

CORRELATION BETWEEN FOREIGN ENGLISH SECOND LANGUAGE (ESL) TEACHERS' REASONS TO TEACH IN THAILAND AND THAI STUDENTS PERCEPTIONS TOWARDS ESL TEACHERS

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Abstract: Careful attention should be given to the individual motivations of foreign native and non-native ESL teachers wanting to teach a variety of subjects using the English language as the language of instruction at Thai educational organizations. Schools should, apart from looking at the basic qualifications of a teacher, also look at what are the motivational factors which drives the teacher to teach in Thailand. The motivational factors which are the driving force behind the teacher, will influence the student's approval rates of the teacher, and as such can lead to more meaningful learning experiences for the students. The results of this research revealed that students could vividly recall both the best and worst teachers, and could provide rhyme and reason as to why the students were thinking in that manner. Furthermore, traveling teachers, teachers who would only stay at the school for one or two terms, were not memorable to the students, and as such didn't have any proven positive or negative impact on the students.

Keywords: ESL, Teachers' motivation, Students perception.

1. INTRODUCTION

Many foreigners think that when coming to Thailand, a country is visited where foreigners can do whatever a foreigner desires to do. To understand this perception most foreigners have regarding to Thailand, one must first look at the word "Thailand". The word "Thailand" consists of 2 distinct parts. The second part "land" speaks more or less for itself, as one of the meanings of "land" is "a group of people". The first part of the word "Thai" has two meanings. Thai means "Free", thus Thailand can be explained as "the land of free people". The second meaning of "Thailand" is: the land of the Thai people, as the Tai are an ethnic group in this country. (Hulme, 2018) Many foreigners tend to take the first meaning, land of free people, to their heart and as such think that rules and regulations do not apply while being in this country.

There is a great demand for foreign ESL teachers by the Thai educational institutions, but the influx of properly qualified foreign ESL teachers is not nearly enough to fulfill all vacancies for foreign ESL teachers at schools (both governmental and privately operated) in Thailand. This shortage of qualified teachers opens doors for those foreigners who come to Thailand in search for an occupation which pays those teachers while traveling in Thailand.

It is quite common to see that many foreigners are entering the ESL teaching world in Thailand, without having a clear picture of what is expected from them in the first place. In a blog, published on the internet on October 7, 2015, Chris and Angela wrote the following: "As many times as I've heard that teaching is among the hardest, least appreciated, and most underpaid jobs out there, these truths still apply in Thailand. Yes, it will continue to be a physically and an emotionally demanding job. After all, teaching doesn't become easier just by crossing a few countries' borders." (Chris & Angela, 2015)

When researching video streaming websites like youtube.com one can find that there are many videos in which foreigners are advertising to come to Thailand and start working as an ESL teacher. After listening and looking carefully to these messages it becomes clear that the

number one reason for the majority of those potential teachers to come to work in Thailand is: adventure.

An internet search for reasons as to why work in Thailand as an ESL teacher shows that different resources are providing more or less the same reasons. Goabroad.com, Greenhearttravel.com, Reachtoteachrecruiting.com and Ajarn.com are just a few of the websites which are promoting Thailand as the ideal destination to teach ESL. Ajarn.com (2016) provides a list of 15 reasons why foreigners are seeking a teaching position in Thailand.

The 15 reasons as to why to work in Thailand as an ESL teacher are illustrating clearly the problem we are facing: potential ESL teachers are coming here for a wide variety of reasons, but unfortunately none of these reasons is to teach English (or other subjects, using the English language as the medium of instruction) to better the Thai students, to help Thailand with the acquisition of knowledge through the use of the English language.

Of course, there are a great number of dedicated foreign teachers in Thailand, who do try to make a difference in the lives of their students, but those teachers are holding the minority position. Due to the shortage of qualified foreign teachers, mostly self-centered tourists are brought into the Thai educational system as ESL teachers. These potential teachers create a whole series of new problems and situations to which Thai students, Thai teachers, school administrators etc. will have to adjust, with all its consequences for all participants in the Thai educational system.

1.1 Purpose

The purpose of this Independent Study is to identify characteristics in foreign ESL teachers, which are considered by Thai students as contributing factors, for their successful learning with said teachers. The premise here made assumes that Thai students are more willingly to study with a teacher if the students consider this to be a good teacher, as opposed to their willingness to study with a teacher whom the students consider to be a less desired teacher.

2. LITERATURE REVIEW

2.1 Theories of Motivation

Over the duration of many years a great number of different theories on motivations have emerged. This paragraph will summarize these different theories, and the researcher is guided by using William Armstrong's "Handbook of Human Resources" (Armstrong, 2009), of which chapter 19 is devoted to "motivation".

Due to the fact that there are quite a number of different motivation theories, different categories of motivation theories were developed. Those categories are: 1. reinforcement theories, 2. instrumentality theories, 3. content or needs theories, 4. process or cognitive theories, and on top of these categories Herzberg's Dual Factor (Two Factor) theory, and McGregor's Theory X and Theory Y are placed, as those theories can't really be placed in one of the major categories. A more complete description of what the above mentioned categories of motivation theories entails, can be found in "Handbook of Human Resources" (Armstrong, 2009).

Hierarchy of Needs. needs (content) theory. In 1954 Abraham Maslow wrote "Motivation and Personality". In short, his theory which encompasses that a hierarchy of five needs exist: 1. physiological, 2. safety, 3. social, 4. esteem, and 5. self-fulfillment. Needs at a higher level only emerge when a lower need is satisfied.

Dual Factor Theory (Two-Factor) of Frederick Herzberg (1957) emphasizes on the fact that there are two groups of factors which affect job satisfaction: 1. those intrinsic to the work itself; 2. those extrinsic to the job (extrinsic motivators or hygiene factors) such as pay and working conditions.

2.2 Factors which are Influencing Teachers Motivation

When talking about the different factors which are influencing teacher's motivation, first and foremost has to be kept in mind that teachers are playing a very important role in the learning process of students. It is not uncommon that students will idealize teachers and will even copy the teacher's behavior, or subtle things related to the teachers dressing habits, eating and drinking habits etc. On more than one occasion, with both primary and secondary students involved, students would copy the researcher's dress code (a dress shirt, with necktie, and 3 pens in his shirt's front pocket, black pants and black shoes). When asked to describe the teacher, either in a drawing or verbally, the above mentioned would surface. Then there are the times that a large group of students suddenly started to drink fruit flavored water, just because the researcher was drinking it at school. What this illustrates is the importance of the teacher in the daily life of the students. The motivation of a teacher is something, although intangible for the students, which will radiate out of the teacher, for the students to perceive and identify as either a positive or negative influencing factor. As such the motivation of a teacher is of paramount importance, as the teacher's motivation directly affects the students.

Since teacher's motivation is of such an importance for students, many questions related to motivation have been raised.

One of the questions which can be asked is: What are the factors that affects teacher's motivation? There is a multitude of factors which are affecting a teacher's motivation to teach students. Some of these factors are: 1. personal / social factors, 2. the classroom environment, 3. socio economic status, 4. students' behavior, 5. examination stress, 6. rewards and remuneration, 7. personality of the teacher. (Alam & Farid, 2011) The above mentioned motivational factors will probably affect most teachers in the world one way or another. For the purpose of this Independent Study project it is particularly important to know how the personal / social factors of foreign ESL teachers, who have (temporarily) given up careers in the teacher's home country to work in Thailand, compare to the outcome of the Alam & Farid research paper: "Factors Affecting Teachers Motivation". (Alam & Farid, 2011)

2.3 Students Achievements in Relation to the Quality of Teachers

In the research paper "Factors determining student achievement" Krisztián Széll looks at the context of student achievement at school. Széll notices that the most common used method for measuring the quality of a teacher and the school's achievement is the value-added model (VAM). This model looks at the socio economic status (SES) of the student and the school. Széll mentions that there is a wide support to be found in literature that any measurement of teacher and school achievement should not only address the exclusive domain of student performance, specifically as such an assessment can have dire consequences. (Széll, 2016) Furthermore, it is also widely believed that the application of student results as a means of assessment is far more relevant in an evaluation of schoolwork as a whole than it is for the individual appraisal of teachers (OECD, 2013).

2.4 Students Perceptions

Dr. Janice Marie Donahue wrote in 1994 in the dissertation "Student perceptions of their teachers, school and themselves as learners" (Donahue, 1994) that students are now being asked to give feedback to assess the instruction. Students are in a position where they can use their understanding of the manner in which instruction is provided to them throughout the academic year. This important feedback cannot be acquired by school administrators in any other way. Therefore, students are in a position where they can make more a more accurate discernment related to teacher performance compared to any other evaluator, visiting the classroom intermittently.

3. METHODOLOGY

3.1 Research Design

This research was conducted as a qualitative research project, in order to explore the correlation between foreign ESL teachers' reasons to teach in Thailand and Thai students' perceptions towards ESL teachers.

To be able to determine the reasons and attitudes of native and non-native ESL teachers towards teaching English in Thailand, the researcher developed the "Social Media, Teachers and Students data collection set" (SMTSDC). Using the SMTSDC, the researcher collected raw data from YouTube and Facebook, together with focus group interviews with native and non-native English teachers. The collected data was analyzed, looking for common patterns and how these patterns relate to intrinsic or extrinsic motivations of the teachers.

For students' perception of their native or non-native English teachers, the researcher decided to ask only 3 basic questions, and analyzed the provided answers, looking for common patterns.

In the final part of this research project, the researcher tallied the amount of primarily intrinsically motivated teachers, and the amount of primarily extrinsically motivated teachers. Students perception data was further used to determine which kind of teachers the students preferred: intrinsically motivated teachers or extrinsically motivated teachers.

3.2 Target Population and Sample

All native and non-native ESL teachers in this research project were selected solely to the researcher's convenience.

The target population was chosen in the following manner: The 15 YouTube videos which were the highest ranking videos related to teaching ESL in Thailand were selected, together with all the comments made to those videos. On Facebook the researcher posted a series of statements on ESL teachers' groups (both in Thailand as outside Thailand). All comments, likes, dislikes which were received to those statements were recorded and used to document the research. This means that YouTube videos and Facebook comments were not handpicked to represent the researcher's point of view. Finally, the native and non-native teachers' population and a group of students (Mathayom 3 and 6) at the researcher's place of work were used.

The sample of this research project are all people who have posted videos and comments on either YouTube or Facebook, related to teaching ESL in Thailand. All foreign teachers working at Sarasit Phithayalai School, and students from M 3/1, M 6/1 and M 6/2 of Sarasit Phithayalai School.

This independent study project focusses on 3 different teachers' groups. The researcher's reason to focus on 3 distinctly different groups is that it can be argued that different people will act differently in face to face interviews, and during their activities on different social media platforms. As the researcher wanted to know what the characteristics of (potential) foreign ESL teachers are in Thailand, it was considered a necessity to look at foreign teachers using multiple inputs.

For YouTube videos the researcher selected randomly 15 videos, which were all related to teaching in Thailand as an ESL teacher. Facebook comments were placed in 6 Facebook groups. The number of commentators varied per statement, and as such did the number of comments given to each statement. For a Facebook statement to be considered valid, the researcher collected a minimum of 35 commentators per statement. The focus group consisted of 15 foreign ESL teachers. There were 25 students from M 3/1 and 62 students from M 6/1 and M 6/2 involved in this research.

A total of 15 randomly selected recruitment advertisements from ajarn.com were used in the research. The researcher used the purposive sampling technique in order to select participants for this research.

3.3 Research Questions

RQ 1: What are the reasons which foreigners mention in social media posts as to why to work in Thailand as an ESL teacher?

RQ 2: What do Thai students think are “good” and “bad” foreign ESL teachers?

RQ 3: What do Thai students expect from foreign ESL teachers?

3.4 Proposed Data Processing and Analysis

After the data is collected, and codified for data analysis, the data was summarized and organized in such a manner that general themes can be formulated. The discovered individual concepts and themes are compared with each other to allow the researcher to build an integrated explanation for the main theme under research, and are interpreted in the light of the literature and the theories presented. The proposed data processing and analysis procedure is based on the recommendations of Rubin & Rubin (1995).

4. RESULTS AND DISCUSSION

4.1 YouTube Videos

Looking at the videos used in this research, the researcher got the impression that individual teachers and teacher placement agencies alike, are emphasizing the “free” lifestyle, foreign teachers can enjoy in Thailand. This manifests itself through the way teachers are portraying themselves. Not a lot of thought goes into proper qualifications, personal presentation, knowledge of the host country, etc. The way a teacher presents himself, dresses, grooming, speaking etc. says a lot about the amount of respect the teacher has for the people this teacher is working for. Out of 15 videos, there are only 6 (about 40%) of the presenters who look reasonably representative, and would be acceptable in front of a classroom.

Teachers / presenters are not per definition positive about Thailand, the Thai educational system and Thai students. For example, in the video “Teaching English In Thailand - What is it all about” the presenter mentioned the following:

“This video is about teaching English in Thailand. I had the misfortune to do this for over a year. My teaching experience was with a number of different age groups. You get an idea on how it is to teach P2 and P3, P5 and P6, M2 and M4. Number 2: is don’t teach Math. Do you know how hard it is to check everyone’s answers for every problem? Oh man, do you set yourself up for a couple of extra hours after school, to correct all this work. My daughter is in... is she P1... or P2? I’m not sure what year my daughter is right now, she is 7 years old, I haven’t paid a lot of attention...”

The problem with videos like this one, and many of the videos like this one, is that the videos are influencing the viewers, and through interaction with the viewer, by means of the comments, which Youtube allows us to place under a video, viewers are influenced in a negative manner. One of the comments made by a viewer of this video was:

“This was a great video. Really informative and good for people to hear, not just straight hype all the time. Personally, I loved Thailand and the people there. I’m actually looking into coming back to Thailand to live and teach for a little bit so this has been helpful.”

A very negative video, presented by someone who was not interested in teaching children in Thailand. And comments from people who believe that what was presented in the video was normal.

4.2. Students Interviews

The researcher asked students studying in Mathayom 3 and in Mathayom 6 (special programs) at Sarasit Phithayalai School, in Ban Pong, Ratchaburi province of Thailand, 3 questions. The questions were: 1, You’ve been studying 9 years [M3] (12 years [M6]) at Sarasit. Please describe the best foreign teacher you had during all those years. You don’t have to mention his/her name. Also, please tell me why you are thinking like this. 2, You’ve been

Table 1 : Themes emerging from the YouTube videos used in this research project.

VIDEO TITLE	EMERGING THEMES
Teaching English in Thailand. My biggest mistake	Lack of knowledge of the Thai language and Thai culture.
Teaching English in Thailand. A day in the life of an ESL / TESOL teacher	Classroom management. Lack of knowledge of Thai language and Thai culture.
Teaching English in Thailand Requirements (+ The Big Decision You Need to Make RIGHT NOW)	Coming to Thailand on a whim. Unprepared. Working illegal in Thailand is no problem. Coming to Thailand for Adventure.
My biggest regret after teaching English abroad for 15 years	Teaching is not a real job. Teaching to pay for traveling and adventure.
Why English teachers become bitter in Korea	Boredom - want something new. Anything. Lack of knowledge is no problem.
Teaching English in Thailand - what is it like?	Unqualified teachers. Not interested in teaching. Teaching to pay for traveling and adventure.
Non-native teachers, tefl without degree in Thailand	Unqualified teachers. Working illegal in Thailand is no problem.
What to pack if you are going to Thailand to teach English	Positive professional attitude.
What it's really like teaching English in Thailand	Teaching to pay for traveling and adventure.
How I teach English in Thailand, make money online & travel the world	Coming to Thailand on a whim. Unprepared.
Advice for non-native English speakers who want to teach English abroad	Improving English skills. Pleasing people who are in charge.
Teaching English in Thailand: a day in the life	Positive professional attitude.
A day in the life of a foreign teacher in Thailand	Positive professional attitude.
Why I moved to rural Thailand	Expectations from teachers.
Teach English in Thailand - the Xplore Asia tool experience	Professional preparation for teachers in Thailand.

studying 9 years [M3] (12 years [M6]) at Sarasit. Please describe the worst foreign teacher you had during all those years. You don't have to mention his/her name. Also, please tell me why you are thinking like this. 3, Please describe what do you expect from a foreign teacher.

These 3 questions were administered during regular study time, and all 3 questions were given to the students in an open format. The researcher encouraged the students to write as much as possible, to ensure that the answers were as comprehensible as possible.

To avoid students copying each other, and therefore providing invalid data, the researcher followed the written answers up with a verbal interview, in which the students were encouraged to talk in more detail about their favorite and worse foreign teachers. Those interviews were recorded. Before recording each student, the researcher asked for permission of each student to do so.

One of the answers given by a student was the following: “The best foreign teacher for me is friendly, kind and understand the students, he always assist the student when they need help about English, he let the students see the cool things that related to the lesson, he angrier when the students talk, that means he cares us, he warns when we’re not concentrated. He loves us, and we love him.”

The same student wrote the following about the worst teacher and about the things he expects from a foreign teacher: “The worst foreign teacher, sometimes I don’t understand what he said at all, or his order. He doesn’t care if you’ll skip the class or if you talk. But I don’t hate him, just the normal.”

Table 2 : Comparing the emerging themes from YouTube videos & Facebook comments with the themes which have emerged out of the Students interviews.

Emerging themes: YouTube videos	Emerging themes: Facebook comments	Emerging themes: student interviews
Lack of knowledge of the Thai language and Thai culture	Self-preservation and remuneration	Friendliness of the teacher
Classroom management	Racial differences	Ability to communicate with the students (in both English and Thai)
Coming to Thailand on a whim	Lack of knowledge of the Thai language and Thai culture	Making students happy
Unprepared	Classroom management	Having lots of activities for the students
Working illegal in Thailand is no problem	Coming to Thailand on a whim	The amount of homework given to the students
Coming to Thailand for adventure	Unprepared to work as a teacher	The character of the teacher
Teaching is not a real job	Working illegal in Thailand is no problem	Mood swings of the teacher
Teaching to pay for travel and adventure	Coming to Thailand for adventure	Insulting students
Unqualified teachers	Teaching is not a real job	Physically hurting students
Not interested in teaching	Teaching to pay for travel and adventure	Being able to speak slowly and clearly
Positive professional attitude	Unqualified teachers	Confiscating items of importance from the students
Negative professional attitude	Lack of accountability	Easily angry with the students
Expectations from teachers	Positive professional attitude	Ability to understand the students (cultural differences)

Emerging themes: YouTube videos	Emerging themes: Facebook comments	Emerging themes: student interviews
Professional preparation for teaching in Thailand	Negative professional attitude	No bias related to native or non-native English speakers.
	Expectations from teachers	
	Professional preparation for teaching in Thailand	

4.3 Integrated Explanation

The Thai society at large needs to improve their knowledge and ability to use English on a day to day basis, in order to be able to compete with other ASEAN countries. Parents and governmental institutions are therefore calling for more and more special programs in both governmental as privately operated schools in Thailand. A rather large group of quality teachers is needed to fulfill the demand for those teachers.

Looking at the results from both the YouTube research as well at the results of the Facebook statements/comments research, among foreign teachers working in Thailand, or planning to start working in Thailand in the near future, shows that the majority of those teachers are displaying negative sentiments towards Thailand, the teaching profession, the Thai students, and are mainly in Thailand for the adventure, and extra-curricular activities.

What the students want and need, is not compatible with the minimum recruitment requirements of the schools. A large group of teachers who are not even fulfilling the minimum recruitment requirements, are hired as teachers, to meet the demand for English language teachers in Thailand.

5. CONCLUSION

5.1 Summary of Research

The objective of this research project was to examine whether there is a correlation between foreign ESL teachers' reasons to work in Thailand as an ESL teacher, and students' perceptions of foreign ESL teachers. To be able to get a clear indication of what foreign teachers' reasons and / or motivations are to work as an ESL teacher in Thailand, the researcher decided to use multiple input channels: 1. YouTube videos, 2. Facebook comments, 3. Focus group interviews with teachers working at Sarasit Phithayalai School, Ban Pong, Ratchaburi province. 4. Students, studying at Sarasit Phithayalai School in Ban Pong, Ratchaburi province were asked to describe the best foreign ESL teacher, the worst foreign ESL teacher, as well as to what do the students expect from an ESL teacher. Finally, 5. The researcher examined recruitment advertisements, to determine the minimum requirements posed by schools for a foreign ESL teacher to be able to work at said schools.

The respondents for this research project were the individuals who posted videos related to working in Thailand as an ESL teacher on video streaming website: YouTube and / or individuals who commented on said videos. Individuals who are part of a number of Facebook groups, related to teaching ESL, were exposed to statements made by the researcher. Each and every person who commented on those statements was considered a respondent to the Facebook part of the research project. Foreign teachers and students from Mathayom 3 and Mathayom 6 were selected for interviews by the researcher. The researcher employed the purposive sampling method to select the sample for this research.

All foreign teachers, as well as all selected students from M 3/1, M 6/1 and M 6/2 participated in the interviews.

The collected data was analyzed using narrative reporting, and followed the recommendations of Rubin & Rubin made in their standard work: Qualitative interviewing: the art of hearing data. (Rubin & Rubin, 1995)

5.2 Answers to Research Questions

RQ 1: What are the reasons which foreigners mention in their social media posts as to why they decided to work in Thailand as an ESL teacher? In the YouTube part of the research, the producers of the videos and the commentators on these videos tend to emphasize the freedom one can experience in Thailand, as well as the adventure of working in Thailand as an ESL teacher.

On the other hand, the Facebook comments regarding to reasons as to why to work in Thailand have more to do with hygiene factors like payments. Earning as much money as possible, while providing an as little as possible amount of work to the employer was considered a main requirement by most commentators on the Facebook statements.

From teachers whose home country is one of the ASEAN countries, it can be argued that hygiene factors like salary, cost of living in Thailand etc., do play an important role, as those teachers tend to support their families in their home countries, with moneys earned as a teacher in Thailand.

It is notable that in none of the comments given by (would be) ESL teachers in Thailand in any of the research input channels employed by the researcher, the learner would take center stage. Virtually none of the respondents would consider taking the interests of the learners above one's personal interests. That lead to the impression that the learning outcome for the students would be secondarily, an afterthought.

RQ 2: What do Thai students think are "good" and "bad" foreign ESL teachers? Students responses clearly indicated that abusive teachers (either physically or mentally), were considered bad teachers. Use of language, (calling students names) was considered particularly offensive. Confiscating items used in the classroom, without the express permission of teachers, was also considered an act of a bad teacher. The students considered however disciplinary actions of teachers without respecting the students and their possessions, as disrespectful and without merit.

Teachers who manage to display consistent behavior and act as good role models for their students were considered by the students as good teachers, even if those teachers' factual knowledge of the taught subject was marginal.

The above mentioned coincides with the attitudes displayed by the (would be) ESL teachers in Thailand in all of the research input channels the researcher used for this research project. Teachers displaying a negative attitude towards Thailand and its students were almost per definition considered bad teachers by the students and vice versa, teachers displaying a positively significant attitude towards Thailand and its students were considered to be the better teachers.

RQ 3: What do Thai students expect from their foreign ESL teachers? From the themes which emerged from the students interviews it becomes clear that students expect their teachers to be: 1. friendly, 2. have the ability to communicate with them, 3. make the students happy, 4. have lots of activities for the students, and 5. don't give excessive amounts of homework to the students.

Correlation between ESL teachers' attitude and students' perceptions. Although this is not one of the 3 research questions posted in this research project, it is the main theme of the research, and as such requires to be addressed properly. Since this is a qualitative research project, the researcher cannot make the assumption that there is a direct cause and effect relation between the attitudes and motivations of foreign ESL teachers and students' perceptions of said teachers.

5.3 Limitations of the Research

This research has been conducted with only 15 foreign teachers, and with 2 groups of students, studying under a specific foreign ESL teacher. All teachers were working in Ban Pong, Ratchaburi, teaching either in Prathom or Mathayom levels.

The results of this Independent Study project cannot be automatically translated to the whole foreign teacher population working in Thailand. To be able to do so, further research is necessary, on including more teachers, more students, and also including a bigger variety of school types (for example: international schools, major school franchises, temple schools, governmental operated schools, privately owned schools, language schools etc. as these different school types will attract differently motivated teachers).

5.4 Recommendations for Further Research

While undertaking this research project, it became clear to the researcher that there are many unanswered questions related to foreign ESL teachers working in Thailand and their effectiveness.

Therefore, the researcher would like to make the following recommendations for further research.

1. What happens to very bright and motivated students, who are willing to learn English in a special program, in the time between they enter the program in year 1 until the time when the program finishes either in year 6 or in year 9? Are these students becoming less intelligent, or are there other external factors which are influencing the fact that large groups of these students are becoming disengaged with the program they are studying in? What is the role of foreign ESL teachers in this?

2. What would happen to students when they are not being offered extra classes (in the Thai language) for all subjects studied in an English program?

3. The issue of accountability for the administrators of the school, regarding to the English Program offered to the students. Are the reported students' grades representative of the real progress of the students? What would happen to schools offering English Programs when teachers are no longer allowed to "massage" the students grades?

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