

Kanu Priya Mohan (2007). *The Role of Person and Perceived Situation Variables leading to Job Well-Being of International School Teachers*. Thesis, Research Project, Doctor of Philosophy Degree (Applied Behavioral Science Research). Bangkok: Behavioral Science Research Institute, Srinakharinwirot University. Advisory Committee: Associate Professor Pachongchit Intasuwan, Assistant Professor Dr. Wiladlak Chuawanlee, and Professor Dr. Stuart Carr.

The rapid growth of international education is one of the outcomes of the globalization of our world. The children learning at these international schools are our future. The basic objective of teachers working in this field is then to mould our future and hence it becomes imperative to understand what may be the factors that help a teacher to perform his/her task effectively and feel satisfied by what they do. The purpose of this study was to examine the role of some person and situation variables on the job well-being of teachers, working in international schools in Bangkok, Thailand.

Eighty-two teachers answered the survey questionnaire to assess the relationships among the study variables. The sample consisted of both females (n=65) and males (n=17) working in some international schools in Bangkok, Thailand. These schools selected for the survey follow the British curriculum and enroll students from the kindergarten to high school.

This project was framed to study the relationship between the following variables: the two blocks of independent variables which were the person variables at work (work locus of control, self-esteem and teacher self-efficacy) and the perceived situation variables (workload, interpersonal conflict, role stress, and career security factors); and the dependent variable of Job Well-Being. The hypothesized relationships were tested by the use of various statistical techniques like correlation analyses, regression, and structural equation modeling.

The correlation results to test the first hypothesized relationship between person variables and job well-being, found only partial confirmation. Out of the first set of independent variables- the "person variables", only the work locus of control (external orientation) has a statistically significant negative correlation ($r=-.292, p< .01$) with the job related well-being. The other two personality variables have a positive but non-significant correlation with the job well-being, with self-esteem ($r=-.091$) and the teacher self-efficacy ($r=-.087$).

The results for testing the relationship between the perceived situation variables show statistically significant relationships and hence confirm the second hypothesis. The results show that the Job Well-Being has statistically significant negative correlations with all of the perceived work situation variables or the perceived work stressors. The correlations of these variables with the job well-being were: with workload ($r=-.224$, $p<.05$), with interpersonal conflict ($r=-.436$, $p<.01$), with role conflict ($r=-.382$, $p<.01$) and with career insecurity ($r=-.507$, $p<.01$).

When t-tests were done the results showed no significant differences in the job related well-being of the demographic groups based on age, gender, nationality and marital status. Hence the hypothesis stating demographic differences was rejected.

The last hypothesis for testing the model of the study was tested using the structural equation modeling techniques by LISREL 8. The results indicated that the proposed structural model of the study did not show a good "fit". The research variables were re-grouped and a second structural model was tested to see the direct and indirect effects on Job well-being. Results showed that the perception of stress from work situation does have a negative and significant direct effect on job well-being. Interpersonal conflict, role stress, and career insecurity factors were the indicators having significant effect on perceived situation variable. The variable of work locus of control had a significant direct effect on the perceived situational stress at the work place. It also has a significant indirect effect on job well-being.

The structural model fit indices of the second model of the study showed a reasonable "fit" with values of chi-square=18.46 ($p=0.19$, $df=14$), GFI=0.95, CFI=0.98, RMR=0.05 and RMSEA=0.057.

Though the results of the present research did not support the hypothesized framework, but surly indicated an interesting interaction between the person and situation variables on the work outcome of job well-being of teachers in international schools. The results of the current study indicate that internal characteristics of an individual tend to dictate how they will react to stressful events, and work locus of control is one such important characteristic.

Thus, this study found evidence to substantiate the research objectives so as to understand some important factors that influence the job well-being of teachers in international schools and provide inputs to help promote and uplift it.