

THE ROLE OF PERSON AND PERCEIVED SITUATION VARIABLES  
LEADING TO JOB WELL-BEING OF INTERNATIONAL SCHOOL  
TEACHERS

A RESEARCH PROJECT

BY

KANU PRIYA MOHAN

Presented in partial fulfilment of the requirements for the  
Doctor of Philosophy Degree in Applied Behavioral Science Research,  
at Srinakharinwirot University, Bangkok.

April 2007

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KANU PRIYA

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of this research infringes upon any copyright of others.

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(Kanu Priya Mohan)

Submitted to the Program Administration Committee (Ph.D. by Research) in partial  
fulfilment of the requirements for the Doctor of Philosophy Degree in Applied  
Behavioral Science Research, at Srinakharinwirot University.

5 April 2007

THE ROLE OF PERSON AND PERCEIVED SITUATION VARIABLES  
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AN ABSTRACT  
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KANU PRIYA MOHAN

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April 2007

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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=0.57.

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.

## **Acknowledgements**

My efforts at research are supported by the constant encouragement and guidance of my advisors. I wish to express my profound gratitude to my advisors, Associate Professor Dr. Pachongchit Intasuwan, and Dr. Wiladlak Chuawanlee at Behavioral Science Research Institute. I would also like to express my gratefulness to my external advisor, Professor Dr. Stuart Carr, who has given critical insights to my academic pursuits.

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I have been able to progress with my studies only because I had the support and understanding of my husband Manu. My research efforts were constantly supported by the encouragements of my wonderful mother, Prof. (Dr) Vidhu Mohan, and both my parents-in law.

I would like to dedicate this research to my children Ishan and Pranav, who have backed my efforts to study with many personal sacrifices. They have been two wonderful children and I have learnt many things from them as I tread along this path.

Kanu Priya Mohan

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# CHAPTER 1

## INTRODUCTION

### THE RATIONALE

In a world that is changing at a tremendous pace, globalisation has led to the increase in the growth of international education all over the world and the education scene in Thailand is no exception. Working in international schools has its very special demands and challenges. The focal point of this study is teachers who work in international schools in Thailand. Keeping in perspective a teacher in his/her work environment, this research aimed to understand the role of the variables, both within an individual, and outside in the work environment, on the outcome of “job well-being”.

The construct of “job well-being” refers to an individual’s feelings or state-of-mind regarding the nature of their work. This construct has been of great interest not only to the scientists and but also to workers and the organizations that employ them. The concept is not just of only theoretical interest but also applied, as the research-based knowledge gained from it can be used in actual life to have interventions done to improve the job well-being of employees, which is linked to organizational effectiveness.

One of the aims of the proposed research would be to provide a documentation of the dynamic environment of international schools in Thailand. It is an attempt to report the special challenges for the teachers who work in an international school and would give an insight into the multicultural education scenario that exists in Thailand.

Another aim of the study would be to add an additional perspective to the researcher’s interest in the applied field of job related well-being of employees. An earlier exploratory study was conducted by the researcher in the area of job related well-being of managerial employees working in Thailand’s telecom sector.

To fully comprehend the rationale of the study, substantiation is presented through:

1. The research background,
2. The research context
3. The research content.

## **The Research Background**

The research background for the study is linked to the substantiation guiding the choice of the variables for the study.

**Firstly**, the subjects for the study were international schoolteachers in Thailand. Various researches have verified teaching as a particularly stressful occupation, with the stressful aspects of teaching also leading to burnout amongst the teachers (Russell, Altmaier and Velzen, 1987). Moreover, for teachers working in international schools, the usual stress of teaching is compounded by the task of adjusting to a multicultural environment of an international school. Hayden & Thompson (2000), state that the multicultural diversity of the international school environment adds to the work demands of the teachers working there. Hence, this research project gave a platform to find more information about the variables that have an influence on the mitigation of stress and on the enhancement of job well-being of these teachers in their specific environment.

**Secondly**, there was a continuation in the area of interest of the researcher, the field of *job well-being*. This project aimed to build up on some of the interesting findings of the previous research study of the researcher (Mohan, 2004). The research was conducted on managers working in the telecom sector in Thailand. The results of that research indicated that although the external “work locus of control” has a negative correlation with “job related well-being” and a positive correlation with some of the “organizational stressors” selected for the study, it does not moderate the relationship between the organizational stressors and the job related well-being. By additional analyses of the data, it was also found that the organizational stressors mediate the pathway between the work locus of control and the job related well-being. Another interesting finding had showed that men had higher job well-being than women, and were more internal in their control beliefs. These results indicated two potential areas of investigation – personality and gender differences, in relation to an individual’s job well-being. The current research aimed to study teachers working in international schools in “Thailand” and review of literature indicated that affective “job well-being” has not been researched here.

**Thirdly**, the researcher chose the work domain-specific personality variables to understand their impact on job well-being. Research works (Judge & Bono, 1994; Judge et.al., 2005), indicate that job well-being can be influenced by a variety of factors related to the

*internal factors* (the individual's personality). The ground for choosing the specific personality variables is based on the theory of "core self-evaluations" that has been put forth by Judge & Bono (2002). The authors refer to the broad personality construct of "core self-evaluations" which has an impact on the work outcome of job satisfaction. The theory states that the core self evaluation traits of self-esteem, generalized self efficacy, neuroticism and locus of control have a strong empirical association which influences their overall impact on occupational outcomes of job satisfaction and job performance. Taking this into consideration and the previously researched concept of work locus of control (Mohan, 2004), the personality constructs of work locus of control, teacher self-efficacy and self-esteem were selected for the research study.

**Fourthly**, research in the area of job well-being has indicated the influence of *external factors* such as the quality of one's relationship with his/her supervisor, the quality of the physical environment in which they work, degree of fulfilment in their work (Spector, 1988). Hence, the research study also investigated the perceived impact of the work situation variables such as workload, interpersonal conflict, role stress, and career security factors. Research indicates that conflict within the work domain can be a powerful source of job stress (Greenhaus and Beutell, 1985). Extreme demand and work overload can produce extensive strain (Caplan and Jones, 1975).

**Another** rationale guiding the area of research had been the preliminary study by the researcher of teachers working in international schools in Bangkok. The researcher conducted a pilot research into the area of teachers' well-being through the technique using interview method. A sample of ten teachers, of 4 different nationalities, and handling classes from kindergarten to the secondary were interviewed using both open ended and close-ended questions designed to elicit information about their well-being at work. The findings of the interviews have indicated that many interesting perspectives related to both the work place and the individual have the determining influence on a teacher's job satisfaction and well-being. The findings will be presented as the research evidence in the next chapter of the research report. These findings helped in selecting the research variables related to the work situation in the current research.

**Finally**, the researcher is currently employed in an international school and has been observing the high levels of demands that the teachers face. The findings of this research study

would not only contribute to theoretical knowledge but also from the perspective of applied behavioral science research, the knowledge that accrues from this research would be helpful in identifying the strength and amount of effect of the variables promoting job well-being of individuals.

### **The Research Context**

The research aimed to document the perspective of teachers working in the international schools in Bangkok, Thailand. For the teachers working in these international schools, there is a constantly changing dynamic work environment. This creates a high work pressure and demands for the teachers. The research project went on to survey and analyze the relationship of personality and work situation variables with Job well-being of teachers in international school.

If we describe in a flow chart, we may depict the research context in figure 1:

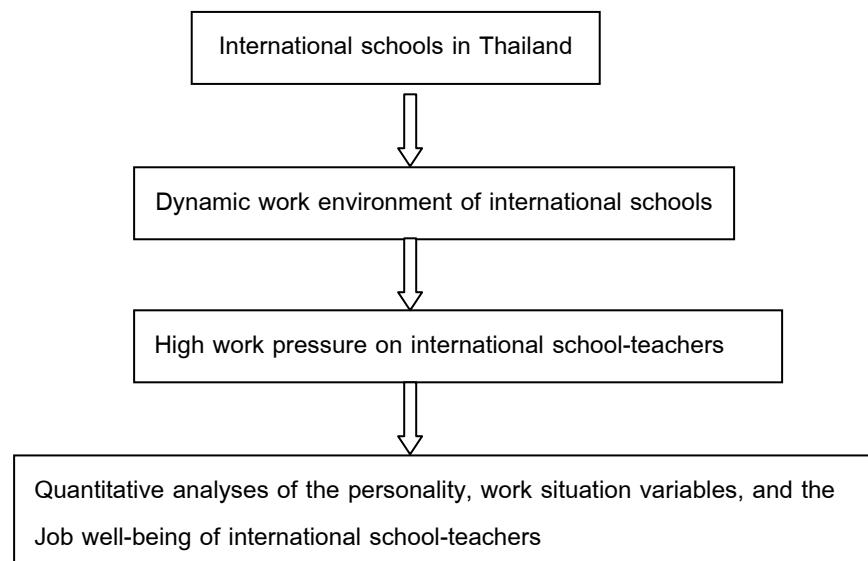


Figure 1: The research context

### **The Research Content**

With the research context of the study in view, the next step is to understand what would be the study content.

The content of the study would be addressing the context of the research by a mixed method approach using interview and survey techniques to provide the information base. According to Ivankova, Creswell, & Stick, (2006), the mixed-methods research design consists of using various research techniques. For instance the research may imply collecting and analysing quantitative and then qualitative data in two consecutive phases within one study.

The current research used the interview method to gain preliminary information about the sample and then went on to collect and present quantitative information about the job well-being of international school-teachers working in schools in Thailand.

Keeping in view, the rationale of the proposed research we now go on to specify the objectives, scope, significance and hypotheses of the study.

## **OBJECTIVES OF THE STUDY**

The objectives of the study were to investigate the relationships among the variables related to job well-being in the sample of teachers working in international schools in Thailand.

The research objectives were:

1. To examine the relationship of the person variables of the self-belief (work locus of control, teacher self-efficacy and self esteem), with the job well-being of the teachers in international schools.
2. To review the relationship of the perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) with the job well-being of the international school-teachers
3. To find the variations in the levels of job well-being of different demographic groups related to age, gender (males vs. females), nationality (Thai vs. non-Thai teachers) and marital status (married vs. non-married).
4. To analyze the structural relationships among the independent variables of person (work locus of control, self-esteem and teacher self-efficacy) and perceived situation (of workload, interpersonal conflict, role stress, and career insecurity factors) with the job related well-being of the international school-teachers in Bangkok, Thailand.

## **SIGNIFICANCE OF THE STUDY**

The researcher aspired to contribute both towards the enhancement of knowledge and the application of this knowledge related to employee well-being, specific to the teachers working in international schools. The research aimed to make a significant contribution to research by:

1. Contributing to the understanding of job well-being in teachers working in international schools, with the focus on teachers in Bangkok.



2. Providing empirical evidence of the direction and strength of relationships of the work situation and individual variables with the job related well-being specific to the teachers working in international schools in Bangkok.
3. Exploring the interplay of demographic differences in the well-being of teachers working in international schools. Any significant findings would form the basis of investigation of my further research studies.
4. Enhancing my “applied” research interest in employee well-being and its impact on organizational health by identifying the conditions that elevate job well-being. As teaching profession is identified as highly stressful, the aim would be to further understand the effect of the conditions so that recommendations for mitigating stress, and increasing job well-being, may be based on my findings.

## **SCOPE OF STUDY**

### **Population and Sample**

The target population for the study was the teachers working in the international schools following the British curriculum, in Bangkok, Thailand. The sample for the study were 82 teachers, both males (n=17) and females (n=65), as well as Thai (n=16) and non-Thai (n=66), were working in 4 different international schools, located in Bangkok. Further details about the sample are provided in chapter 3.

### **Variables In The Study**

This research aimed to study the hypothesized relationship between the following variables:

#### **INDEPENDENT VARIABLES**

The independent variables in the study are divided into the following groups-

**Person variables** in the study were work locus of control, teacher self-efficacy and self-esteem.

**Perceived Situation variables** specific to the teachers’ work environment selected for the study were workload, interpersonal conflict, role stress, and career insecurity factors.

**Demographic variables:** age, gender, nationality, and marital status.

#### **DEPENDENT VARIABLE**

The dependent variable was the affective state of Job related well-being.

## **DEFINITION OF THE VARIABLES**

The operational definitions of the variables in the research study are:

### **Job Well-Being**

The variable refers to an individual's job specific feelings of overall psychological wellness. The construct of job well-being is measured as the extent to which a person feels satisfied with his or her job as a whole, and can be positive or negative in direction. The higher the scores, the higher the feeling of job well-being expressed by the individual.

### **Person Variables**

The three person variables measured in the study were that of work locus of control, teacher self-efficacy and self-esteem.

Work Locus of Control measures a person's generalized control belief in the organizational settings. It is measured as the degree to which individuals believe they have control over the outcomes of their actions related to the workplace. The work locus of control can be either internal or external. The higher scores in the current study represent "external" orientation of work locus of control.

Teacher Self-Efficacy refers to a sense of personal competence of teacher to deal efficiently with a variety of stressful situations at the professional or work domain related to teaching. It measures an individual's belief in his or her own ability to accomplish a specific task, and can be positive or in a negative direction. The higher scores on the scale used in the study represent high belief in a teacher's self-efficacy.

Self-Esteem refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself. Self-esteem is a positive or negative orientation toward oneself. The higher an individual scores, the higher is the reported self-esteem in the current research.

### **Perceived Situation Variables**

The factors in the workplace, related to the demands of the work situation, are the "perceived situation variables" that also influence job well-being of an individual. These factors related to work place that are perceived by the individual as demands have been termed as "perceived situation variables" in the study, which when measured, reveal the extent of the

“perceived stress” of the teachers. Under investigation in this research have been the four such variables, that being *workload, interpersonal conflict, role stress, and career insecurity factors*.

Workload is defined simply as the amount of work an employee has to do, and in this case refers to the number of teaching hours, paper work and other job demands that teachers perceive as stressful. It is negative in direction. The higher scores reveal high-level of perceived stress due to workload.

Interpersonal Conflict refers to the disagreements and unpleasantness that result due to the interactions with others at the work place and it is perceived as stressful and measured in terms of its negative influence. The more the experienced conflict, the higher would be the scores.

Role Stress refers to the pressure experienced by an individual that arises out of the expectations of a set of behaviours from a person occupying a particular position at work. Higher scores reveal the negative perceived impact of the role stress of the participants.

Career Insecurity refers to the problems that are experienced with regard to the status, recognition, material (e.g. pay) and symbolic (e.g. designation) rewards at work. It is infact the “lack” of security experienced by the respondents and higher scores indicate higher perceived lack of career security.

Keeping in view the brief outline of the research, and the research objectives, the following hypotheses were proposed for the study.

## **HYPOTHESES**

The hypotheses proposed for the research were:

1. The person variables of individual self-beliefs– work locus of control (internal orientation), teacher self-efficacy and self esteem; will be positively correlated with the job well-being.

2. The perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) will be negatively correlated to the job well being of the teachers.

3. The job well-being of different demographic groups (according to age, gender, nationality, and marital status) will differ.

3.1 The older age group of teachers will report higher job well-being than the younger age group.

3.2 Males will report higher with job well-being than females.

3.3 Thai teachers will have higher job well-being than non-Thai teachers.

3.4 Married subjects will have higher job well-being than non-married.

4. There will be significant relationships between the independent (exogenous) variables of personality and perceived situation, and the dependent (endogenous) variable of job well-being of the international schoolteachers, such that:

4.1 The personality variables of self-beliefs (work locus of control, teacher self-efficacy and self esteem) will have direct positive effect on the job well being of the international schoolteachers.

4.2 The perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) will have direct negative effect on the job well being of the international schoolteachers

With the overview of the research objectives and the hypothesis we now proceed to review the literature and research evidence that lead to this study.

## **CHAPTER 2**

### **REVIEW OF LITERATURE**

The feelings of well-being in an individual is not only influenced by what situation the individual is in, but also his/her personality characteristics. The current research aimed to understand the role of the work related - situation and person variables on the work outcome of job well-being in a sample of teachers working in international schools in Bangkok, Thailand.

The following chapter presents the review of the relevant research literature that formed the basis of the study. The chapter begins with an introduction to the person-environment theory, then goes on to examine the theory about the dependent variable of the study (Job well-being), and to the review of all independent person variables (work locus of control, teacher self efficacy and self esteem) and the perceived situation variables at work (of workload, interpersonal conflict, role stress, and career insecurity factors). The literature review then discusses the research evidence about the variables in the study. Finally, information about the background of teachers working in international schools in Bangkok is discussed, followed by the findings of a preliminary study by the researcher, which formed the basis of the current research.

#### **THE PERSON-ENVIRONMENT THEORY: THE GUIDING THEORY**

An individual's overall feelings of well-being are influenced by a number of factors, including the place where he/she works, and the feelings that are related to the job or the job related well-being. Traditionally when investigating the work related outcomes, a lot of focus has been on work stress (Weiten, 2001). The current research focuses on job well-being, the "positive" end of the dimension of stress-well being. To understand the current emphasis it is important to review the theory, which is linked to the understanding of the dimension of stress-well being. Researchers have presented many different models or theories to understand occupational stress, some of them being the social-environment theory, the person-environment fit theory, the demand-control-support theory and the vitamin theory.

The guiding theoretical model behind this study is that of the "person-environment" theory. According to Riggio (1996), this theory focuses on the "person-environment fit" which refers to a match between a worker's abilities, needs, and values, and the organizational demands, rewards, and values. This "match" or congruence between the person and environment leads to positive outcomes (like well being, job satisfaction, and organizational

commitment), and a “mismatch” between the two leads to negative outcomes (like stress, strains, burnout, and turnover).

According to Jex (1998), the historical roots of the person-environment fit or the “P-E fit” model as it is called, date back to the well-known psychologist Kurt Lewin (1935) and his notion of “*interactional psychology*”. Lewin’s basic notion was simply that the behaviour (B) is a function (f) of the interaction between the person (P) and the situation (S), represented in an equation form as:  $B = f(P, S)$ .

Jex (1998) has further stated that the P-E theory forms one of the important theories that has been used to explain occupational stress, as the lack of “fit” leads to strain and stress for an employee. Following Lewin, other theorists expounded the “P-E” theory in relation to stress. Lofquist and Davis (1969) call this a Person-Environment interaction. This interaction between the individual and the work environment can either result in a positive or negative “fit”. French (1973) suggested that the interaction between the environmental variables and relevant characteristics of the person determines whether stress occurs. One aspect of this interaction is the degree to which there is a person-environment fit. If the fit is poor (negative) the individual will experience a strain. Three major categories of strains have been identified in the literature: psychological and emotional strains, physical strains, and behavioral strains (Jex and Beehr 1991).

Edwards, Caplan and Harrison (1998) express that this dual emphasis on the person and environment in stress research is characteristic of the interactive perspective in psychology, which indicates that behavior, attitudes, and well being are determined jointly by the person and environment. The core of this theory is not from the person or the environment, but rather the “fit” or the “mismatch” between the two.

Researchers in the field of organizational behavior have long recognized the importance of both person and environment in understanding the nature and consequences of work behavior and outcomes. Some of the relevant constructs for each have been well researched. According to Jex (1998), the “person” constructs that have been researched are “Type A” behavior, locus of control, hardiness and coping styles; and the “environment” constructs researched have been the stressful life events, daily hassles, chronic stressors (e.g. role conflict) and job demands (e.g. workload). In the current research framework, the “person” constructs studied were the work locus of control, teacher self efficacy and self-esteem, while the “environment “ constructs were the “perceived situation variables” of workload, interpersonal

conflict, role stress, and career insecurity factors. This research aimed to study the role of these two constructs, on the positive work outcome of job related well-being.

Taking this theoretical background, we proceed to review literature about the person and the environment variables that influence job well-being.

## **THE THEORY OF THE RESEARCH VARIABLES**

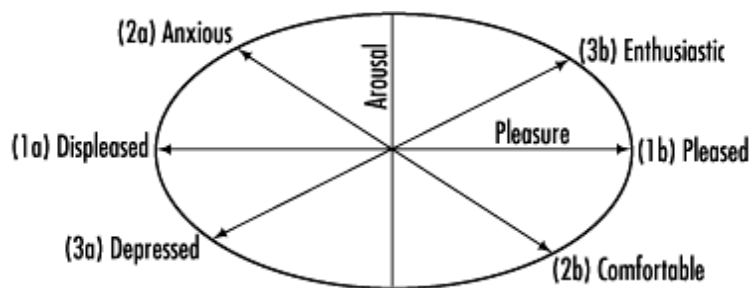
Any research effort is underpinned by the knowledge that exists. The subsequent writing is an attempt to understand the theoretical aspect of each variable that was investigated in the study. The theoretical review would first focus on the dependent variable of job well-being, and then the independent variables-the person and the situation variables.

### **JOB WELL-BEING**

The primary aim of this study was to try and understand the concept of job well-being of the teachers working in international schools. Job related well-being is a state of physical health and psychological wellness that allows for better functioning in a work environment. According to Warr (1999), the general construct of job well-being refers to the extent to which a person feels satisfied with his or her job as a whole.

To comprehend the importance of studying “job well-being”, we must understand the concept of well-being as such. Literature indicates that the concept of job well-being is closely associated with the concept of overall well-being or the subjective well-being. As put forth by Blalock and Blalock (2002), the overall feelings of well-being refers to a state, that implies the ability to balance personal and work life, and is associated with physical, psychological, social and spiritual health. According to Van Praag, et.al. (2003), the terms subjective well-being, satisfaction with life, and general satisfaction are often used as interchangeable. The elements of subjective well-being are usually studied in terms of affects, life-satisfaction and domains. The ground breaking research by Wilson (1967) and also other researches that followed later (Diener, Gohm, Suh & Oishi, 1998), showed that though out of the various domains of subjective well-being (work, health, marriage, leisure, etc), marital satisfaction had the most significant positive influence on subjective well-being, the domain of job satisfaction had strong correlation with over all measures of well-being. Hence, research based evidence exists to show that job well-being has its impact on over all feelings of well-being too.

Like subjective well-being, “job related affective well being”, can be viewed along one dimension, from feeling bad to feeling good. According to Warr, (1999), all kinds of well-being are often viewed along a single dimension-roughly from feeling bad to feeling good, but a two dimensional model (figure 2) of well-being captures all important aspects of well-being. The two-dimensional model covers both “context-free” and “context-specific” well-being. The two dimensions of the model are termed as “arousal” or the intensity of feelings and the “pleasure” or the amount of feelings. These dimensions further consist of three axes: pleasure to displeasure, enthusiastic to depressed and comfortable to anxious. The work environment is such a specific context. Data analyses support the general notion that the relation between job characteristics and context-free, non-work mental health is mediated by an effect on work-related mental health. Work-related affective well-being has commonly been studied along the horizontal axis (figure 2), in terms of job satisfaction. Affects related to comfort in particular have, however, largely been ignored. This is regrettable, since this affect might indicate resigned job satisfaction: people may not complain about their jobs, but may still be apathetic and uninvolved (Warr 1994).



Source: Warr 1994.

Figure 2: Three principal axes for the measurement of affective well-being

As the above literature indicates, work sphere is an important part of human life. With increasing demands of changing life styles and a dynamic world, the workplace is changing too. It becomes increasingly imperative not only to the scientists but to the work related groups like managements of organizations to understand what really motivates an employee so that he works to produce effectively and efficiently. Guided by these motives, the constructs of work stress, job satisfaction and job well-being have attracted the attention of researchers.

Researchers like Strauser, Ketz, & Keim, (2002) have emphasized that both work stress and job satisfaction are important factors which directly influence organizational outcomes. In



addition to influencing work outcomes, these factors have an impact on an individual's well-being and overall life satisfaction. Thus, in addition to influencing work outcomes, the job related well-being has a positive impact on an individual's well-being and overall life satisfaction and also other domains of well-being such as marital well-being.

### **The Theoretical Approach to Well-Being**

There have been several theories explaining the construct of well-being, however the theoretical base of the current study was the “P-E” theory. In their classic paper on overall well-being and life satisfaction, Heller, Watson & Ilies (2004), point out that there have been two main approaches to understand the concept of well-being-“top down” (personological) and “bottom-up” (situational). The “top-down” approach focuses on person related or dispositional factors that contribute to well-being. However the “bottom-down” approach focuses on the “situational” factors that contribute to well-being.

Though there have been strong supporters of each approach to well-being, but research findings lead towards a “PE” or person-environment fit model which implies that both personality and the situation together contribute to overall feelings of well-being.

The current research was an attempt to understand the job well-being of teachers, working in international schools in Bangkok, taking into view both the approaches. It entailed the investigation of the impact of the perceived situational variables, or the work characteristics such as workload, on the job well-being. The research also investigated the impact of person related variables of work locus of control, self-efficacy, and self- esteem of the individual and the demographic characteristics (age, gender, nationality, and marital status) of the sample.

### **THE PERSON VARIABLES**

The current research investigated the role of person variables (of work locus of control, teacher’s self-efficacy and self-esteem) on the work outcome of job well-being.

The choice of these person variables was motivated by an interesting piece of theoretical work by Judge, Locke, & Durham (1997), where the authors refer to the broad personality construct of “**core self-evaluations**” This construct refers to the empirical associations that exist between the personality correlates of self-esteem, generalized self-efficacy, neuroticism and locus of control, and that help to understand the “personological” or the personality related basis of job satisfaction. The theory refers to the “core evaluations” as the basic conclusions or the bottom line evaluations held by an individual. According to Judge &

Bono (2002), the theory states that the core self evaluation traits of self-esteem, generalized self efficacy, neuroticism and locus of control have a strong empirical association which influences their overall impact on occupational outcomes of job satisfaction and job performance.

Keeping the basic theory in perspective, the research variables for the current study were selected, and the relevant literature about each is put forward.

### **Work Locus of Control**

An important construct that is directly related to many of the work outcomes is the personality variable of work locus of control. This work related concept is closely associated with the original construct of locus of control. The concept of "locus of control" introduced by Rotter (1966) represents the degree to which individuals believe they have control over the outcomes of their actions.

Locus of control can be either internal or external. People rating high on internal control believe that they can influence the forces and events that shape their lives. People rating high on external control believe that their lives are determined by outside events and forces and other people.

Hence the concept of "work locus of control" is a job-specific measure of the overall concept of locus of control and is designed to assess control beliefs in the workplace. Research is still being done on this construct to understand its implications on the total work life. Spector (1988) had developed a 16-item measure of generalized control beliefs in work setting, to measure what is called the Work Locus of Control. This belief in personal control is domain specific and may affect many work related factors such as job performance, satisfaction, turnover and leadership styles. It also has a strong correlation with the general construct of Rotter's (1966) "locus of control", which implies the degree to which the individuals believe that they have control over the outcomes of their actions. This concept may be reflected in an individual's context-free behavior; or may be reflected in domain-specific, relating to the individual's workplace, wherein it is called "work locus of control".

The research reviewed clearly shows that the self-belief related to work-the "work locus of control" has an impact on many job outcomes. The research aimed to understand what role this personality variable would play in conjunction with the other personality variables of teacher self-efficacy and self-esteem on the outcome of job well-being.

### **Teacher Self-Efficacy**

Self-Efficacy related to teaching refers to a broad and stable sense of personal competence to deal efficiently with a variety of stressful situations at a teacher's work domain. This concept has been evolved from the Self-efficacy theory that was developed by Albert Bandura (1977). Self-efficacy is a concept of social learning theory and refers to an individual's belief in his or her own ability to accomplish a specific task. Bandura has considered self-efficacy to be a situation specific phenomenon. Others researchers have gone on to distinguish general self-efficacy from domain specific efficacy.

The current research used the domain of "teaching" for understanding self-efficacy and the variable in the study is "teacher self-efficacy". Self-efficacy is commonly understood as being very specific; that is, one can have more or less firm self-beliefs in different domains or particular situations of functioning. But some researchers have also conceptualized a generalized sense of self-efficacy. General self-efficacy refers to one's personal belief in ability to do general aspects of life. Domain specific self-efficacy refers to beliefs about one's ability to perform specific tasks, for example, driving self-efficacy is one's belief in one's level of ability as a driver.

Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. According to Bandura (1994), a strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills, which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

The current research went on to investigate the work related self-efficacy belief of the teachers in international schools and its impact on the work outcome of job well-being.

### **Teacher Self-Esteem**

Self-esteem is generally considered the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioral aspects as well as evaluative or affective ones (Blascovich & Tomaka, 1991). The most broad and frequently cited definition of self-esteem within psychology is Rosenberg's (1965), who described it as a favorable or unfavorable attitude toward the self. While the construct is most often used to refer to a global sense of self-worth, narrower concepts such as self-confidence or body-esteem are used to imply a sense of self-esteem in more specific domains. It is also widely assumed that self-esteem functions as a trait, that is, it is stable across time within individuals.

Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g., shyness), behavioral (e.g., task performance), cognitive (e.g., attributional bias), and clinical concepts (e.g., anxiety and depression). While some researchers have been particularly concerned with understanding the nuances of the self-esteem construct, others have focussed on the adaptive and self-protective functions of self-esteem (see Blascovich & Tomaka, 1991, for a review of conceptual and methodological issues). Self-efficacy, as a term is associated with the work of Bandura, and refers to an individual's sense of competence or ability in general or in particular domains.

The variable of self esteem forms one of the core traits of the broader personality trait of “core self evaluations”, introduced by Judge, Locke, & Durham (1997). The research findings in this area indicate that the core self evaluations traits are linked to various work related criteria like motivation, job performance and most importantly job satisfaction.

The research examined some of the “core traits” of the self, specific to the work domain of the teachers in the international schools in Bangkok, Thailand.

### **PERCEIVED SITUATION VARIABLES**

As a worker in the work place is influenced not only by what he is, the “work personality”, but also from the work situation in itself, there is a need to understand how the variables or the characteristics of the workplace would work in congruence with the work personality to have its impact on the work outcome.

A workplace presents an individual many demands. These situations are not in themselves stressful, but the appraisal by the individual and his assessments make them

stressful. Hence the situational variables are “perceived” as demanding or stressful by individuals. Parasaruman and Alutto (1984) have expressed that “job stressors” are defined as job demands, constraints, and or opportunities, and job related events or situations that might affect the individual’s feelings of stress. In the current research, hence the work place demands have been termed as “perceived situation variables”.

There are many sources of the demands that are placed upon an individual. Different researchers classify these “perceived situation variables” into various groups. Riggio (1996) goes on to broadly classify the sources of worker stress as arising from the environment or the individual:

Environment- causes the situational stress

Individual's personal characteristics- cause the dispositional stress.

An individual may term a situation stressful due the very nature of the situation or due to his/her own personal characteristics.

There exist other taxonomies for grouping the demands related to the workplace and the following is the discussion about each. According to Sauter, Murphy and Hurrell, (1990), the National Institute of Occupational Safety (NIOSH), U.S.A., have classified the psychosocial risk factors at work into six categories:

1. Work load and work pace
2. Work schedule
3. Role stressors
4. Career security factors
5. Interpersonal factors
6. Job context.

In a review of psychosocial aspects of workplace stress Buunk, et.al. (1998), have grouped the stressors into five main groups:

1. Task and work characteristics
2. Role problems
3. Interpersonal conflict
4. Status and career problems
5. Lack of control and influence.

Based on these categorization of the work place demands, and also the findings of the preliminary study done by the researcher, the ““perceived situation variables” chosen for the proposed study were workload, interpersonal conflict, role stress, and career insecurity factors. A comparative picture of the work place or situation variables is given in the following table.

| <b>NIOSH (1990)</b>     | <b>Buunk, et.al. (1998)</b>    | <b>Current Research Variables</b> |
|-------------------------|--------------------------------|-----------------------------------|
| Work load and work pace | Task and work characteristics  | Work load                         |
| Interpersonal factors   | Interpersonal conflict         | Interpersonal conflict            |
| Role stressors          | Role problems                  | Role stressors                    |
| Career security factors | Status and career problems     | Career insecurity factors         |
| Work schedule           | Lack of control and influence. |                                   |
| Job context             |                                |                                   |

**Table 1:** Variables at the work place.

Research findings indicate that the demands placed by the situation variables can lead to the perception of stress by the worker and have outcomes on the physiological and psychological well-being of the workers. The selection of the situation variables in this study have been guided by both the review of literature and the findings of the preliminary interview survey by the researcher (appendix A).

The perceived situation variables investigated for the current study were workload, interpersonal conflict, role stress, and career insecurity factors. The following is a description and definition of each of the chosen “perceived situation variables”.

**Workload** is defined simply as the amount of work an employee has to do. It is interesting to note that both an “overload” as well as an “underload” can lead to feelings of stress for an individual. The patterns in both type of workload may be either qualitative or quantitative. According to Greenberg & Baron (1993), the quantitative workload refers to situations in which individuals are asked to do more work than they can complete in a specific period of time. The term qualitative workload refers to the employees’ belief that they lack the skills or abilities to perform a certain task. So as also expressed by Jex (1998), workload maybe measured objectively (e.g. in terms of number of work hours) or subjectively (e.g. individual’s perceptions of workload).

**Interpersonal conflict** refers to the disagreements and unpleasantness that result due to the interactions with others at the work place. According to Buunk, et.al. (1998), interactions with other may cause stress including open conflicts, lack of trust, poor communication, hostility and competition. Research indicates that this conflict within the work domain can be a powerful source of job stress (Greenhaus and Beutell, 1985). Unfortunately, at times interactions with others that also make the work more stressful when they result in “interpersonal conflict” (Keenan and Newton, 1985).

According to Jex (1998) several factors in the workplace may increase the probability of this interpersonal conflict. There maybe direct confrontations with co-workers, supervisors and to whom the work is directed, e.g. students for teachers or clients for bankers. The conflict may result in overt behaviours like verbal arguments or maybe covert like feelings of hostility, competition etc. Like many other stressors, it may be measured typically by self-report measures.

**Role stress** refers to the pressure that arises out of the expectations of a set of behaviours from a person occupying a particular position at work. As expressed by Jex (1998), the role that an individual has in an organization serves the important function of coordinating individual member’s behaviour. But the particular role the individual plays within the organization can lead to occupational stress (Buunk, et.al.,1998). Stress arises due to the discrepancy in the expectations of the individual and the demands of that role. Two main role stresses can be “role conflict” and “role ambiguity”. *Role conflict* occurs when expectations and demands are difficult to meet, while *role ambiguity* arises when people do not have sufficient or adequate information to fulfill their role requirements.

**Career insecurity factors** refer to the problems that are experienced with regard to the status, recognition, material (e.g. pay) and symbolic (e.g. designation) rewards at work. According to Buunk, et.al. (1998), the low status of a profession may affect employees’ well-being negatively, particularly when they feel they are entitled to more. Research shows that low pay has a very strong link with feelings of job dissatisfaction. Recognition of the value of the work by management or the boss also counts towards feeling of job related well-being. The workers also perceive some factors such as lack of professional growth and development of skills as leading towards stress.

Thus, the research study, on the basis of literature reviewed and the background of teachers working in schools-discussed in this chapter, investigated the factors, which are of

importance to the teachers' well being at the specific work place- the international schools. Preliminary study and interviews had also been done to identify these factors or work demands specific to these teachers working in the international school. Thus the perceived situational factors identified were workload, interpersonal conflict, role stress, and career insecurity factors.

The next part of the literature review covers the working experiences of teachers and those especially working in the international school milieu.

## **TEACHERS IN INTERNATIONAL SCHOOLS**

The target population of the study were teachers working in international schools in Bangkok, Thailand. Occupational psychologists recognize the teaching profession as one of the highly demanding ones. Working, as a teacher in international schools is distinctive, in that along with the usual demands of teaching, the multi-cultural environment in these schools requires an adjustment of a special kind.

The "international school" educational scenario is indeed quite unique. According to Walker (2000), the deliberate planned interaction of students from different cultural backgrounds is widely regarded as a corner stone of international education. Further more, as expressed by Hayden & Thompson (2000), the diversity that characterizes the international schools comes from the numbers of different nationalities, different cultural backgrounds, different languages spoken and different religious beliefs of the students and the teachers in these schools. Thus, international school environment is beset with not only challenges, but also many problems and stresses arising from the multicultural environment.

Most of these international schools employ teachers of different nationalities too including Thai nationals. For the teachers working in international schools, adjusting to the multi-cultural requirements of the students, and co-teachers and other staff adds on to the usual demands of teaching profession.

To comprehend the special demands faced by the teachers, the following discusses the research evidence that corroborates that teaching is stressful, and then we go on to understand what is meant by "international education", with the focus on the "international schooling" scenario in Thailand.

### **Stress in Teaching Profession**



The review of literature indicates that teaching profession is labeled as one of the “very stressful job” (Cooper, Cooper and Eaker, 1986). Teachers are required to handle a number of other responsibilities along with the regular tasks of teaching and dealing with the students. The usual stress in teaching is due to disciplinary problems, student apathy, excessive paper work, unsupportive parents and lack of administrative support. Russell, Altmaier and Velzen (1987) have verified in their research study that teaching is a particularly stressful occupation and the stressful aspects of teaching also lead to burnout among teachers.

Along with a number of work demands that the teachers face, they also feel that they get a lack of recognition by their management. For instance, in a survey report on secondary teachers, Tuettemann, (1991), reported that fewer than 20 per cent of teachers considered that their work actually received much acknowledgment and appreciation for their work.

There are many ways to understand the impact of stress on an individual. Different theories have been put forth. For instance, Dunham (1992), points out that teaching is stressful and there can be three major ways of understanding stress at teaching:

1. To understand stress by the “strain” or pressure it causes
2. To understand stress as the “forms” that it takes in the teachers’ reactions-physical, emotional and behavioral.
3. To understand stressing terms of the strains, reactions and the coping behaviours of the teachers.

It is not only important to understand the how stress takes its toll on a individual teacher’s life but it’s also imperative to understand the impact of stress on the overall profession itself. Researchers also find that due to increasing stressors and teacher burnout, a number of competent teachers are leaving the classroom for alternative careers (Cunningham, 1982). This also supported by Humphreys (1995), according to who the stress in teaching is getting a fair degree of attention because:

- The number of people getting out of the profession is higher than number getting in.
- There is rise in early retirement due to health reasons.

The above review clearly points towards the effect of an individual’s stress on the profession of teaching and impact on schools, and society at large. Researchers point out that the thing to note is that stress reactions leading to occupational burnout are increasing but it is mostly a product of the both personal vulnerability of the individual and the work demands.

Hence the nature of the teaching profession and the high work stress attracts the attention of the occupational psychologists, with the need that something is required to understand this. The current study aimed towards providing some input to this field of knowledge related to work demands and job well-being.

### **What is an “international” school?**

As we have discussed about teaching profession, we come to the concept of “international schooling”. In the field of education, the international schools are growing in recognition all over the world. This is very aptly put across by a leading newspaper of Thailand, The Nation, in its “International education handbook” (2005), which expresses that increasingly the international community has a growing impact on people’s everyday lives, influencing the way they work and think in a global, multicultural environment.

In a lucid summary of international education, Thompson (1998), has expressed that there are 5 pillars guiding the programme development for an international curriculum:

1. Exposure to others of different cultures within the school
2. Teachers as exemplars of “international mindedness”
3. Exposure to others of different cultures outside the school
4. A balance formal curriculum
5. A management regime that is value consistent with an international philosophy.

According to the official website ([www.isat.or.th](http://www.isat.or.th)) of “ISAT”, or *International Schools Association of Thailand* two things distinguish an international school. First, an international school has chosen to follow or adopt a curriculum from another system of education that is different from its host country. And second, the language of instruction is usually English. Broadly speaking, international schools are classified into three educational systems in Thailand: American, British and international.

With this brief overview about international education, we now proceed to discussion about the international education scenario in Thailand.

### **International Schools in Thailand**

Keeping in view multi-cultural environment in the international schools, there is an additional demand on the teachers not just in terms of delivering their academic goals but also to deal with the multi-cultural needs of the various student communities studying in their

institutions. Most of these international schools employ teachers of different nationalities including Thai nationals. With the exception of a small number of international schools, which exist to provide education almost exclusively for the nationals of a particular country, the majority of international schools in Thailand have a multi-national intake. So the adjusting to multi-cultural requirements of the students, and co-teachers and other staff in the international schools add on to the usual stress in teaching due to disciplinary problems, student apathy, excessive paper work, unsupportive parents and lack of administrative support.

Over the last decade, there has been a spurt in the number of international schools in Thailand. As quoted in The Nation's international education handbook (2005), educational systems in Thailand, especially international programmes, have largely developed over the past decade. One main reason is that getting an international education in an international environment has proven to lead to the development of well-rounded students with strong academic skills to survive in a multi-cultural scenario.

Diverse is a word that best describes the international school. Teachers and students in an international school represent many nationalities and educational backgrounds. As international schools have grown in number in Thailand, the students attending these schools vary widely in terms of interest and ability. International schools now educate students from pre-school through the primary and secondary stages to the tertiary level in preparation for entrance to higher education either in Thailand or abroad. School size varies considerably from large (2000+ students) to small (less than 100). International schools are located in Bangkok and across Thailand from Chiang Mai to Phuket offering both day and boarding programs.

A leading Thai newspaper, Bangkok Post published a special supplement on "International Education in Thailand" (2005). In this handbook, Fredrickson, the Bangkok Post education expert has expressed that the growth of international education over the last 15 years, at all levels in Thailand, is truly breathtaking. He goes on to write that globalization is part of the reason.

#### **International Schools Association of Thailand**

In **Thailand**, most of the international schools are registered with a body called "ISAT" or the *International Schools Association of Thailand*. According to the official website ([www.isat.or.th](http://www.isat.or.th)) of "ISAT", starting from 45 original members in 1994, ISAT has now over 68 member schools offering a range of curricula from American, British and International systems. ISAT's principal 'raison d'etre' is to act as a link between its 45-member international schools,

on the one hand, and the Ministry of Education and the Office of the Private Education Commission in particular, on the other. Out of the international schools that are located in **Bangkok**, 50 are registered with a body called "ISAT" or the *International Schools Association of Thailand*. According to the official website ([www.isat.or.th](http://www.isat.or.th)) of "ISAT", two things distinguish an international school. First, an international school has chosen to follow or adopt a curriculum from another system of education that is different from its host country. And second, the language of instruction is usually English.

Broadly speaking, international schools are classified into three educational systems in Thailand: American, British and international. At the same time, the international schools must get accreditation by some recognized authorities.

#### *International School Curriculum*

In Thailand there are three main classification of the curriculum, either American, British or international.

The American curriculum: According to The Nation's international education handbook (2005), there is no national curriculum in U.S.A. But the American educational system is based on subject matter standards, recognized by an educational accreditation department in the US.

The British curriculum: The international schools following the British system use the National Curriculum for England and Wales. There are two examinations held in UK for the year 10 and year 12 levels - GCE (General Certificate Examination) by London and IGCSE (International General Certificate Secondary Examination) by Cambridge, UK.

The International Baccalaureate (IB) education system: is offered by the International Baccalaureate Organization (IBO), Geneva, Switzerland. This curriculum is an alternate to the British and American systems, and may be followed anywhere internationally.

#### *International School Accreditation Requirements*

The **Ministry of Education**, Thailand requires that all international schools are externally accredited to ensure that they meet recognized standards and follow agreed procedures. Accrediting organizations include the European Council of International School (ECIS), the Council of International Schools (CIS), the Western Association of Schools and Colleges (WASC) and the New England Association of Schools and Colleges (NEASC). As an interim measure, the Ministry allows accreditation through the Office of the Private Education Commission's Standards of Quality Assurance Procedure

The issues of new education legislations and educational reforms have also featured high on the agenda over the past year. ISAT has lent its support to this process through assistance in in-service training by arranging placement for Thai teachers and administrators in international schools where they are able to observe modern approaches to teaching and learning first hand.

In addition to disseminating information to its members on educational information to its members on educational issues both at home and overseas, its regular meeting provide a forum for discussion, debate and the exchange of views and information. The organization of in-service training courses, particularly in the fields of cross-cultural management and Thai language teaching, also features highly on the list of ISAT's priorities.

The above gives us a brief glimpse as in to the specific work scenario of teachers in international school, working in Bangkok. Keeping in view the special work demands, not only from the perspective of the research, but also the school management and individual teachers it becomes imperative to focus on the “well being” of teachers. The research-based evidence to understand the variables in the study is now presented; and hypotheses are drawn on the bases of this evidence.

## **THE RESEARCH EVIDENCE**

This part of the literature review seeks to integrate the research evidence for the different constructs in the research project and their inter-relationships with the dependent variable of job well-being.

### **Job Well-Being**

The variable chosen in the study is “job related affective well-being” and this concept was built up by Van Katwyk, Fox, Spector, & Kelloway (2000) from the original concept of overall “affective well-being” by Warr (1990). Warr (1990) presented a two-dimensional model of affective well-being has been treated both in a rather undifferentiated way (ranging from feeling good to feeling bad), as well as by considering two dimensions: “pleasure” (content) and “arousal” (intensity). The horizontal axis-depicts content of feelings-that is feelings of pleasure, from high to low, and the vertical axis depicts the degree of arousal or activation the people experience. When variations in arousal are uncorrelated with pleasure, these variations alone are generally not considered to be an indicator of well-being.

Hence the variable in the proposed research would investigate the two dimensions of job related affective well-being, namely arousal and pleasure.

According to Huff (2000), feelings of job satisfaction have been empirically demonstrated to relate to a variety of organizationally relevant outcomes. These outcomes include employee performance, absenteeism and turnover, motivation, job involvement, organizational commitment, and employee physical and psychological well-being. Although significantly related, the relationships between satisfaction and outcome variables are generally quite modest. In addition, the strength of the relationships between satisfaction and each outcome can vary greatly from study to study, consisting of both positive and negative relationship between the same variables.

### **Job Well-Being and the Person Variables (“Core self-evaluation traits”)**

Research has delved into the various factors that would influence job satisfaction, so that the end result will be a more effective and productive organization. There emerges a need to understand the importance of **how personality variables can have impact on job satisfaction**. Occupational stress studies, according to Tudor (1997), have largely neglected the potential impact of self-beliefs, such as self-efficacy, work locus of control, and job involvement, on work stressor and strain reactions. If self-beliefs may help explain why some employees react less negatively than others to work stress, then it is important to better identify and compare those specific beliefs that may assist all employees in achieving more positive coping outcomes.

In an interesting theoretical research, the theory of “**core self evaluations**”, was introduced by Judge, Locke, & Durham (1997). The authors had put forth that the “core self evaluations” are the bottom line evaluations held by an individual about the self. Judge & Bono (2002), have further elaborated this view by linking up the core beliefs with outcomes, especially related to work-that of **job satisfaction** and job performance. Further research evidence, Judge et.al. (2005), tests and verifies that core self-evaluations are linked to job and life satisfaction.

If self-beliefs may help explain why some employees react less negatively than others to work stress, then it is important to better identify and compare those specific beliefs that may assist all employees in achieving more positive coping outcomes. In his study Tudor (1997) provides further evidence that self-efficacy, work locus of control, and job involvement are promising self-beliefs for dealing with the direct causes not just the indirect symptoms of

workplace stress perceptions. The findings also suggest that direct stress reduction is also possible by improving worker self-beliefs.

The research evidence relating job well-being to each of the person variables selected for the current study would be discussed.

### **1. Job Well-being and the Work Locus of Control**

The review of literature and research evidence suggests that the concept of work related locus of control has higher correlation with the work outcomes than the general concept of locus of control. The impact of work locus of control on work life is further supported by a study by Rosen, (2000) whose findings indicate that an individual characteristic and a job characteristic are related to a person's quality of work life and that work locus of control may be an explanatory variable in the relationship of employee involvement and quality of work life.

In an interesting cross-cultural study by Narayanan, L. (1996) the impact variables of work locus of control and social support was studied on outcome of stress. This study was an exploratory effort conducted to examine occupational stress in a cross-cultural context. This study differed from typical research on stress in that acute stress in the workplace for a specific occupational group, clerical employees was examined by an open-ended method in a cross-cultural context. The moderating influence of culture, specifically social support and locus of control, was also examined. The results of the study were analyzed to determine if there were significant differences across the two countries of India and America in the perception of the source of stress, the coping mechanisms and the moderating effect of the variables of locus of control and social support. The study revealed that Indians and Americans were significantly different on the perception of some sources of stress and the coping mechanisms used. The most significant finding was that Indians find lack of structure and clarity to be a major source of stress. Indians were also predominantly external while Americans predominantly internal, supporting earlier research. Hence there can be a *culturally based difference in work locus of control* that may influence an individuals' outcome to stress and his job related satisfaction.

Evidence on the variable of work locus of control can also be found from the 1<sup>st</sup> research study of the researcher (Mohan, 2004). The main research purpose was to find evidence for the role of work locus of control as a moderator of the relationship between organizational stressors and the job related well-being. The study results indicated that although the external "work locus of control" has a negative correlation with "job related well-

being” and a positive correlation with some of the “organizational stressors” selected for the study, it does not moderate the relationship between the organizational stressors and the job related well-being. By additional analyses of the data, it was also found that the organizational stressors mediate the pathway between the work locus of control and the job related well-being. Another interesting finding had showed that men had higher job well-being than women, and were more internal in their control beliefs. These results indicated two potential areas of investigation – personality and gender differences, in relation to an individual’s job well-being, which would be further investigated in the proposed study.

#### Measurement of Work Locus of Control

For instance, Orpen, (1992) conducted a study on 52 employees from a manufacturing firm who were asked to complete the Work Locus of Control Scale (WLOC) and a short general scale of Internal-External Control (IEC) as well as measures of 8 hypothesized correlates of personal control in organizations. Six of the 8 relationships between the WLOC and the correlates were significant. Only 2 of the relationships between the general IEC Scale and the 8 correlates were significant. It was argued that domain-specific scales like the WLOC are preferable to more general scales when investigating how persons high and low in personal control behave in various organizational settings.

## **2. Job Well-being and the Teacher Self-Efficacy**

The variable of **self-efficacy** as applied to the domain of the teaching profession was studied in the research. According to Bandura (1994), reviewed literature indicates the strong relationship of the concept of self-efficacy not only in a general perspective but also domain specific such as professional (e.g. teacher’s self efficacy) with 4 major psychological processes such as – cognitive, affective, motivational and selection.

A study by Hall (2000) explored individual self-efficacy experienced in the workplace. Seven professional men and women were interviewed who met the following criteria: participants were at least 18 years of age, had experienced some type of change in their job or in specific job tasks, the job-related change occurred at least 3 months prior to the interview, and they believed in their ability to learn and grow from their experience. From this research, it was found that two sets of situational primary factors contributed to building self-efficacy in the workplace, personal and environmental. Personal factors that impacted the participant's self-efficacy included self-directing or self-determining behaviors such as utilization of learning



opportunities, personal organization, peer or co-worker feedback, reflection and self-awareness, and after work activities. Environmental factors that impacted the participant's self-efficacy included expectations of managers or supervisors, organizational structure, and organizational support for learning new skills.

The work domain specific concept of self-efficacy is termed as “professional self efficacy”. Work on this construct has been done by Maslach, Jackson, & Leiter (1996) in their research on “burnout”, where they have termed it as “personal accomplishment”. The research using the scale to measure self-efficacy at work has shown partial correlations with the work outcomes and strains.

#### Measurement of Self-Efficacy

Some interesting research on teachers' self-efficacy has been done by Schwarzer, Schmitz, & Daytner, (1999). They developed the instrument, the Teacher Self-Efficacy Scale to measure teacher self-efficacy. Four major areas measuring different job skills within the teaching profession were identified: (a) job accomplishment, (b) skill development on the job, (c) social interaction with students, parents, and colleagues, and (d) coping with job stress. For each of these four domains teachers may hold different self–efficacy expectations. These major areas appear to be of vital importance for successful teaching.

Initially their scale had 27 items to assess these four major areas of the teaching profession. All items were constructed by explicitly following Bandura's social cognitive theory (Bandura, 1997). The theory argues for a certain semantic structure for self–efficacy items. First, the subject should be "I" since the aim is to assess an individual's subjective belief. An item should contain verbs like "can", or "be able to", making clear that the item asks for succeeding because of personal competence. Furthermore, items have to contain a barrier since there is no use in asking for self–efficacy expectancies for actions that are not difficult to perform or that might just be routine. Explicitly mentioning a barrier implies a certain grade of difficulty. Most people with a driver's license, for example, will not find it difficult to drive and will thus have a rather high self–efficacy belief in this area; but driving by night through a blizzard on icy country roads with no living soul in sight should be a different matter. Instead of a barrier can also a resource that helps to perform a demanding task can also be used to imply the grade of difficulty.

In the scale by Schwarzer, Schmitz, & Daytner, (1999), the pool of 27 items was part of a lengthy questionnaire being administered three times to approximately 300 German

teachers within the nationwide field study Self-Efficacious Schools. The aim was to extract a parsimonious instrument of about 10 items to economically assess efficacy beliefs within the four areas mentioned above. The primary focus during the reduction of the items was on optimizing the validity of the instrument rather than maximizing the internal consistency.

Thus, Cronbach's alpha in the three samples was found to be between .76, and .82, test-retest reliability resulted in .67 (N = 158), and .76 (N = 193) respectively, for the period of one year. For the period of two years it was found to be .65 (N = 161).

As expected, the more specific instrument of Teacher Self-Efficacy yielded higher associations with several other personal attitudes than the General Self-Efficacy scale. This can be regarded as a first indication for discriminant validity of the new instrument. Moreover, the time that teachers spent voluntarily with their students was strongly associated with their Teacher Self-Efficacy.

The research study went on to examine the concept of "teacher" related professional efficacy in the international school scenario.

### **3. Job Well-being and the Self-Esteem**

Another proposed variable for study is "**self-esteem**". It refers to an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes him or herself (Blascovich & Tomaka, 1991). It is also one of the traits of the "**core self evaluations**" theory introduced by Judge, Locke, & Durham (1997). Self-esteem is an extremely popular construct within psychology, and has been related to virtually every other psychological concept or domain, including personality (e.g., shyness), behavioral (e.g., task performance), cognitive (e.g., attributional bias), and clinical concepts (e.g., anxiety and depression). While some researchers have been particularly concerned with understanding the nuances of the self-esteem construct, others have focussed on the adaptive and self-protective functions of self-esteem (see Blascovich & Tomaka, 1991, for a review of conceptual and methodological issues

Self-esteem is a positive or negative orientation toward oneself; an overall evaluation of one's worth or value. People are motivated to have high self-esteem, and having it indicates positive self-regard, not egotism. Self-esteem is only one component of the self-concept, which Rosenberg defines as "totality of the individual's thoughts and feelings with reference to himself

as an object." Besides self-esteem, self-efficacy or mastery, and self-identities are important parts of the self-concept.

Much of Rosenberg's work examined how social structural positions like racial or ethnic statuses and institutional contexts like schools or families relate to self-esteem. Here, patterned social forces provide a characteristic set of experiences, which are actively interpreted by individuals as the self-concept is shaped. At least four key theoretical principles -- reflected appraisals, social comparisons, self-attributions, and psychological centrality -- underlie the process of self-concept formation.

In addition to examining self-esteem as an outcome of social forces, self-esteem is often analyzed as an independent or intervening variable. Note that self-esteem is generally a stable characteristic of adults, so it is not easily manipulated as an outcome in experimental designs. Blascovich and Tomaka (1993), have mentioned that "experimentally manipulated success or failure is unlikely to have any measurable impact when assessed against a lifetime of self-evaluative experiences". It is also unrealistic to think that self-esteem can be "taught"; rather, it is developed through an individual's life experiences.

#### Measurement of Self-Esteem

The Rosenberg Self-Esteem Scale is perhaps the most widely-used self-esteem measure in social science research. Dr. Rosenberg was professor of Sociology at the University of Maryland from 1975 until his death in 1992. Dr. Rosenberg is the author or editor of numerous books and articles, and his work on the self-concept, particularly the dimension of self-esteem, is world-renowned. Among the most popular and well-utilized measures of self-esteem are the Rosenberg Self-Esteem Scale (1965) and the Coopersmith Self-Esteem Inventory (1967/1981). Rosenberg's scale was originally developed to measure adolescents' global feelings of self-worth or self-acceptance, and is generally considered the standard against which other measures of self-esteem are compared. It includes 10 items that are usually scored using a four-point response ranging from strongly disagree to strongly agree. The items are face valid, and the scale is short and easy and fast to administer. Extensive and acceptable reliability (internal consistency and test-retest) and validity (convergent and discriminant) information exists for the Rosenberg Self-Esteem Scale (see Blascovich & Tomaka, 1991).

Thus, the as the above research evidence indicates, the self beliefs related to personality do have a strong relationship with an individual's well-being at work. Hence, **Hypothesis 2**, was framed in order understand the strength and direction of the relationship of the person variables, or the self-beliefs (work locus of control, teacher self-efficacy and self esteem), with the job well-being. Also, **Hypothesis 4** was framed to find out the effect of the person variables (work locus of control, self-esteem and teacher self-efficacy) on the relationship between the perceived situation variable of workload and the job related well-being.

The proposed study investigated the strengths of these hypothesized relationships among the variables in the work setting of international schools in Thailand.

### **Job Well-being and the Perceived Situation Variables**

The perceived situation variables to be investigated in the proposed research are the variables of workload, interpersonal conflict, role stress, and career insecurity. When the employee perceives these work demands as “stressful”, they result in negative strain and negative work outcomes. Research evidence exists to show the negative impacts of each of the situation variables on the job well-being of employees.

Research in occupational stress shows that, perceptions of “high” **workload** may lead to negative influence on feelings of job satisfaction. For instance, extreme demand and work overload can produce extensive strain (Caplan and Jones, 1975). The variable of workload is often cited as the most stressful for teachers (Jarvis, 2002). As also reported by Riggio (1996), workload is a common source of stress for jobs as diverse as clerical workers, air traffic controllers, and health care workers.

According to Buunk, et.al. (1998), the factor of **interpersonal conflict** at work in general is very stressful and is accompanied by high levels of strain. Interactions with others at the work place are required and may lead to some kind of conflict due to differences in expectations. It relates not only to the conflicts with the co-workers and supervisors but also to whom one's work is related to. For instance, in a study among teachers, Sutton (1984), found high correlation between a lack of job satisfaction and problems in discipline with students.

When stress is related to the **role demands** in a workplace, affects the work outcomes. For instance, Terry, Neilsen and Perchard (1993) found that role conflict and role ambiguity remain significant predictors of psychological well-being and job satisfaction.

**Career insecurity factors** such as pay, promotion, recognition and support by management are perceived as directly linked to job satisfaction. According to Buunk, et.al. (1998), the low status of a profession may affect employees' well-being negatively, particularly when they feel they are entitled to more. A study among teachers in Connecticut, U.S.A., showed that the low pay and low status of the job were considered to be the main problems (Litt & Turk, 1985).

In an interesting research Jarvis, (2002), showed that there are unquestionably a number of causal factors in the demands faced by teachers that turn them to stress. Although stress always involves a transaction between the individual and their environment for heuristic purposes he divides causal factors in teacher stress into three broad areas; factors intrinsic to teaching, cognitive factors affecting the individual vulnerability of teachers and systemic factors operating at the institutional level. Among the situational demands faced by teachers are high workload, poor status and poor pay, which can emerge to be major sources of stress. Other sources may be related to the students-their capabilities, attitude, different learning styles etc. Hence, the research **Hypothesis 1** stated that the perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) would be negatively correlated to the job well being of the teachers.

Research review reveals that while on one hand "workload" is the most often cited factor causing stress for teachers (Jarvis, 2002), on the other core self-beliefs are strongly related to work outcome of job satisfaction (Judge & Bono, 2002). Hence, literature review shows work situation variables can lead to negative outcomes on the employee's job related well-being.

## **Job Well-being and Demographic Differences**

The job related well-being is influenced by a number of factors like age, gender, number of work years and others.

### **Age Differences**

Age differences in well-being have been reported and investigated. For instance, Warr (1992) found that is there a U-shaped relationship between age and occupational well-being, such that medium-aged workers report lower well-being than do both younger and older people. Other researches (Warr, 1999) have found various reasons to suggest greater job well-being at older ages. Diener (1999) reported that when the three components (pleasant affect, unpleasant

affect, life satisfaction) of subjective well-being were investigated, only pleasant affect declined with age. Overall subjective well-being remained same over age.

Keeping in perspective the research evidence, the age differences in job well-being were investigated in the current study.

### **Gender Differences in Teachers**

Gender differences influence the levels of overall and domain specific well-being. For instance, Diener et.al., (1998), found that marriage holds greater benefits for men than for women, but married men and women did not differ in life satisfaction. However men and women differ in emotional/affective measures of subjective well-being; women reporting more intensity of emotions (Wood et.al.,1989). Gender differences were also found by the researcher (Mohan, 2004) indicating that men had higher job well-being than women. Warr (1999) too have found that gender differences are expected between employees with relatively high or low personal involvement in their paid work. The area of gender differences and job well-being was also investigated in the current study.

There exist gender differences among teachers in how they deal with work stress and demands of the work place. Gender differences have been reported by Tuettemann, (1991), who conducted a survey on 574 full-time classroom secondary teachers in Western Australia. The results indicated that male and female teachers differ in the importance that they attach to the rewards of teaching, such as salary, promotion. Thus, while success with students and acknowledgment and appreciation from superiors and students are equally important to teachers of both sexes, males attach more value to salary and promotion than do female teachers. Results of the survey also showed that differences also exist in the extents to which male and female teachers are likely to suffer psychological distress when these rewards are not forthcoming. While 45 per cent of teachers are stressed to some extent, female teachers are more likely than males to be stressed by lack of rapport with students and lack of recognition from both students and superiors.

This study went on to investigate the gender differences in the job well-being of the international school teachers.

### **Cultural Differences in Teaching**

The multi cultural environment of an international school, adds on to the usual work demands of teachers. The teachers are impinged upon by the strain of adjusting to the varying

culture bound behavioural requirements of the students. Along with this they have to adjust working with colleagues who come from different cultures. Fisher and Waldrup (1999) noted that education can be viewed as a cultural artifact and it is embedded in and influenced by society and culture. Many research studies have been carried out in education concerning cultural diversity in the classroom (Atwater, 1994; Cobern & Aikenhead, 1998), however only a few studies consider the teachers' cultural backgrounds.

A study by Khine, & Fisher, (2001) was conducted to investigate associations between students' perceptions of science classrooms learning environment, their attitudinal outcomes and the cultural backgrounds of their teachers. One of the objectives of this study was to find out whether there are any differences in the classroom-learning environment of the Asian science teachers and Western science teachers. Cultural differences of teachers in the perceptions of teacher interpersonal interaction and the science learning environments were examined using the WIHIC. A sample of 1,188 students from 54 science classes in ten secondary schools in Brunei completed the "*What Is Happening in This Class?*" (or the WIHIC as it is called) questionnaire. Responses indicated associations between students' perceptions of classroom environment as assessed by the WIHIC and cultural background of teachers were also investigated. Significant associations were found between most of the scales and teachers' cultural background. The results showed that students perceived a more favourable learning environment in the classrooms of the Western teachers. Students perceived that the science classrooms of Western teachers vs. Asian teachers were more cohesive, they received more teacher support and they were more involved in the work of the class. Students also perceived that in the science classes of Western teachers, there was more task orientation, cooperation among students and equity. The study also found that students in the classrooms of Western teachers enjoyed their science lessons more than those students in the other classes.

This study was conducted in 54 science classrooms, which involved 47 teachers. Out of the total number of teachers, 24 teachers came from Asia and had an Asian cultural background and 23 teachers came from Australia, New Zealand and the UK and had a Western cultural background.

The current research gave an opportunity to find and measure cultural differences between Thai and non-Thai teachers related to the work outcome of job well-being.

Based on the above research evidence, the **Hypothesis 3** was framed to find if the job well-being of different demographic groups (according to age, gender, nationality, and marital status) would differ.

## **FINDINGS OF THE PRELIMINARY STUDY**

To begin this research project and to frame its objectives as being of some applied significance from a behavioural science perspective, it was important to actually understand the working conditions of the research sample. With the literature review forming the theoretical basis, and the observations of the researcher while working at an international school, an “**interview**” survey was designed. The interview was carried out in beginning of September 2005, a few weeks after the new academic year at the international school had started.

An interview survey was conducted on a sample of ten teachers of various nationalities, working at an international school at Bangkok. Some of the objectives of the interview survey were:

1. To get information about work conditions from a sample of teachers working in an international school.
2. To gather information about the main sources of work demands.
3. To get their responses as to the main work pressures and demands faced by them.
4. To get information about the ways the sample faces or copes with the work demands.
5. To try and gather information from teachers representing different nationalities
6. To get the basic data from teachers handling different classes, from kindergarten to secondary.

The details of the interview survey are in “appendix A”. However, the data from the survey was analyzed and some of the major findings are-

1. The main sources of work demands were identified to be the management, the students, the parents and the personal capabilities of the teachers.
2. The work demands according to their ranking in terms of most important to less are workload, management support, inadequate salary, insufficient time, slow professional progress, lack of recognition, too much paper work, student attitude and indiscipline.



3. 80% Teachers strongly feel that inner characteristics of an individual can help in dealing with work demands

4. The physical symptoms of stress experienced are headaches, backaches.

5. The most stressful times for teaching were identified as the beginning of school year and also before examinations.

6. Modes of relaxation utilized by teachers-listen to music (60%), watching television (30%), sleeping (20%), mentally switching off.

These findings and review of relevant literature lead to the **choice of the independent variables, termed as “perceived situation variables”** of this study, that of workload, interpersonal conflict, role stress, and career insecurity (refer to appendix A).

Thus, the review of the interview survey findings helped in identification of the major work situation variables, and also provided an insight into the person variables that were into play in dealing with work pressures and leading towards job well-being.

## **IMPLICATIONS FOR THE RESEARCH**

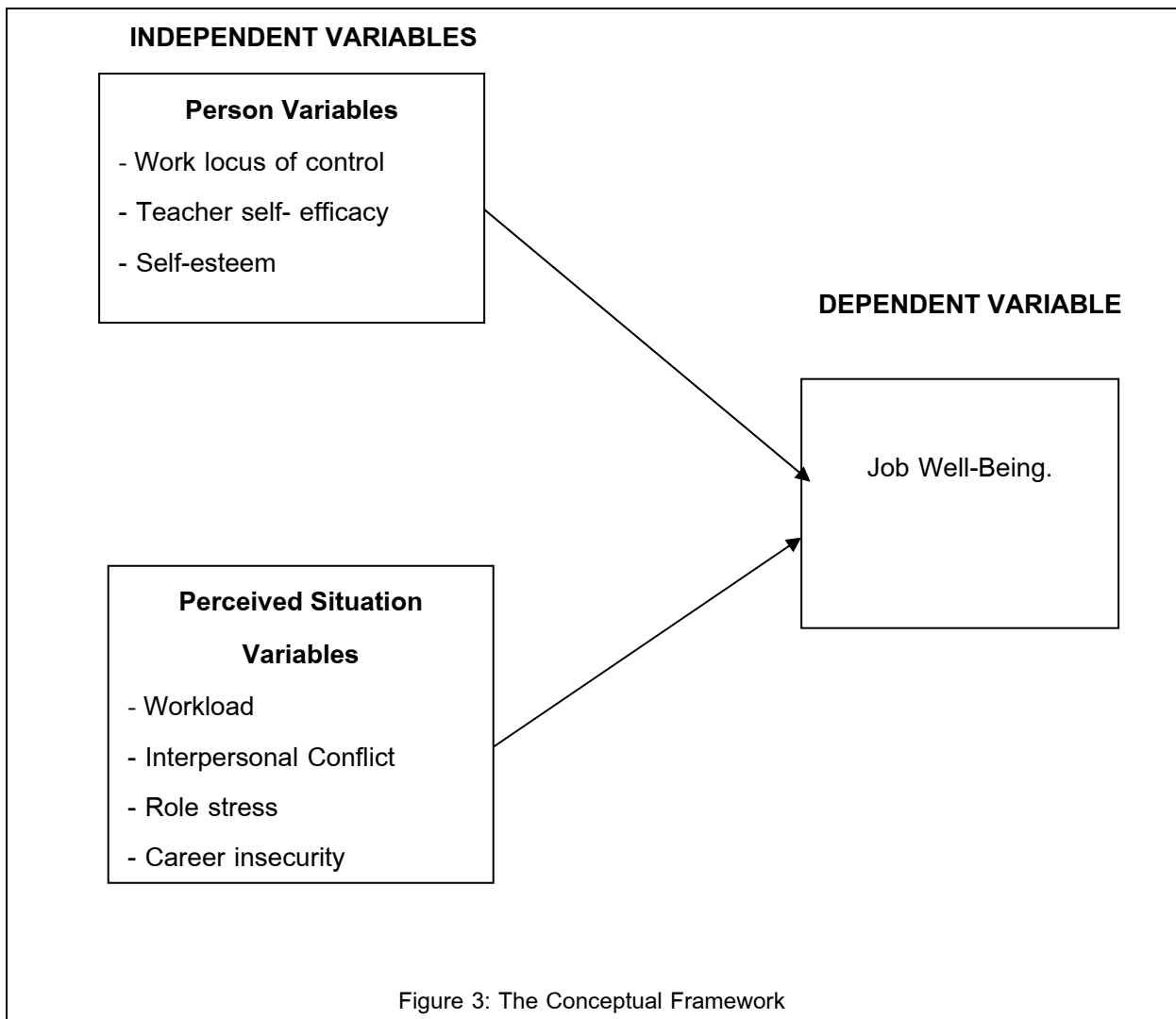
Keeping in view the findings of the preliminary study and the literature reviewed, the variables for the study had been selected. So, the research model investigated the role of the person variables (work locus of control, teacher self-efficacy and self esteem) and the work situation variables (of workload, interpersonal conflict, role stress, and career insecurity) on the outcome variable of job well-being.

The main purpose of the research was to find the significance of the relationships of the person vs. environment variables on the work outcome of job well-being. The end result of the research aimed at understanding what would be the significant predictors (whether personality or the situation) of a teacher’s job well-being in the work situation of an international school.

The review of literature indicates, that people’s feelings about their work are a function of both work and their own personality (Warr, 1999). The research provided a basis to test this stand in the actual working environment of teachers working in international schools. The main objective of the researcher was to find the factors that may enhance job well-being for employees in the actual work setting. Thus, the research study would be a stepping-stone in this direction of putting research-based knowledge into applied practice.

## THE CONCEPTUAL FRAMEWORK OF THE STUDY

The following Figure 3 represents the conceptual framework of the research- a study to understand the impact of person related variables (work locus of control, teacher self-efficacy and self-esteem) and the perceived situation variables (workload, interpersonal conflict, role stress, and career insecurity), on the job well being of teachers in international schools in Bangkok. The demographic characteristics of the sample were also studied. The dependent variable was the work outcome variable of job related well-being.



## CHAPTER 3

### RESEARCH METHODOLOGY

The study purported to understand the role of work related situation and personality variables on the work outcome of job well-being, in a sample of teachers working in international schools in Bangkok. A mixed method approach of research was used to collect relevant information and measure the selected variables and to determine whether the hypothesized relationships exist between them. The data was collected from the sample in two phases:

Phase 1: Interview method was used to collect preliminary information about the relevant work demands of the teachers.

Phase 2: Survey questionnaire used for data collection from the sample

This chapter elaborates the methodology used for the study, including details about the population and sample, the instruments used, the data collection procedure and the data analyses techniques.

#### THE POPULATION AND THE SAMPLE

The population of the study were teachers working in international schools following the British curriculum in Bangkok, Thailand.

In a recent article (dated 19.12.06) in the Learning Post section of Bangkok Post (a leading Thai national newspaper) it was quoted that there are 108 international schools in Thailand, with 2,493 teachers and 25,453 students. It was quoted in the article that these schools vary in sizes and the levels taught. However, there are 75 international schools in Thailand, registered with a body called "ISAT" or the International Schools Association of Thailand. According to the official website ([www.isat.or.th](http://www.isat.or.th)) of "ISAT", out of these 34 schools are located in Bangkok, 11 each in Pattaya, Rayong and Chiangmai, and 1 in Phuket.

The 34 schools in Bangkok follow different curriculum-mainly British, American and International Baccalaureate. From the research survey perspective, the sample was chosen from the schools following the **British curriculum**. According to information available on the official website ([www.isat.or.th](http://www.isat.or.th)) of "ISAT", there are 26 schools in Bangkok following the British curriculum, 15 following the American curriculum and some schools follow both British and International Baccalaureate, or American and International Baccalaureate systems.

Now out of the 26 schools following the British curriculum, each offers education for different levels. There are 8 schools offering kindergarten education, 3 schools offer education from kindergarten level to primary classes, and 13 offering education from kindergarten to secondary classes.

The study sample consisted of teachers working in 4 of the **13 international schools following the British curriculum** and offering education from the kindergarten level to secondary level. Approximately **600 teachers** of different nationalities are teaching in these schools. A preliminary letter of introduction was sent to some of the international schools. Based on the response to participate in research from only four of these schools, **data was collected from these 4 schools from a sample of 82 teachers**. The sample represents about 14% of the population (of 600 teachers) selected for the study. According to the sample size calculations (refer to [http://www.macorr.com/ss\\_calculator.htm](http://www.macorr.com/ss_calculator.htm)), this sample size reflects confidence level of 95%, with confidence interval of 10. This sample included both male and female gender, and different nationalities.

Along with data about the research variables, demographic data (of age, gender, educational background, nationality, and marital status) were also collected from the sample.

## **INSTRUMENTS**

The method of obtaining information on each of the variables from the sample in the study was phased, first through the use of interview method and then through the use of survey questionnaires.

In the *preliminary phase*, the researcher first designed a questionnaire to conduct **interviews** from a few members of the sample- representing different nationalities and also a cross section of the teachers. This implies teachers handling classes in the kindergarten section, elementary section (Classes 1 to 5) and the secondary section (classes 6 to 10).

The interview questions included both open ended and close-ended questions designed to elicit information about the sources and kinds of demands facing the teachers at the workplace. The information gathered from the interviews was consolidated, analyzed, and is attached in appendix A.

In the *second phase*, a **survey questionnaire** (appendix B) was designed. A pilot study was conducted to conduct the content analysis of the survey questionnaire. The questionnaire was pre-tested on a test group. The pre-testing of the questionnaire was followed

by **item discrimination analysis**. The details of this are presented in appendix 3. On the basis of the item discrimination analysis, items were deleted from the various scales to retain only those items, which were highly reliable and internally consistent, were retained.

After this followed the *final phase* of data collection- administering the survey questionnaire to the actual sample of the study.

The questionnaire included information gathered from preliminary phase of the interviews and also the literature reviewed. Some of the items in the survey scale were selected from existing test inventories, and the following is a brief introduction to each to the instrument.

### **JOB WELL-BEING**

The emotional/affective reactions to job were assessed using the Job-related Affective Well-Being Scale (JAWS) by Van Katwyk, Fox, Spector, & Kelloway (2000). As reported by the authors, internal consistency reliability estimates (coefficient alpha=.95) are available from a study of 113 university support personnel holding a wide variety of jobs. The subjects are to give responses in terms of ratings from 1 (never) to 5 (extremely often) on a Likert type scale with items such as: "My job made me feel at ease". The **JAWS** has items that reflect both negative and positive emotions. For the total scale, the negative emotion items must be reverse scored before summing with the oppositely worded items, with the high scores indicating a high job well-being.

The researcher (Mohan, 2004) has previously used this scale measuring job-related affective well-being where data was collected from managers (n=78) working in the telecom sector, on the variables of interpersonal conflict at work, organizational constraints, and quantitative workload, along with job related affective well-being and work locus of control. Originally it was a 30-item scale (alpha coefficient=.95) designed to assess people's emotional reactions to their job. After item analysis, some items were deleted and the scale used had 26 items (alpha coefficient= .91).

In the current study, 28 items (with alpha coefficient of .93) of the scale were used to elicit information from the sample of teachers.

### **PERSON VARIABLES**

#### **Work Locus Of Control**

The Work Locus of Control Scale (WLCS), by Spector (1988) is an instrument designed to assess control beliefs in the workplace. It is a domain specific locus of control scale

that correlates about .50 to .55 with general locus of control. The format is summated rating with six response choices: disagree very much, disagree moderately, disagree slightly, agree slightly, agree moderately, agree very much, scored from 1 to 6, respectively. The scale is scored so that externals receive high scores. Internal consistency (coefficient alpha) generally ranges from .80 to .85 in the English language version. Test-retest reliability for a year was reported as .60. The scale has been shown to relate to several work variables, including job performance and job satisfaction. It also relates to counterproductive behavior and organizational commitment. The scale has 16 items such as “ A job is what you make of it”.

In the current study, 13 items (alpha coefficient= .802) of the scale were used to elicit information from the sample of teachers.

### **Teacher Self-Efficacy**

The items for measuring teachers' self-efficacy would be used from The Teacher Self Efficacy Scale by Schwarzer, Schmitz, & Daytner, (1999). The first step in developing the instrument by the authors was to measure teacher self-efficacy was the identification of different job skills within the teaching profession. Four major areas were identified: (a) job accomplishment, (b) skill development on the job, (c) social interaction with students, parents, and colleagues, and (d) coping with job stress. For each of these four domains teachers may hold different self-efficacy expectations. These major areas appear to be of vital importance for successful teaching.

The second step included the development of 27 items to assess these four major areas of the teaching profession. All items were constructed by explicitly following Bandura's social cognitive theory (Bandura, 1997). The pool of 27 items was part of a lengthy questionnaire being administered three times to approximately 300 German teachers within the nationwide field study Self-Efficacious Schools. The aim was to extract a parsimonious instrument of about 10 items to economically assess efficacy beliefs within the four areas mentioned above. The primary focus during the reduction of the items was on optimizing the validity of the instrument, rather than maximizing the internal consistency.

Thus, Cronbach's alpha in the two samples was found to be between .76, and .82, test-retest reliability resulted in .67 (N = 158), and .76 (N = 193) respectively, for the period of one year. For the period of two years it was found to be .65 (N = 161).

As expected, the more specific instrument of Teacher Self-Efficacy yielded higher associations with several other personal attitudes than the General Self-Efficacy scale. This can be regarded as a first indication for discriminant validity of the new instrument.

This scale has 10 items, each of which is to be rated on a 4 point scale with answers on the response format of- 1=not at all true, 2= barely true, 3= moderately true, 4= exactly true. The items include "I know that I can motivate my students to participate in innovative projects."

On the basis of item discrimination analysis, for the current study one item was dropped and 9 items (alpha coefficient of .78) of the scale were used to elicit information from the sample of teachers.

### **Self-Esteem**

The self-esteem construct to be measured by using items from the Rosenberg Self-Esteem Scale, which is perhaps the most widely-used self-esteem measure in social science research. Rosenberg's scale (1965) was originally developed to measure adolescents' global feelings of self-worth or self-acceptance, and is generally considered the standard against which other measures of self-esteem are compared. It includes 10 items that are usually scored using a four-point response ranging from strongly disagree to strongly agree. The items are face valid, and the scale is short and easy and fast to administer. Extensive and acceptable reliability correlations typically in the range of .82 to .88 (internal consistency and test-retest) and Cronbach's alpha for various samples are in the range of .77 to .88 exists for the Rosenberg Self-Esteem Scale (see Blascovich & Tomaka, 1991). Items include statements such as "I feel that I have a number of good qualities."

Item discrimination analysis of the above mentioned scale was done for the current study. Based on its results, all 10 items (alpha coefficient of .834) of the scale were included in the survey questionnaire and used to elicit information from the sample of teachers selected for the research.

### **PERCIEVED SITUATION VARIABLES**

Items measuring the perceived situation variables of workload, interpersonal conflict, role stress, and career insecurity factors were used for the study.

Items measuring workload, role stress (in terms of role conflict and role ambiguity) have been adapted from the "Job Stress Questionnaire", (or the JSQ) by Caplan, et.al. (1975). The JSQ has four factors-workload, role conflict, role ambiguity and utilization of skills as the

factors predicting job stress. A detailed reliability and factor analyses of the JSQ has been done by Hamel & Bracken, (1986), showing that the items may be used to assess in some work groups but not all. In the current study items from JSQ were adapted for use after they were checked for content analyses by doing the item discrimination analysis.

A scale has been compiled, consisting of 16 items, 4 each for one situation variable of workload, interpersonal conflict, role stress, and career security factors. The item responses are rated on a 5-point scale ranging from never to always. For workload items such as “How often does your job require you to work very hard?” are included.

To measure interpersonal conflict at work, items such as “How often do you feel a lack of recognition from the management?” Items used to assess interpersonal conflict with students, management, co-teachers and parents were used.

Items assessing role ambiguity and role conflict would be used to measure role stress, such as “How often do you get work that conflicts with your teaching?”

For career insecurity factors items assessing pay, security, promotion and professional development were used. Items such as “How often do you feel stagnation in your professional development?”, were used.

The **total instrument** for the survey consisted of items measuring the variables for the research and are represented as below:

| <b>Variable</b>           | <b>Scale reference</b>   | <b>Items</b> | <b>Alpha Coefficient</b> |
|---------------------------|--|--------------|--------------------------|
| Job well-being            | Job-related Affective Well-Being Scale (JAWS) by Van Katwyk, et.al. (2000) | 28           | .93                      |
| Work locus of control     | Work Locus of Control Scale (WLCS), by Spector (1988)                      | 13           | .80                      |
| Teachers self-efficacy    | The Teacher Self-Efficacy Scale by Schwarzer, Schmitz, & Daytner, (1999).  | 10           | .78                      |
| Self-esteem               | Rosenberg Self-Esteem Scale by Rosenberg (1965)                            | 9            | .83                      |
| Workload                  | Job Stress Questionnaire”,(JSQ) by Caplan, et.al. (1975).                  | 4            | .71                      |
| Interpersonal conflict    | Job Stress Questionnaire”,(JSQ) by Caplan, et.al. (1975).                  | 4            | .52                      |
| Role stress               | Job Stress Questionnaire”,(JSQ) by Caplan, et.al. (1975).                  | 4            | .69                      |
| Career Insecurity factors | Refer to Interview results in Appendix 3                                   | 4            | .79                      |
| Demographic data          | None   | 16           | -                        |



## DATA COLLECTION

The study endeavored to investigate the relationships between the work variables (of perceived situational stress and person variables) and the work outcome variable of job well-being.

The data was collected in two phases:

Phase 1: Interview method to collect information about relevant work demands from the teachers. Interviews were conducted for chosen and well-represented members of the sample to collect information about work demands of the teachers.

After this a survey questionnaire was designed.

Phase 2: Data was collected from the chosen sample of the teachers working in some international schools of Bangkok. A pilot study was conducted before the survey questionnaire (appendix C) was finalized. The technique of item discrimination analysis was conducted and items with low discrimination were deleted. The alpha coefficients of the current scale items are attached in appendix D. Questionnaires were modified as per the requirement.

The sample subjects were given questionnaires (appendix C) to measure all the variables in the study. The data collected from the sample was statistically analyzed, the hypotheses tested and interpretations were made. These are elaborated in the next chapters.

## DATA ANALYSES

The scores obtained from the data collection were described, analyzed, and interpreted by the use of various statistical techniques.

The *descriptive statistical* techniques such as frequency and percentages were used to provide simple summaries about the sample and the measures. The central tendency measures- the mean, and the measures of variability-standard deviation were calculated.

The Pearson product moment *correlation coefficient* was computed to represent the intensity and the direction of relationship between the variables. The Pearson product moment *correlation coefficient* was also computed to test the first hypothesized relationship between the individual self-beliefs– work locus of control, teacher self-efficacy and self-esteem; and the job well-being. It was also used verify the second hypothesis for testing the relationship between situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) and the job well being. Correlation analyses were carried out using the statistical package of

SPSS (version 12.0) for windows. The Pearson Correlation Coefficient was calculated to show the degree of linear associations between the independent and dependent variables.

Inferential statistics included the use of *t-test*, which was used to test the third hypothesis for finding any differences the job well-being of different demographic groups related to age, gender, nationality, and marital status.

The statistical package of SPSS (version12.0) was used to carry out the analysis for the descriptive analyses, correlation and t-tests.

The technique of structural equation modeling (SEM) was used to test the fourth hypothesis and to measure the effects of the person variables and work situation variables on job well-being. Structural equation modeling, a statistical technique is used to test hypotheses about relations among latent and observed variables. A distinct strength of SEM is its simultaneous estimation of the measurement and structural models. Structural equation modeling (SEM) grows out of and serves purposes similar to multiple regression, but in a more powerful way which takes into account the modeling of interactions, nonlinearities, correlated independents, measurement error, correlated error terms, multiple latent independents each measured by multiple indicators, and one or more latent dependents also each with multiple indicators.

Windows-based structural equation modeling package- LISREL (linear structural relations) 8.0 for Windows- was used for SEM analysis to test the fourth hypothesis in the research.

Hence different statistical tools were used to analyze information accrued from the data collected.

The next chapter covers the results that were analyzed for the research.

## **CHAPTER 4**

### **RESULTS**

This study was conducted to understand how the internal / personality variables at work (work locus of control, self-esteem and teacher self-efficacy) and the external/ perceived situation variables (workload, interpersonal conflict, role stress, and career insecurity factors) influence the work outcome of job well-being of teachers in international schools in Bangkok. The sample of 82 teachers, both males and females, as well as Thai and non-Thai, were working in 4 different international schools, located in Bangkok.

This chapter represents the results of the study. This chapter shows the analyses of data for the purpose of understanding the sample of teachers working in international schools in Bangkok, Thailand.

Among the results are:

1. The Demographic Characteristics of the Sample
2. Graphical representation of demographic characteristics
3. The Means, Standard deviations of the sample, and t values for the Comparison according to age, gender, nationality, and marital status
4. Correlation Analyses (1-tailed) of the Main Measures of the study
5. The LISREL based SEM analysis of the relationships between the independent variables and the dependent variable Job Related Well being.

#### **THE RESULTS**

The demographic characteristics of the sample are presented in Tables 2, 3 and 4. These show the actual responses in terms of frequencies of responses and their percentages.

| <b>Sample Characteristics</b> | <b>Frequency</b> | <b>Percentage</b> |
|-------------------------------|------------------|-------------------|
| <b><i>Gender</i></b>          | 82               |                   |
| Female                        | 65               | 79.3              |
| Male                          | 17               | 20.7              |
| <b><i>Age (In years)</i></b>  | 82               |                   |
| 20-29                         | 29               | 35.4              |
| 30-39                         | 33               | 40.2              |
| 40-49                         | 16               | 19.5              |
| 50-59                         | 3                | 3.7               |
| > 59                          | 1                | 1.2               |
| <b><i>Marital Status</i></b>  | 82               |                   |
| Single                        | 32               | 39.0              |
| Married                       | 45               | 54.9              |
| Divorced                      | 4                | 4.9               |
| Widowed                       | 1                | 1.2               |

**TABLE 2:** Demographic Characteristics of the Sample (N=82)

Table 2 shows that there were more female respondents (n=65) than males (n=17) in the sample of teachers working in international schools. The larger percentage of the sample was in the middle age group of 30-39 years (n=33), followed by the age group of 20-29 years (n=29). So, predominantly most of the sample was below 40 years of age. Also, the sample, consisted of more married teachers (n=45) and the rest were unmarried, divorced or widowed.

The graphical representation of the above results is presented in the form of pie charts in appendix E.

| <b>Sample Characteristics</b>     | <b>Frequency</b> | <b>Percentage</b> |
|-----------------------------------|------------------|-------------------|
| <b><i>Cultural background</i></b> | 82               |                   |
| Local (Thai)                      | 17               | 20.7              |
| Expatriate                        | 65               | 79.3              |
| <b><i>Nationality</i></b>         | 82               |                   |
| Thai                              | 16               | 19.5              |
| Filipino                          | 23               | 28.0              |
| Indian                            | 39               | 47.6              |
| Other Asian                       | 2                | 2.4               |
| British                           | 2                | 2.4               |
| <b><i>Religion</i></b>            | 82               |                   |
| Christian                         | 28               | 34.1              |
| Hindu                             | 31               | 37.8              |
| Sikh                              | 12               | 14.6              |
| Buddhist                          | 8                | 9.8               |
| Muslim                            | 1                | 1.2               |
| Others                            | 2                | 2.4               |

**TABLE 3:** Demographic Characteristics related to Ethnic background of the Sample (N=82)

Table 3 shows that the sample of teachers working in international schools had more expatriate teachers (n=65) than Thai nationals (n=17). This sample represented a mix of nationalities and a mix of various religions. Maximum response data (n=66) was obtained one international school that is run by management of Indian origin. Thus, in the sample, more teachers were Indians (n=39) and hence the highest number who practiced Hindu religion (n=31).

The graphical representation of the demographic characteristics of the sample in the form of pie charts is shown in appendix E.

| <b>Sample Characteristics</b>                  | <b>Frequency</b> | <b>Percentage</b> |
|--|------------------|-------------------|
| <b><i>Current Job Tenure (In years)</i></b>    | 82               |                   |
| < 1 year                                       | 17               | 20.7              |
| 1-3 years                                      | 30               | 36.6              |
| 3-5 years                                      | 12               | 14.6              |
| 5-10 years                                     | 22               | 26.8              |
| > 10 years                                     | 1                | 1.2               |
| <b><i>Total work experience (In years)</i></b> | 82               |                   |
| 1-5 year                                       | 15               | 18.3              |
| 5-10 years                                     | 22               | 26.8              |
| 10-20 years                                    | 23               | 28.0              |
| >20 years                                      | 22               | 26.8              |
| <b><i>Educational Background</i></b>           | 82               |                   |
| Diploma, Certificate                           | 2                | 2.4               |
| Bachelors degree                               | 53               | 64.6              |
| Masters degree                                 | 27               | 32.9              |
| <b><i>Degree in Education</i></b>              | 82               |                   |
| No   | 38               | 46.3              |
| Yes  | 44               | 53.6              |

**TABLE 4:** Demographic Characteristics related to work for the Sample (N=82)

Table 4 shows that a large number of teachers (36.6%) had been working at the same place of work for only 1-3 years. Data reveals that a large number of the sample with a good work experience between 5 to 20 years, out of which (n=22) had a job-tenure of 5-10 years, and teachers (n=23) have a job-tenure of over 10 years. The majority (n=45) of the sample had worked for more than 10 years, and hence substantial teaching experience. The results showed that most teachers (n=53) held a graduate degree and there also post- graduate degree holders were (n=27) in the sample. Over half the sample (n=44) had specialization in education,

degrees in education. This shows that the teachers were well qualified to teach in the international schools.

Now follows the analysis of the data to interpret and test the hypotheses by the use of the statistical techniques of correlation. The simple statistical measures of means and standard deviation provide the summaries of the data collected on each of the research variable.

| Measure                        | Minimum | Maximum | Mean  | S.D.  | Median |
|--------------------------------|---------|---------|-------|-------|--------|
| Work Specific Locus of Control | 13      | 71      | 35.07 | 10.07 | 35     |
| Self esteem                    | 8       | 30      | 22.13 | 4.59  | 22     |
| Teacher self efficacy          | 25      | 36      | 32.01 | 3.08  | 33     |
| Workload                       | 5       | 20      | 12.38 | 2.99  | 12     |
| Interpersonal conflict at work | 6       | 19      | 11.93 | 3.09  | 12     |
| Role conflict                  | 4       | 18      | 10.28 | 3.02  | 10     |
| Career insecurity              | 4       | 20      | 11.26 | 3.94  | 11     |
| Job Related Well-Being         | 76      | 150     | 112.0 | 16.12 | 112.5  |

**TABLE 5:** Minimum, Maximum scores, Means, Standard deviations, and Medians of the variables (n=82)

Table 5 shows the descriptive statistics of minimum, maximum, mean scores, standard deviations and median scores of the all the variables in the study.

In the subsequent section of this chapter on results, each hypothesis would be stated and then the corresponding results would be reviewed to check the hypothesis.

The following section of results covers correlation analyses to investigate the first and second hypotheses.

| Measure                   | 1       | 2      | 3      | 4      | 5       | 6       | 7       | 8      | 9     | 10    | 11    | 12 |
|---------------------------|---------|--------|--------|--------|---------|---------|---------|--------|-------|-------|-------|----|
| 1. Work Locus of control  |         |        |        |        |         |         |         |        |       |       |       |    |
| 2. Self esteem            | -.193*  |        |        |        |         |         |         |        |       |       |       |    |
| 3. Teacher self efficacy  | -.294** | .332** |        |        |         |         |         |        |       |       |       |    |
| 4. Workload               | .256*   | -.217* | .124   |        |         |         |         |        |       |       |       |    |
| 5. Interpersonal conflict | .287**  | -.112  | -.035  | .332** |         |         |         |        |       |       |       |    |
| 6. Role stress            | .237*   | -.024  | -.112  | .274** | .698**  |         |         |        |       |       |       |    |
| 7. Career security        | .260**  | -.022  | .106   | .388** | .564**  | .491**  |         |        |       |       |       |    |
| 8. Age                    | .019    | .194   | -.032  | .103   | .096    | .132    | .125    |        |       |       |       |    |
| 9. Gender                 | -.235*  | -.034  | -.189  | -.095  | .022    | .133    | -.164   | .028   |       |       |       |    |
| 10. Marital status        | .225*   | .219   | .017   | -.059  | -.014   | .116    | .075    | .576** | -.214 |       |       |    |
| 11. Nationality           | -.384** | .007   | .311** | .095   | -.051   | -.042   | -.112   | .039   | .039  | -.041 |       |    |
| 12. Job Well Being        | -.292** | .091   | .087   | -.224* | -.436** | -.382** | -.507** | -.223* | -.086 | -.093 | -.122 |    |

**TABLE 6:** Matrix of Correlation Coefficients of the Study Variables (N=82)

(\*p<.05, \*\* p<.01) \* Correlation is significant at the 0.05 level (1-tailed).

\*\* Correlation is significant at the 0.01 level (1-tailed).

(Please note that the work locus of control measures an “external orientation”)

Table 6 shows the results of the correlation analysis (1-tailed). The independent variables of the study were the personality 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 insecurity factors). The dependent variable was job well-being.

The correlation analyses results are as follows. The first group of independent variables in the study was the personality variables at work (work locus of control, self-esteem and teacher self-efficacy), which showed significant inter-correlations amongst themselves. Work locus of control had significant negative correlations with self-esteem ( $r = -.193, p < .05$ ) and teacher self-efficacy ( $r = -.294, p < .01$ ). Self-esteem and teacher self-efficacy had a significant positive correlation ( $r = .332, p < .01$ ). To consider is that the work locus of control scale measures an external orientation on the higher side.

Thus, the results in table 6 show that the person variables of work locus of control (internal orientation), teacher self-efficacy and self-esteem have significant positive correlations.



The second group of the independent variables of the study was the perceived situation variables (workload, interpersonal conflict, role stress, and career insecurity factors), which also had significant positive correlations with each other. The variable of workload had significant positive correlation with interpersonal conflict ( $r = .332, p < .01$ ), role stress ( $r = .274, p < .01$ ), and career insecurity factors ( $r = .338, p < .01$ ). Variable of interpersonal conflict also had significant positive correlation with role stress ( $r = .698, p < .01$ ), and career insecurity factors ( $r = .564, p < .01$ ). Role stress had a significant positive correlation with career insecurity factors ( $r = .491, p < .01$ ).

Hence, the results in table 6 also show that the perceived situation variables of workload, interpersonal conflict, role stress, and career insecurity factors have significant positive correlations.

**Hypothesis 1:** The person variables of individual self-beliefs— work locus of control, teacher self-efficacy and self esteem; would be correlated with the job well-being in a positive direction.

**Result 1:** The results in table 6 show that only one of the three person variables, the Work Specific Locus of Control (external orientation) has a statistically significant relationship with Job Related Well Being in a negative direction. The correlation results among the first set of independent variables- the personality variables show that work locus of control (external orientation) has a statistically significant negative correlation ( $r = -.292, p < .01$ ) with the job related well-being. The second personality variable of self-esteem has a positive correlation ( $r = .091$ ) and the third personality variable of teacher self-efficacy has a positive correlation ( $r = .087$ ) with the job related well-being. These correlations are not statistically significant.

**Hence, the Hypothesis 1 is only partially confirmed.**

**Hypothesis 2:** The situation variables (of workload, interpersonal conflict, role stress, and career security factors) would be negatively correlated to the job well being of the teachers.

**Result 2:** The results in table 6 show that the Job Related Well Being has statistically significant negative correlations with all of the perceived work situation characteristics. 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 ( $r = -.507, p < .01$ ).

**Therefore, the results show statistically significant relationships among hypothesized variables, and hence the Hypothesis 2 is confirmed.**

Next follows the analyses of results to investigate the third hypothesis of the research. To understand the differences among the demographic groups (according to age, gender, nationality, and marital status), t-test analyses were used.

**Hypotheses 3** stated that the job well-being of different demographic groups (according to age, gender, nationality, and marital status) would differ. The following represents the results of the t-tests in Tables 7.

| <b>Demographic Groups</b> | <b>M</b>     | <b>SD</b>    | <b>Comparison by t</b> |
|---------------------------|--------------|--------------|------------------------|
| Young (n=62)              | 113.68       | 15.79        |                        |
| Aged (n=20)               | 106.8        | 16.42        | -1.179                 |
| Males (n=17)              | 109.29       | 14.27        |                        |
| Females (n=65)            | 112.71       | 16.59        | .78                    |
| Thai (n=17)               | 115.82       | 17.038       |                        |
| Expat (n=65)              | 111.0        | 15.857       | 1.10                   |
| Married (n=47)            | 111.17       | 16.93        |                        |
| Unmarried (n=32)          | 113.28       | 14.56        | -1.68                  |
| <b>Total (n=82)</b>       | <b>112.0</b> | <b>16.12</b> |                        |

**TABLE 7:** Means, Standard deviations and t values for the Comparison of different demographic groups of the sample (n=82) for Job Related Well-Being

Table 7 shows the t-test for the analyses of the differences due to age, gender, nationality and marital status on the variable of job well-being. The t-test analyses reveal that there are no significant differences in the sample based on differences in age, gender, nationality and marital status. The two groups based on age differences were teachers aged more than 40 years (N=20), and teachers aged less than 40 years (N=62). The two groups based on marital status differences were married (N=32), and not married (N=47). The two groups on nationality differences were local Thai teachers in the sample (N=17), and expatriate teachers (N=65).

**Hypothesis 3.1:** The older age group of teachers would have higher job well-being than the younger age group.

**Result 3.1:** The table 7 shows no differences among the variables based on differences on age. **Hence, the hypothesis is not confirmed.**

**Hypothesis 3.2:** Males would report higher job well-being than females.

**Result 3.2:** The table 7 shows no significant differences based on differences in gender (females vs. males). **Hence, the hypothesis is not confirmed.**

**Hypothesis 3.3:** Thai teachers would have higher job well-being than non-Thai (expat) teachers.

**Result 3.3:** The table 7 shows no significant differences based on differences in nationality (Thai vs. expatriate). **Hence, the hypothesis is not confirmed.**

The power of the test was calculated for the groups. Tests revealed that power = 0.57, with the effect size of 0.5. Hence, the sample had a “medium” power.

**Hypothesis 3.4:** Married subjects would have higher job well-being than non-married.

**Result 3.4:** The table 7 shows no differences among the variables based on differences on marital status. **Hence, the hypothesis is not confirmed.**

The demographic variables were dropped in the model, based on the analysis of results for the third hypothesis, since no statistically significant differences existed in the job well-being of different demographic groups.

### **Comparison of Groups through t-tests on all study measures**

The t-test analyses were also done on all the measures in the study. Some of the t-test results showed significant differences among the groups. The t-test analysis on nationality shows that Expatriate teachers report significantly lower scores on work locus of control,  $t(80)=3.72$ ,  $p<.01$ , than local Thai teachers, where higher scores on the variable imply an external orientation. Hence, expatriate teachers show an internal work locus of control as compared to Thai teachers. Also the t-test analysis on nationality shows that Expatriate teachers report significantly higher scores on teacher self-efficacy,  $t(80)= 2.85$ ,  $p<.01$ , than local Thai teachers.

The last hypothesis was tested using structural equation modeling technique.

**Hypothesis 4:** There would be significant relationships between the independent (exogenous) variables of personality and perceived situation, and the dependent (endogenous) variable of job well-being of the international schoolteachers, such that:

4.1 The personality variables of self-beliefs (work locus of control, teacher self-efficacy and self esteem) would have direct positive effect on the job well being of the international schoolteachers.

4.2 The perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) would have direct negative effect on the job well being of the international schoolteachers

Before an analysis of the structural relationships among the variables was conducted, *factor analysis* technique was used to analyze the grouping of variables into “person” and “perceived situation” variables. Factor analysis is used to uncover the latent structure (dimensions) of a set of variables. There are two types of factor analysis - confirmatory factor analysis and principal components analysis. Confirmatory factor analysis (CFA) seeks to determine if the number of factors and the loadings of measured (indicator) variables on them conform to what is expected on the basis of pre-established theory. Indicator variables are selected on the basis of prior theory and factor analysis is used to see if they load as predicted on the expected number of factors. The researcher's *à priori* assumption is that each factor (the number and labels of which may be specified *à priori*) is associated with a specified subset of indicator variables. Principal components analysis technique was used which is by far the most common form of factor analysis, seeks a linear combination of variables such that the maximum variance is extracted from the variables. It then removes this variance and seeks a second linear combination which explains the maximum proportion of the remaining variance, and so on.

For the person variable, there were three indicators- work locus of control, teacher self-efficacy and self esteem. The principal components analysis was carried out. Only one component was extracted and so the solution could not be rotated. Results showed that the communalities extracted for the variables were- work locus of control=.440, teacher self-efficacy=.613 and self esteem=.494.

For the perceived situation variable, there were four indicators- workload, interpersonal conflict, role stress, and career insecurity factors. The principal components analysis was carried out. Only one component was extracted and so the solution could not be rotated. Results showed that the communalities extracted for the variables were- workload= .342, interpersonal conflict=.751, role stress= .677, and career insecurity factors=.635. The loading of the variables in the component matrix showed that workload had the lowest loading (0.585).

**Result 4:** The fourth hypothesis was tested using structural equation modeling. **SEM analysis** was carried out to test the last hypothesis and measure the hypothesized structural model for the research. The structural relationships among the exogenous/ independent variables and endogenous/ dependent variable were analyzed using SEM analysis through the software LISREL version 8.0.

Based on the research objectives and the conceptual framework, SEM analysis using LISREL software was carried out to test the “Model 1” (based on hypothesized framework). When the structural model did not show an adequate “fit”, further analysis of the structural relationships among the variables was conducted. The final results are presented as “Model 2”. The results of the initial analysis are tabulated in Table 8 and depicted by the path model in figure 4. The results depicting the final model are tabulated in Table 10 and depicted in figure 5.

#### **SEM Analysis- Model 1**

To test the hypothesized structural model for the research, the seven variables were grouped into person and perceived situation variables.

In this structural equation modeling (SEM) analysis, person and perceived situation variables were the “exogenous” or latent variables. The job well-being was the “endogenous” variable. The indicators of the exogenous variable of “person” were work locus of control, teacher self-efficacy and self-esteem. The indicators of the exogenous variable of “perceived situation variables” were workload, interpersonal conflict, role stress, and career insecurity factors. SEM technique was applied to understand the relationships among the exogenous variables and the endogenous variable of job well-being. The table 8 represents the path coefficients of this research model.

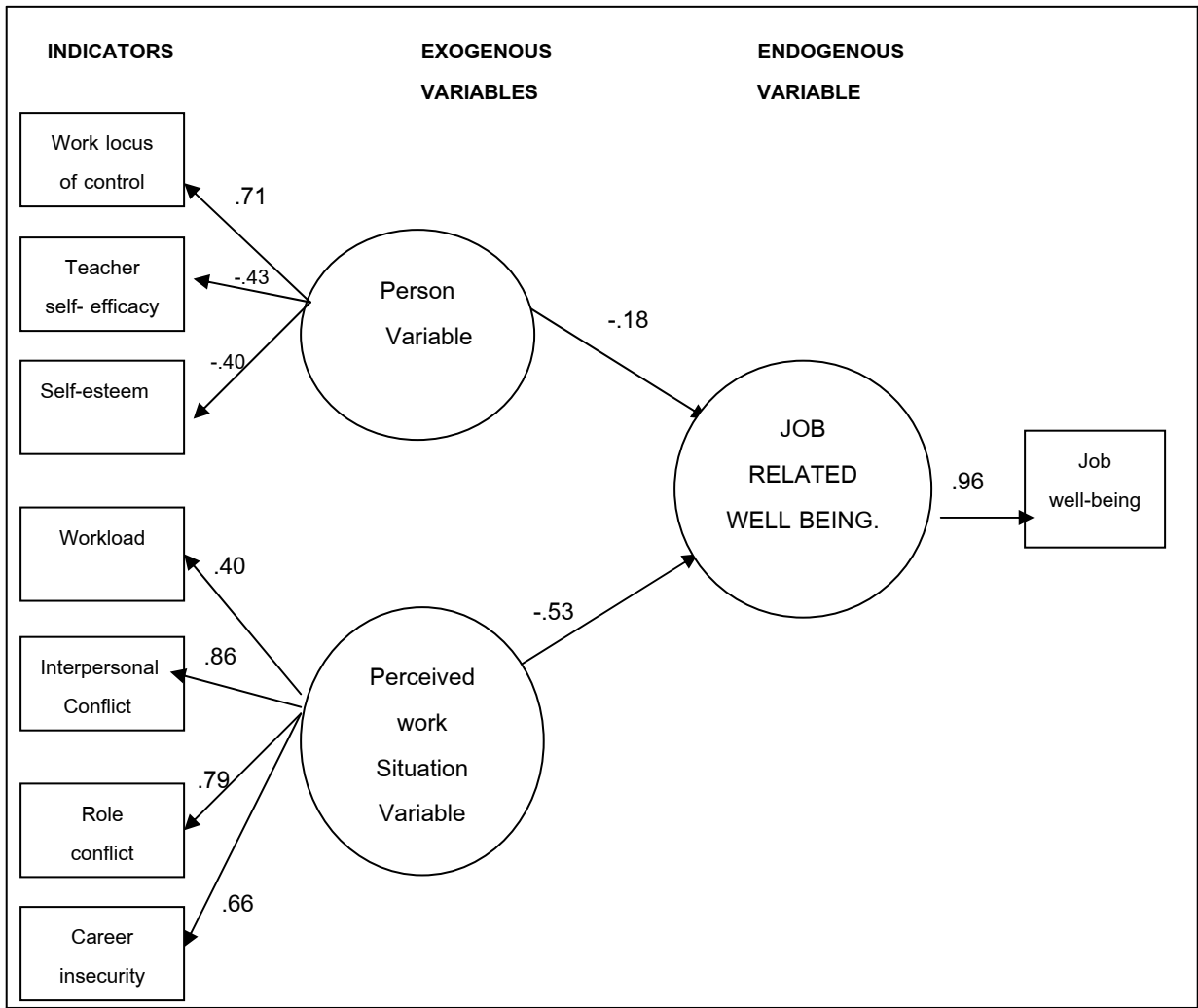
| <b>Parameter</b>                        | <b>Unstandardized<br/>Parameter Estimate</b> | <b>SE</b> | <b>Standardized<br/>Parameter Estimate</b> |
|---|--|-----------|--|
| <u>Factor Loadings</u>                  |  |           |  |
| Person → Work Specific Locus of Control | 1.0  | 0.62      | 0.71                                       |
| Person → Self esteem                    | -0.25 *                                      | 0.12      | -0.40                                      |
| Person → Teacher self efficacy          | -0.18*                                       | 0.09      | -0.43                                      |
| Work Situation → Workload               | 1.0  | 0.77      | 0.40                                       |
| Work Situation → Interpersonal conflict | 2.27*  | 0.68      | 0.86                                       |
| Work Situation → Role conflict          | 2.01*  | 0.61      | 0.79                                       |
| Work Situation → Career insecurity      | 2.19*  | 0.70      | 0.66                                       |
| <u>Direct Effects</u>                   |  |           |  |
| Person → Job well-being                 | -0.38  | 0.35      | <b>-0.18</b>                               |
| Work Situation → Job well-being         | -7.01*                                       | 2.60      | <b>-0.53</b>                               |

**TABLE 8:** Maximum Likelihood Parameter Estimates for Path Model 1 of Job well-being related to person and perceived work situation variables.

Note: \* indicates that estimates are significant at .05 level.

The Table 8 shows that the estimated unstandardized path coefficients for the person variable have a negative insignificant effect (-0.38) on job well-being, where as the effect of perceived situation variable on the job well-being is larger and significant (-7.01\*). The work locus of control is the indicator with highest effect among the “person variables”. All the three indicators of person variable have significant path coefficients related to it. All the four indicators of the perceived situation variables have significant path coefficients related to it.

Figure 4 represents the structural model for the research with the standardized parameter estimates.



**Figure 4: Path Model for the SEM Analysis 1 of Research showing Maximum likelihood Standardized Parameter Estimates**

The research model for the first stage of the SEM analysis using the LISREL is presented in Figure 4. This path model shows the standardized parameter estimates. The estimated standardized path coefficients of the variables allow comparison, and hence we can see that the perceived situation variables have a larger parameter for effect (-.53) on job well-being as compared to the person variables (-.18). Among the person variables, work locus of control (.71) has the largest path coefficient, and among the perceived work situation variables, interpersonal conflict has the largest path coefficient (.86).

Next follows the goodness-of-fit test for the model 1 of the research represented in figure 4. The SEM goodness-of-fit tests to determine if the pattern of variances and covariances in the data is consistent with a hypothesized structural path model. There are many fit indices

and the research model was tested using the six indices as proposed by Hu and Bentler, (1993).

| Model              | $\chi^2$                       | RMSEA   | RMR  | CFI  | GFI  | NNFI |
|--------------------|--------------------------------|---------|------|------|------|------|
| Index fit criteria | Non-significant                | .05-.08 | <.05 | >.90 | >.90 | >.90 |
| Study model 1      | $\chi^2(18)=33.46$<br>, p=.015 | .10     | .087 | .92  | .91  | .87  |

**TABLE 9:** Goodness-of-fit indices

Table 9 presents the criteria of the six indices that were used to analyze the “fit” of the structural model and the results of the SEM model. To evaluate the fit of the research model six indices were used (Hu and Bentler, 1993). The maximum likelihood chi-square,  $\chi^2(18)=33.46$ ,  $p=.015$ , was statistically significant, hence inconsistent with the requirements for a good model fit. The RMSEA score is a “badness of fit measure like the chi square. The lower the RMSEA score, the better. The root mean square error of approximation (RMSEA) was 0.10 and the standardized root mean residual (RMR) was .087, both greater than the threshold generally considered for a satisfactory model fit. The comparative fit index (CFI) was 0.92 and the goodness-of-fit index (GFI) was .91, both marginally surpassing the .090 value used to suggest good model fit. The nonnormed fit index (NNFI) was 0.87, just a little below the standard index of 0.90.

Thus, as the six fit indices suggest the hypothesized model of research did not have an adequate “fit”.

Following the analysis of these initial results which showed that the proposed model did not have good fit, further analysis was carried out to test an alternative structural model for a better fit. SEM analysis was conducted to investigate the direct and indirect relationships among the variables.

### **SEM Analysis- Model 2**

Structural modeling technique was used further to understand the relationships among the research variables and to see their direct and indirect effect on Job well-being. The model “respecification” was done to improve the model predicting job well-being for the international



school teachers. According to Anderson and Gerbing (1988) the “respecification” of the model should be based on theory and content consideration in order to avoid sampling error. Hence the following steps were carried to re-specify and test the research model-

1. The first SEM analysis of the structural relationships of the model (**research model1**) indicated that the model did not show a good fit.
2. Job well-being is a complex phenomenon, with the person and environment variables having direct and indirect impact on it. As the initial model did not show significant relationships among variables, the Model 1 was adjusted by splitting the latent variables of person and perceived situation, which resulted in model A.
3. In model A, Job well-being still remained the “endogenous” variable and there were five latent variables- work locus of control, teacher self-efficacy, self-esteem (all three indicators of person variables were taken as independent latent variables), workload and perceived situation (now having three indicators- interpersonal conflict, role stress, and career insecurity factors). The reasons guiding this were:
  - a. The latent variable of “person” in the previous model 1 was discarded due to the lack of significant direct effect on job well-being. Results of factor analysis had shown that the communalities extracted for the variables were- work locus of control=.440, teacher self-efficacy=.613 and self esteem=.494. The factor loading being low, work locus of control, teacher self-efficacy and self-esteem (formerly the indicators of person variable) were taken separately as latent variables. Though high correlation exists between the variables of teacher self-efficacy and self-esteem, literature review indicates that these are 2 distinct concepts (Judge, Locke, & Durham, 1997).
  - b. The variable of workload has been taken out from the group of indicators of the latent variable of “perceived situation variable” since it had the lowest load factor among all the 4 indicators. The factor analysis conducted before the SEM also showed that workload had the lowest loading (0.585) among all the four variables. Also as mentioned by Jex (1998) workload is often cyclical and perceived to have its impact differently at different times. For instance the perceived workload for teachers at end of the school, year is very low.

4. The Model A (attached in Appendix F) was then analyzed using SEM. The results indicated that:
  - a. The structural fit indices did not show a “good fit”, but rather a “moderate fit”.
  - b. Work locus of control, teacher self-efficacy and self-esteem did not have a direct effect on Job well-being
  - c. Perceived situation variable still has a significant and improved negative effect on job well-being.
  - d. Work locus of control and workload showed significant direct effects on “perceived situation variable”.
5. The above results and literature review, lead to further adjustment in the structural model for the research. The final model was termed as **Research Model 2**.
6. Research review by Taylor and Aspinwall (1996), on the mediating and moderating processes of psychosocial stress have also mentioned that “personal resources” influence the nature of stress and also the appraisal of stress. Hence the person variables were taken separately to see their direct effect on the perception of stress related to the “perceived situation” and indirect effect on job well-being.
7. Research Model 2 was the result of the respecified relationships among the variables, where work locus of control, teacher self-efficacy, self-esteem, and workload were tested for the “indirect” impact on job well-being through the perceived situation variable.
8. The indicators of the endogenous variable of “perceived situation variable” were interpersonal conflict, role stress, and career insecurity factors.

Based on the above, a new structural model (2) was proposed and the SEM analysis using LISREL was done. The table10 represents the path coefficients of this research model and figure 5 the path model of this analysis.

| Parameter                                  | Unstandardized<br>Parameter estimate | SE   | Standardized<br>Parameter estimate |
|--|--------------------------------------|------|------------------------------------|
| <u>Factor Loadings</u>                     |                                      |      |                                    |
| Work Situation → Interpersonal conflict    | 1.00                                 |      | 0.86                               |
| Work Situation → Role conflict             | 0.90*                                | 0.13 | 0.79                               |
| Work Situation → Career insecurity         | 1.00*                                | 0.16 | 0.67                               |
| <u>Direct Effects</u>                      |                                      |      |                                    |
| Work Situation → Job well-being            | -3.34*                               | 0.69 | -0.57                              |
| Work Specific Locus of Control → Work Sitn | 0.10 *                               | 0.04 | 0.33                               |
| Self esteem → Work Sitn                    | 0.03                                 | 0.11 | 0.04                               |
| Teacher self efficacy → Work Sitn          | -0.01                                | 0.15 | -0.01                              |
| Workload → Work Sitn                       | 0.27*                                | 0.12 | 0.30                               |

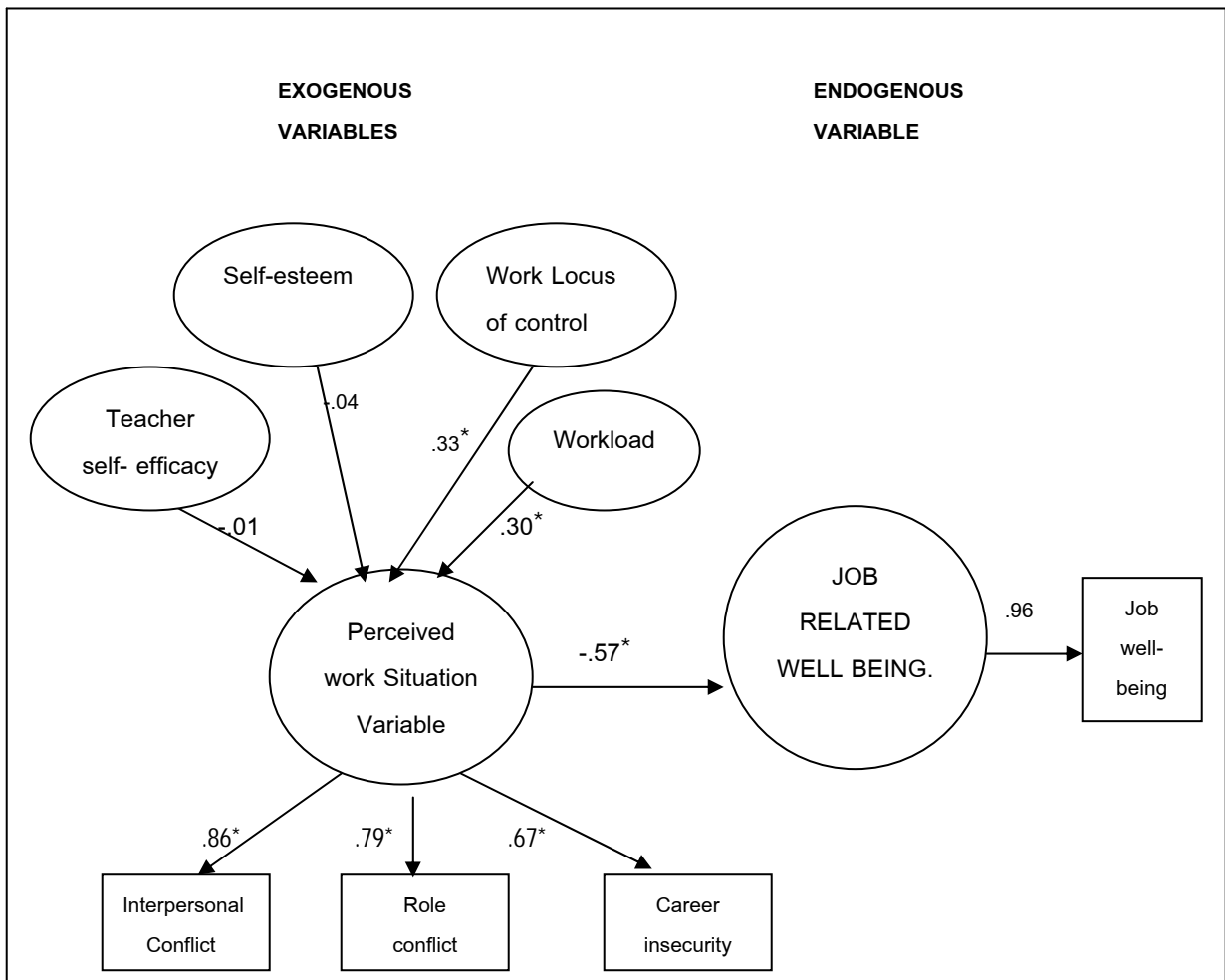
**TABLE 10:** Maximum Likelihood Parameter Estimates for Path Model 2 of Job well-being

Note:1. \* indicates that estimates are significant at .05 level.

2. Work Sitn= latent variable of "Perceived work situation"

The Table 10 shows that the estimated unstandardized path coefficients for the perceived work situation variable has a negative significant effect (-3.34\*) on Job well-being. Out of the variables having direct effect pathways to the variable of perceived work situation, only two variables have significant effect- the workload has the highest unstandardized parameter (0.27\*) followed by the work locus of control (0.10 \*).

The research model for the final stage of the SEM analysis using the LISREL is presented in Figure 5.



**Figure 5: Path Model for the SEM Analysis Model-2 of Research showing Maximum likelihood Standardized Parameter Estimates**

The figure 5 path model shows the standardized parameter estimates. The estimated standardized path coefficients of the variables allow comparison between the effects of the variables. The perceived situation variable has a significant negative effect (-.57) on job well-being. Among the direct path effect of the other latent variables to perceived work situation, work locus of control has a significant path coefficient (.33), followed by workload, with a significant path coefficient (.33). Teacher self-efficacy and self esteem have smaller negative effects which are not significant. The SEM results also showed that in the indirect path to job well-being the variable of work locus of control had a significant negative indirect effect (-0.32 \*) and so did the variable of workload (-0.89\* )

Next follows the goodness-of-fit test for the second model of the research represented in figure 5.

| Model              | $\chi^2$                       | RMSEA   | RMR  | CFI  | GFI  | NNFI |
|--------------------|--------------------------------|---------|------|------|------|------|
| Index fit criteria | Non-significant                | .05-.08 | <.05 | >.90 | >.90 | >.90 |
| Study model 1      | $\chi^2(18)=33.46$<br>, p=.015 | .10     | .087 | .92  | .91  | .87  |
| Study model 2      | $\chi^2(14)=18.46$<br>, p=.19  | .057    | .05  | .98  | .95  | .96  |

**TABLE 11:** Goodness-of-fit indices for both models

Table 11 presents the criteria of the six indices that were used to analyze the “fit” of the structural model and the results of the SEM goodness-of fit analyses for both model 1 and 2. To evaluate the fit of the research model six indices were used (Hu and Bentler, 1993). The maximum likelihood chi-square,  $\chi^2(14)=18.46$ , p=.19, was statistically insignificant, and hence consistent with the requirements for a good model fit. The RMSEA score is a “badness of fit measure like the chi square. The lower the RMSEA score, the better. The root mean square error of approximation (RMSEA) was 0.057 and the standardized root mean residual (RMR) was .05, both matching the threshold considered for a satisfactory model fit. The comparative fit index (CFI) was 0.98 and the goodness-of-fit index (GFI) was .95, both surpassing the .090 index value used to suggest good model fit. The nonnormed fit index (NNFI) was 0.96, and also surpassing the threshold of fit criteria of 0.90. Overall the indices indicate that the model 2 has a “reasonable fit”.

Thus, the comparison of the second model with the first model on the six model fit indices suggest that the second hypothesized model of research did have a better “fit”.

**Hence, the original hypothesis is not confirmed but another model of the research showing a different relationship among the variables was found to have a “reasonable fit”.**

Thus, we come to the end of the section on results and the next chapter goes on to discuss the results and give recommendations.

## **CHAPTER 5**

### **CONCLUSION AND DISCUSSION**

The research was an attempt to understand how 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 insecurity factors) influence the work outcome of job well-being of teachers who work in international schools in Bangkok. The following incorporates a summary of the research project, a brief outline of results and a discussion of these results. The later part of this chapter includes the applications of the findings and the recommendations for future research as well as the implications of these findings.

#### **SUMMARY OF THE STUDY AND FINDINGS**

The fast pace of globalization has left its mark on education too and the field of international education is growing at a tremendous rate. The task of teachers working to impart international education is very special. Teaching is a noble profession but it is wrought by numerous work demands, which at times can be very stressful. Research evidence exists to show that the harmful effects of stress faced by teachers may lead to various negative outcomes like sickness, absenteeism, burnout, and in extreme cases even professional turnover. The negative impact of work- "stress" has been well researched, however the focus needs to be on the positive outcome- job well-being or job satisfaction. The researcher followed her interest in positive health psychology and went on to understand the job well-being of teachers who worked in international schools.

As an applied behavioural science researcher, this project gave an opportunity to measure the impact of both person and situation related variables on the work outcome of feelings of job well-being.

The research objectives and the hypotheses of the study were framed to understand the complex relationships between the person variables, the perceived situation variables, and the psychological outcome of work- job related well being.

The population chosen for the study was teachers working in international schools, in Bangkok, Thailand. The sample (n=82) consisted of both females (n=65) and males (n=17) working in some international schools. These schools followed the British curriculum and

enrolled students from the kindergarten to high school. The students and teachers belonged to various nationalities.

After the review of literature and also preliminary interviews from teachers working in international schools in Bangkok, the main variables of the study were selected. 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 insecurity factors); and the dependent variable of Job Well-Being.

The study utilized the survey research method for obtaining data about the variables in the study. This entailed the use of a survey questionnaire to collect information about the selected variables and to determine whether the hypothesized relationships exist between them. Various statistical techniques were used to analyze the data, interpret the findings and test the hypotheses.

Summarized below are the hypotheses, the results and their discussions.

## **PERSON VARIABLES AND JOB RELATED WELL-BEING**

**Hypothesis 1:** The person variables of individual self-beliefs– work locus of control, teacher self-efficacy and self esteem; would be correlated with the job well-being in a positive direction.

**Result 1:** The results in table 6 show that out of the three person variables, only the variable of Work Specific Locus of Control (external orientation) has a statistically significant relationship with Job Related Well Being. The correlation results among the first set of independent variables- the personality variables show that work locus of control (external orientation) has a statistically significant negative correlation ( $r=-.292, p< .01$ ) with the job related well-being. The second personality variable of self-esteem has a positive correlation ( $r=-.091$ ) and the third personality variable of teacher self-efficacy has a positive correlation ( $r=-.087$ ) with the job related well-being. But these correlations are not statistically significant.

**Hence, the Hypothesis 1 is only partially confirmed.**

**Discussion:** The hypothesized relationships find only partial support with the variable of work locus of control (external orientation) having a statistically significant negative correlation

with job well-being. Since higher scores on WLOC represents an external orientation, in other words, results verify the hypotheses that the internal work locus of control has a statistically significant positive relationship with job well-being.

However, the other two person variables of teacher self-efficacy and self esteem do not have significant correlations with job well-being.

The results of the study showed that the internal work locus of control has a statistically significant positive relationship with job well-being. It verifies the hypothesis and it is further supported by research evidence. For instance, as researched by Anderson (1977), people with an internal locus of control report higher job satisfaction and can cope better with higher levels of job stress than externals. In a specific case of teaching, researchers have found that teachers having an external locus of control experienced greater stress than those with an internal locus of control (Byrne, 1992; Farber, 1991). Also as confirmed in a study of accountants, conducted by Daniels & Guppy (1994), that individuals with an internal locus of control were significantly less affected by stress than those with an external locus of control.

The choice of the other person variables was motivated by the theoretical work by Judge, Locke, & Durham (1997), where the authors refer to the broad personality construct of **“core self-evaluations”** This construct refers to the empirical associations that exist between the personality correlates of self-esteem, generalized self-efficacy, neuroticism and locus of control, and that help to understand the personality related basis of job satisfaction. According to Judge & Bono (2002), the theory states that the core self evaluation traits of self-esteem, generalized self efficacy, neuroticism and locus of control have a strong empirical association which influences their overall impact on occupational outcomes of job satisfaction and job performance. Contrary to the theory, this current research could not find evidence in the sample of international school teachers that were measured. This may have been due to other work related factors that have strong relationship with job well-being. Another contention maybe the sample selected for the study- teachers in international schools- may have other characteristics that influence their job well-being.

Researchers in the areas of both work and general life stresses have indicated the beneficial effects of internal control beliefs on well-being. (Frese, 1989, Van der Doef & Maes, 1999). In this study, the verification of hypothesized relationship between work locus of control and job well-being, provides the basis for future research in this field.



## PERCEIVED SITUATIONAL VARIABLES AND THE JOB WELL-BEING

**Hypothesis 2:** The perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) would be negatively correlated to the job well being of the teachers.

**Result 2:** The results in table 6 show that the Job Related Well Being has statistically significant negative correlations with all of the perceived work situation characteristics. 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 ( $r=-.507$ ,  $p<.01$ ).

**Therefore, the results show statistically significant relationships among hypothesized variables, and hence the Hypothesis 2 is confirmed.**

**Discussion:** The complete verification of the hypothesized relationships among the perceived situation variables and the job well being finds support in other researches too. In the current research, the “perceived situation” variables were the perceived stressors influencing the teachers.

The current study investigated the variables of workload, interpersonal conflict, role stress, and career insecurity factors as the perceived stressors affecting the teachers working in international schools. The results further find support in the investigation done by Pelsma and Richard (1988), who found that job satisfaction and teacher stress is strongly correlated. They also noted that the amount of stress and degree of job satisfaction experienced by teachers directly influenced the quality of teachers’ work life.

The first variable studied as the perceived stressor was workload and it had a significant correlation with job well-being. In a comparison of genders and occupations, Narayanan, Menon & Spector (1999) found that both workload and interpersonal conflict were common stressors across all occupations. As put forth by Jex, (1998), to understand the impact of workload on an employee it is important to take into consideration not only the actual workload but also the “perception” of the workload. To an employee, greater amount of workload may imply a feeling of importance and lead to job satisfaction too.

In this study, interpersonal conflict had the second strongest correlation with the job well-being. Stress research shows that work involves some interactions with other people, and this can be a source of satisfaction, but at times does cause stress too when it results in

interpersonal conflict (Keenan & Newton, 1985). As investigated by Narayanan, Menon & Spector (1999), both workload and interpersonal conflict were common stressors across all occupations, but interpersonal conflict was a major stressor among the academics. Further evidence supporting the current research findings can be found in the work of Chen & Spector (1992) who investigated and found interpersonal conflict as a further source of counter productive behaviour at work. Thus it is important to understand that interpersonal conflict at work can cause negative outcomes for both the employee and the organization.

The role stress, as the one of perceived situational stressors affecting the teachers found confirmation in its hypothesized relationship with job well-being. The discrepancy in the expectations of the role that a teacher has to play and what he/she actually does leads to the stress. Iwanicki (1983) found that role related stress was a function of the teachers' personality and teaching preparedness.

The lack of career security was perceived as the strongest situational stressors by the sample of teachers investigated. In fact this variable had the strongest correlation with job well-being among all the person and situation variables investigated. In an interesting work by Sturman (2002), quality of work life was surveyed on 674 teachers working in England and it was found that teachers face a lot of stress related to job security, with primary school teachers scoring higher than secondary teachers. Further more, as found by Tuttemann (1991) in a survey of 574 teachers in Australia, dissatisfaction with salary and promotion are an important factors related to job satisfaction. It becomes imperative in the current perspective for the school managements to look in to the aspect providing career insecurity to the teachers.

## **DEMOGRAPHIC VARIABLES AND THE JOB WELL-BEING**

**Hypotheses 3** stated that the job well-being of different demographic groups (according to age, gender, nationality, and marital status) would differ.

**Results 3:** The results show that the no significant differences existed in the job related well-being among the demographic groups based on age, gender, nationality and marital status.

**The results show that the hypothesis is not confirmed in the chosen sample.**

**Discussion:** The analysis of the differences based on demographics groups showed no significant results. The lack of any significant effect of demographic variables finds support in other researches too. Diener et. al. (1999), in their review of subjective well-being over three decades have mentioned that researchers are often disappointed by small effect sizes for

demographic variables. Campbell, Converse and Rodgers (1976) found that demographic factors (e.g. age, sex, income, race and marital status) accounted for less than 20% of variance in the subjective well-being. Another evident indication goes towards the limitation in the sample size and caution must be taken before drawing any significant conclusions.

## **THE STRUCTURAL RELATIONSHIPS OF THE INDEPENDENT VARIABLES AND THE JOB WELL-BEING**

**Hypothesis 4:** There would be significant relationships between the independent (exogenous) variables of personality and perceived situation, and the dependent (endogenous) variable of job well-being of the international schoolteachers, such that:

4.1 The personality variables of self-beliefs (work locus of control, teacher self-efficacy and self esteem) would have direct positive effect on the job well being of the international schoolteachers.

4.2 The perceived situation variables (of workload, interpersonal conflict, role stress, and career insecurity factors) would have direct negative effect on the job well being of the international schoolteachers

**Result 4:** The 4<sup>th</sup> hypothesis was tested using the structural equation modeling techniques. The software of LISREL 8 was used to test the hypothesized model of relationships.

Two models were tested in the structural equation modeling (SEM) analysis. In the first model (figure 4), person and perceived situation variables were the “exogenous” variables. The job well-being was the “endogenous” variable. The indicators of the endogenous variable of “person” were work locus of control, teacher self-efficacy and self-esteem. The indicators of the endogenous variable of “perceived situation variables” were workload, interpersonal conflict, role stress, and career security factors. The estimated standardized path coefficients of the variables allow comparison, and hence we saw that the perceived situation variables have a larger parameter for effect (-.53) on job well-being as compared to the person variables (-.18). Among the person variables, work locus of control (.71) has the largest path coefficient, and among the perceived situation variables, interpersonal conflict has the largest path coefficient (.86). A goodness-of-fit test was carried out for the model. The table 9 in the previous chapter indicated that the structural model fit indices were not adequate. **Hence, the hypothesis was not confirmed and an alternate model of the research was tested.**

An alternate model was tested for second stage analysis. In the second model (figure 5) work locus of control, teacher self-efficacy and self-esteem (formerly the indicators of person variable) and the workload were taken separately as latent variables. A goodness of fit test structural equation modeling (SEM) analysis was carried out for the second model. The table 11 in the previous chapter indicated that the structural model fit indices are good. **Hence, the model of the research shows a reasonable fit.**

**Discussion:** The results of the current research were not able to support the hypothesized relationships among the variables directly. However, the results indicated that the “person” and “environment” interact with each other to produce the outcome of job well-being.

Research has shown that teacher stress is a real phenomenon and is reliably associated with a number of variables extrinsic and intrinsic to the job (Jarvis, 2002). In the present study, we had investigated the role of the “intrinsic” or the person variables and the “extrinsic” variables of perceived situation on the work outcome of job well-being. The model that was examined through LISREL analysis excluded the demographic variables- since no hypothesized demographic differences could be found through analysis for Hypothesis 3. Only the main study variables – the person variables, the perceived situation and the job well-being was included in the model.

The model 2 of the study showed that both the person and situation variables affect the job well-being, but in different ways. In the current research, the model 2 indicated that while “perceived situation variable” has *direct effect* on job well being, out of the person variables only work locus of control had a significant but *indirect effect* on job well-being. Buunk et. al. (1998) corroborate the research that the subjective environment is a part of the worker’s perception, which Lewin (1951) had termed as the “psychological environment”. Further, these variables are called “stressors” and lead to stress reactions and strain.

The results have indicated that out of the person related self beliefs, only work locus of control has a significant direct effect on perceived work situation or stress. Researches such as that by Tudor (1997) suggest that direct impacts of stress can be reduced by improving self beliefs such as self efficacy and work locus of control. It forms an area of further study to see what results may be acquired by improving work locus of control for teachers.

Some of the conclusions that may be drawn on the basis of the research analysis for model 2 are:

1. The perception of stress from work situation does have a negative and significant direct effect on job well-being.
2. When grouped together as “person variable”, work locus of control, teacher self-efficacy and self-esteem do not have a significant effect on job well-being.
3. However, work locus of control has significant direct effect on the perceived situational stress at the work place. It also has a significant indirect effect on job well-being.
4. Interpersonal conflict, role stress, and career insecurity factors are indicators of the perceived situation variable. All having significant factor loadings for the variable of perceived work situation stress.
5. The variable of workload has significant direct effect on the perceived situational stress at the work place, but when included as an indicator of the later, it has very low loadings. Hence, it was removed from the group of perceived situation variable for the model 2.
6. The second model shows a reasonable fit , indicating that while perceived situation variable has direct relationship with job well-being, work locus of control and workload have indirect impact on job well-being.

So we now go back to the “P-E” theory that the researcher had referred to as the basis for the theoretical underpinning of the current research. The above mentioned results support the P-E theory or what has been termed as the Person-Environment interaction by Lofquist and Davis (1969). Jex (1998) has further stated that the P-E theory forms one of the important theories that has been used to explain occupational stress, as the lack of “fit” leads to strain and stress for an employee. This interaction between the individual and the work environment can either result in a positive or negative "fit". French (1973) suggested that the interaction between the environmental variables and relevant characteristics of the person determines whether stress occurs. In the present study, both the person and the perceived situation variables have an influence on the job well-being of the teachers. However, there is an interesting interaction between them.

The results of the current study support the view that internal characteristics of an individual tend to dictate how they will react to stressful events (Fimian, 1982), and work locus of control is one such important characteristic. Taylor and Aspinwall (1996), in a review on the mediating and moderating processes of psychosocial stress have also mentioned that “personal resources” influence the nature of stress and also the appraisal of stress. The current research also shows that the work locus of control influences the perceptions of work related stress.

It is important to note that though the current study partially supports the influence of the person variable on job well-being, it indicates towards an interesting interaction between the person variable of work locus of control and perception of work stress, leading to the influence on job well-being. Recent researches show that “interaction” between the person and environment indicate a “reciprocal relationship” between the two, and such an interaction needs more research since demographic variables have surprisingly small effects on well-being (Diener, Suh, Lucas & Smith, 1999).

Researchers in the field of organizational behavior have long recognized the importance of both person and environment in understanding the nature and consequences of work behavior and outcomes. In the current study, the “person” construct of Work Locus of Control, and the “environment” constructs (workload, interpersonal conflict, role stress, and career insecurity factors) have significant influence on job well-being. The implications of these results can form the grounds for further investigations through the use of a multi method approach.

As we come to end of the discussion about the findings of the research, we may refer to the various studies and models of occupational stress research. Overall the findings support the hypothesized relationships among the person and the perceived situation variables and the work outcome of job well-being. Hence, we may conclude that the **person and the work situation together influence the work outcomes.**

## **APPLICATION**

The results of the present study provide support for the proposition that both person and situational factors influence job well being. The results also reflect that job well-being of teachers working in international schools is a complex phenomenon, with many factors both within the individual and outside in his environment, influencing how a teacher feels about his/her job.

From the point of view of an applied behavioural scientist the applications of the results of the study are:

1. International schools have a challenging environment and selecting as well as retaining good teachers is imperative to the functioning of the schools. So schools must examine the factors that promote teacher's well-being.
2. School managements must recognize that there is a significant interaction between the school environment and the teachers' personality that results in the feelings of job well-being.
3. Managements of international schools comprehend that these schools have a very special environment and the task of teachers working there is complicated by the multi cultural differences in teachers and students.
4. Schools must take concrete steps to develop an environment for the healthy and effective functioning of teachers. It must be recognized that teachers are the most valuable assets of a school and their well-being is among the critical factors for the effective functioning of both the teacher and the school.

As some useful evidence has emerged from the study, it is important to mention certain **limitations of the study**:

1. To have a better understanding of job well being, other behavioural and physical measures may also be collected. The current research is based on self-reports, thus exposing the findings to interpretation of method variance.
2. Another aspect is that the present sample was limited in its size due to unavailability of response from the schools that had been approached by the researcher.
3. The model of our study was restricted in its scope and more variables may be included to make the understanding of well-being more comprehensive.

## **RECOMMENDATIONS**

It is evident from the results of the study that the teachers who work in the international schools have a number of person and situation related factors that influence their

job well-being. Keeping in view the results of the study some general recommendations can be made:

1. It is important to investigate other factors related to job well-being at work in the international schools.
2. To understand the work related outcomes investigations should include not just the affective aspect of well-being but also other measures and indirect measures such as absenteeism, sickness, job turnover and burnout may also be examined to get a more comprehensive understanding of employee well-being.
3. It may be useful to investigate other personality factors affecting job well-being, which can buffer the affects of job stress.
4. Caution is also advised in generalizing the results of the present study to the population, outside the sample of international schools in Bangkok, since each work environment is unique.

## **CONCLUSION**

The results of the present research support the hypothesized impact of person and situation variables on work outcome of job well-being of teachers in international schools.

In the current research, both the person and situation variables have impact on the job well being of teachers with regard to the work sphere.

It is doubtless that teachers are crucial resources for the effective functioning of schools. International schools, with their unique demands and characteristics require special attention. The most essential aspect of this research focus on the teachers is that they ultimately have impact on the lives of the children - who are the future of our society. A teacher who is well satisfied with his/her job and has high levels of job related well-being, will be the source of profound and long lasting influence on the children whom he/she teaches.

Thus, this study was an endeavour of an applied behavioural science research 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.



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## **APPENDEIX**

## **APPENDIX A**

### **Results of the Preliminary Study**

Before the current research, a preliminary investigation was carried out using the interview technique. The primary objective of that was to elicit information about the perceptions of work related stress and demands from the teachers working in international schools in Bangkok, Thailand. The following is a brief report on the information collected through the interview survey of 10 teachers working in some international schools in Bangkok.

The steps that lead to the interview survey were:

1. Review of literature on job well-being of teachers
2. Review researches about teachers working in international schools in Bangkok.
3. Seek permission from school management for interviewing teachers working in the international schools in Bangkok.
4. Design an interview questionnaire- with both open ended and close ended items.
5. Choose a multi cultural cross section of teachers for the interviews.
6. Conduct interviews-one to one in a quiet surrounding.
7. Tabulate interview findings.
8. Analyze interview findings.
9. Consolidate results



The interviews were conducted for a sample of 10 teachers. Some of the main findings of the interview survey are presented below.

**TABLE A.1: Demographic Characteristics of the Interview Sample (N=10)**

| SAMPLE                |        |
|-----------------------|--------|
| CHARACTERISTICS       | NUMBER |
| <b>Gender</b>         | 10     |
| Female                | 8      |
| Male                  | 2      |
| <b>Age (In years)</b> |        |
| 25-29                 | 3      |
| 30-34                 | 2      |
| 35-39                 | 2      |
| 45-49                 | 3      |
| <b>Marital Status</b> |        |
| Single                | 3      |
| Married               | 7      |
| <b>Nationality</b>    |        |
| Indian                | 4      |
| Thai-Indian           | 2      |
| Filipino              | 2      |
| British               | 1      |
| Thai                  | 1      |

**TABLE A.2: Work Characteristics of the Sample (N=10)**

| SAMPLE CHARACTERISTICS                | NUMBER |                   |
|---------------------------------------|--------|-------------------|
| <b><i>Work Tenure (In years)</i></b>  | Total  | At Current School |
| < 1 year                              | -      | 2                 |
| 1-5 years                             | 1      | 4                 |
| 5-10 years                            | 2      | 4                 |
| 10-20 years                           | 5      | -                 |
| > 20 years                            | 1      | -                 |
| <b><i>School Section</i></b>          |        |                   |
| Kindergarten (KG)                     | 2      |                   |
| Elementary (1-5)                      | 4      |                   |
| Senior (6-10)                         | 4      |                   |
| <b><i>Educational Background</i></b>  |        |                   |
| Bachelors degree                      | 8      |                   |
| Masters degree                        | 2      |                   |
| Degree in education                   | 5      |                   |
| <b><i>Workload (Periods/week)</i></b> |        |                   |
| 15-19                                 | 2      |                   |
| 20-24                                 | 1      |                   |
| 25-29                                 | 4      |                   |
| 30-34                                 | 2      |                   |

Note: 1. A workload of teaching periods over 25 per week is considered to be “high”.

2. “Degree in education” implies a Bachelor / Master level degree specializing in Education field.

**TABLE A.3: Sources of work demands**

| Rank Order | Main sources of work demands |
|------------|------------------------------|
| 1          | Management                   |
| 2          | Students                     |
| 3          | Parents                      |
| 4          | Personal capabilities        |

**Table A.4: Overall satisfaction from the current job (Sample, n=10)**

| Degree of satisfaction | Responses |
|------------------------|-----------|
| Highly satisfied       | 2         |
| Satisfied              | 7         |
| Dissatisfied           | 1         |

**Table A.5: Rank Order of Important work demands**

| Work demands                           | Mean Rank | Overall Rank |
|--|-----------|--------------|
| 1.Work load                            | 2.5       | 1            |
| 2.Management support                   | 2.8       | 2            |
| 3.Inadequate Salary                    | 3         | 3            |
| 4.Insufficient time to complete tasks. | 3         | 3            |
| 5.Slow professional progress           | 4         | 4            |
| 6.Lack of recognition                  | 4.2       | 5            |
| 7.Too much paper work                  | 5.2       | 6            |
| 8.Student attitude                     | 5.2       | 6            |
| 9.Indiscipline                         | 5.6       | 7            |

These findings and review of relevant literature lead to the choice of the independent variables of the proposed study, that of workload (items 1,7), interpersonal conflict (items 2,6,8,9), role stress (item 4), and career security (items 3,5).

## **APPENDIX B**

### **Letter of Introduction to the International schools**

Subject: **Research On Job Well-Being**

Dear Sir/Madam,

I am a research student, enrolled for Ph.D. at the Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, Thailand. I am conducting a research about the **Job related well-being of teachers working in International schools in Bangkok.**

As you would be well aware, the rapidly changing nature of work, places many demands on the employees and fuels the concern about its impact on the well-being of both the employees and organizations. My research project is directed to understand some of the personality and work related factors that influence the job well-being of teachers.

You would agree that it is not possible to conduct such a research without cooperation from the actual working environment of the teachers-the schools.

**I would be very grateful if you could kindly allow me to come and meet you personally to discuss my research.** The research survey is in form of a questionnaire (needs about 15 minutes to fill up). Your responses and the name of your school would be kept confidential during the report of the research findings.

I greatly appreciate the cooperation of your esteemed school and would also like to share the findings of this research with you, with the hope that they are beneficial to you.

Thanking you,

Yours Sincerely,

Kanu Priya.

## **APPENDIX C**

### **The Survey Questionnaire**

## A SURVEY

Dear Teacher,

Your valuable response will help in understanding a teacher's well-being. Kindly spare some time to go through the questionnaire and give your responses as indicated.

Thank You!

I. Kindly give your responses or mark **tick** (✓) for the relevant choice for each question.

1. Class/ Classes taught : \_\_\_\_\_ 2. Subjects taught: \_\_\_\_\_

3. Gender: Male  Female

4. Nationality: \_\_\_\_\_ 5. Religion : \_\_\_\_\_

5. Your age:

20-29 years  30-39 years  40-49 years  50-59 years  More than 59 years

6. What is your family size?

Living alone  1-2 members  3-5 members  More than 5 members

7. What is your marital status?

Single  Married  Living with a partner  Separated or Divorced  Widowed

8. If you are married, how long have you been married?

1-2 years  2-5 years  5-10 years  10-20 years  More than 20 years

9. Do you have any children? No  Yes

If yes, how many? \_\_\_\_\_

10. How long have you worked for this school?

Less than 1 year  1-3 years  3-5 years  More than 5 years

11. How many years of total work experience do you have (including the present work)?

1-3 years  3-5 years  5-10 years  More than 10 years

12. What is your educational background?

Specialization in Education  Bachelors degree  Masters degree

Any other specialization, please specify \_\_\_\_\_

16. If you are an expat (not a Thai national), then how long have you been living in Thailand?

< 6 months  6 months to 1 year  1 to 2 years  2-5 years  More than 5 years

**II** Below are a number of statements that describe different emotions that a job can make a person feel. Please indicate the amount to which any part of your teaching job (e.g., the work, coworkers, management, students, pay, etc.) has made you feel that emotion in the past 30 days.

**For each item, please circle one response using the following scale**

1 = Never    2 = Rarely    3 = Sometimes    4 = Quite often    5 = Extremely often

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1. My job made me feel at ease ( <i>comfortable</i> )   | 1 | 2 | 3 | 4 | 5 |
| 2. My job made me feel angry  | 1 | 2 | 3 | 4 | 5 |
| 3. My job made me feel annoyed ( <i>slightly angry</i> )  | 1 | 2 | 3 | 4 | 5 |
| 4. My job made me feel anxious ( <i>worried</i> )   | 1 | 2 | 3 | 4 | 5 |
| 5. My job made me feel bored  | 1 | 2 | 3 | 4 | 5 |
| 6. My job made me feel cheerful   | 1 | 2 | 3 | 4 | 5 |
| 7. My job made me feel calm   | 1 | 2 | 3 | 4 | 5 |
| 8. My job made me feel confused   | 1 | 2 | 3 | 4 | 5 |
| 9. My job made me feel content ( <i>happy &amp; satisfied</i> )                                 | 1 | 2 | 3 | 4 | 5 |
| 10. My job made me feel depressed ( <i>very sad</i> )   | 1 | 2 | 3 | 4 | 5 |
| 11. My job made me feel disgusted   | 1 | 2 | 3 | 4 | 5 |
| 12. My job made me feel discouraged   | 1 | 2 | 3 | 4 | 5 |
| 13. My job made me feel elated ( <i>overjoyed</i> )   | 1 | 2 | 3 | 4 | 5 |
| 14. My job made me feel energetic   | 1 | 2 | 3 | 4 | 5 |
| 15. My job made me feel excited   | 1 | 2 | 3 | 4 | 5 |
| 16. My job made me feel ecstatic ( <i>thrilled</i> )  | 1 | 2 | 3 | 4 | 5 |
| 17. My job made me feel enthusiastic ( <i>very excited</i> )                                    | 1 | 2 | 3 | 4 | 5 |
| 18. My job made me feel frightened  | 1 | 2 | 3 | 4 | 5 |
| 19. My job made me feel frustrated<br>( <i>Annoyed because you cannot do what you want to</i> ) | 1 | 2 | 3 | 4 | 5 |
| 20. My job made me feel furious   | 1 | 2 | 3 | 4 | 5 |
| 21. My job made me feel gloomy ( <i>sad &amp; without hope</i> )                                | 1 | 2 | 3 | 4 | 5 |
| 22. My job made me feel fatigued ( <i>extremely tired</i> )                                     | 1 | 2 | 3 | 4 | 5 |
| 23. My job made me feel happy   | 1 | 2 | 3 | 4 | 5 |
| 24. My job made me feel intimidated ( <i>scared</i> )   | 1 | 2 | 3 | 4 | 5 |
| 25. My job made me feel inspired ( <i>encouraged</i> )  | 1 | 2 | 3 | 4 | 5 |
| 26. My job made me feel miserable ( <i>unhappy</i> )  | 1 | 2 | 3 | 4 | 5 |
| 27. My job made me feel pleased   | 1 | 2 | 3 | 4 | 5 |
| 28. My job made me feel proud   | 1 | 2 | 3 | 4 | 5 |
| 29. My job made me feel satisfied   | 1 | 2 | 3 | 4 | 5 |
| 30. My job made me feel relaxed   | 1 | 2 | 3 | 4 | 5 |



**III. Please circle one response** for each item

| The following questions concern your beliefs about <u>jobs in general</u> . They do not refer only to your present job. | Disagree very much | Disagree | Disagree slightly | Agree slightly | Agree moderately | Agree very much |
|---|--------------------|----------|-------------------|----------------|------------------|-----------------|
| 1. A job is what you make of it.  | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 2. On most jobs, people can pretty much accomplish whatever they set out to accomplish                                  | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 3. If you know what you want out of a job, you can find a job that gives it to you                                      | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 4. If employees are unhappy with a decision made by their boss, they should do something about it                       | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 5. Getting the job you want is mostly a matter of luck  | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 6. Making money is primarily a matter of good fortune   | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 7. Most people are capable of doing their jobs well if they make the effort   | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 8. In order to get a really good job, you need to have family members or friends in high positions.                     | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 9. Promotions are usually a matter of good fortune  | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 10. When it comes to landing a really good job, who you know is more important than what you know                       | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 11. Promotions are given to employees who perform well on the job   | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 12. To make a lot of money you have to know the right people  | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 13. It takes a lot of luck to be an outstanding employee on most jobs   | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 14. People who perform their jobs well generally get rewarded   | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 15. Most employees have more influence on their supervisors than they think they do                                     | 1                  | 2        | 3                 | 4              | 5                | 6               |
| 16. The main difference between people who make a lot of money and people who make a little money is luck               | 1                  | 2        | 3                 | 4              | 5                | 6               |

**IV.** The following items relate to the work related demands at the school. Please circle your response for each of the question in terms of how frequently did you feel this way in the last 30 days.

| Work Related Demand  | Never | Few times | Sometimes times | Quite often | Always |
|--|-------|-----------|-----------------|-------------|--------|
| 1. How often does your job require you to work very hard?                              | 1     | 2         | 3               | 4           | 5      |
| 2. How often does your job leave you with little time to get things done?              | 1     | 2         | 3               | 4           | 5      |
| 3. How often do you have too much paper work to do?                                    | 1     | 2         | 3               | 4           | 5      |
| 4. How often do you experience a large increase in your workload?                      | 1     | 2         | 3               | 4           | 5      |
| 5. How often do you feel a lack of recognition from the management?                    | 1     | 2         | 3               | 4           | 5      |
| 6. How often do you find it difficult in handling problems in the classroom?           | 1     | 2         | 3               | 4           | 5      |
| 7. How often do you feel a lack of support from your co-teachers?                      | 1     | 2         | 3               | 4           | 5      |
| 8. How often do you find it difficult to communicate with the parents of the students? | 1     | 2         | 3               | 4           | 5      |
| 9. How often do you get work that conflicts with your teaching?                        | 1     | 2         | 3               | 4           | 5      |
| 10. How often do you find your personal priorities are short changed?                  | 1     | 2         | 3               | 4           | 5      |
| 11. How often do you unclear about what your responsibilities are?                     | 1     | 2         | 3               | 4           | 5      |
| 12. How often find you predict what others will expect of you on the job?              | 1     | 2         | 3               | 4           | 5      |
| 13. How often do you feel unhappy due to inadequate salary?                            | 1     | 2         | 3               | 4           | 5      |
| 14. How often do you feel that you should be getting more benefits?                    | 1     | 2         | 3               | 4           | 5      |
| 15. How often do you feel that the increment system at your school is not fair?        | 1     | 2         | 3               | 4           | 5      |
| 16. How often do you feel stagnation in your professional development?                 | 1     | 2         | 3               | 4           | 5      |

V. Below is a list of statements dealing with your general feelings about yourself. Please circle one answer for each item.

|     |  | 1.<br>STRONGLY<br>AGREE | 2<br>AGREE | 3.<br>DISAGREE | 4.<br>STRONGLY<br>DISAGREE |
|-----|--|-------------------------|------------|----------------|----------------------------|
| 1.  | I feel that I'm a person of worth, at least on an equal plane with others. | SA                      | A          | D              | SD                         |
| 2.  | I feel that I have a number of good qualities.                             | SA                      | A          | D              | SD                         |
| 3.  | All in all, I am inclined to feel that I am a failure.                     | SA                      | A          | D              | SD                         |
| 4.  | I am able to do things as well as most other people.                       | SA                      | A          | D              | SD                         |
| 5.  | I feel I do not have much to be proud of.                                  | SA                      | A          | D              | SD                         |
| 6.  | I take a positive attitude toward myself.                                  | SA                      | A          | D              | SD                         |
| 7.  | On the whole, I am satisfied with myself.                                  | SA                      | A          | D              | SD                         |
| 8.  | I wish I could have more respect for myself.                               | SA                      | A          | D              | SD                         |
| 9.  | I certainly feel useless at times.   | SA                      | A          | D              | SD                         |
| 10. | At times I think I am no good at all.                                      | SA                      | A          | D              | SD                         |

**VI. For each item, please circle one response using the following scale where:**

1 = not at all true    2 = barely true    3 = moderately true    4 = exactly true

|  |   |   |   |   |
|--|---|---|---|---|
| 1. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.   | 1 | 2 | 3 | 4 |
| 2. I know that I can maintain a positive relationship with parents even when tensions arise.   | 1 | 2 | 3 | 4 |
| 3. When I try really hard, I am able to reach even the most difficult students.  | 1 | 2 | 3 | 4 |
| 4. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students' needs.                                     | 1 | 2 | 3 | 4 |
| 5. Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.   | 1 | 2 | 3 | 4 |
| 6. I am confident in my ability to be responsive to my students' needs even if I am having a bad day.  | 1 | 2 | 3 | 4 |
| 7. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.                                    | 1 | 2 | 3 | 4 |
| 8. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well. | 1 | 2 | 3 | 4 |
| 9. I know that I can motivate my students to participate in innovative projects.   | 1 | 2 | 3 | 4 |
| 10. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.  | 1 | 2 | 3 | 4 |

**Thank you so much for your valuable time and effort!**

**Your responses will be kept confidential.**

## **APPENDIX D**

### **Alpha Coefficients Of The Scales**

### ALPHA COEFFICIENTS OF THE SCALES (N=82)

| Measure                          | Alpha<br>Coefficients<br>of the scale<br>used | No. of items<br>in the scale<br>used | Alpha<br>Coefficients of<br>the original<br>scale | No. of items<br>in the<br>original scale |
|----------------------------------|---|--------------------------------------|---|--|
| 1 Work Specific Locus of Control | .80   | 13                                   | .83   | 16                                       |
| 2 Self esteem                    | .83   | 10                                   | .77 to .88  | 10                                       |
| 3 Teacher self efficacy          | .78   | 9                                    | .76 to .82  | 10                                       |
| 4 Workload                       | .71   | 4                                    | NA  | -  |
| 5 Interpersonal conflict at work | .52   | 4                                    | NA  | -  |
| 6 Role conflict                  | .69   | 4                                    | NA  | -  |
| 7 Career security                | .79   | 4                                    | NA  | -  |
| 8 Job Related Well Being         | .93   | 28                                   | .95   | 30                                       |

This table shows the reliability of the scales. All the scales have a high reliability and also when compared to the Coefficient Alpha of the measures from that of the “authors”. After the pilot study, the items with low reliability were deleted.

## **APPENDIX E**

### **Graphical representation of the Demographic characteristics of the Sample**

### E.1 Graphical presentation of demographic characteristics of the sample

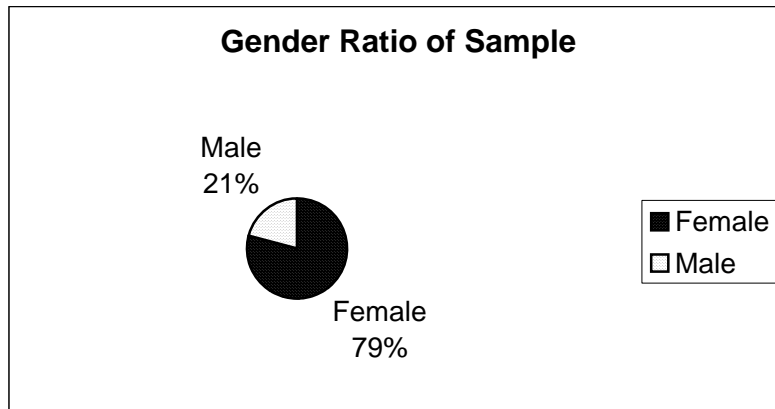


Figure a.: Male vs. Female ratio in the sample

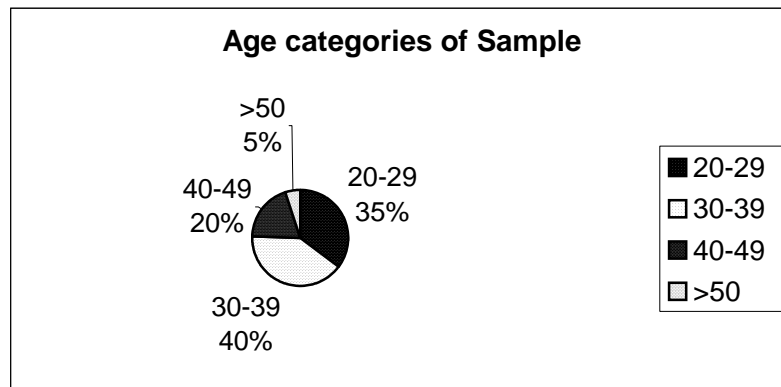


Figure b.: Age categories of the sample

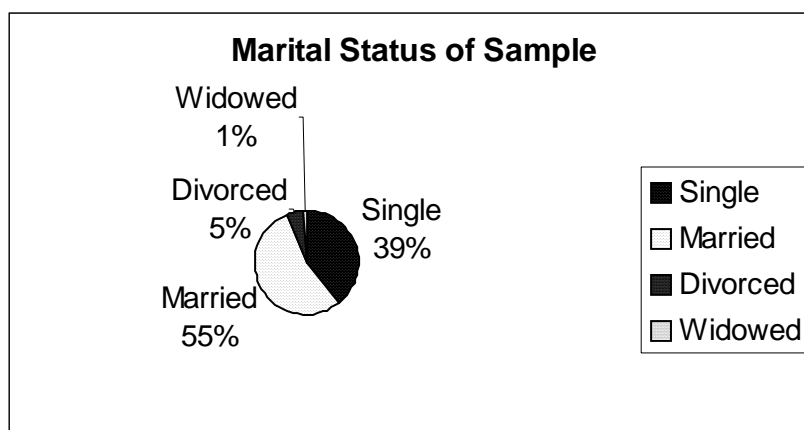


Figure c.: Marital status of the sample



**E.2 Graphs presenting the ethnic background of the sample of teachers working in international schools in Bangkok**

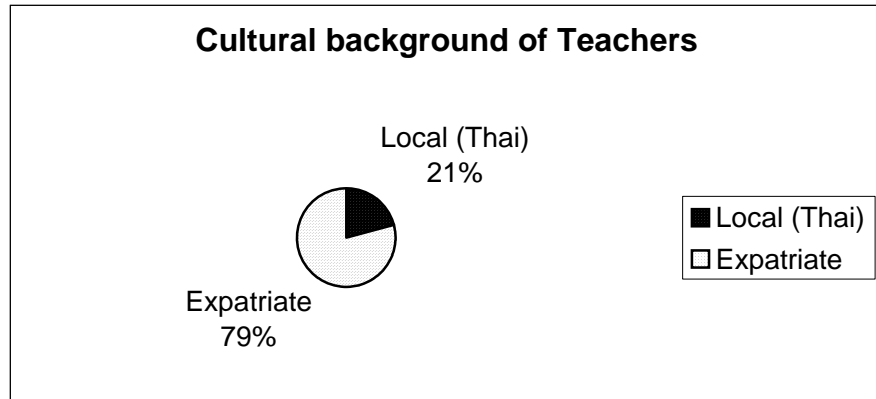


Figure d.: Expatriate vs. Local teachers

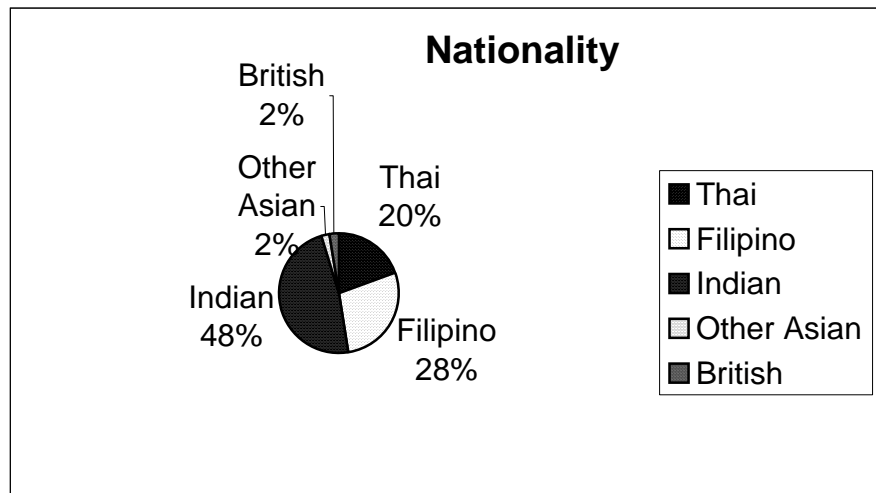


Figure e.: Nationality status

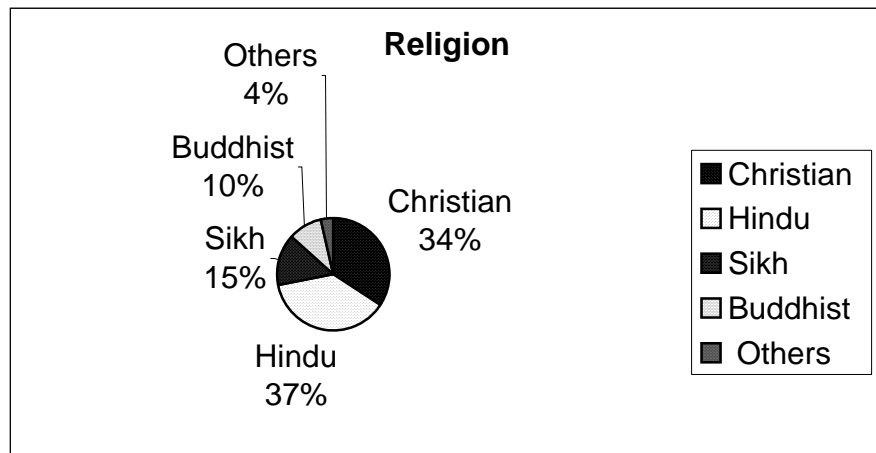


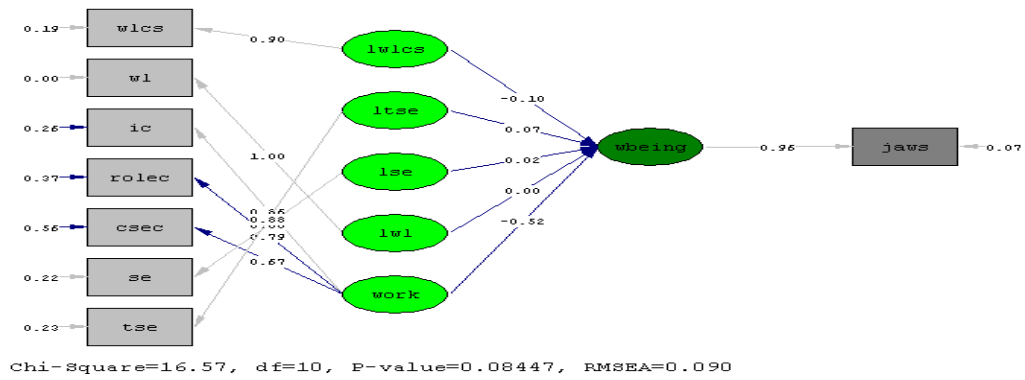
Figure f: Religious background of the sample

## **APPENDIX F**

### **SEM Analysis – Model A**

## SEM Analysis – Model A

Figure for the Model A



| Model              | $\chi^2$                      | RMSEA   | RMR  | CFI  | GFI  | NNFI |
|--------------------|-------------------------------|---------|------|------|------|------|
| Index fit criteria | Non-significant               | .05-.08 | <.05 | >.90 | >.90 | >.90 |
| Study model A      | $\chi^2(10)=16.57$<br>, p=.08 | .09     | .04  | .97  | .95  | .90  |

Goodness-of-fit indices for the model A

## **CURRICULUM VITAE**

## CURRICULUM VITAE

**NAME:** *KANU PRIYA MOHAN*

**DATE OF BIRTH:** 10 December 1968

**PLACE OF BIRTH:** Chandigarh, India.

**ADDRESS:** Apt#18A, Phatssana Garden, 19, Ekamai 6, Sukumvit Soi  
63, Bangkok, Thailand.

### WORK EXPERIENCE:

| <b>Year</b>  | <b>Position</b>                  | <b>Organization</b>   |
|--------------|----------------------------------|---|
| 2004-current | Human Resources<br>Manager       | Modern International School, Bangkok,<br>Thailand.              |
| 1999         | Visiting Faculty                 | St.Theresa Bradford Institute, Bangkok,<br>Thailand.            |
| 1996-97      | Visiting Faculty                 | Various Institutes, Chandigarh, India.                          |
| 1996         | Visiting Faculty<br>(Psychology) | Academic Staff College, Panjab University<br>Chandigarh, India. |
| 1991-96      | Deputy Manager                   | Punjab Wireless Systems, Chandigarh, India.                     |

### EDUCATIONAL BACKGROUND:

| <b>Year</b> | <b>Degree</b>   |
|-------------|---|
| 2002        | Registered for Ph.D. at the BSRI, Srinakharinwirot University, Bangkok, Thailand. |
| 1991        | Masters in Business Administration (M.B.A.)                                       |
| 1989        | Bachelors in Arts (B.A.)  |
| 1989        | Bachelors Of Honours (Psychology)   |
| 1985        | I.C.S.E. (Class 10)   |