

Foreign Teachers Management System in an English Program School: A Case Study at Piboonbumpen Demonstration School Burapha University, Thailand

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Abstract: *The International Education Program for Basic Education (IEP) is a part of the Piboonbumpen Demonstration School. For the International Program, English is the main language of instruction in classrooms. This research aims to explore the current position as of 2015, management system for the foreign teachers in the IEP program. This study applies a qualitative approach using a case study as the research strategy, with in-depth interviews and purposive selection to select the case. The data was collected from 23 staff members of this school including executives such as school directors, foreign teachers who had been working at least 5 years in the program, students who were studying at grade 6 and grade 12 and their parents.*

The overall pattern of perceptions were largely the same. The problems found in this school include the lack of motivation coming from insecure working statuses, low salary, no incentives for extra workloads, unfamiliarity with local language and culture, a non-supporting environment, no implementation of mentorship or induction programs for new teachers and insufficient administrative support. Motivation is very important as management should strongly consider improving foreign teacher retention rate. The motivating factors include salary, incentives, rewards, communication support, etc. The findings provide information that can aid in developing management principles for employing foreign teachers, motivating them, retaining them and then improving the general management in this school to reduce teacher turnover, eliminate shortages and find higher quality teachers. This will improve the overall academic performance of the school.

Keywords: foreign teachers, management development, motivation.

Introduction

In Thailand, the educational direction has changed significantly over recent decades as the focus has now become to integrate English as a key language. The ability to speak English has becoming increasingly important, particularly Thai students studying abroad as English is a common medium used to communicate with the locals of other nationalities. The ability to communicate in English has also been equally as important to Thai students attending Thai international schools. English is considered as the official language of ASEAN as well, so it will be necessary for future generations to be able to communicate in the English language. Qualified English teachers in Thailand are in high demand. Foreign teachers were interviewed in this study and ultimately it was discovered that the starting salary was low. Dharmavin (2007) stated that for foreigners with a bachelor's degree have a typical

starting salary of 30,000-40,000 Baht. The starting salaries have not changed for over 10 years, which is supported by the evidence from the interviewees. As one of the teachers stated, "Salary should be raised, I think not because I want the salary raise but because it's called inflation so the money is different now... the prices are going up but the salary for the teachers is still the same." This is a one of the statements from a foreign teacher who supports this case where the starting salaries have remained low as the cost of living increases.

Thailand is therefore responding to internationalization in a similar fashion to other countries, where educational systems are geared towards becoming increasingly bilingual and multicultural. There are now many more private schools and international schools in Thailand after the educational reforms implemented between 1996 and 2007. This involved four main areas: school, curriculum, teachers and administrative reform. Teaching in English program schools require foreign teachers and native English teachers are very much needed in Thai schools, more so than well-trained non-native English teachers. This is true since they have better listening/speaking skills, have a greater international awareness and are considered experts in grammar, as well as the fact that Non-Native English-Speaking Teachers (abbreviated to NNESTs) can lack confidence (Moussu, 2006).

The background of the Piboonbumpen Demonstration School

Demand in The International Education Program for Basic Education (IEP) is a part of the school where English is the main instructive language in classrooms. The school is located in the main campus of Burapha University in Chonburi province Thailand. The University Board of Trustees approved this non-governmental project on May 22, 2001. IEP is different from other international schools as it is using the Thai national curriculum that has been revised and approved by the Ministry of Education. The goals of IEP include preparing students for higher education, enhancing the quality of basic education to levels of international standards and opening opportunities of education for those who seek to develop international standards and language skills. IEP uses native English speaking teachers in every subjects except Thai and History. Native teachers were more motivated because throughout the lesson there were no possibilities for the students to use their native language (Gurkan & Yuksel, 2012). Thai parents send their children to IEP with the expectation not only that they will obtain superior language skills, self-development and understand western cultures, but they also hope that this will give them better access to international universities in the future. IEP has received huge success since 2004 as almost 100% of students have successfully attended degree programs in their preferred universities. However, throughout the development from 2010 to 2014, the number of students fell and number of new enrolments dropped although no students left school before graduating. IEP was facing many problems including the lack of qualified and subject-matched foreign teachers, high turn-over rates of teachers, communication problems and in-appropriate teaching materials and facilities. This research aims to focus on answering:

1. What the was previous development of the IEP program at Piboonbumpen Demonstration School?
2. What are the current practices at IEP school and foreign teacher management concerning recruitment, job assignment, training, monitoring, performance assessment and rewards?
3. What should the management system of the foreign teachers be in the IEP program?
4. The accumulated problems of IEP School managing foreign teachers:

5. How did the problems arise and persist?
6. How can the problems be resolved?
7. By sourcing the nature of the accumulated problems, methodical solutions are explored to improve the program management systems for the retention foreign teachers and so improve the school.

Literature Review

To clarify the results, the researcher has reviewed the literature to support the findings as follows:

Management Concept

Every administration applies the type of style considered appropriate to achieve the organization's goals and most likely they rely on Gullick's POSDCORB concept (Agrawal & Vashistha, 2013). This acronym refers to planning (P), organizing (O), staffing (S), directing (D), coordinating (C), reporting (R) and budgeting (B) which synthesized the scientific management and the universal management principles to bring out management organizational elements (Vector Study Group). For the IEP school, this theory could be applied as follows:

First, Planning, the school administrator needs to plan every activity in order to achieve the educational objectives and goals of the school and minimize conflict situations. For instance, for curriculum planning, Hussain (2016) mentions that school management could exercise their personal agency to adapt and develop curriculum in order to serve the meaningful learning purpose of the students.

Second, the school will function well with good organization. The school administrator must organize and assign specific roles to both academic and non-academic staff to perform, and carry out the planned activities in order to achieve the goal of better learning and teaching.

Third, for staffing, the school administrators are responsible for both the quantity and quality of the staff in the school, both academic, non-academic and for students as well.

Fourth, school administrators must provide direction which shows good leadership to enhance the school's growth through staff improvements including resolving conflicts and correcting ineffective performance. Ugwulashi (2012) recommended that a school administrator has to observe certain mistakes in planning, organizing, staffing and provide some modifications that help to meet the intended target.

Fifth, coordination, this involves coordinating various job roles and responsibilities to balance and maintaining teamwork.

Sixth, reporting relates to evaluation of the program direction, changes in structures and priorities as well as performance evaluation. This provides tools for acknowledging good performance, identifying areas in need of improvement and providing guidelines to justify management decisions (Akuoko & Baffoe, 2012). Master (2014) suggested evidence that evaluation systems may be more effective if they weigh teachers' coordinated efforts in addition to their individual expertise.

Finally, budgeting includes fiscal planning, accounting and revenue, and expense control which makes for efficient and effective management, which enhances the quality of the organization.

Motivation Concept

Motivation is an important force to make employees work for the organization in order for the organization to succeed. School management is not an exception for both academic and non-academic staff. Administrators should motivate foreign teachers to work with the school by providing job security, appropriate salary and incentives and good attitude. This will also have an effect on the teacher retention rate as Erkaya (2012) found that factors influencing English, as a Foreign Language (EFL), the teacher's motivation could be understood more specifically with a focus on the theory about intrinsic (personal) and extrinsic (environmental) motives.

Research Methodology

The research methodology section of this study involves six parts: selecting participants, data collection, data analysis, data management, ethical protocol, and integrity and trustworthiness. The international education system is based on the policy that foreign teachers, teach every subject in English except Thai and Social Science. This study will cover in-depth interviews which will be categorized accordingly for data collection to perform effective data analysis. These interviews were recorded, transcribed, coded and analyzed using the ATLAS.ti program. Generally, an interview is a conversation based on research purpose (Lincoln & Guba, 1985; Berg, 1998).

Participants in the Study

The Participants involved were management administrators of the school, foreign teachers, students and parents because they were able to describe their experiences and needs. A total of 23 interviews were conducted during May 5th to June 6th, 2015. The participants in this study were school directors both former and present, three teachers who have been teaching at the school for over 5 years and four teachers who have been teaching over 10 years. To better understand the quality of learning of the IEP program, students and parents were also selected to participate in interviews. This consisted of six students from primary grade 6 and grade 12, and the parents of those six students, making a total of 23 people interviewed. The research instruments consisted of in-depth interviews and documents analysis. The in-depth interview qualitative was conducted in either Thai or English and consisted of three parts: Part 1: Previous Development practice of IEP. Part II was concerned with current management problems. Part III was concerned with the accumulated problems of management. Part IV was concerned with management system improvements.

Data Analysis

The ATLAS.ti program version 1.5.1 was used for convenience in the management of the data analysis (Joungtrakul, 2010). Each participant's data set was analyzed individually using the same processes. The interview transcripts were analyzed to discover the accumulated problems of foreign teacher management in 2015 and the data was categorized using the constant comparative method (Strauss & Corbin, 1990). The data was also examined for details about the management of foreigner teachers.

Ethical Protocol and Trustworthiness

Ethical protocol considerations were reviewed and interviews were done according to the permission of the participants with precautions to ensure secure respondent's identities remained secret. Multiple aspects of trustworthiness were used including: triangulation using four sources of data, as administrators, foreign teachers, students and parents, bracketing during data collection, and written reflexive notes while collecting data.

Findings

After the data analysis, the study revealed the following results.

Previous Development practice of IEP

IEP was established in 2001 by using the ideas of Dr. Somsak Lila who was the school director, Mrs. Kaewta Kedsuwan, head of the English language with the help of the Dean of Faculty of Education, Assoc. Prof. Dr. Chalong Tubsree, they considered that it was important for our children to be able to communicate in English. This is especially true in the Eastern Region which is the center of the economy and tourism. This project began as a trial elementary program focused on fostering a special ability in English, resulting in the English Immersion Program (EIP) of Piboonbumpen Demonstration School. The project received for two million baht of funding support from the Faculty of Education to renovate the "Piboonrumluk Building". There were 30 students attending the 7th grade and permanent foreigners, Thai teachers who were educated abroad, and some special lecturers from the Faculty of Education and the Faculty of Humanity and Social Science, Burapha University. The program used a Thai curriculum from the Education Ministry which provided achievement education. Graduated students met international standards and could gain entrance both to Thai and oversea universities. IEP project arranged research for the development of International Education by using the Thai curriculum which were the different from other International Schools. Burapha University approved this program on May 22, 2001 (Piboonbumpen Demonstration School, 2003).

In 2004, the program name was changed to the International Education Program for Basic Education (IEP) in accordance with the changes in the school administrative system and educational reform.

In 2010, IEP added more primary educational levels which were during the term of director Associate Professor Dr. Chalong Tubsree. He opened primary level classes in grades 2 and 4 in his first year.

The current practices of foreign teachers at IEP

Several management problems were present in 2015. The employment criteria seem to have no provisions concerning the nationality of foreign teachers but stipulated they must be considered to be native English speakers with an appropriate education and background. In the view of parents and students, most of them agreed that the quality of teaching at IEP was decreasing. Most of them thought that this resulted from changing management, a lack of qualified foreign teachers, surplus of Thai teachers, an improper international program and inadequate support. Some of them were so concerned with these points that they considered alternative choices of schools for their children. These views show how important the data gathered from the research is for management to use to develop policy and strategy to maintain IEP's good image for parents and students.

The Accumulated Problems of IEP

The accumulated problems of management of foreign teachers at the IEP School were a result of several factors.

1. Management

Numerous issues existed, such as poor management practices, recruitment procedures, job security and retention, a lack of a sense of belonging for employees, an uncaring system, work monitoring and evaluation which were perceived to be unfair. Other teachers felt similar feelings of discomfort with poor administration.

Recruitment: The qualification of teachers was still causing problems in this school. From research interviews, the recruitment process mostly depended on the demands of the school and did not check applicant backgrounds such as graduate institute and work experience. Mismatch of teachers and subjects was also claimed to be a problem by teachers, students and parents.

Curriculum Orientation: Many of these foreign teachers also acknowledged that they did not know the curriculum requirements. They expressed their views that there was a lack of curriculum orientation or advice from supervisors or people in charge, to recommend or guide them in meeting their job description or subjects meant they were not sure what they must do.

Supporting, Monitoring and Training: Achievement and working support issues were commented upon. Participating foreign teachers noted support concerns such as family living conditions, professional work environment, the monitoring system and a lack of regular training.

Communication and Language Barrier: Language barriers become a source of misunderstanding between foreign teachers and Thai teachers, thereby creating difficulties when working together. There should also be a greater emphasis on developing the communicative competence of prospective English teachers. In addition, native English speaking teachers found a linguistic gap with students because they lack the exposure to the local language and culture. This also resulted in negative attitudes in regards to the connection between the students and the school. Parents also had negative opinions about their connection and communication with the school. This was more so because some of them are foreigners and cannot understand Thai. The school website differed between the Thai and English versions. The English version contained less information and was not up-to-date. Also formal letters from the school were less frequent than in the past.

Environment, Collaboration and Culture: Foreign teachers asked management to foster understanding between colleagues even for personal conflicts that possibly could not managed by themselves. Meanwhile, students and parents expressed a desire for school to provide an international environment which used English more than Thai during school hours. The reason for the use of communicating English declined was due to the increasing number of Thai teachers. Cultural differences of individuals and the calm attitude of Thai students were sometimes misinterpreted by foreign teachers too.

Teaching Materials and Facilities: Most of the teachers, students and parents agreed that management needed to resolve facility malfunctions. They also mentioned improper English textbooks and curricula. These problems involved understanding the details of the subjects which is difficult since IEP lacked an expert curriculum advisor. Minor comments were made about facilities of the school such as the building and malfunctioning equipment.

2. Motivation

There are several factors associated with motivating foreign teachers. This research showed that job insecurity, a lack of incentives, poor benefits, low morale, inadequate support, supervision and bad management have lead to reduced work motivation. Visa and work permit issues were frequently mentioned by foreign teachers. The participants needed a program to assist them with the documents for visa and work permits, as some of them hold tourist visa and worried about getting into trouble after becoming employed. Some participants expressed one important motivation factor was the level of earnings, like adequate salary including other benefits and compensations. Promotions, rewards, praise and recognition are all incentives needed for them to stay as well. They prefer to be rewarded for their knowledge, doing extra work, working in hard-to-staff schools or fields, and for achieving measurable objectives. This reward could be financial benefits or praise.

3. Retention

Effective management and support were also essential in foreign teacher retention. The research showed that participants who faced poor working conditions, lack of on-the-job training, lack of support and supervision, low salary and insufficient incentives may cause them to leave school.

Overall problems mentioned by foreign participants were insufficient management and supervision, communication issues, cultural misunderstandings, poor motivation, lack of job security as well as retention problems. These findings can help administrators and management authorities gain a better understanding of the current situation and the problems of foreign teachers. This can be used to decide which strategies can be implemented, for retaining the current teachers and upgrading teacher qualities.

The proposed management system

The management system needs some improvements. The findings revealed that management of this IEP School needed further management development. This is since management is largely responsible for providing policy, practice and the necessary support to ensure foreign teachers can succeed in their new work environment.

The several management issues were shown in comments about recruiting. Administrators should revise the recruiting policy and processes it to fit the school's requirements. On the other hand, foreign teachers wanted the school to provide them with a long term work commitment via work permit and visa support. Foreign teachers need to be assigned to the subject of teaching that utilizes their experiences. New foreign teachers need orientation and advice regarding the program. Regular training to gain more knowledge in academic areas or activities which could improve the ability to perform their duties and must require planning. In the view of parents, they want management to have open minds and make schools an international program as they expected.

The school should provide attractive benefits to motivate foreign native English speakers. Foreign teacher participants also provided information on several topics that would encourage them to work with this school such as job security, salary and other incentives. They can be motivated by a higher pay-rate, good evaluation system, equal opportunity towards work, and the provision of basic amenities which reduce the emphasis on money as a primary motivator. In addition, the program must assist newly employed foreign teachers with their work permit and visa document procurement. Education supervision is required to guide teachers in carrying out instructional duties and to support the teaching process and

quality, as well as improve the teachers' performance. Rewards are needed for the teachers in order to retain them. The IEP program requires cooperation to create a friendly atmosphere and teamwork to reduce communication problems and gain more understanding of the needs of people. In addition, the management must maintain a positive attitude to current foreign teachers and prolong action for the new comers by formation and manifestation of appropriate practices that affect emotions of people and their pride. This helps teachers become more aware about their negative behaviors and accentuating their positive behaviors. As good attitudes drive positive outcomes.

Discussion

The study indicated that many problems were associated with the foreign teacher management system in IEP at the Piboonbumpen Demonstration School. Management was the major issue affecting the school development and hence this should be resolved.

Planning includes foreign teacher recruitment and the curriculum, as well as long-term acquisition of relevant teaching and learning resources. School administrators need to incorporate a long term plan for foreign teachers. According to the POSDCORB concept, the developments in management is needed in several aspects according to (Vector Study Group). There are existing issues in plans for the recruitment of foreign teachers, curriculum, support and mentoring of staff, directing work with the school and communication as well as cultural differences in the working environment. This observation correlated with Lavigne et al (2016) where they revealed that administrative tasks, curriculum, teaching-related tasks and interactions with parents effect the school's yearly progress (Walsh, 2013). The management needs to adopt new strategies that plans for the present and future of recruitment to ensure the retention of good foreign teachers. Two potential recommendations for successful recruitment are to enhance the attractiveness of the job and to improve recruitment practices. Teachers with higher rated applications have significantly higher impacts on student achievement (i.e., value-added) and higher retention rates. Kraut et al. (2016) showed that, years of experience, strongly correlates with efficacy for student engagement and instructional strategies. Teachers are directly in contact with the indirect customers, the students (their parents or guardians are generally the direct customers who make the consumption decisions) and so greatly affect customer satisfaction. Plans to accommodate high quality foreign teachers will make parents confident about the ability of the teachers and bring more students to the school.

Management should develop a school organization which is directly connected with planning the efforts of the people. IEP must manage curricula orientation and cultural differences for new teachers and have supervisors to guide and evaluate them. The renewal of IEP's reputation would be an additional advantage for the school. Supervision and support are an essential issue as it will affect teachers' motivations and capacities. Supervision guides foreign teachers in carrying out instructional duties and to support the teaching process and teaching quality as well as improving the teachers' performance. Meanwhile support is needed since teaching and the learning process will be successful if all elements within the school can work simultaneously as a team. Desimone et al. (2014) articulated that mentors play many roles and not all mentors can fulfill every role or anticipate every new teacher's needs, both formal and informal support is essential as well as emotional support. This result is similar to Coe (2015) who mentions that the school community, curriculum and professional confidence issues provided the support needed and desired by first year teachers as it could improve professional confidence levels. For this school, the use of informal

mentors could be very effective in aiding the development of new teachers. This result was similar to Punthumasen (2007), Snae & Brueckner (2007) and Ohtani (2010) who found that a lack of interactive media, relevant textbooks and creative learning materials did not support the promotion of English. Another comment was about the unfamiliar foreign teacher teaching style and also that students are not really used to interacting with the teachers. They are used to learning from lecture notes or just memorizing facts. This is a cultural difference which new teachers must be taught. Management should be taken into consideration as it incorporate various factors that affect the teachers' effectiveness on the job such as knowledge, beliefs and habits acquired by foreign teachers as members of the organization. One duty that administrators need to commit to for this school is training. Andrew *et al.* (2007) stated that appropriate training includes subject study, subject teaching and general education as well as a teaching practicum which provides a versatile foundation to teachers. In addition, the purpose of IEP training should be to boost students' proficiency in English skills, develop Thai teachers' English communication skills and increase cultural awareness. The training should be driven by both internal and external strategies. Management must also seek to implement a report and evaluation system for foreign teachers that contain different key success factors from Thai teachers. These depend on a variety of factors including their unfamiliarity with the native culture, perceived levels of learner motivation, planning to engage learners and the ability to see language learning from the learner's perspective. This relates to Master (2014), as the evaluation of teachers have relevance to a broad range of contexts and may be more accurate if at least some of the multiple measures used to evaluate teachers address their contributions and competencies outside of instructional execution.

Administrators need to direct communication, leadership, motivation and other related functions for school management. In regards to communication, management should develop regular communicative efforts for the school program and activities, discuss with individuals and groups, including staff and students, and those outside the school, about all aspects of school. Shahidi (2017) and Afaq *et al.* (2017) showed that there was significant positive correlations between the leadership style of principals and job satisfaction of high school teachers. Teachers become more satisfied when they are given adequate opportunities to participate in the decision making process. Public relations must have up-to-date information to communicate with parents and the public in both Thai and English, both with similar information. These will support understanding and increase interest in IEP.

Cooperation is essential for the IEP program, where staff must establish rapport for such relationships among various parts of the organization. The work environment may be a significant determinant for the motivation to remain at this organization. A friendly environment will help to influence foreign teachers to commit themselves in carrying out their tasks and duties effectively. One practice is to promote team work via a co-teaching strategy with an encouraging English atmosphere. Cui *et al.* (2016) mentions that the culturally different environment is always a problem for new comers, since they are supposed to adjust to both the local studying/working environment and the life environment, which are unusually really tough and challenging as it would lead to more barriers and lower efficiency in their study or work abroad. Moreover, the school needs to improve its teaching materials and facilities, like the completion of renovations or repairs of buildings to provide a better learning environment to support the work of students and staff in school.

Motivation is the critical issue for foreign teachers in IEP, which included, the motivation to work, the attitude and the desire for resolutions. A good motivation strategy and policy need to be developed to maintain teachers in many aspects such as salary, incentives and

reward. However, this might involve cooperation with other departments as it could be related to a budget problem. The security of the job was a very important factor in motivating foreign teachers. Şenol (2011) noted that job security was rated as one of the three most important motivational tools in all subcategories. Some strategies could be developed in regards to the rewards, as rewards are needed to provide for teachers to retain them. Similar to Nyakundi (2012), the analysis of the interviews found that the reward system affects the teacher's motivation. These motivational concepts, although intuitively appealing do not easily lend themselves to come about. The protocol and standard of work evaluation must be created and implemented. Another advantage of the rewarding system is that it engenders an appreciative feeling and long term teachers are more likely to remain loyal to the school than the newly recruited. The school should use payment, promotion, bonuses or other types of rewards like short trips or gifts to motivate and encourage foreign teachers to do their work, in order to tackle the teacher retention rate in the school. Individuals should receive a pay raise that depends on their respective manager's evaluation of their performance that shall stimulate improvements in efficiency, productivity and quality. Another support of motivation factors came from Baleghizadeh and Gordani (2012) who stated that quality of work was a contributor to motivation such as unfair and inappropriate compensation and low chances of professional growth. Educational decision makers should provide opportunities for teachers to take part in workshops and in-service training programs.

Good management and motivation will result in job satisfaction. Considering the importance of leadership and management in schools and the importance of job satisfaction of teachers as key elements of school. The success of the development of the program will occur by resolving the problems identified in the present research which should be regarded as constructive feedback to the program and used for the program development.

Conclusion

The results of this study contribute to an increased understanding of the management problems in the IEP program at Piboonbumpen Demonstration School. In order for the school to achieve its goals, a better understanding of the problems, provides information for management levels to develop and improve the management of foreign teacher. The school must therefore take the issues seriously to overcome the following problems in management, motivation and retention of staff:

1. Management recruit underqualified staff which effect the students and the curriculum taught at the school.
2. Parents and teachers expressed concerns over student's textbooks being insufficient in providing essential British/American style curriculum.
3. Management reluctant to perform required renovations to classroom facilities as disrepair of classrooms reflect negatively to the institution.
4. Concerns over English proficiency with students as Thai teachers communicate in Thai with the students.
5. Change in management required as HR failing to cooperate effectively with the new system and also failing to recognize the need for qualified teachers and the importance of training new teachers.
6. Staff retention proving to be troublesome as teachers experiencing poor working conditions which has an impact on the morale to teach students effectively.

Thus, IEP needs to plan and provide better management for foreign teachers, motivate them to work with their knowledge and skills, employ a teacher recruitment system

and garner interest for parents and students to join the IEP. Hence, the use of Gullick's POSDCORB concept should be used in order to establish an effective working structure for the school, as this aims to improve the organizations management structure also.

Recommendations for Further Study

Although this study was based on a small group of in-depth interviews, the findings provide a condensation of the content areas of program development that need to be managed. Teachers require training courses that help them improve their teaching proficiency. It would be worthwhile to conduct a follow-up study to find out whether the participants are henceforth able to solve their teaching problems and improve management or the overall satisfaction with the working situation, but this would only make sense if the management implemented at least some of the changes suggested in this paper.

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