alpha = 0.87$; The General Self-Efficacy Scale (GSE) $\alpha = 0.92$; Cross-cultural Adjustment Measure $\alpha = 0.89$

Despite the questionnaires that have brought up to applied in this study are standard questionnaires, the validity from the previous studies still essential.

Validity of the instruments:

DASS-21

Julie D. Henry and John R. Crawford (2005) denoted the convergent and discriminant validity of Dass-21 was calculated as "Pearson product moment correlations between each of the DASS-21 subscales with two independent measures of anxiety and depression, the Hospital Anxiety and Depression Scale (Zigmond & Snaithe, 1983), and the Personal Disturbance Scale (Bedford&Foulds, 1978). The essential findings denoted that, as for the full version of the DASS, the DASS-21 does evidence good convergent and discriminant validity when compared with other validated measures of depression and anxiety."

The results will be characterized to the severity of stress according to the DASS Severity Ratings(Stress) as the following:

DASS-21 STRESS SCORE

<i>NORMAL</i>	<i>0-7</i>
<i>MILD</i>	<i>8-9</i>
<i>MODERATE</i>	<i>10-12</i>
<i>SEVERE</i>	<i>13-16</i>
<i>EXTREMELY SEVERE</i>	<i>17+</i>

Minnesota Satisfaction Questionnaire (Short-form)

Based on the psychometric testing, Helena Martins and Teresa Proença (2012), indicated that, the “construct validity of the MSQ was explored by factor analysis, which determined the convergent assignment of constructs to items within each subscale of the MSQ. The items show good communalities and strong factor loadings, and the results of this study provide evidence that the MSQ-Short Version is a valid and reliable scale for the measurement of job satisfaction.”

The General Self-Efficacy Scale (GSE)

Ralf Schwarzer & Matthias Jerusalem (1995), stated the validity of the General Self-Efficacy Scale (GSE) that “criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favorable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints.”

Cross-cultural Adjustment Measure

Jan Selmer (2005) mentioned about Cross-cultural Adjustment Measure that “although the Black and Stephens (1989) scale has been found to be structurally equivalent with a good fit in culturally dissimilar samples providing evidence of its construct validity (Robie and Ryan, 1996).”

Moreover, Temple J. K. et al.(2006), also indicated that “Cross-cultural Adjustment Measure has demonstrated high reliability and structural equivalence across multiple samples.

3.8 Recruitment and data collection procedures

Firstly, the letter introducing the research purpose will be sent to the schools. Then, after the school accepted and allowed the study to be implemented, the questionnaires will be distributed to each accepted school along with the inclusion and exclusion criteria to distribute questionnaires.

The questionnaires will be noted to be confidential and private for the respondents, and it will be asked to return the questionnaire within 2 weeks after distribution, meanwhile the researcher will go and collect them from each school.

3.9 Data Analysis

Data that obtained from the participants were analyzed by SPSS program version 16. The descriptive statistic (Mean, Standard deviation (SD) and Percentage), was used to describe – the socio-demographic and working profile. Pearson Correlation was used to identify multicollinearity of independent variables. Multiple linear regressions with ENTER method were used to find an association between stress level of expatriate teachers and related factors.



3.10 Ethical Consideration

1. Informed Consent of each participant is along with confidentiality and privacy, information related directly to you will be kept confidential. Results of the study will be reported as total picture. Any information which could be able to identify you will not appear in the report.
2. In this study there is no risk/harm procedure which may cause ill effect to physical, mental, social, economic, belief of participants.
3. For the benefits of the study towards the participants will be resulted in many aspects as the following:
 - 3.1 The result of the study will show the percentage of expatriate teachers in Bangkok, Thailand who are suffering with stress, and this might turn to influence the schools if they would like to pay more concern about living condition of expatriate teachers.
 - 3.2 The result of the study will help the participants to assess your stress level during you are working in Bangkok.
 - 3.3 If participants have any question or would like to obtain more information, the researcher can be reached at all time. If the researcher has new information regarding benefit on risk/harm, participants will be informed as soon as possible.
4. Chulalongkorn University Research Ethics Committee, COA No. 066/2557

CHAPTER IV

RESEARCH RESULTS

This chapter carries out the results of the study; it was conducted to describe general characteristics and working experience of expatriate teachers, teacher job-satisfaction and job –related stressor of expatriate teachers, and to identify the factors influence on stress related to job among expatriate teachers working at international schools registered in ISAT, Bangkok Thailand.

Self-administered standard questionnaires were distributed to participants who have met the criteria; there were 220 respondents participated in this study. Data collection was carried through the researcher and coordinators in April 2013.

The results of the study in this chapter are shown as the following parts:

- 4.1 Prevalence of Stress among expatriate teachers
- 4.2 Socio-demographic Factors
- 4.3 Working Profile Factors
- 4.4 Stressors in Expatriate Assignment Factors
- 4.5 Pearson Correlation to identify multicollinearity of independent variables
- 4.6 Multiple linear regressions with ENTER method

Table 4.1 Prevalence of stress among expatriate teachers

Prevalence	n (%)
Normal stress	190 (86.4)
Mild stress	23 (10.5)
Moderate stress	5 (2.3)
Severe stress	2 (0.9)
Extremely severe stress	-

4.1 Prevalence of Stress among expatriate teachers

Table 4.1 the severity of stress among expatriate teachers working at international schools registered in ISAT, Bangkok Thailand is presented. According to the table below, a total number of 220 expatriate teachers who did response the self-administered questionnaire, 86.4% were fall to normal stress, 10.5 % were fall to mild stress, 2.3 % were fall to moderate stress, 0.9 % were fall to severe stress, and none of them were fall to extremely severe stress, stress level were defined according to Dass21 severity rating score.

Table 4.2 Socio-demographic Factors of the expatriate teachers

Variables	n (%)
Gender	
Male	119 (54.1)
Female	101 (45.9)
Monthly Income	
From 50,000-79,999 THB	8 (3.6)
More than or equal 80,000 THB	189 (85.9)
Missing Value	23 (10.5)
Marital Status	
Single	135 (61.4)
Married	49 (22.3)
Widow	1 (0.5)
In a relationship	34 (15.5)
Missing Value	1 (0.5)
Number of children	
None	180 (81.8)
Single child	14 (6.4)
Two children	19 (8.6)
More than 2 children	7 (3.2)

4.2 Socio-demographic Factors

Table 4.2 socio-demographic characteristics of the expatriate teachers (n=220) are presented in aspects of gender, monthly income, marital status and number of children respectively.

4.2.1 Gender

A total number of the 220 expatriate teachers in this study 54.1% and 45.9% are male and female respectively.

4.2.2 Monthly Income

A total number of the 220 expatriate teachers in this study 3.6% and 85.9% were having monthly income ranging from 50,000-79,999 THB, and more than 80,000 THB respectively, and 10.5% were missing value.

4.2.3 Marital Status

A total number of the 220 expatriate teachers in this study 61.4%, 22.3%, 0.5% and 15.5% of both male and female are single, married, widow, and in a relationship respectively, and 0.5% were missing value.

4.2.4 Number of children

A total number of the 220 expatriate teachers in this study 81.8%, 6.4%, 8.6%, and 3.2% are having none, single, two, and more than two children respectively.

Table 4.3 Working Profile Factors of the expatriate teachers

Variables	n (%)
Year(s) of teaching Experience	
1 year to 5 years	75 (34.1)
5.1 years to 10 years	113 (51.4)
More than 10 years	32 (14.5)
Year(s) of teaching in Bangkok	
2 weeks to 1 year	10 (4.5)
1.1 years to 2 years	48 (21.8)
2.1 years to 3 years	62 (28.2)
3.1 years to 4 years	64 (29.1)
4.1 years to 5 years	36 (16.4)
Teaching Levels	
Pre-school	34 (15.5)
Primary school	175 (79.5)
Secondary school	11 (5.0)
Day(s) of working/week	
Less than 5 days	1 (0.5)
Regularly 5 days	217 (98.6)
More than 5 days	2 (0.9)
Working Hours/day	
Less than 8 hours	129 (58.6)
Regularly 8 hours	86 (39.1)
More than 8 hours	4 (1.8)
Missing Value	1 (0.5)

4.3 Working-Profile Factors

Table 4.3 working-profile characteristics of the expatriate teachers (n=220) are presented the results cover in aspects of year(s) of teaching experience, year(s) of teaching in Bangkok, teaching levels, day(s) of working/week, and working hours/day respectively.

4.3.1 Year(s) of teaching experience

A total number of the 220 expatriate teachers in this study 34.1%, 51.4%, and 14.5% were the expatriate teachers both male and female who have 1 year to 5 years, 5.1 years to 10 years, and more than 10 years of teaching experience respectively.

4.3.2 Year(s) of teaching in Bangkok

A total number of the 220 expatriate teachers in this study 4.5%, 21.8%, 28.2%, 29.1%, and 16.4% were the expatriate teachers both male and female who have 2 weeks to 1 year, 1.1 years to 2 years, 2.1 years to 3 years, 3.1 years to 4 years, and 4.1 years to 5 years of teaching in Bangkok, Thailand respectively.

4.3.3 Teaching Levels

A total number of the 220 expatriate teachers in this study 15.5%, 79.5%, and 5.0% of both male and female were teaching in pre-school, primary school, and secondary school respectively.

4.3.4 Day(s) of working/week

A total number of the 220 expatriate teachers in this study 0.5%, 98.6%, and 0.9% were teaching less than 5 days, regularly 5 days, and more than 5 days in a week respectively.

4.3.5 Working Hours/day

A total number of the 220 expatriate teachers in this study 58.6%, 39.1% and 1.8% were teaching less than 8 hours, regularly 8 hours and more than 8 hours in a day, and 0.5% was missing value.

Table 4.4 Characteristics of stress, and stressors' score in expatriate assignment (N=220)

Stressors	Min	Max	Mean	Std. Deviation
Job-satisfaction	51	100	79.28	6.813
Self-efficacy	28	40	31.94	2.179
Cultural Adjustment	9	43	24.99	4.639
Stress (DASS21)	0	13	5.38	2.287

4.4 Stressors among expatriate teachers

Table 4.4 illustrated the characteristics of stress, and stressors' score in expatriate assignment (N=220).

Job-satisfaction, total score = 100, in this study found the characteristics of scores as Minimum= 51, Maximum = 100, Mean = 79.28, and Standard Deviation = 6.813. (Appendix B)

Self-efficacy, total score = 40, in this study found the characteristics of scores as Minimum= 28, Maximum = 40, Mean = 31.94, and Standard Deviation =2.179. (Appendix C)

Cultural Adjustment, total score = 45, in this study found the characteristics of scores as Minimum= 9, Maximum = 43, Mean = 24.99, and Standard Deviation = 6.639. (Appendix D)

Stress (DASS21), total score = 21, in this study found the characteristics of scores as Minimum= 0, Maximum = 13, Mean = 5.38, and Standard Deviation = 2.287.

Table 4.5 Pearson Correlation to identify multicollinearity of independent variables

Predictors*	Stress (DASS21)	Gender	Educational Level	Monthly Income	Marital Status	Number of Children	Year(s) of Teaching Experience	Teaching in Bangkok, Thailand Levels	Working Days	Working Hours	Job-Satisfaction	Self-Efficacy	Cultural Adjustment	
														Year(s) of Teaching
Stress(DASS21)	1.000	.090	.023	-.093	-.198	-.127	-.057	-.088	-.201	-.010	-.274	-.333	-.122	.321
Gender	1.000	-.030	-.015	.034	-.155	-.126	-.104	-.226	-.068	-.179	-.008	.024	.026	
Educational Level	1.000	.049	.019	.142	.042	.165	-.017	.035	.054	-.009	-.181			
Monthly Income	1.000	.136	.177	.272	.134	.015	.018	.027	-.002	-.153				
Marital Status	1.000	.120	.031	.095	-.073	.152	.073	.022	-.094	-.054				
Number of Children	1.000	.302	.186	.283	-.031	.210	.179	.141	-.172					
Year(s) of Teaching Experience	1.000	.483	.323	.022	.084	.232	.374	-.177						
Year(s) of Teaching in Bangkok, Thailand	1.000	.254	.046	.157	.197	.178	-.217							
Teaching Levels	1.000	.017	.275	.199	.220	-.118								
Working Days	1.000	.026	.035	-.049										
Working Hours	1.000	.040	-.056	-.134										
Job-Satisfaction	1.000	.000	.334	-.311										
Self-Efficacy	1.000	.000	1.000	-.150										
Cultural Adjustment	1.000													

4.5 Pearson Correlation to identify multicollinearity of independent variables

In table 4.5 Pearson Correlation to identify multicollinearity of independent variables that was used to explain the situation when we were trying to draw inferences about relative contribution of each predictor variable to success in the model.

In this study found there was no multicollinearity among the predictor variables, where the multicollinearity values were not over 0.8. Hence, this implied that each variable had no relative contribution among them; so, all of them could be used to predict the stress among the expatriate teachers.

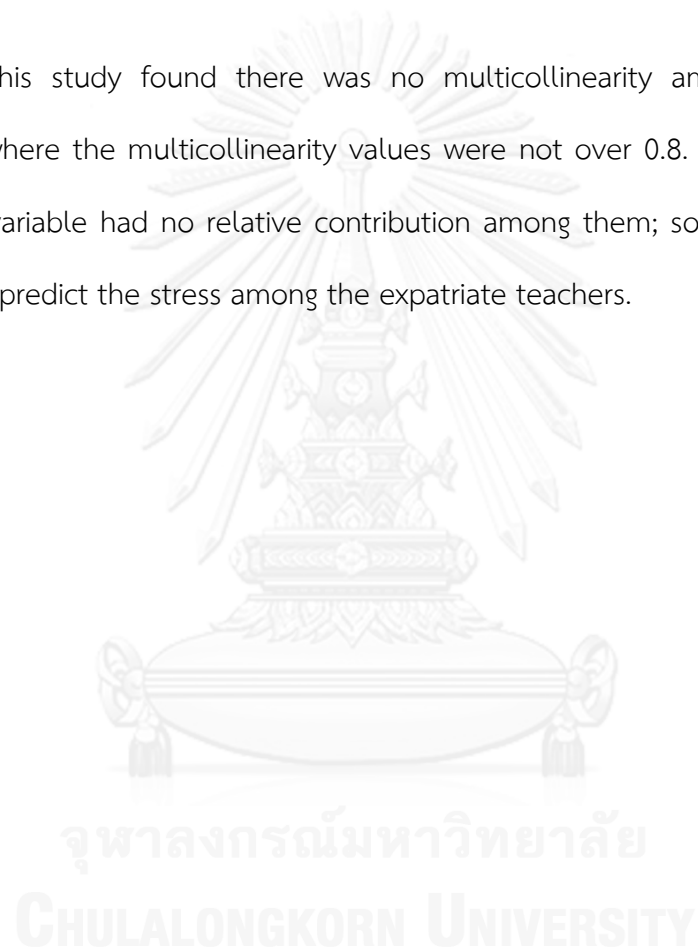


Table 4.6 Multiple linear regressions with ENTER method to find association between related factors (socio-demographic, working profile, stressors among expatriate assignment) and stress among the expatriate teachers

Factors	Coefficients ^a				
	Unstandardized		Standardized		
	B	Std. Error	Beta	t	Sig
(Constant)	10.779	5.520	-	1.953	.052
Socio-demographic					
Gender	.227	.291	.052	.779	.437
Educational Level	.893	.653	.092	1.369	.173
Monthly Income	-.493	.733	-.046	-.672	.502
Marital Status	-.382	.133	-.193	-2.874	.005*
Number of Children	.053	.211	.018	.252	.801
Working Profile					
Year(s) of Teaching Experience	.285	.267	.087	1.067	.287
Year(s) of Teaching in Bangkok, Thailand	.134	.151	.068	.888	.376
Working Days	.930	1.958	.031	.475	.635
Working Hours	-.821	.281	-.203	-2.961	.004*
Teaching Levels	-.596	.375	-.119	-1.590	.114
Stressors in Expatriate Assignment					
Cultural Adjustment	.115	.036	.227	3.218	.002*
Self-Efficacy	-.058	.074	-.058	-.778	.438
Job-Satisfaction	-.081	.024	-.249	-3.456	.001*

a. Dependent Variable: Stress among Expatriate Teachers

* Statistically Significant with p-value ≤ 0.005

4.6 Multiple linear regressions with ENTER method

In table 4.6 the associations between related factors (socio-demographic, working profile, stressors among expatriate assignment) and stress among the expatriate teachers are described.

According to Multiple linear regressions with ENTER method were used to find an association between stress level of expatriate teachers and related factors, its equation as the following:

$$\begin{aligned} \text{Stress} = & 10.779 + 0.227 (\text{Gender}) + 0.893 (\text{Educational Level}) - 0.493 (\text{Monthly} \\ & \text{Income}) - 0.382 (\text{Marital Status}) + 0.053 (\text{Number of Children}) + 0.285 \\ & (\text{Years of teaching experience}) + 0.134 (\text{Years of teaching in Bangkok}) \\ & + 0.930 (\text{Working Days}) - 0.821 (\text{Working Hours}) - 0.596 (\text{Teaching} \\ & \text{Levels}) + 0.115 (\text{Cultural Adjustment}) - 0.058 (\text{Self-Efficacy}) - 0.081 \\ & (\text{Job-satisfaction}) \end{aligned}$$

In this study found there was a relationship between stress and socio-demographic, as the variable of socio-demographic, “marital status” was observed as statistically significant with p-value at .005.

Therefore, in the working profile, there was a relationship between stress and working profile among the expatriate teachers as “working hours” variable was observed as statistically significant with p-value at .004.

Moreover, in the stressors among expatriate assignment had found there was a relationship between stress levels on expatriate skilled teachers and the stressors in expatriate assignment. It was obviously seen that “cultural adjustment/shock” was statistically significant with p-value at .002. Also found, “job-satisfaction” was statistically significant in this study with p-value at .001.



Table 4.7 Multiple linear regressions with ENTER method to find model summary of significant variables and stress

Model Summary									
R	R Square	Adjusted R Square	Std.Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change	Durbin-Watson
.495	.245	.229	1.902	.027	6.666	1	185	.011	1.526

Predictors: Job-Satisfaction, Working Hours/day, Cultural Adjustment, Marital Status

4.6.1 Multiple linear regressions with ENTER method to find model summary of significant variables and stress

In table 4.7 According to Multiple linear regressions with ENTER method were used to find the model summary of significant variables and stress, thus from the result, shown the smallest possible set of predictor variables in the model, while others variables were no longer contribute significantly and were removed.

The smallest possible set of predictor variables included in this succeed model were as the following (irrespectively):

- Job-satisfaction
- Working Hours/day
- Cultural Adjustment
- Marital Status

Hence, from the result in the table 4.7 on success model, we focused on the value of the Adjusted R Square = .229, implies to the study that the 4 factors had 22.9% accountable for stress.

Table 4.8 Multiple linear regressions with ENTER method to find association between related factors

Factors	Coefficients ^a				
	Unstandardized		Standardized		
	B	Std. Error	Beta	t	Sig
(Constant)	11.318	2.235	-	5.064	.000
Job-Satisfaction	-.084	.022	-.258	-3.838	.000*
Working Hours	-.907	.261	-.224	-3.474	.001*
Cultural Adjustment	.102	.034	.202	2.980	.003*
Marital Status	-.327	.127	-.166	-2.582	.011*

a. Dependent Variable: Stress among Expatriate Teachers

* Statistically Significant with p-value ≤ 0.05

In table 4.8 According to Multiple linear regressions with ENTER method were used to find an association between stress level of expatriate teachers and related factors. In this table illustrated the 4 factors accountable for stress.

According to Multiple linear regressions with ENTER method were used to find an association between stress level of expatriate teachers and the accountable factors, its equation as the following:

$$\text{Stress} = 11.318 - 0.084 (\text{Job-satisfaction}) - 0.907 (\text{Working Hours}) + 0.102 (\text{Cultural Adjustment}) - 0.327 (\text{Marital Status})$$

in this study, there was a relationship between stress and job-satisfaction with statistically significant of p-value at .000, Therefore, there was a relationship between stress and working hours, was observed as statistically significant with p-value at .001.

Moreover, there was a relationship between stress levels on expatriate skilled teachers and cultural adjustment, was statistically significant with p-value at .003.

Last but not the least, this study found there was a relationship between stress level and marital status, it was observed as statistically significant with p-value at .011.

To conclude, from the study could be explained that the major power factors predict on stress among expatriate teachers were Working hours, Marital status, Cultural Adjustment, and Job-satisfaction respectively.

CHAPTER V

DISCUSSION, LIMITATION, CONCLUSION, AND RECOMMENDATION

5.1 Discussion

The research aims the study to produce related factors of stress among expatriate teachers working at the international schools in Bangkok, Thailand. The study was taken throughout the schools and teachers who have met the criteria. Then statistical tests that were selected to apply through this study was Multiple linear regressions with ENTER method. Therefore, in this chapter will discuss more about the results, including its limitation, conclusion and recommendation.

The following parts will play a major role in discussion throughout the chapter:

- 5.1.1 Prevalence of Stress among expatriate teachers
- 5.1.2 Association between stress and socio-demographic factors
- 5.1.3 Association between stress and working profile factors
- 5.1.4 Association between stress and stressors in expatriate assignment factors:
- 5.1.5 Pearson Correlation to identify multicollinearity of independent variables
- 5.1.6 Multiple linear regressions with ENTER method

5.1.1 Prevalence of Stress among expatriate teachers

In this study, prevalence of the severity of stress among expatriate teachers working at international schools registered in ISAT, Bangkok Thailand is presented from a total number of 220 expatriate teachers who did response the self-administered questionnaire, 86.4% were fall to normal stress, 10.5 % were fall to mild stress, 2.3 % were fall to moderate stress, 0.9 % were fall to severe stress, and none of them were fall to extremely severe stress, stress level were defined according to Dass21 severity rating score.

In this study, the researcher would discuss about the result of the study that 86.4% were fall to normal stress because of the expatriates teachers here mostly were applied the job by their willingness, so they probably had well prepared about the host country's environment or oversea assignment, another important point is that this study was target in the international school in Bangkok thus this implied to the expatriate teachers here have been socializing with peer expatriates group and having well social supported from their network, unlike those expatriates who had got international assignment from their country. We could see that majority of the expatriate teachers in this study had normal stress, this can be discussed related to previous study of Wang and Kanungo (5) that stressful could be high in expatriation as it is considered as uncertain event, nevertheless, social support and peer expatriates socialize from local nationals are having tremendous powers to facilitate the expatriates to adjust to new environment which full of stress for them.

Nevertheless, even the level of stress in this study was normal stress, but many of previous studies were mention some levels of expatriates stress and turnover, "Teacher stress" was explained by Jarvis (2002) that it is a phenomenon

with wide ranging impacts. Thus, if we ignored this adjustment problems are possible to result in stress and turnover. The nationwide levels, data show that departure rates across occupations have found the teaching turnover rate is 15% (Ingersoll, 2004). Moreover, Julie Bilz (2008) indicated that teacher turnover is 4% higher than employee turnover when compared to other occupations, and teachers who have taught between 0 to 5 years have the highest turnover rate, additionally by Heller (2004) pointed out one of the main reasons that new teachers leave is isolation. For other studies, Noor and Maad (6) pointed out in their study that turnover intentions had been correlated positively with stress. In addition, Leontaridi and Ward (7) also indicated that 25 percent of each individual experienced at least some levels of stress in their position currently and they tends to hold intention to quite, implied higher job stress. Last but not the least, Layne, Layne, Hohenshil (8) found that “the only variable with statistically significant influence on turnover intentions was stress”.

Lastly, in the study of Dye (4) mention in his study that “about 10% of over 200 westerners who lived in Papua New Guinea villages have suffered reactions from stress which have seriously hindered their work and even the work of some of their co-workers, and culture stress remains a significant problem, 15% was similar but stress was a precipitating factor is uncertain”, while another 70% seem to have experienced varying levels of stress, and remaining 5% was not be affected by cultural stress.

5.1.2 Association between stress and socio-demographic factors

In this study, socio-demographic characteristics of the expatriate teachers (n=220) are presented the association between stress and socio-demographic factors; gender, monthly income, marital status and number of children respectively.

Gender

A total number of the 220 expatriate teachers in this study, 54.1% and 45.9% are male and female respectively. Thus we could see that male was slightly higher than female. In this study found that gender was not associate with stress level with p-value 0.437, similarly with the study of (Layne, Hohenshil (8)) that indicated gender had not found a significant relationship with stress. Also in the study of Black (9), a study of American expatriate managers in Japan, the participants were all male.

Monthly Income

A total number of the 220 expatriate teachers in this study, 3.6% and 85.9% were having monthly income ranging from 50,000-79,999 THB, and majority of the expatriate teachers having monthly income more than or equal 80,000 THB respectively, and 10.5% were missing value.

In this study found that monthly income was not associated with stress level with p-value 0.502, this reflects that the amount of monthly income that expatriates could make in a month are appropriated with their living style in Bangkok, or it is possible the expatriate teachers had proper management on the expenses.

Nevertheless, in the Conservation of Resource (COR) theory by Hobfoll (3) were mention “adequate income” as one factor of resource loss and gain in cultural adjustment.

Marital Status

A total number of the 220 expatriate teachers in this study 61.4%, 22.3%, 0.5% and 15.5% of both male and female are single, married, widow, and in a relationship respectively, and 0.5% were missing value.

In this study found there was a relationship between stress and socio-demographic, as the variable of socio-demographic, “marital status” was observed as statistically significant with p-value at .005, in this study found 61.4% was single, so it indicates that marital status: single was associated with stress among the expatriate teachers. It was contradicted with the study of Black (9) that studied American expatriate managers which showed 80% were married.

In addition, in the study of Dye (4) was mentioned about family meanwhile marital status in 2 aspects, one said that American determined personal cleanliness and privacy much more difficult to adjust compared with family closeness adjustment, while another mentioned those Chinese viewed family closeness more important when expatriate workers were held weakly in the host culture. Moreover, in the study of Hobfoll (3) mentioned in his COR’s theory that “good marital” is a resource factor in resource loss and gain in cultural adjustment idea.

Number of children

A total number of the 220 expatriate teachers in this study 81.8%, 6.4%, 8.6%, and 3.2% are having none, single, two, and more than two children respectively.

In this study found that number of children was not statistically significant related with stress level, p-value 0.801, this reflects that number of children of the expatriates was not associate with level of stress.

In the study of Richardson and Mallon (10) indicated that 5 in 16 of the participants who stated having no children or partner were stated that “it would be impossible for them to expatriate with family”, while another 4 expatriates who have children pointed out that “having children limited their choice of countries”. Hence, we could see that the number of children somehow has been associated to work condition of the expatriates; if the expatriates could not cope on this issue then it might turn into stress. Therefore, from this study found that 81.8% of them had no children, so that is why the result of the study was not statistically significant to the stress of expatriate teachers. in the study of Hobfoll (3) mentioned in his COR’s theory that “good relationship with my children” is a resource factor in resource loss and gain in cultural adjustment idea.

5.1.3 Association between stress and working profile factors

In this study presents working-profile characteristics of the expatriate teachers (n=220), the results cover in aspects the association between stress and working profile factors; year(s) of teaching experience, year(s) of teaching in Bangkok, teaching levels, day(s) of working/week, and working hours/day respectively.

Year(s) of teaching experience

A total number of the 220 expatriate teachers in this study 34.1%, 51.4%, and 14.5% were the expatriate teachers both male and female who have 1 year to 5 years, 5.1 years to 10 years, and more than 10 years of teaching experience respectively. It's obviously seen that majority of the expatriate teachers in this study had 5.1 to 10 years of working experience as teacher.

In this study found there had no statistically significant between years of working experience and stress with p-value = 0.287, implies that the expatriate teachers here did not have a perception of stress no matter what if they just started the career or have been working for many years, thus this reflects that teacher as a profession was their desirable job. However as stated by Russell, Altmaier, and Velzen (1987) to verify that teaching is a particularly stressful job, with aspects of teaching which full of stresses leading to severely suffering from stress as a negative outcomes and burnout at the end. In addition, in the study of Hobfoll (3) mentioned in his COR's theory that "status/seniority of work", "sense of commitment" is a resource factor in resource loss and gain in cultural adjustment.

Year(s) of teaching in Bangkok

A total number of the 220 expatriate teachers in this study 4.5%, 21.8%, 28.2%, 29.1%, and 16.4% were the expatriate teachers both male and female who have 2 weeks to 1 year, 1.1 years to 2 years, 2.1 years to 3 years, 3.1 years to 4 years, and 4.1 years to 5 years of teaching in Bangkok, Thailand respectively.

In this study found there had no statistically significant between years of teaching in Bangkok, Thailand and stress with p -value = 0.376, implies that the expatriate teachers here did not have a perception of stress no matter how long have they started to work in cultural diversity environment of the host country.

Additionally, if search back to the Review of Educational Research Spring 2000 found an issues that the cultural diversity has been establish with the Teachers, thus they are faced the challenge of effectively teaching diverse students in their classrooms, so, it implies that to face with cultural diversity forces them to bring various techniques to foster change in their thinking, attitudes, and behaviors regarding cultural diversity (Gretchen McAllister & Jacqueline Jordan Irvine, 2000).

Teaching Levels

A total number of the 220 expatriate teachers in this study 15.5%, 79.5%, and 5.0% of both male and female were teaching in pre-school, primary school, and secondary school respectively.

In this study found there had no statistically significant between years of teaching level and stress with p-value = 0.114, implies that the expatriate teachers here did not have a perception of stress no matter which level of teaching they were handled. Even though in this study not found significant in teaching level, but the working status was mentioned in the study of Hobfoll (3) “status/seniority of work” is a resource that could be affected in resource loss and gain in cultural adjustment among expatriate workers.

Day(s) of working/week

A total number of the 220 expatriate teachers in this study 0.5%, 98.6%, and 0.9% were teaching less than 5 days, regularly 5 days, and more than 5 days in a week respectively.

In this study found there had no statistically significant between days of working in a week with p-value = 0.635, implies that the expatriate teachers here did not have a perception of stress on how many days in a week they have to teach.

In addition, in the study of Hobfoll (3) mentioned in his COR's theory that “Time for work” is a resource in the concept resource loss and gain in cultural adjustment idea which may results in stress.

Working Hours/day

A total number of the 220 expatriate teachers in this study 58.6%, 39.1% and 1.8% were teaching less than 8 hours, regularly 8 hours and more than 8 hours in a day, and 0.5% was missing value. So, majority of the study found they were teaching less than 8 hours per day.

In this study found there was a relationship between stress and working profile, as the variable of “working hours/day” was observed as statistically significant with p-value at .004, in this study found 58.6% was having teaching hours mostly less than 8 hours, implied that if increasing hour of teaching may help to reduce the stress level. In my point of view, the result was like this because if they have more hours to teach means they have more chances to participate with local people, thus to have interaction with people then the expatriate teachers would be able to release the feeling of stress. Hence, the study of Dye (4) about stress-producing factors in cultural adjustment could supported the result that communication reduces stress in several ways. He explained that “communication was one of the factors that reduce stress and also builds mutual understanding with one's hosts and so aids acceptance and minimizes frustration, anxiety and resentment”. Moreover, “communication also helps to bring value differences into conscious focus so that one can adjust one's behavior to cope” as many expatriate people need to communicate and interact to avoid cultural stress which resulted from loneliness and sense of being isolated.

Similarly with the study of Hobfoll (3) mentioned in his COR's theory that “Time for work” is a resource in the concept resource loss and gain in cultural adjustment idea which may results in stress. The theory was mentioned that if

resource loss (loss time for work) will produce negative results related to distress, stress, but if resource gain (gain time for work) will produce positive results which not mainly affected to distress or stress, but will produce positive products only after resource loss is controlled.

Nevertheless, the study of Layne, Hohenshil (8) said that “the average number of hours an individual worked per week was not found to have a significant relationship with stress, strain, coping resources, or turnover intentions”

5.1.4 Association between stress and stressors in expatriate assignment factors

In this study presented the association between stress and stressors in expatriate assignment factor; job-satisfaction, self-efficacy and cross cultural adjustment respectively.

Job-Satisfaction

In this study found majority of the expatriate teachers scored the sentences at score 4, refers to satisfied.

There were 78.6% satisfied in the sentence of “The chance to do different things from time to time”, which this sentence reflects the variety of the job.

There were 78.6% satisfied in the sentence of “Being able to do things that don't go against my conscience”, which this sentence reflects the moral of the job

There were 27.3% had whether satisfied or not in the sentence of “The chance on advancement on this job”, which this sentence reflects the advancement of the job.

There were 25% very satisfied in the sentence of “The chance to tell people what to do”, which this sentence reflects the authority of the job.

Lastly, There were 6.8% dissatisfied in the sentence of “The chance to work alone on my job”, which this sentence reflects the independent of the job.

The levels of job-satisfaction among the expatriate teachers were divided into 3 levels as low, average and high level of satisfaction respectively. David J. et, al. indicated those respondents who were having the percentile scores ≤ 25 , 26 to 74 and ≥ 75 scores are having low, average and high level of satisfaction respectively. In this study found 81.4% of the respondents had high level of satisfaction.

Hence, job-satisfaction was statistically significant in this study with p-value at .001, represents job-satisfaction associated with stress level. Similar to what Dye (4) had expressed in his study that “success will decrease stress, one should divide the work into short term (weekly and monthly) goals that are realistic and can be achieved, as well as keeping reasonable yearly goals and flexible long-term goals as accomplishing these goals will increase the satisfaction in the work and decrease the sense of frustration and failure”.

Self-Efficacy

In this study found, majority of the expatriate teachers rated the all the sentences as 3, refers that they mostly agreed with the given sentences. There was 87.3% agreed with the sentence of “When I am confronted with a problem, I can usually find several solutions”, while 6.5% disagreed the sentence of “If someone opposes me, I can find the means and ways to get what I want”

Therefore, the perceptions on the General Self-Efficacy Scale (GSE) were divided into 2 levels as low and high level of perception. Ralf Schwarzer (2011) mentioned that the GSE questionnaire has no cut off score to indicate the level of perception, but stated that those respondents who were having lower score indicates lower perceived general self-efficacy, and those who were having higher score are considered in having higher perceived general self-efficacy.

In this study found 54.1% of the respondents had high perceived general self-efficacy. Where the result showed that there was no statistically significant in this study with $p\text{-value} = 0.438$, implies that it does not matters in the level of general self-efficacy towards the stress among the expatriate teachers.

Cross-Cultural Adjustment

In this study refers to the items from 1 to 7 in the questionnaire were measure the aspect of general adjustment, thus from the study found majority of the expatriate teachers rated the general adjustment level at 3 refers to moderate adjustment. There were 50.9% and 50.5% rated moderate adjustment in food and cost of living respectively.

Follows by the items from 8 to 9 in the questionnaire which were measure the aspect of interaction adjustment, so from the study found majority of the respondents also rated the adjustment level at 3, refers to moderate adjustment as well in the aspect of general adjustment. Here there was 59.1% and 58.2% rated moderate adjustment in socializing with host nationals and in an interacting with host nationals respectively.

Hence, in the stressors among expatriate assignment had found there was a relationship between increasing stress levels on expatriate skilled teachers and the stressors in expatriate assignment. It was obviously seen that “cultural adjustment” was statistically significant with p-value at .002, so it points out that level of cultural adjustment associated with stress level.

As in the study of Dye (4) that mention clearly that cultural adjustment had been associated with stress which he further explained that there were “2 kinds of stress were involved in culture shock”, firstly introduced was “the confusion and helplessness that arose from complete loss of cultural cues”, and the other was the stress that arose from the change in way of living to the new environment, so they were called “culture confusion” and “culture stress”.

As well as in the study of Hobfoll (3) about the COR’s theory that he explained that personal strengths, social attachments and cultural were termed “resources, which not individually determined, but are both transcultural and products of any given culture”, and in his study had found 74 resources that dealing with gain and loss process related to stress outcomes.

5.1.5 Pearson Correlation to identify multicollinearity of independent variables

In table 4.5 Pearson Correlation to identify multicollinearity of independent variables that was used to explain the situation when we were trying to draw inferences about relative contribution of each predictor variable to success in the model.

In this study found there was no multicollinearity among the predictor variables, where the multicollinearity values were not over 0.8. Hence, this implied that each variable had no relative contribution among them; so, all of them could be used to predict the stress among the expatriate teachers. Moreover, all of the variables that I have used in this study were also had been used to predicted stress and cultural adjustment in expatriates people in many studies, for instance, in the study of David J. Alban (2013), mentioned about the important of gender as “Masculinity and femininity. In this cultural dimension, masculinity refers to the distribution of emotional roles between genders (Hofstede, 2001, p. xx). Hofstede noted that while women’s values minimally vary between societies, men’s values differed from country to country. On the spectrum, cultures with high masculinity indices are assertive and competitive while cultures with low masculinity indices are similar to the women’s values of modest and caring.”

5.1.6 Multiple linear regressions with ENTER method

According to Multiple linear regressions with ENTER method were used to find an association between stress level of expatriate teachers and related factors.

In this study found that marital status: single was associated with stress among the expatriate teachers. In contrast, gender, monthly income and number of children had no association with stress level.

Therefore, number of teaching hours associated with stress level. Nevertheless, in this study, year(s) of teaching experience, year(s) of teaching in Bangkok, Thailand, working days and Teaching level was not associate with stress level among the expatriate teachers.

Moreover, in the stressors among expatriate assignment had found cultural adjustment associated with the stress level, as well as job-satisfaction associated with stress level.

5.1.7 Multiple linear regressions with ENTER method

According to Multiple linear regressions with ENTER method were used to find model summary of significant variables and stress.

From the study shown the smallest possible set of predictor variables included in the model, while others variables were no longer contribute significantly and were removed.

The smallest possible set of predictor variables included in this succeed model were as the following (irrespectively):

- Job-satisfaction
- Working Hours/day
- Cultural Adjustment
- Marital Status

Hence, from the result in the table 4.7 on success model, we focused on the value of the Adjusted R Square = .229, implies to the study that the 4 factors had 22.9% accountable for stress.

5.2 Limitations

The limitations of this study were fall to the following aspects:

1. Generalizability of the findings from the study. The findings could not be applied to a wider population as the study sample was likely limited to the expatriate teachers in the accepted schools only, implied that the finding could not be statistically representative of the larger population of interest, and could not be extrapolated to the population.
2. The sampling technique was not real simple random sampling, but the convenience random sampling also was used in the study too. At once cooperated with the accepted schools, the school's administrative staffs distributed the questionnaire to the participants according to their flexibility.
3. The nationality of the participants was not assess, so the limitation of this study was fall to the aspect of the inclusion criteria that was not set the specific nationality, so common interests, background, geographic, cultural, etc. of the expatriates were wide and different among them thus it could be one of confounding factors to the result of the study in general.
4. Self-reported data from participants in this study was obtained from the questionnaires. So it was limited by the fact that it rarely can be independently verified. As self-reported data contain several potential sources of bias that should be noted as limitations: (1) selective memory (remembering or not remembering experiences or events that occurred at

some point in the past); (2) telescoping [recalling events that occurred at one time as if they occurred at another time]; (3) attribution [the act of attributing positive events and outcomes to one's own agency but attributing negative events and outcomes to external forces]; and, (4) exaggeration [the act of representing outcomes or embellishing events as more significant than is actually suggested from other data.



5.3 Conclusion

In this research was conducted to describe general characteristics and working profile of expatriate teachers, the stressors among expatriate teachers, and to identify the factors influence on stress related to job among expatriate teachers among expatriate teachers working at international schools registered in ISAT, Bangkok Thailand.

Self-administered standard questionnaires were distributed to participants who have met the criteria; there were 220 respondents participated in this study. Data collection was carried through the researcher and coordinators in April 2013.

The total number of 220 expatriate teachers who did response the self-administered questionnaire, 86.4% were fall to normal stress, stress level were defined according to Dass21 severity rating score.

Data that obtained from the participants were analyzed by SPSS program version 16. The descriptive statistic (Mean, Standard deviation (SD) and Percentage), was used to describe – the socio-demographic and working profile. Pearson Correlation was used to identify multicollinearity of independent variables. Multiple linear regressions with ENTER and STEPWISE method were used to find an association between stress level of expatriate teachers and related factors.

In this study found there was a relationship between increasing stress and socio-demographic, as the variable of socio-demographic, “marital status” was observed as statistically significant with p-value at .005, in this study found 61.4% was single, so it indicates that marital status: single was associated with stress among

the expatriate teachers. In contrast, gender, monthly income and number of children had no association with increasing of stress level.

Therefore, in the working profile, there was a relationship between increasing stress and working profile among the expatriate teachers as “working hours” variable was observed as statistically significant with p-value at .004. It indicates that number of teaching hours associated with stress level. Nevertheless, in this study, year(s) of teaching experience, year(s) of teaching in Bangkok, Thailand, days of working and teaching level were not associated with increasing in stress level among the expatriate teachers.

Moreover, in the stressors among expatriate assignment had found there was a relationship between increasing stress levels on expatriate skilled teachers and the stressors in expatriate assignment. It was obviously seen that “cultural adjustment/shock” was statistically significant with p-value at .002, so it points out that level of cultural adjustment associated with stress level. Last but not the least, “job-satisfaction” was also statistically significant in this study with p-value at .001, represented level of job-satisfaction associated with stress level.

5.4 Recommendation

1. School's policy is recommended to adjust to facilitate the expatriate teachers as the following:
 1. Provide the pre-departure program training, or initiate Cultural Adjustment program for the expatriate teachers in the school in order to minimize the impact of cultural adjustment and to promote an abstinence of stress among the expatriate teachers.
 2. Job-satisfaction of the expatriate teachers should be evaluated annually to assess their satisfaction towards the working condition, and should have open discussion to explore what have been satisfied and what was not.
 3. Working hours of the expatriate teachers should not be decreased from the usual hours as social interaction in the community is essential for their adjustment.
2. Further research is recommended to specific more about the scope of the study:
 1. The target of the study should be the expatriates who were expatriated from the countries that English is not mother language because this will perhaps give a better view of cross cultural adjustment.
 2. The target of the study should be the expatriates who work in another field, business is likely because this will perhaps give another view of job-related stress and cross cultural adjustment.



APPENDICES

จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Appendix A Ethical Consideration

AF 02-12



**The Ethics Review Committee for Research Involving Human Research Subjects,
Health Science Group, Chulalongkorn University**

Institute Building 2, 4 Floor, Soi Chulalongkorn 62, Phyat hai Rd., Bangkok 10330, Thailand,
Tel: 0-2218-8147 Fax: 0-2218-8147 E-mail: eccu@chula.ac.th

COA No. 066/2014

Certificate of Approval

Study Title No.022.1/57 : **FACTORS ASSOCIATED WITH JOB-RELATED STRESS AMONG EXPATRIATE TEACHER: A CASE STUDY OF INTERNATIONAL SCHOOLS IN BANGKOK, THAILAND**

Principal Investigator : MS. THARATHORN BENJAROON

Place of Proposed Study/Institution : College of Public Health Sciences,
Chulalongkorn University

The Ethics Review Committee for Research Involving Human Research Subjects, Health Science Group, Chulalongkorn University, Thailand, has approved constituted in accordance with the International Conference on Harmonization – Good Clinical Practice (ICH-GCP) and/or Code of Conduct in Animal Use of NRCT version 2000.

Signature: Prida Tasanapradit Signature: Nuntaree Chaichanawongsoj
(Associate Professor Prida Tasanapradit, M.D.) (Assistant Professor Dr. Nuntaree Chaichanawongsoj)
Chairman Secretary

Date of Approval : 17 April 2014

Approval Expire date : 16 April 2015

The approval documents including

- 1) Research proposal
- 2) Patient/Participant Information Sheet and Informed Consent Form
- 3) Researcher
- 4) Questionnaire



Protocol No. 022.1/57
Date of Approval..... 17 APR 2014
Approval Expire Date..... 16 APR 2015

The approved investigator must comply with the following conditions:

1. The research/project activities must end on the approval expired date of the Ethics Review Committee for Research Involving Human Research Subjects, Health Science Group, Chulalongkorn University (ECCU). In case the research/project is unable to complete within that date, the project extension can be applied one month prior to the ECCU approval expired date.
2. Strictly conduct the research/project activities as written in the proposal.
3. Using only the documents that bearing the ECCU's seal of approval with the subjects/volunteers (including subject information sheet, consent form, invitation letter for project/research participation (if available).
4. Report to the ECCU for any serious adverse events within 5 working days
5. Report to the ECCU for any change of the research/project activities prior to conduct the activities.
6. Final report (AF 03-12) and abstract is required for a one year (or less) research/project and report within 30 days after the completion of the research/project. For thesis, abstract is required and report within 30 days after the completion of the research/project.
7. Annual progress report is needed for a two- year (or more) research/project and submit the progress report before the expire date of certificate. After the completion of the research/project processes as No. 6.

Appendix A

Ethical Consideration

Patient/ Participant Information Sheet

Title of research project FACTORS ASSOCIATED WITH JOB-RELATED STRESS AMONG EXPATRIATE TEACHERS: A CASE STUDY OF INTERNATIONAL SCHOOLS IN BANGKOK THAILAND

Principle researcher's name MS.THARATHORN BENJAROON
Position Master Degree student

Office address College of Public Health Science, Chulalongkorn University

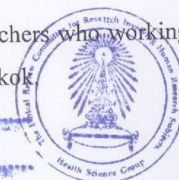
Home address 106/135 Amornpun2 village, Soi Yaksuansayam2Yak16, Ramindra Road, Kannayao, Bangkok. Thailand 10230.

Telephone (office) +66 2134 2666 **Telephone (home)** +66 2517 6379

Cell phone +668 1965 4826 **E-mail:** oilsend_bliss@hotmail.com

- You are being invited to take part in a research project. Before you decide to participate it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and do not hesitate to ask if anything is unclear or if you would like more information.
- This research project involves in the study of factors associated with job-related stress on expatriate teachers working at the international schools in Bangkok, Thailand
- Objectives of the project.
 - To describe general characteristics and working experience of expatriate teachers.
 - To describe teacher job-satisfaction and job –related stressor of expatriate teachers.
 - To identify the factors influence on stress related to job among expatriate teachers.
- Details of participant.
 - This study is targeted to study 220 expatriate teachers who have met the inclusion criteria as they are both male and female, age between 25-65 years old, at least graduated Bachelor's Degree, *having years of working in Thailand more than 2 weeks and less than or equal 5 years*, must works as a teacher in the registered international schools of ISAT, having fair in writing, reading, speaking and listening English, and willingness to participate. *In contrast, those expatriate teachers holding 2 nationalities: holding Thai passport and others will be excluded.*
- After an invitation letters are sent to their schools, the potential participants who have met the inclusion criteria will be invited to join the study through fill self-administered questionnaires.
- The study is a single group study only for expatriate teachers who working at the international schools registered with ISAT in Bangkok

Protocol No. 022.1/57
Date of Approval..... 17 APR 2014
Approval Expire Date..... 16 APR 2015



Appendix A

Ethical Consideration

- The participants will be informed about the study process, and requested from the researcher *to fill 56 items of the self-administered questionnaires* which scope on demographic and working profile, stress test, job satisfaction, cross cultural adjustment, and self efficacy. Meanwhile, each individual participant will have 30 minutes to fill the questionnaires, and return to the distributor. In addition, the information related directly to the participants will be kept as confidential. At the end of returning questionnaires, the participants will get a small souvenir (e.g. pen, pencil) as a thank you gifts toward their kindly spending time over the study.
- *Informed Consent of each participant is along with confidentiality and privacy, information related directly to you will be kept confidential. Results of the study will be reported as total picture. Any information which could be able to identify you will not appear in the report.*
- *In this study there is no risk/harm procedure which may cause ill effect to physical, mental, social, economic, belief of participants.*



For the benefits of the study towards the participants will be resulted in many aspects as the following:

- Protocol No. 022.1/57
- Date of Approval 17 APR 2014
- Approval Expires Date 16 APR 2015
1. The result of the study will show the percentage of expatriate teachers in Bangkok, Thailand who are suffering with stress, and this might turn to influence the schools if they would like to pay more concern about living condition of expatriate teachers.
 2. The result of the study will help the participants to assess your stress level during you are working in Bangkok.
- *If you have any question or would like to obtain more information, the researcher can be reached at all time. If the researcher has new information regarding benefit on risk/harm, participants will be informed as soon as possible.*
 - If researcher does not perform upon participants as indicated in the information, the participants can report the incident to the Ethics Review Committee for Research Involving Human Research Subjects, Health Sciences Group, Chulalongkorn University (ECCU). Institute Building 2, 4th Floor, Soi Chulalongkorn 62, Phyathai Rd., Bangkok 10330, Thailand, Tel: 0-2218-8147 Fax: 0-2218-8147 E-mail: eccu@chula.ac.th.

Appendix A
Ethical Consideration

Informed Consent Form

Address CPHS, Chulalongkorn University

Date

Code number of participant



Protocol No. 022-1/57
Date of Approval 17 APR 2014
Approval Expire Date 16 APR 2015

I who have signed here below agree to participate in this research project
Title "FACTORS ASSOCIATED WITH JOB-RELATED STRESS AMONG EXPATRIATE TEACHERS: A CASE STUDY OF INTERNATIONAL SCHOOLS IN BANGKOK THAILAND"

Principle researcher's name MS.THARATHORN BENJAROON

Contact address 106/135 Amornpun2 village, Soi Yaksuansayam2Yak16, Ramindra Road, Kannayao, Bangkok. Thailand 10230.

Telephone +668 1965 4826

I have (read or been informed) about rationale and objective(s) of the project, what I will be engaged with in details, *risk/harm* and benefit of this project. The researcher has explained to me and I clearly understand with satisfaction.

I willingly agree to participate in this project and consent the researcher to study of factors associated with job-related stress on expatriate teachers working at the international schools in Bangkok, Thailand. I have acknowledged that the participant is needed to response to questionnaires, and the information is promised to be kept as confident.

I have the right to withdraw from this research project at any time as I wish with no need to give any reason. This withdrawal will not have any negative impact upon me.

Researcher has guaranteed that procedure(s) acted upon me would be exactly the same as indicated in the information. Any of my personal information will be kept confidential. Results of the study will be reported as total picture. Any of personal information which could be able to identify me will not appear in the report.

If I am not treated as indicated in the information sheet, I can report to the Ethics Review Committee for Research Involving Human Research Subjects, Health Sciences Group, Chulalongkorn University (ECCU). Institute Building 2, 4 Floor, Soi Chulalongkorn 62, Phyat hai Rd., Bangkok 10330, Thailand, Tel: 0-2218-8147 Fax: 0-2218-8147 E-mail: eccu@chula.ac.th.

I also have received a copy of information sheet and informed consent form

Sign
(MS.THARATHORN BENJAROON)
Researcher

Sign
(.....)
Participant

Sign
(.....)
Witness

Appendix B

Distribution of respondents on each items of
the Minnesota Satisfaction Questionnaire (Short-form) (MSQ)

Perceptions	1	2	3	4	5
	n(%)	n(%)	n(%)	n(%)	n(%)
Being able to keep busy all the time	1(0.5)	13(5.9)	49(22.3)	139(63.2)	17(7.7)
The chance to work alone on my job	1(0.5)	15(6.8)	41(18.6)	148(67.3)	15(6.8)
The chance to do different things from time to time	-	7(3.2)	21(9.5)	173(78.6)	19(8.6)
The chance to be somebody in the community	1(0.5)	2(0.9)	25(11.4)	152(69.1)	40(18.2)
The way my boss handles his/her workers	1(0.5)	4(1.8)	42(19.1)	147(66.8)	26(11.8)
The competence of my supervisor in making decisions	1(0.5)	6(2.7)	41(18.6)	151(68.6)	21(9.5)
Being able to do things that don't go against my conscience	-	2(0.9)	20(9.1)	173(78.6)	25(11.4)
The way my job provides for steady employment	-	1(0.5)	48(21.8)	142(64.5)	29(13.2)
The chance to do things for other people	-	2(0.9)	6(2.7)	166(75.5)	46(20.9)
The chance to tell people what to do	-	1(0.5)	16(7.3)	148(67.3)	55(25.0)
The chance to do something that makes use of my abilities	1(0.5)	2(0.9)	14(6.4)	155(70.5)	48(21.8)
The ways that policies are put into practice	1(0.5)	9(4.1)	39(17.7)	140(63.3)	31(14.1)
My pay and the amount of work I do	1(0.5)	9(4.1)	45(20.5)	139(63.2)	26(11.8)
The chance on advancement on this job	1(0.5)	6(2.7)	60(27.3)	123(55.9)	30(13.6)

Appendix B

Distribution of respondents on each items of
the Minnesota Satisfaction Questionnaire (Short-form) (MSQ)

Perceptions	1	2	3	4	5
	n(%)	n(%)	n(%)	n(%)	n(%)
The freedom to use my own judgment	-	1(0.5)	15(6.8)	168(76.4)	36(16.4)
The chance to try my own methods of doing the job	-	-	12(5.5)	155(70.5)	53(24.1)
The working condition	-	5(2.3)	28(12.7)	159(72.3)	28(12.7)
The way my co-workers get along with each other	-	6(2.7)	37(16.8)	145(65.9)	32(14.5)
The praise I get for doing a good job	1(0.5)	1(0.5)	34(15.5)	154(70.3)	29(13.2)
The feeling of accomplishment I get from the job	-	-	29(13.2)	149(67.7)	42(19.1)

* 1 = Very dissatisfied, 2 = Satisfied, 3 = Whether satisfied or not,
4 = Satisfied, 5 = Very Satisfied

Distribution of the respondents' level of satisfaction on
the Minnesota Satisfaction Questionnaire (Short form) (MSQ)

Level of Satisfaction	n (%)
Low Level of Satisfaction (≤ 25 score)	-
Average Level of Satisfaction (26 to 74 score)	39(17.7)
High Level of Satisfaction (≥ 75 score)	179(81.4)

* 2(0.9%) were missing value

Appendix C
Distribution of respondents on each items of
the General Self-Efficacy Scale (GSE)

Perceptions	1	2	3	4
	n(%)	n(%)	n(%)	n(%)
I can always manage to solve difficult problems if I try hard enough	-	-	175(79.5)	45(20.5)
If someone opposes me, I can find the means and ways to get what I want	-	15(6.5)	176(80.0)	29(13.2)
It is easy for me to stick to my aims and accomplish my goals	-	1(0.5)	179(81.4)	40(18.2)
I am confident that I could deal efficiently with unexpected events	-	3(1.4)	167(75.9)	50(22.7)
Thanks to my resourcefulness, I know how to handle unforeseen situations	-	1(0.5)	163(74.1)	56(25.5)
I can solve most problems if I invest the necessary effort	-	-	155(70.5)	65(29.5)
I can remain calm when facing difficulties because I can rely on my coping abilities	-	-	165(75.0)	54(24.5)
When I am confronted with a problem, I can usually find several solutions	-	-	192(87.3)	28(12.7)
If I am in trouble, I can usually think of a solution	-	-	191(86.8)	29(13.2)
I can usually handle whatever comes my way	-	-	169(76.8)	51(23.2)

* 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

Distribution of the respondents perceived on
the General Self-Efficacy Scale (GSE)

Level of perceptions	n (%)
Low Level (<31.94 score)	100(45.5)
High Level (>31.95 score)	119(54.1)

Mean = 31.94, Min = 28, Max = 40

Appendix D

Distribution of respondents on each items of
Cross Cultural Adjustment Measure

Perceptions	1	2	3	4	5
	n(%)	n(%)	n(%)	n(%)	n(%)
In living conditions (in general)	10(4.5)	62(28.2)	101(45.9)	42(19.1)	5 (2.3)
In housing conditions	7(3.2)	56(25.5)	105(47.7)	43(19.5)	9 (4.1)
In food	7(3.2)	55(25.0)	112(50.9)	40(18.2)	6 (2.7)
In shopping	23(10.5)	79(35.9)	102(46.4)	13(5.9)	3 (1.4)
In cost of living	9(4.1)	74(33.6)	111(50.5)	23(10.5)	3 (1.4)
In entertainment/recreation facilities	10(4.5)	67(30.5)	99(45.0)	37(16.8)	7 (3.2)
In health care facilities	27(12.3)	98(44.5)	86(39.1)	8(3.6)	1 (0.5)
In socializing with host nationals	5(2.3)	51(23.2)	130(59.1)	32(14.5)	1 (0.5)
In an interacting with host nationals	6(2.7)	44(20.0)	128(58.2)	38(17.3)	4 (1.8)

* 1 = Almost no adjustment, 2 = Low adjustment, 3 = Moderate adjustment,
4 = High adjustment, 5 = Tremendous adjustment

Distribution of respondents on
Cross Cultural Adjustment Level by Score Summary

Cross Cultural Adjustment level	n (%)
Low Level (<25 score)	122(55.5)
High Level (>25.1 score)	97(44.1)

Median = 25, Min = 9, Max = 43

Appendix E
Instrument: Questionnaires

Participant No. _____

Date. _____

Factor associated with job-related stress among expatriate teachers: A case study of international schools in Bangkok, Thailand

Questionnaire composes of 5 parts (56 items) as following;

Part 1 : Demographic & Working Profile (10 items)

Part 2 : DASS 21 (Stress) (7 items)

Part 3 : Minnesota Satisfaction Questionnaire (Short-form) (20 items)

Part 4 : The General Self-Efficacy Scale (GSE) (10 items)

Part 5 : Cross-cultural Adjustment Measure (9 items)



จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY

Thank you for your kindly attention to the survey. I appreciate your time.

Ms.Tharathorn Benjaron

College of Public Health Science, Chulalongkorn university

Appendix E

Demographic & Working Profile

Instruction: Please fill in the blank, and circle the items that match to your information

Gender

Educational Level

Monthly Income THB

Marital Status

Number of children?

How long have you got involving in Teacher as a profession?
Year(s)

How long have you been teaching in this school?

Year(s) Month(s)

What section of school are you teaching?

In a regular school week, how many days do you teach?





In a regular school day, how many hours do you teach?

Appendix E

DASS 21 (Stress - 7 items)

Please read each statement and circle a number 0, 1, 2 or 3 which indicates how much the statement applied to you over the past week. There is no right or wrong answers. Do not spend too much time on any statement.

The rating scale is as the following:

- NEVER  0 Did not apply to me at all
- SOMETIMES  1 Applied to me to some degree, or some of the time
- OFTEN  2 Applied to me to a considerable degree, or a good part of time
- ALMOST ALWAYS  3 Applied to me very much, or most of the time -

	N	S	O	AA
1. I found it hard to wind down	0	1	2	3
2. I tended to over-react to situations	0	1	2	3
3. I felt that I was using a lot of nervous energy	0	1	2	3
4. I found myself getting agitated	0	1	2	3
5. I found it difficult to relax	0	1	2	3
6. I was intolerant of anything that kept me from getting on with what I was doing	0	1	2	3
7. I felt that I was rather touchy	0	1	2	3

Appendix E

Minnesota Satisfaction Questionnaire (Short-form)

Instruction: The items have given below require respondents *to tick* down a blank box rating from Very satisfy – Very dissatisfy regards to the sentences that best describes your feeling. Please be honest to yourself when rating.

Ask yourself: How satisfied am I with this aspect of my job?

Very Sat.	means I am very satisfied with this aspect of my job
Sat.	means I am satisfied with this aspect of my job
N.	means I can't decide whether I am satisfied or not with this aspect of my job
Dissat.	means I am dissatisfied with this aspect of my job
Very Dissat.	means I am very dissatisfied with this aspect of my job

<i>On my present job, this is how I feel about...</i>	Very Dissat.	Dissat.	N.	Sat.	VerySat.
Being able to keep busy all the time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to work alone on my job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to do different things..... from time to time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to be somebody in..... the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way my boss handles his/her workers...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The competence of my supervisor in making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being able to do things that don't go. against my conscience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix E

<i>On my present job, this is how I feel about...</i>	Very Dissat.	Dissat.	N.	Sat.	Very Sat.
The way my job provides for steady..... employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to do things for other people...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to tell people what to do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to do something that makes. use of my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The ways that policies are put into practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My pay and the amount of work I do.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance on advancement on this job.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The freedom to use my own judgment.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The chance to try my own methods of doing the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The working condition.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The way my co-workers get along with... each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The praise I get for doing a good job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The feeling of accomplishment I get from the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix E

The General Self-Efficacy Scale (GSE)

Instruction: The items have given below require respondents to circle a number scoring the sentences that best describes your feeling. Please be honest to yourself when rating. 1 = Strongly disagree 2 = Disagree 3 = Agree 4 = Strongly agree

a) I can always manage to solve difficult problems if I try hard enough.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
b) If someone opposes me, I can find the means and ways to get what I want.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
c) It is easy for me to stick to my aims and accomplish my goals.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
d) I am confident that I could deal efficiently with unexpected events.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
e) Thanks to my resourcefulness, I know how to handle unforeseen situations.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
f) I can solve most problems if I invest the necessary effort.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
g) I can remain calm when facing difficulties because I can rely on my coping abilities.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
h) When I am confronted with a problem, I can usually find several solutions.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
i) If I am in trouble, I can usually think of a solution.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree
j) I can usually handle whatever comes my way.			
1. Strongly disagree	2. Disagree	3. Agree	4. Strongly agree

Appendix E

Cross-cultural Adjustment Measure

Instruction: The items have given below require respondents to rate the sentences that best describes your feeling on an adjustment in living condition, scoring from “Almost no adjustment to Tremendous adjustment.”

Please be honest to yourself when rating.

Please ✓ tick to rate on how unadjusted or adjusted you were to the following items during working in Bangkok, Thailand.

Rating scale: Almost no adjustment

1	2	3	4	5
---	---	---	---	---

 Tremendous adjustment

When, I am living in Thailand, it is....

1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in living conditions (in general)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in housing conditions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in food
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in shopping
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in cost of living
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in entertainment/recreation facilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in health care facilities
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in socializing with host nationals (i.e., local citizens)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	in an interacting with host nationals (i.e., local citizens) on a day-to-day basis

Thank you for your kindly attention to the survey. I appreciate your time.

Appendix F

Timeline (GANNT Chart)

No.	Administration Timeline	TIME FRAME (MONTH)														
		2013						2014								
		6-7	8	9	10	11	12	1	2	3	4	5	6			
1	Preparation and Literature Review	█	█													
2	Proposal Development			█	█	█										
3	Questionnaire Development, including validity and reliability			█	█	█	█									
4	Ethical Consideration				█	█		█	█	█						
5	Field preparation and data collection						█	█	█	█						
6	Data Analysis									█	█	█				
7	Conclude and write up report												█	█		

Appendix G

Budget

Category	Item Totals (THB)	Sub-Totals (THB)	Justification
Direct Expenses			This part is used to cover direct out-of-pocket expenses, including questionnaire printing, distribution, and collection
Survey Expense	5,000		
Materials and Supplies	5,000		
Questionnaire & document Printing	2,500		
Sub Totals		12,500	
Expenses of travel			For domestic travel, meals
Transportation	5,000		
Meals	3,000		
Total Travel Expenses		8,000	
TOTAL EXPENSES	20,500		

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VITA

Name: Ms. Tharathorn Benjaroon

Date of Birth: November 14, 1989

Place of Birth: Sakhonnakhon, Thailand

Education: Bachelor's degree in Nursing Science (B.N.S.) with
major in Emergency Nursing, Assumption
University, Thailand.
GPA: 3.26 with Academic Excellence Award
Year 2007 - 2011

Work Experience: Registered Nurse at Suvarnabhumi Airport Medical
Services By Samitivej Hospital.
April 2012-Present
(FULL-TIME)
Nurse Coordinator at Asia Air Ambulance
June 2012-Present
(PART-TIME)
จุฬาลงกรณ์มหาวิทยาลัย
CHULALONGKORN UNIVERSITY
Personal Health Secretary at BNH hospital,
Bangkok. Thailand
2011 – March 2012
(PART-TIME)