

Improving the Wellbeing of Chinese Intern Teachers in Thailand through Management Practices

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Abstract

The objectives of this research were to identify the current state of school management practices and to determine school management practices which could improve the well-being of Chinese intern teachers in Thailand. The study involved a sample of 60 Thai schools where Chinese intern teachers have been interning since 2017. Respondents were Chinese intern teachers and school administrators, totaling 166 respondents. Instruments used were varying; a major tool was a survey questionnaire. This questionnaire is based on four elements of well-being, namely: culture adaptation, standard of living, social life, and language barriers. Collected data were analyzed using frequency, percentage, average, standard deviation, t-test, and content analysis through Google Forms and SPSS (Statistical Package for the Social Sciences). The results show the following: (1) current state of school management practices in overall aspects perceived by Chinese intern teachers was at a moderate level and were at the highest level when perceived by school administrators. When considering each aspect, the perceptions of Chinese intern teachers was at moderate level in almost all aspects, except the language barrier which was at low level. Unlike Chinese interns, school administrators perceived each aspect at the highest level. When comparing perceptions between the Chinese interns and the administrators, there were significant differences in perceptions in each aspect and with the overall aspects. (2) school management practices which could help improve the well-being of Chinese interns consisted of a main policy element and four sub-policies for each well-being element. Individual policies had particular procedures according to the nature of the policy. The core policy served as the spindle for other policies. Each main idea behind every policy was subjected to the act of preparing, publishing, and disseminating of concerned information. Training methods and activities were essential tools for all policies and should be provided for both Chinese interns and other school staff, including school administrators. These policies and procedures would help to promote teamwork and to unite all involved parties. The results of these management practices would provide a better quality of well-being for foreign teachers and eventually benefit other teachers as well.

Keywords: school management practices, well-being, Chinese intern teacher, internship, Thai school

Introduction

Chronically the dilemmas of this research originates from two gigantic changes presently evident in the world's economic market; the rising trend of "Mandarin fever" and the mega-project "Belt and Road" across Asia, Europe, and Africa, which has caused the number of Chinese language learners across the world to reached over 100 million in numbers (Hu, 2017). Consequently, the Chinese language teaching profession has become popular and qualified practitioners are in high demand. Under the Chinese teacher training program, students are required to undertake internship abroad for at least four months during their fourth year of study. Qualifications designate that "Intern teacher" be a regularly enrolled student of an approved teacher education institution who has taught aboard under the supervision of the staff of a recognized institution and in the employ of the school in order to acquire practical experience in teaching and for which the student receives both academic credit from the institution and financial compensation from the school (Oregon-laws.org, 2017).

These interns are sent to schools abroad either through government agencies or government-approved private agencies. Both types of agency are the coordinator between a university, a student, and a school. Interns do not have the right to choose a school, besides; if a student does not act accordingly by the rules regulated by the agency, their deposit money guarantee of their stay may be forfeited (China Language Resource Academy, 2018). Hence, interns ardently commit their efforts to work aboard successfully regardless of any difficulties they may face in an unfamiliar country. Similar to other South East Asian countries, Thailand has recognized the importance of learning the Chinese languages

and at present an ever growing amount of Thai schools offer Chinese language courses (Wuttiphon & Ting, 2013). Outcome wise, more Chinese teachers and Chinese intern teachers are working in Thai schools. Though, previous research has found that although Chinese teachers worked very well and admirably, they have faced many difficulties both in teaching and living conditions. Essentially, "wellbeing", and a standard of comfort is part of their problems (Bu, 2014, p.200; Liu & Wu, 2012, p.10).

According to numerous research studies, teacher wellbeing is a key to success at school. Teacher wellbeing has an impact on student achievement or, at the macro level, school performance; thus, schools should held accountable for teacher wellbeing (Briner & Dewberry, 2007, p.45). Currently, it does not appear that the management of the wellbeing of the Chinese interns in Thai schools is well established. Although some research has shown problems or difficulties experienced by Chinese teachers in Thailand, none of these research has focused on school management in this matter. This leads to the needs of the present study. This study on the past and current state Chinese intern teachers and effective school management practices for improving the wellbeing of Chinese intern teachers can help create a new body of school management knowledge. In return, this knowledge can be used to better care for the wellbeing of foreign (Chinese) teachers so that government agencies and other units involved can use the results of this study to establish potent practical policies, plans, rules and regulations in the future.

Objective

1. To identify the current state of school management practices for the wellbeing of

Chinese intern teacher wellbeing in Thailand.

2. To determine school management practices that can properly help improve the wellbeing of Chinese intern teachers in Thailand.

Literature review

1. Wellbeing of teachers Since the 1960s, there has been a steep increase in scholarly discussions of wellbeing, among them; the teacher wellbeing was considered one of the top issues. Dodge, Daly, Huyton & Sanders (2012, p. 230) proposed a definition of wellbeing as the balance point between an individual's resource pool and the challenges faced. Engels, Aelterman, Van Petegem and Schepens (2004, p. 128) projected that wellbeing is a positive emotional state that is the result of a harmony between the sum of specific context factors on the one hand and the personal needs and expectations towards the organization on the other hand. Holmes (2005, p. 50) stated that wellbeing was a state of being comfortable, healthy and happy. In conclusion, most definitions reflect a good and satisfactory condition of both the physical and emotional state of a person. If teachers do not experience a healthy sense of wellbeing at work or felt that they lacked competence, this might result in high stress levels; high stress affects work and is associated with wellbeing (Pillay, Goddard & Wilss, 2005, p. 25). In relation to this literature review, Chinese interns can be counted as a part of the school staff; they face numerous challenges which can effect on their wellbeing negatively. Ergo, schools should take notice and explore validated remedies for these matters.

Many researches have investigated common aspects or elements of wellbeing that affected expat employees, including teachers. Several elements in common include; cultural adaptation,

standard of Living, and language Barriers. According to Barends, wellbeing of expats comprised of (1) social life (2) feeling lonely (3) relocation process (4) career concerns (5) language barriers (6) food (7) sorting out healthcare (8) standard of living (9) cultural adaptation (10) bureaucracy/ corruption (11) raising children (Barends, 2016). A report of the survey on voluntary Chinese teachers in Thailand, Liu and Wu (2012, p. 15) mentioned about problems which Chinese teachers faced. This list contains various aspects of wellbeing such as (1) inconvenient travel (2) homesickness (3) poor housing conditions (4) monotonous life (5) deficient adjustment time/tools. Additional factors that affect the wellbeing of voluntary Chinese teachers and the struggles that they face are; an unfamiliar diet, difficulties in building relationships, unaccustomed climate changes and class order management. All the above are considered as wellbeing problems and can be counted as part of teacher wellbeing because they affect the physical and mental health of teachers conjunctionally stated in the studies of many studies. (Bu & Wu, 2014, p. 90; Wu & Guo, 2007, p. 90).

In cessation, the elements of teacher wellbeing can be categorized and grouped into four main elements; culture adaptation, standard of living, social life, and language barriers. Therefore, it is essential that Thai schools and administrators focus on the management of these elements. Improving conditions in order to achieve a healthier a more positive sense of wellbeing will create a more satisfying experience for Chinese interns.

2. Management practices

Management practices have been referred to the working methods and innovations that managers used to improve the effectiveness of work systems.

They also have been mentioned as a strategy of growing a business which is intended to help companies overcome the challenges of fluctuating markets and adapt to the ever-evolving needs of consumers (Goodrich, 2013). Moreover, Goodrich also stated that the formulation of policies and procedures has been an important step in management practices of an organization. Organizations that do not have policies and procedures would have more difficulties achieving their goals compared to ones that did.

In this case, policies are equivalent to the course of actions because policies dictate the company development and set a guideline for their staff. The missions dictate the procedures, describing outlines, course of action, general methods to be proceeded in order to fulfill the organizational goals. In other words, procedures complemented policies. Moreover, together policies and procedures guided an organization and reduced the liability of risks; it promoted consistency across the organization (Eva, 2011). Another viewpoint on policy is from Surbhi (2015), Surbhi stated that policies were general statement that set out the limits within which decisions were taken by the managers and thus assured the consistent performance.

Gasior mentioned that every industry had its own set of laws, regulations, standards, and best management practices. Good policy bonds organizations to the best management practices of their industry. Furthermore, policies and procedures provided a foundation for the organization's operations and management practices. He also pointed that policies and procedures helped to ensure that internal processes made sense and achieved the desired end. Policies and procedures should grow and change with the development of an organization, adapting to the organization's

needs and industry standards. Updating policies should be collaborative, and the administrators should work with leaders, employees from different levels of staff from the organization and representatives from groups who may be influenced by these policies. Employees should be able to easily refer to policies and procedures at any time (Gasior, 2018).

More scholars agree upon this explanation of the word "management practices" as mentioned above. However, it can be concluded that management practices are the key for school operation in improving the wellbeing of foreign teachers, including the wellbeing of Chinese interns in Thailand.

Conceptual Framework

To research various methods that will improve the wellbeing of Chinese intern teachers while they are employed by schools in Thailand. To apply past and current studies on the elements of wellbeing of foreign/expat teachers and data on the core components of school management practices in an exploration. Then to and later compile this information as a research conceptual framework and research the variables. Conclusively, concepts of teacher wellbeing were synthesized into four elements (1) culture adaptation (2) standard of life (3) social life (4) language barriers while the concepts of management practices were analyzed and summarized into (1) policy and (2) procedure.

Methodology

In achieving research objectives, the quantitative method was employed. In highlight, a part of qualitative data inquired was drawn from the literature review, the open-ended questions, and the interviewing of the experts. The research process was divided into 5 steps (1) to study the

research conceptual framework (2) to study the current state of school management practices as perceived by Chinese interns and school administrators (3) to compare the perceptions between Chinese interns and school administrators (4) to identify the concerning school management practices by Chinese interns and school administrators (5) to determine the proper policies and procedures to improve school management practices.

Population and Sample

The target population of this study was Thai schools that employed Chinese intern teachers that have been interning since 2017 till the present. There was neither official nor unofficial information on the total number of such schools from any government or private companies involved given publicly. Therefore, the purposive selected of the research sample was employed. Trial of searching and retrieving the number of Chinese interns to the number of the Thai schools was done by contacting several Chinese government-authorized agencies. Fortunately, one of the agencies which happened to be one of the leading agencies, agreed to manifest this information for the purposes of this study. This agency allowed the researcher to analyze a document of the general information of their list of intern teachers from 2017 until the present. From this list 120 intern teachers' names and email addresses were identified and confirmed. This information then was used to calculate the number of schools involved from the fact that this Chinese agency's policy was to place two interns in each school; therefore, the research sample has a number 60 Thai schools.

Research respondents were divided into two groups: the Chinese intern teachers and

the school administrators. The total number of respondents were 180 people (N=180) which consisted of 120 interns and 60 administrators. However, the total number of received response was 166 from which 120 came from the interns and 46 came from the school administrators.

Research Tools

A self-made questionnaire, an evaluation form, and an interview form were used as research tools with the questionnaire as the core instrument for this study. Two sets of questionnaires in Google Form Survey were constructed within the same contents: one for the interns and one for the administrators; were sent to the Chinese interns using social networking sites. The questionnaire was developed using both a Likert rating scale ranging from 5 to 1 and open-ended questions. The proficiency of the three connoisseurs was solicited for the validity of the questionnaire and the Index of Consistency (IOC) validity was at 0.908. The Cronbach Alpha Coefficient of reliability from the try-out group was at 0.974.

Data Collection

Apart from the data on the validity of the questionnaire which the researcher collected by personally handing to and collecting from the connoisseurs, the letter of cooperation for data collection from the university together with the link of the Google Forms Survey, were sent to 120 Chinese interns through their email addresses. The instruction on the Google Form Survey was that all the interns were asked to answer their set of questionnaires and was also requested to forward the email to their school administrators and ask them to answer the questionnaire from the administrator set. Hence, the data collected must originate from two interns and one admin-

istrator per each school. The researcher had an advantage of using Google Forms Survey which helped provide an efficient way to create an online survey, with responses collected in an online spreadsheet. Respondents answered questions from any web browser including mobile smartphone and tablet browsers. Data on the stage of determining proper school practices was collected by telephone interview with three experts who have had several years of experience as school administrators at schools where expat teachers worked.

Statistical Analysis

The data analysis of the questionnaire consists of two parts (1) the respondents' basic information was analyzed by using descriptive statistics to identify frequency and percentage (2) the information on the current state of school management practices was analyzed to identify means, standard deviation (SD) and p-value. The answers from the 5-rating scale, ranged from 4.20-5.00 = the highest, 3.40-4.19 = the high, 2.60-3.39 = the moderate, 1.80-2.59 = the low, 1.00-1.79 = the lowest level of practices or needs for practices; was analyzed by descriptive statistics to find means and standard deviation while the answers from the open-ended questions were analyzed by content analysis. When comparing the differences of perceptions between the interns and the administrators, the inferential statistics (t-test) was employed and a significance level of 0.01 was used to test the null hypothesis. Therefore, Google Forms Survey and SPSS for window were employed in this study.

Result

The current state of school management practices on the wellbeing of Chinese intern

teachers in Thailand is presented into two parts as follows: demographic data of respondents, current state of school management practices and school management practices that can properly support the wellbeing of Chinese intern teachers in Thailand.

Demographic Data of Respondents

All the Chinese interns have been working in Thailand for more than four months and only fourteen percent (14%) had more than four months of overseas living experience prior to coming to work in Thailand. Among the total number of interns, there were more female (78.4%) than male (21.7%) and more than half of them (66.7%) have been doing their internship at secondary school level. Most of them (84.2%) reported that they had a heavy workload which was the length of working from ten hours or more in a week.

In the case of school administrators, the number of school administrator respondents was the same between male and female and more than half of them (69.6%) worked at secondary schools. Most of them (80.4%) were school directors while a few (19.6%) were deputy directors. Almost all of the administrators, (91.3%) have been working in an administrative position for more than one year and nearly all of them (93.5%) have had one year or more-working experience at schools employing Chinese interns. None of them have had attended either a training or a seminar program on foreign teacher wellbeing management.

The Current State of School Management Practices on the Wellbeing of Chinese Intern Teachers in Thailand

The results on the current state are presented into two parts; one obtained from the rating scale questions and the other from the open-ended questions. Results from questionnaires are shown in Table 1.

Table 1

The current state of school management practices on the wellbeing of Chinese intern teachers in Thailand as perceived by Chinese interns and Thai school administrators

Thai school management practices on the wellbeing of Chinese intern teachers according to each element	Chinese interns (N=120)				Thai school administrators (N=46)			
	$\bar{X}$	SD	Level	Order	$\bar{X}$	SD	Level	Order
1. Cultural adaptation	2.76	0.794	moderate	1	4.42	0.537	highest	3
2. Standard of living	2.67	0.760	moderate	3	4.44	0.550	highest	2
3. Social Life	2.71	0.818	moderate	2	4.31	0.488	highest	4
4. Language Barriers	2.36	0.801	low	4	4.47	0.640	highest	1
Overall	2.63	0.672	moderate		4.41	0.493	highest	

Research findings indicate that the Chinese interns perceived the school's management on teacher wellbeing was at an unsatisfactory level, especially in the area of Language Barriers management which was at the lowest level of satisfaction when compared to the rest of the elements. This result points out that Chinese intern teachers would like Thai schools to improve the wellbeing of Chinese teachers whom are studying in their institution and under their employment. On the contrary, Thai school administrators perceived that teacher wellbeing practices were at the satisfactory level; overall and each element were at the highest degree. This research data established that improving the wellbeing of Chinese teachers was not a major or urgent concern for administrators. The gathered information also emphasizes that there was a significant difference between the perception of the Chinese intern teachers and the Thai school administrators on the current state of school management practices concerning the wellbeing of Chinese intern teachers.

According to the t-test analysis, the p-value of each element and overall of the school management practices pertaining to the wellbeing of Chinese interns was at 0.00. This indicated that the two respondent groups did not see

school management practices at the same level. Thus, the null hypothesis was rejected. It could be assumed that the Thai school administrators perceived the schools had already done enough for the wellbeing of Chinese interns while the interns perceived that there was still a gap which schools can improve upon.

According to the feedback from the open-ended questions, respondents did not answer all of the questions; respondents did not answer all of the questions leading to a limited amount of collected data to be analyzed. The received answers were mainly from the Chinese interns and these results also focused in same direction of improvement of wellbeing management in all sectors of the elements. For ease of interpretation, examples of the interview dialogues were presented here:

The Chinese intern said, "Living in Thailand is difficult, often frustrating, ever exhausting, and always busy." Likewise, another Chinese intern stated, "Thai language is very difficult and living and teaching in Thailand is frustrating without knowing how to speak Thai; besides, Thai schools do not support us in this matter." Remarks from another Chinese intern claimed, "We have a tough time commuting from places to places in

Thailand, even between the accommodations and schools.”

A Thai school director said, “Although there is room to improve our school’s hospitality in order to help the Chinese interns to have a better stay in Thailand, the interns must apply themselves with dedication and consciousness towards their duties and responsibilities and not to have high catering expectations when living aboard.” According to another school director, “Our school always pays attention to the wellbeing of our staff including the wellbeing of our Chinese interns. Chinese interns and other staff have been treated equally.” Similarly with the earlier mentioned, a deputy director commented, “Our school staff carry out their duties well. My only suggestions are to give more information on how to make life easier to adapt to in Thailand and to organize more social activities for Chinese interns.”

In conclusion, the answer to the rating scale questions and open-ended questions, when combined, resulted in the same way. Mostly, responses from the open-ended questions provided detailed information to expand on the answers of the rating scale questions. The research results

showed that the Chinese interns saw a need to improve the management of wellbeing of Chinese interns living in Thailand. Whereas, the administrators saw that schools have done enough to accommodate these Chinese interns.

Proper School Management Practices that Can Help Improve the Quality of Wellbeing for Chinese Intern Teachers temporary living in Thailand

One main policy and four sub-policies for a better quality of wellbeing of these Chinese student teachers is establishing proper school management practices. The procedures for each policy were developed in accordance to the contexts of each policy. The main policy functioned as the axis for the sub-policies, and it involves the process of how to prepare, publish, and disseminate the implicated information. Although each policy had its own perspectives, training techniques and specific designed activities played a big role as core procedures (see figure 1). These policies and procedures promote teamwork would involve everyone in unity. This will improve the quality of wellbeing for Chinese teachers, the wellbeing of other foreign teachers, as well as positively effecting domestic teachers too in the process.

CULTURAL ADAPTATION Policies 1) New Comers Wellbeing Orientation Procedures: 1.1) Set up an orientation about school rules and regulations 1.2) Give information about basic Thai culture and customs 1.3) Provide opportunities to participate in Thai cultural learning experiences outside of the school's institution Policies 2) Publishing School Regulations in English Procedures: 2.1) Publish, summarize, and discuss rules and regulations 2.2) Arrange discussions in the case of misunderstanding before accusations or punishment Policies 3) Teaching Basic Thai Language Used in Daily Life Procedures: 3.1) Teach more complex Thai used in daily life 3.2) Organize extra Thai language lessons and activities useful to navigate daily life	STANDARD OF LIVING Policies 1) Providing Comfortable and Safe Accommodations Procedures: 1.1) Provide nearby school accommodation 1.2) Pay attention to accommodation safety issue 1.3) Place an urgency on solving any issues with accommodation Policies 2) Providing a Safe and Free Commute Arrangement Procedures: 2.1) Give basic information and guidance on local transportation 2.2) Provide (free) school transportation 2.3) Arrange transportation with potential partners Policies 3) Easy Access to Medical Health Care Procedures: 3.1) Give basic information and guidance on Medical Policies 4) Providing Sufficient Nutritious and Tasty Meals Procedures: 4.1) Give basic information and guidance on Thai foods 4.2) Provide meals during work breaks 4.3) Prepare nutritious and tasty food
SOCIAL LIFE Policies 1) Strengthening Interactive Relationships between (Teacher, Student, Parents, and Local Community) Procedures: 1.1) Arrange group activities among teachers, students, parents, and local community 1.2) Set up a cooperation based working environment 1.3) Promote activities that encourage Chinese interns to befriend more people Policies 2) Outside School Activities Enhancement Procedures: 2.1) Give basic information and guidance on where and how to meet new friends 2.2) Introduce ways to contact interesting people and places outside of schools for free social activities Policies 3) Creating a Chinese Teacher Network Procedures: 3.1) Gather wellbeing related information about Chinese teacher staying and working in Thailand 3.2) Establish a Chinese teacher network	LANGUAGE BARRIERS Policies 1) Hold Arranged Group Meetings for Language Exchange Purposes Procedures: 1.1) Organize staff groups who have an interest in language exchange 1.2) Allocate a staffroom for the purposes of socialization (language exchange) Policies 2) Language Training in Thai and English for Working Purposes Procedures: 2.1) Schedule Thai and English lessons for all teachers and staff 2.2) Arrange for a teacher to teach Thai and English for working purposes Policies 3) Anywhere Learning of Thai and English Procedures: 3.1) Organize language learning activities outside of school 3.2) Provide more detailed information on Thai and English courses available

Figure 1 Policies and procedures for each wellbeing element from all four elements

The main policy along with procedures was decided from analyzing the comments and suggestions of the experts who were interviewed

to highlight the rest of the policies as shown in figure 2

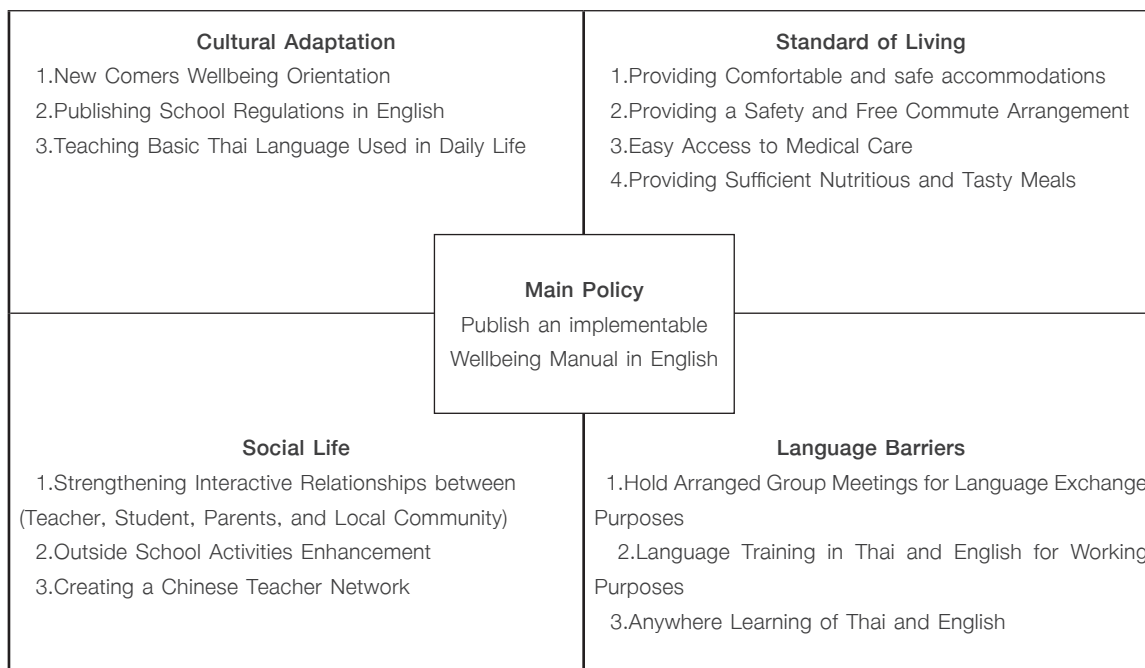


Figure 2 Main and sub-policies for Chinese intern wellbeing

Main policy: Publish an implementable wellbeing manual in English

Procedures of the main policy:

1. Gather information from both Chinese interns and school administrators as to be data for develop as the main policy.
2. Develop versions of policy manual in Thai and English versions.
3. Summarize the policies and procedures onto a one-page flyer or a poster.
4. Schedule trainings or seminars to discuss the wellbeing manual.
5. Implement the policies and procedures seriously by regularly checking if the management practices are still effective.
6. Place importance on the issue of wellbeing of Chinese intern seriously – (provide a hotline, provide a mentor or counselor for them).
7. Carry out the practices related to wellbeing management with sincerity

Discussions

The results of this research revealed that perceptions of Chinese interns and school administrators on the quality of wellbeing differed in all aspects, and the administrators' perceptions were higher in every aspect. This result is supported by numerous studies which indicated that when it comes to workplace expectations, employers and employees often perceive situations differently. Executives often find that they perform well enough while their counterparts often see the opposite (Mullich, 2018). To further discuss this issue, the administrators commented that schools had performed well to meet these wellbeing needs at the highest level in all wellbeing elements while Chinese interns; on contrary, believed that school's performance was at a moderate level. This leads to the conclusion that Chinese interns see a gap in school management of teacher wellbeing that should be improved upon.

The results of analyzing this gap highlighted which elements should be improved upon. These

numbers explained the reasoning why Chinese interns feel a low sense of confidence for their wellbeing which may affect their trust in Thai school institutions and the administrators at these schools. This problem might even negatively affect to their internship situation in Thailand which could cause irreconcilable damages for both the reputation of Thailand's educational system and to the interns themselves. It is noted that the concern of these Chinese interns is congruent to the current education environment where the wellbeing of teachers is overlooked as a 'nice to have' rather than as an essential part of the educational system (Educational Support Partnership, 2018). However, it is important to keep in mind that the wellbeing of a teacher affects the success of the students as well. Therefore, Thai schools should place more emphasis on providing a positive quality of wellbeing for foreign teachers that are studying abroad while under the employment of school institutions. Administrators should be made aware of the scale of the issues and become more involved in the management process rather than making optimistic assumptions on this matter.

Chinese interns are greatly concerned on successfully completing of their internship in Thailand since it will affect their graduation from the course. Research results indicated that their wellbeing played a major role on their stay which requires them to cope with both expected and unexpected problems. All four elements of wellbeing were the issues that Chinese interns found difficult to traverse. These problems can be remedied through school management practices. A suggested solution is to have school administrators and colleagues act as supervisors or provide support, assistance, and encouragement relating to these wellbeing issues (Educational Support Partnership, 2018). This would help Chinese and

foreign interns persevere through any unpleasant wellbeing situations, reduce stress and general dissatisfaction. Likewise, Barends mentioned that it is essential to improve the wellbeing of expats because a wellbeing status that is below expectation leads to dissatisfaction (Barends, 2016).

Based on the analysis of the demographic data, most Chinese interns (86%) had less experiences being aboard since only fourteen percent (14%) of them indicated that they had more than 4 months of overseas living experience before coming to Thailand. Under this circumstance, foreigners who had little to no overseas experience would face more challenges (Lee, 2014). Many Chinese interns face wellbeing challenges such as: cultural adaptation, standard of living, social life, and language barriers. If Thai school institutions remain immobilized by not providing foreign implants the tools to help them to adjust to the challenges of living abroad and improve their wellbeing, increasing dissatisfaction and negative feedback will be the result. The reputation of the Thai educational institution and that of Thailand as a country maybe looked upon in a less favorable manner by current and future aspiring Chinese intern teachers and other foreigners. This is because people perception of the country through their own experiences and logic; they will then share this first impression created by that country with friends and family members, this information can either be positive or negative, later this information will become a label for this destination and be its image those (Dhaliwal, 2018). Pre-training or seminars on culture adaptation may be a good choice that the involved agencies should be considered. Providing such seminars for Chinese interns before placing them to their internship program would help them to adjust better within a different culture. This was confirmed by Ward,

Bochner and Furnham (2001, p. 415) that giving some form of culture training and orientation to expats before sending them abroad should be an essential part of adjustment.

Concerning the issue where Thai school administrators responded that they had never attended any seminars or had received any training on practicing wellbeing management for foreign interns, implies that these administrators might lack of specific management knowledge in this area. The wellbeing of teachers is an extremely important area of educational administration. It should be a requirement for administrators to have considerable training experience on this subject Viseshsiri (2009) stated that all Thai school administrators should experience some form of management training both pre- and in- service in order to equip themselves with necessary knowledge. As such, related authorities should arrange seminars or training so that the administrators can relate to how important the wellbeing of teacher is and how to manage it effectively.

While the wellbeing element on Standard of living was explored, the issues on transportation and accommodation were pointed out as one of the top problems Chinese interns faced. The findings were in accordance with the study of (Barends, 2016) that commuting in a foreign country was a secondary concern. Although supporting Chinese interns on their commute to work may seem difficult, schools should at least provide the necessary information or give some advice. Apart from transportation problems, housing was found to be secondary on a list of concerns by Chinese interns. Some schools provide dormitories for interns. However, unexpected situations encountered in the accommodation are usually not be solved quickly enough. This is in line with Wu and Guo (2007, p.85) who addressed that

finding accommodations was an obstacle for Chinese interns who worked in Thailand. Hayden (2006, p.147) also stated that the provided living accommodations may not live up to expected standards; nevertheless, it should have tight security. The rest of the Standard of living sub-elements, for example; access to the telephone/internet, living environment, interpersonal interaction, and etc. were also viewed as problems that needed to be addressed. This is consistent with the results reported by many previous studies (Bu, 2014, p. 199; Wu & Guo, 2007). Therefore, Thai schools should earnestly place more effort in solving these problems.

When examining the Social Life element, Chinese interns proposed the need for more school organized-activities to strength the relationship between interns and the local community. Establishing good relationship between interns and the local community. Establishing good relationships between foreigners and locals is important and should be encouraged because lack of friends can cause loneliness and effect the wellbeing (Barends, 2016). Moreover, (Ward & Rana-Deuba, 2000, p. 300) found that promoting a positive relationship between foreigners and local people increases the quality of the support foreign interns feel from their host country. Ergo, school administrators should have a part in managing these social factors while enhancing the interns' sense of belonging and acceptance while they are in Thailand.

Language Barrier was found to be the worst problem among all wellbeing management problems. Not only the Thai language but also English was found to be a high level of concern for Chinese interns. In accordance with these finding, Johnny (2013) stated that if a person moves into any country where English was not widely spo-

ken, that person would have a very hard time communicating and adjusting to the local community. More research supports this problem, Wu and Guo (2007) found that the main problem faced by Chinese teachers in Thailand was poor communication with Thai people including people within and outside the school's institutions. The inability of these Chinese interns to understand the Thai or English language is a major cause of misunderstandings. This present study found that some of the interns mentioned that they have not learnt Thai before coming to Thailand; yet, they hope to receive Thai language training from their employing schools. On the other hands, according to the answers from the open-ended questions, some Thai administrators stated that the purpose of Chinese interns coming to Thailand was to teach Chinese and not to study the Thai language. They also added that if the interns wanted to learn Thai they should find a way to do so on their own. This opinion may be too strong because understanding the local language is a good tool for teaching any language, especially in a country where English is not widely spoken. This fact matches a previous study by (Hayden, 2006) who found that understanding local language can help a foreign teacher to perform his/her job better. This also aligns with what Barends mentioned as one of the major problems' expat faced, the language barrier. He recommends that expats should learn how to communicate in the local language (Barends, 2016).

From the viewpoint of Chinese interns, the wellbeing of teachers should be improved; better policies and procedures need to be formulated and executed. Through this research one main policy and four sub-policies are proposed in the hopes that they would help provide a better quality of wellbeing for Chinese interns living in Thailand.

Numerous studies support this theory; formulating a wellbeing policy and committing to suitable institutional management practice procedures will lead to the improvement of teacher wellbeing (Eva, 2011; Gasior, 2018; Surbhi, 2015). These studies suggested that policies and procedures help to ensure that internal processes make sense and achieve the desired end. The policy that emerges from the preparation of those involved is often a policy that has been successful (Eva, 2011; Gasior, 2018). In relation, the main policy proposed for the wellbeing manual and the dissemination of these manuals is a justifiable path, its educational contents should be an amalgamation of vision from teachers, administrators and related parties. An agreement on the importance of wellbeing concerning foreign teachers should be made into a protocol, implemented and endorsed seriously.

Recommendations

1. Recommendations for Implementation

1.1 Not only is empathy and encouragement is needed, strict implementation will create a positive change. The involvement of administrators is not the only solution to solving the problems of low standards of teacher wellbeing, many remedial methods need to be supported by school budgeting and management organization. Therefore, the Thai Ministry of Education should consider investing a specific budget for this matter. In addition, other resources such as school buses and school practices and management training on how to deal with the wellbeing of foreign teachers is also in needed.

1.2 Thai school administrators can help improve the experience of wellbeing for Chinese interns in many ways, it mainly depends on how concern they are or what their personal perceptions they have on this issue. The first

step recommended by this research is to inform school administrators that the wellbeing of foreign teachers is an important issue that requires their immediate attention. Meetings to discuss the concerns of this issue should be held regularly or integrate it as a part of their routine work. These statistics on the wellbeing of Chinese teachers studying and working in Thailand can be used to form suitable and applicable policies and procedures for any educational institution employing foreign teaching staff. After tailoring these policies and procedures, administrators should commence their implementation in an effective strategy.

1.3 It was found that Chinese interns faced many wellbeing problems in Thailand and perhaps in other countries as well. Suggestions of course improvement are then received by the China International Education Department and the Chinese Educational Institution, which is directly involved with this matter in preparing Chinese students prior to their internship abroad. The information and the recommendations on staying and working abroad should be disseminated and relayed to candidates either by first person contact, arranged seminars, training sessions, or partnered websites and blogs.

2. Recommendations for Future Research

2.1 This study encompasses and focuses on mainly four elements of teacher wellbeing, a research recommendation for future reference is to extend the boundary of elements concerning the wellbeing of foreign and local teachers. Other coinciding elements to are namely physical safety, financial management, and etc. Future researchers have the option of furthering the exploration of both the wellbeing problems and school management practices. This can be done by researching more on how to improve the wellbeing of foreign and Chinese intern living in Thailand. More research especially ones with different methods can be conducted based on from different perspectives to improve the overall wellbeing of Chinese interns in Thailand.

2.2 Future research on comparing the differences on how foreign teachers and Thai administrators perceive wellbeing in detail is required, as it was reinforced by the statistical results of this present study that they had different perceptions. It is also recommended that the in-depth studies should be further explored on the reasons for the existence of these differences and seek a way to establish mutual understanding



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