

**THE WELL-BEING OF FOREIGN TEACHERS IN BANGKOK
SCHOOLS AND ITS IMPACT ON QUALITY TEACHING**

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Abstract

The literature part shows how employees and management need to pay attention to the dimensions of well-being and related field, and how these dimension of well-being are connected that can influence quality teaching and employee well-being. Most businesses and organizations increasingly understand that workers are their most valuable assets. Since employees now working longer hours, research shows that health is at risk. Therefore, those employees who maintain a healthy lifestyle are generally in better health. The aim of this thesis is to provide the necessary information about teachers' well-being. The result showed a great impact of well-being on quality teaching and tends to be more positive than negative and it is quite clear that workforce's well-being has a direct impact on students and the organization.

Keywords: well-being, career, social, physical activity, quality, exercise, stress, workload

1. Introduction

The Association of Southeast Asian Nations (ASEAN) aim of economic growth, social progress and cultural development among its members with the idea of English language as its medium of communication by 2015 has led to Thailand recruiting more foreign teachers to teach English in all schools than ever. A brief statistics shows that in 2011, Bangkok Metropolitan Administration (BMA) data released 16 districts in Bangkok with 436 schools, 324,156 students, and 14,385 teachers as the total number of students, teachers and schools in Bangkok (source: Educational Strategy Office, Education Department, 2011). Employee well-being is widely considered as a growing concern in organizations. Well-being, if not check on early stage can affect productivity or teaching due to illnesses, absenteeism and loss of worksite days that can have financial implications for the organization. According to Mulvihill (2005) employees who are physically healthier seem to have more energy and stamina to do their work. Therefore, this study aims to evaluate the impact of foreign teachers' well-being on quality teaching.

“If Teachers are not ‘fit ‘to cope with the never-ending, ever-changing series of demands and pressure they face moment to moment, they will not provide the quality teaching and learning experience expected of them” (Lovewell,2012). In other words, employee health status directly influences employee work behavior, work attendance and on-the job performance.

2. The research objective

2.1 To discover the relationships among foreign teachers ideas on well-being and quality teaching from different dimensions.

2.2 To provide organizations with the necessary information to understand employees’ well-being that can contribute to future organizational strategy and decision making.

2.3 To emphasise on how important is the role of the employees’ well-being in the organization effectiveness and success and ways to improve the situation

3. Literature Review and Theory

3.1 Well-being

Different specialists have different ideas and opinions on well-being, everyone says what they know and what they think is the best and only way. The differences are based on theories and findings, however, much of the similarities gears to improve on health status and well-being of employees, because employees’ health status directly or indirectly influences employee work behavior, work attendance and on-the-job performance as explained by Boles et al., (2004).

According to Huppert (2008) the concept of well-being has two main elements: feeling good and functioning well. That feelings of happiness, contentment, enjoyment, curiosity and engagement are characteristics of a person with a positive experiences of life and relationships , having control over your life and a sense of purpose are all important attributes of well-being. Ryan & Deci (2001) explain that well-being on Hedonic approach concerns happiness, as the pleasure attainment and pain avoidance. While the eudaimonic approach focuses on meaning and self-realization and define well-being as the degree to which a person is fully functioning. If your employees are well and feel looked after, they are more likely to engage and achieve success with you. Healthy and happy teachers are great role models and ambassadors for students and the community. The awareness and acceptance of cultural differences is important to help people understand the knowledge and interpersonal skills in appreciating and working with individuals from cultures other than ones culture. ‘One of the most important challenges for organization is adapting to people who are different’, that is workforce diversity (Robins & Timothy, 2012). Individuals with a strong sense of well-being will only contribute to a satisfied, productive and stable workforce when they are respected and valued. The primary mission of any school is to educate it students to ensure that they achieve academic excellence and are prepared to become productive citizens of society and the community. And therefore, Teachers also need the support of management and colleagues to help students reach that goal. Ilies et al., (2010) mention that there is a link between workload and emotional distress, physical health and daily well-being.

3.2 Physical well-being

Physical well-being is about being positive to health and bodily function, exercise and good nutrition, safety and access to good health care services. Healthier people are those that feel better to deal with stress and get involve in their work which results to higher work output. It is supported by Vuori (1998, p.100) saying that physical activity rather seem to improve health related quality of life by encouraging psychological well-being (e.g. self-confident, self-esteem, mood ,etc.). Improving on health and physical activity helps employees feel better about themselves and their job and want to be more productive in their position, therefore, there is a possible change of mood and worker satisfaction and companies have to find ways to invest to support better health. The importance of exercise for well-being is that, it is for all ages, “health promotion is action aimed at improving physical, mental, and social well-being” (Jonas, 2000).

3.3 Social well-being

From the book of John Wild (2012, p.75) relates to social well-being as a group associations based on the collection of two or more people who identify and interact with each other. Connecting with people around you like family, friends, colleagues and neighbors at work, home, school or your local community is the most essential aspect of life that, building these relationships will support and enrich you personally. The socially well person has a network of friends and family to whom he can turn to for support and sharing life experiences. From your family, without happy healthy relationship, there is no hope of honest open communication, respectful attitudes, kind behavior or constructive support (Lovewell, 2012). Social relations are so important that they make you aware that you not alone in times of need. There is so much emotional support when in difficult times. However, the lack of social support from others or poor relations with supervisors, colleagues and subordinates (Sauter et al 1992) can be a potential source of stress and strain problems (Cox and Griffiths 2008).

3.4 Financial Well-being

When it comes to well-being money is one of the twelve job characteristics mentioned by Makikangas et al., (2007, p.201) and Warr (1990) thus, physical security, valued social position, supportive supervision, career outlook, equity, opportunity for personal control, opportunity for skill use, external generated goals, variety, environmental clarity ,and contacts with others all have influence on the well-being of subordinates. The more availability of these characteristics to employees, the better is their well-being (Warr 1990). Some studies say that benefits and compensation are not the main elements of engagement and well-being, however, they are needed to play a part in an employment deal. But Diener (2002) argued that income enhances subjective well-being only if it helps people meet their basic needs and beyond. According to Landy (2010) the importance of work in people’s lives is that, most people need to earn money, and to do so by working. The National Research Council adds support to his observation by people responding to questions like “If you were to get enough money to live as comfortably as you would like for the rest of your life, would you continue to work or would you stop working?” the percentage that agreed continuing working was 70% since 1973. This is the strong testimony to the meaning of work, not particular job but the experience of working, defines who we are (Landy, p.4). Financial well-being is all about a healthy budget to manage both income

and expenditures. It is another way saying, employees can be motivated toward the organization's goals through empowerment (Hilton & Platt, 2011) and the way employees are paid affects their quality of their work and even willingness to be flexible and learn new skills (Milkovich & Newman, 1999), because, low financial well-being can lead to stress, anxiety, headaches and depression.

3.5 Career well-being

In order to enable employees to be consistent with their own needs, talents, values and the organization needs, organizations may have from time to time periodically interview employees about issues such as individual progress, problems, expectations, options, well-being, training need and career issues (Schabracq et al., 2003). And the individual also need to try something new or rediscover an old interest, sign up for a course that you may be interested, and maybe take on a different responsibility at work. The continuation of learning through life can encourage individual's self-esteem, social interaction and a more active life and even sometimes, educational activities help lift older people out of depression (Kirkwood et al., 2008). "Career is defined as the pattern of work-related experiences that span the course of a person's life" (Greenhaus, 2000). All careers have objective and subjective elements that together form the basis of an individual's career. And career management (Greenhaus, 2000, p.18) is seen as an ongoing problem-solving process in which information is collected, increased the awareness of the individual and his environment, career goals and strategies are developed and feedback is obtained. This process can help the person deal with tasks and issues they face in various stages of their careers. The willingness to explore, set goals, develop and implement plans can make a difference in the quality of a person's career and life.

. It is rewarding to have a successful career with a helpful developed attitude of commitment. To add to the above, careers need planning as Schreuder and Theron (1997) indicates that "career planning can be described as the process by which employees obtain knowledge about themselves (their values, personality, preferences, interests, abilities, etc.), information about the working environment, and then make an effort to achieve a proper match".

3.6 Other domains that contribute to quality teaching

The following domains such as environment, less stress, resources, safety, empathy and classroom management play a great role in enhancing quality teaching.

Research shows aspects of organization cultures like, physical environment, leadership effectiveness and working relationships, as well as people's sense of competency, their aspirations and need for personal growth has impact on employee well-being and performance (Watson, 2010).

There are some factors at the workplace that affects employee health and well-being, like the change from constant and stable to a more turbulent environment where (Ginn & Henry, 2003), many organizations or business restructure, merge or downsize to survive in times of economic downturn. As a result, these changes have huge stress factors on employees and are forced to adapt to the situation of change in order to survive economically and remain active to

earn a living. According to Hillier et al., (2005), the literature is clear about work-related stress factors in the work place, such as excessive demands and workloads, lack of control and poor working conditions and relationships that could impede teachers work on inspiring students to reach goals and dreams. Mullins (p.445) listed five dimensions of service quality: tangibles (appearance of physical facilities, equipment, personnel, and communication materials), reliability (ability to perform), responsiveness (willingness to help), (assurance knowledge and courtesy of employees and their ability to convey trust and confidence) and empathy (caring). So, quality is about the relationship between the provider (teacher) and the recipient (students) that lack of self-control and classroom management shows signs of stress escalating. This is not quality teaching, because there is no room for fun, creativity, rapport building, healthy interaction or learning. Relationships with students are keys to productive and progressive learning.

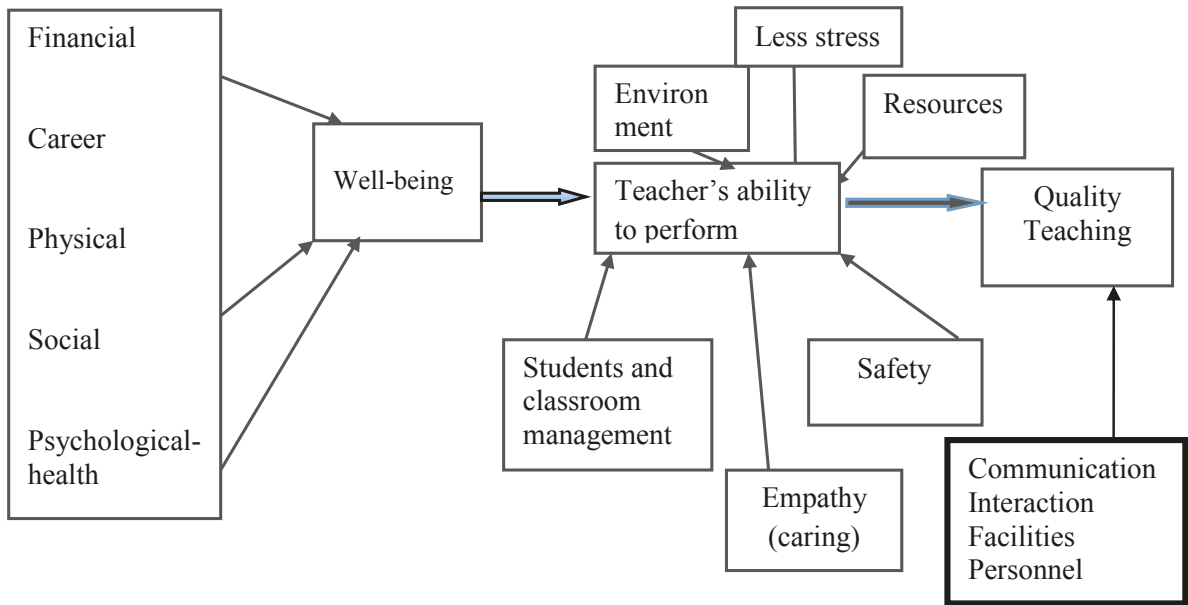
Kyriacou (2001) and Spector (2002) saw stress as a negative feeling or emotional state resulting in teacher's work and for that matter impede performance and these unpleasant feelings may begin to involve anger, tension, frustration, and depression that may become a threat to well-being and self-esteem. Social relationship at work has also been shown to boost employee retention, safety, work quality and interaction. To mention "Quality of working life", a term which emphasizes the relationship between the working environment and personal health. Its aim is to promote employees mental and physical health, safety and satisfaction and emotional well-being of employees such as, providing opportunities for growth and development (Ivancevich & Matteson, 2002). Therefore, in order to cope with stress, work load, strain on job demand, environment, job control, managers have to take the responsibility to help employees are in good health and less stressful.

3.7 The impact of Well-being on Quality Teaching

According to Lovewell (2012) well-being in schools is a fundamental pre-requisite for healthy, constructive and productive quality teaching and learning. A school with low staff retention rates generates low levels of quality learning. In marketing, it is said "marketers create needs, so do teachers, also create inspiration (Mullins & Walker, 2010). Teachers inspire students to reach goals and dreams they thought could not be attained. They support and encourage by challenging students to reach beyond expectations and doubts.

Quality teaching is the result of having an underlying structure that supports the learner and the teacher (Lovewell, 2012). Then she went on to say that lack of self-control and classroom management due to teachers shouting as a means of communication, shows some doubt that productivity, respect and control is lost. This is not quality teaching, because there is no room for fun, creativity, rapport building, healthy interaction or learning. Relationships with students are keys to productive and progressive learning.

Figure 1 A Theoretical Conceptual framework



From the framework, it shows how the four dimension of well-being (financial, physical, social and career) are positively connected to enhance individual well-being (Aked et al, 2008). According to Watson (2010) definition of well-being, it encompasses three interconnected aspects of an individual’s “work life”, such as Physical health, social and Psychological health (stress, confidence, safety, empowerment, etc.). When these elements of well-being are strong in connecting each other, then, it is sustainable and for well-being to have an impact on quality teaching, it is necessary for other factors such as less stress on teachers, availability of resources and competence (knowledge, classroom management, and confidence) must be taken into consideration (Mullins,2010 p.445).

3.8 Expected Outcome as a summary of the model

A success outcome can reinforce each other and improvement in these areas will possibly reduce stress complaints and provide a higher level of well-being and health. When attention is given to employees’ quality of life at the work, it definitely results to productive workplace and a happier workforce (Hillier et al., 2005). A good working climate and few stress complaints among employees are of influence on the corporate image and that shows the corporate takes its values about well-being and health seriously (Schabracq et al., 2003 p.595).

4. Methodology

4.1 Population

The research setting in Bangkok is considered an appropriate area to study the impact of well-being on quality teaching from foreign teachers' perspectives and the effects of well-being on teachers' performance in different schools.

This study pursued a qualitative research method approach. The reason for choosing this technique is applying the exploratory approach to provide the researcher information for further development in research.

4.2 Sample design and instrument used

The interviews or observation collected was based on 15 participants in different schools in Bangkok on references (snowball). Most of the effort was made through web search for schools. The only expectation for the sample is that the teachers are foreign teachers.

With semi-structured interview, that is open-ended questions asking for short essay type of answers from respondents (Zikmund et al., 2013 p.1), the interview is based on 16 questions divided into three sections 1, 2 and 3 and subsections. Section 1 is about well-being, 2 is ability to teach and 3 is about quality teaching. Using a qualitative study in an exploratory approach in that, the researcher will listen to participants and built an understanding based on their ideas (Creswell, 2007 p.33).

Overall, a Phenomenological study approach appeared most suitable in this case, because it involved human experiences based on the relationship they have with the physical environment, objects, people and situations (Zikmund et al 2013, p. 136). It seeks to describe, reflect upon, and interpret experiences. See below the summary of participants' information in table 1

Table 1 Participants information

Sex, age	School	level/Position	Country of origin
M, 25-35	Rajavinit	secondary	Ghana
M, 25-35	watweruwaram	primary	Uganda
M, 36-45	TriamUdom	secondary	Greece
M, 46-55	TriamUdom	secondary	Belgium
F, 25-35	TriamUdom	secondary	South Africa
F, 25-35	WittayaKhom	secondary	Philippines
F, 56 above	Bangkok Adventist	upper primary	Myanmar
F, 46-55	Bangkok Adventist	primary	Philippines
M, 25-35	Khemasiri	primary	USA
M, 46-55	Bangkok Adventist Intl	primary	Philippines
M, 25-35	Unn Academy	primary	Ghana
M, 46-55	Professional lang. edu	all levels	Ghana
M, 25-35	St Dominic Catholic	primary	Germany
M, 25-35	St Dominic Catholic	secondary	UK
M, 36-45	Harrow	primary	UK

Ethical considerations

Participants were given knowledge about the topic of study for the research and were assured of confidentiality measures to protect them from any risk and therefore to be part voluntarily. A consent form which protects their privacy was provided for participants to read and sign, providing name, country, age and gender. The advantage of this interview is to get full range of in-depth information from the participants, and conduct the research only in English.

4.3 Thematic analysis and descriptive narrative approach

The main aim of this interview is to evaluate and understand the differences of ideas and experiences of these teachers' well-being on quality teaching. As Kawulich (2004) stated that analyzing qualitative data typically involves getting oneself deep in the data to be familiar with it, then looking for patterns and themes, and various relationships between data that help the researcher to understand what they have and write up the information. The data collected was transcribed for such purpose to identifying all the repeating patterns into themes.

Desantis and Ugarriza (2000) defined a theme as abstract entity that brings meaning and identity to a recurrent experience and its variant manifestations into a meaningful whole (p.362). They suggest that a theme involves five aspects

1. the overall entity or experience
2. the structure or the basis of the experience;
3. the function or the nature of the experience into a meaningful whole;
4. the form or the stability or variability of the various manifestation of the experience
5. the mode or the recurrence of the experience.

Content analysis used for the interview data and sorted across the transcripts in attempt to understand and explain the similarities and differences for well-being and its impact on quality teaching (Howard and Johnson, 2004) and then determining these patterns in data and making the conclusions much more reliable.

The following four criteria were proposed for evaluating sounding quality research and these are credibility, transferability, dependability (trustworthiness) and conformability. A good qualitative research should be trustworthy (Kenyon, 2004). This means that the outcome (finding) of the research should be worth paying attention to. Qualitative study is seen valid, only if it is credible (Babbie & Mouton, 2006), "just as a quantitative study cannot be considered valid unless it is reliable, so is qualitative study cannot be called transferable unless it is credible" (Mouton, 2006). For example, Triangulation as a method was used to ensure credibility, that is, different questions can be asked from different angles during the interview. The credibility and trustworthiness is based on the differences in the answers, not owing to the questions but the differences and similarities among the participants. And the dependability, if the study was to be repeated with the same participant in the same or similar context, the outcome should yield the same findings. Lincoln & Guba (1985), state that there is no credibility without dependability. To enhance dependability, an audit inquiry could be done (Babbie & Moton, 2006).

These records will leave enough evidence for the evaluator to be able to decide whether the result is a product from the interview (Kenyon, 2004; Babbie & Mouton, 2006).

5. Analysis and Results

This chapter presents research results from the qualitative interviews conducted. The data was collected by means of recorded interview with 15 participants agreed to answer questions that relates to their experiences. The interviews were remarkably spontaneous and consistent in their individual response that seems very similar (Von der Lippe, 2010). Content analysis was used to identify themes per question and further look for similarities and differences.

5.1 Below is the Summary of Participants response to interview questions.

Question 1: As a teacher, tell me about your understanding of well-being.

Participants shown different perceptions on well-being but shared a common assumptions, which to them is about, being more comfortable in life with less stress. They pointed out that being positive in your mind set and be fit for the students you teach means, taking good care of yourself.

Question 1.1: What do you do to keep healthy?

All the participants agreed that they do some exercise to keep healthy and is really good for their health. Some indicated that going to the gym also help them to make new friends (socialize).

Question 1.2: How do you benefit by belonging to a social group or community?

All participants indicated that they benefit from friends or colleagues by sharing ideas, supports, helping each other and getting good advice from them.

Question 1.3: How important is financial well-being to you as a teacher?

Most of the participants described financial well-being as important to them because they earn some income that helps them to consistently take care of things around them, like, having plans to own a business in future. While, one of the participants had a different opinion that financial well-being is not important to her, however, having enough money to live a normal life is very essential to her. To those that sees financial well-being as important and may not survive without it also expressed their concern.

Question 1.4: What meaning does career have in your life as a teacher?

Participants raised concerned about moving forward in life. And they all seem to agree on upgrading themselves by taking opportunities and having their own business, to them, career plays a major role in their lives. To some participants, career as a teacher is like a dream come true. Taken together, these domains are considered important components of well-being.

Question 2.1: What role does being competent play in your teaching?

The participants seem to be in agreement about competence by outlining their experiences involving professionalism and knowledge, techniques and skills, the environment and resources, language skills, materials and students participation in class.

Question 2.2: What impact does the availability of resources have in your teaching?

Participants were emphatic about the use of resources as being important in their teaching. The following were mentioned by all participants; internet, textbooks, games, audio-visual aids, microphones and materials (projectors).

Question 2.3: What are some of the day-to-day stresses you face teaching in this school?

The Participants indicated some situations that they face in their schools and was somehow stressful to them, like, classroom management, managerial style, disagreement with colleagues, and communication problems.

Question 2.4: What can teachers do to help classroom management?

Participants in their experience and role as a teacher mentioned that a teacher must control their emotion and be professional and try to manage or calm his/her class by using games, motivation and sometimes relying on Thai teachers for assistance. Foreign teachers in particular do experience some classroom management issues, either, lack of respect from the kids or they find it difficult to understand you speak to them.

Question 2.5: How essential is taking care of your students have an impact on your teaching?

Participants indicated that connecting, involving, helping, supporting and building a relationship with students did improve their learning abilities and confidence. Students learn so easily if they can interact with each other and work in a group.

Question 2.6: What safety measures are provided for teachers in your school?

Some participants mention safety measures that include security gates, health insurance and health clinic. Others only believe the measure they know is security at the entrance, nothing else.

Question 3.1: What factors are important in evaluating quality teaching?

Participants were very positive in their opinion that factors such as being well-trained as a teacher, confidence, knowledgeable, using techniques and skills, the importance of time factor, communication, feedback from students and a good relation with your supervisor, lesson achievable and resources are all a major factor to evaluating quality teaching. All the above mentioned domains plays a very important role in evaluating quality teaching, because, if all

these underlying structures are not in proper use to support the learner and the teacher, then, the result of teaching outcome would not be quality enough (Lovewell,2012).

Question 3.2: What role does communication play in your teaching?

Proper communication with students and colleagues help the teacher's confidence, as the participants agreed on that. They also said communication help get feedback, being comfortable interacting with others, easy access to materials and resources and making your messages clearly heard by the students, thus, able to understand you.

Feedbacks in communication also help to evaluate whether the person understand you or not, though, not that easy.

Question 3.3: How does your interaction with students and colleagues help in your teaching?

From the responses it seems that participants spontaneously shared similar experiences about interaction. They mentioned that students learn easily and comfortable through interaction and that, colleagues share good advice and ideas. There's also some respect, motivation and fun with the students.

Question 3.4: What kind of facilities can be used to support and encourage students to reach their expectations?

Participants were in accordance with facilities such as use of projectors, computer rooms, sport field, library, swimming pool, science lab, health clinic, internet, and air-conditioned rooms, from the teachers' experience, were necessary to encourage students reach their expectations.

Question 3.5: What role do personnel in your school play to make teaching more a learning and creative center?

Participants focused on issues such as personnel providing cleaned rooms, food, textbooks, materials, photocopying machines and stationaries, Thai teachers assisting foreigners with students' affairs and immigration issues and security staff offering help and maintenance services.

In conclusion to this section, the data reporting was instead summarized by key themes, using selected quotes to illustrate findings (Kawulich, 2004, p. 105).

5.2 The findings by themes emerged from data. Various relevant themes were identified from the interview.

The findings (naturalistic study) are reported in a descriptive narrative approach rather than a scientific report (Creswell, 2009, p.211) which, the stages of the interview questions were fundamentally developed from the conceptual framework.

Stage 1 contained questions that were on well-being, Stage 2 was information about the ability to teach and the stage 3 requested information about the factors that evaluates quality teaching.

5.2.1 Well-being

The participants' shared different understanding about well-being that seems similar with the literature, like, emotional, physical, financial, psychological or positive mindset, comfortable, feeling good and taking care of oneself (Huppert, 2008; Rath & Harter, 2010). The majority of respondents agree to the importance of employers paying more attention to staff well-being and that exercises enhances physical well-being, health plan, less stress, respect and fairness at work and encouraging social relationships. It is clear from the feedback that participants' perception about well-being was positive.

Physical well-being

Physical well-being is one of the dimensions participant saw to contribute to well-being. They said eating healthy, walking, and jogging or doing some exercises is good for health and well-being. As one of the participant put in a candid way that "maintaining your energy level for the kids you teach matters a lot". This finding is in line with (Lovewell, 2012), who indicates that if teachers are not fit to cope with the demands and pressure on them, they will not provide the quality teaching expected from them. Also those observations made by the participants were confirmed by Mulvihill, (2005).

Social well-being (SWB)

The benefit of belonging to a social group is a factor that supports the sustainability of SWB. Participants mentioned that they benefit from sharing ideas, emotional support, assistance from colleagues and friends that you can rely on, (Wild, 2012; Lovewell, 2012; La Guardia & Patrick, 2008) confirm through their research that SWB will support and enrich you personally for optimal growth and well-being.

Financial well-being (FWB)

Financial well-being was mentioned as a means to contribute to well-being and this in line with (Makikangas et al., 2007; Warr, 1990) findings which highlighted the importance of it. Participants believe having money to take care of needs and family and expense are very essential (Diener, 2002). Having enough money to live a normal and perhaps own a business is the most important thing some of the participants anticipate.

Career well-being

Participants indicated on many times during the interview that is extremely necessary to take opportunities to advance in a career or continues education, upgrade skills or own a business, and have a stable income (Kirkwood et al., 2008; Schabracq et al., 2003; Aked et al., 2008)

5.2.2 Ability to teach

According to the Participants, competence, being knowledgeable, language proficiency and proper communication, techniques, confidence, use of materials and having students to participate in your lessons are a major attribute to teaching (Lovewell,2012;Mullins,2010). The availability of the following factors were considered has enhancing performance.

Resources

The availability of resources is great says the participants and having access to resources like the internet, textbooks, games, audio-visual aids, speakers and materials help your lesson plan. Participants agreed that the need for resources made available is important for a teacher's lesson (Mullins, 2010).

Stress

All the participants indicated that they face stress in the class, thus, students' noisy, uncontrollable, disagreement among colleagues, lack of managerial authority, and poor communication channels (Kinman & Jones, 2005; Love et al., 2006). Sometimes they do get assistance from the Thai teachers to help solve some issues or control classroom management.

Classroom management

Thai teachers' involvement, according to the participants, help in controlling classroom management. They also suggested using games, involve the students in an activity to motivate them, and being friendly and controlling your emotions is a key factor (Lovewell, 2012).

Empathy

Participants were in accordance with the idea that empathy is a good way to connect with students and interact freely by involving them in your lessons, build their confidence and that shows mutual respect, provide help and support towards a relationship building (Aked et al., 2008; Mullins 2010).

Safety

Most participants disagree concerning safety measures. Some says there are no any safety measures in their school. Others did mention measures like, health insurance for teachers, health clinic, fire extinguishers, and air-conditions in most classrooms.

However, participants seem to agree on security gates at all schools as a safety measure (Ivancevich & Matteson, 2002).

It is therefore imperative that if teacher's well-being is not properly taken care of, then, the willingness to perform in a professional level would be in doubt. So, all these dimensions mentioned should not be ignored. Schools should provide the necessary resources, better

environment to teach and learn with proper communication channels and safety measures, stress reduction and good interaction with students and colleagues for teachers to diligently deliver their expertise. Teachers' ability to teach depends on its well-being and the availability of resources and equipment in place.

5.2.3 Quality teaching

The factors that were considered by participants to evaluate quality teaching includes; a well-trained teacher, confidence, knowledgeable, applying techniques and skills in teaching, resources, time factor, communication, feedback from supervisor and students, and the meaning of lesson outcome (Lovewell,2012; Mullins,2010; Aked et al.,2008).

Communication

Participants said with their experience, communication is vital, because without it then there is no teaching. They indicate that it makes them confident, get feedback and interaction with students is great, get students' attention if they can hear you and understand what you saying with the use of materials (Mullins, 2010).

Interaction

According to the participants, first they said, their experience with students' interaction is good because they learn so easily, feel comfortable around you, can trust and respect you, have fun and motivate them. With colleagues, participants agreed that they freely share ideas and experiences, provide good advice and are supportive. To them it helps a lot to establish interaction with your students and colleagues. Mullins & Walker (2010) mentioned that quality is about the relationship between the provider (teacher) and recipient (students) to make fun for interaction or learning (Lovewell, 2012).

Facilities

Participants mentioned they have projectors, computer rooms, sport field, swimming pool, science lab, microphones internet, and library and health clinic to support students learning. They said using these kinds of facilities encourages students the more to learn and are rather motivated to reach their expectations (Mullins, 2010).

Personnel

Participants were pleased to mention that personnel in their schools provide cleaned rooms, food, textbooks and materials, photocopy machine, and the security staff provide maintenance services. Some did say that the Thai teachers assist foreign teachers with their immigration issues.

Majority of respondents from the interview thought that there is a positive link between quality teaching and honest open communication, cooperation among teachers to work together, improving facilities to make teaching a lot better and that teachers are role models to students (Mullins 2010; Lovewell, 2012).

Resources

The availability of resources is great says the participants and having access to resources like the internet, textbooks, games, audio-visual aids, speakers and materials help your lesson plan. Participants agreed that the need for resources made available is important for a teacher's lesson (Mullins, 2010).

Classroom management

Thai teachers' involvement, according to the participants, help in controlling classroom management. They also suggested using games, involve the students in an activity to motivate them, and being friendly and controlling your emotions is a key factor (Lovewell, 2012).

Results

The findings presented offered strong support for well-being having an impact on quality teaching and therefore, results suggest that teachers can contribute to students and people's overall sense of happiness if all this domains are in proper place to help shape their lifestyle (Ilies et al., 2010). And also in line with the literature (Rath & Harter, 2010) says *"it is about the combination of our love for what we do each day, the quality of our relationships, the security of our finances, the vibrancy of our physical health, and the pride we take in what we have contributed to our communities. Most importantly, it's about how these five elements (physical, career, social, community and financial) interacts"*.

Therefore, the relationship among the variables demonstrates that financial, physical, career, and social has a direct positive influence on well-being.

Also there is negative link between classroom management and stress, however, indication from participants shows that their Thai colleagues or personnel help in classroom management and reflect positively on physical health due to less stress.

Empathy and interaction with students and colleagues has a positive effect on communication. Students were able to participate in class activities freely without any fears or worries.

Overall, participants indicated that they found the availability of resources, environment, and safety measures, personnel and time factor, communication, classroom management and interaction with students has positive effect on competence and the ability to teach. Therefore, Teacher's well-being has effect on ability to teach and that enhances quality teaching.

Finally, the interview themes are presented, findings are compared and triangulation used to provide validity to the findings (Creswell, 2013, p.251). The link between overall well-being and quality teaching has, however, been established in research (Makikangas et al., 2007; Hillier et al., 2005; Vuori, 1998; Lovewell, 2012; Warr, 1990; Diener, 2002; Kyriacou, 2001 & Spector, 2002; Mullins, 2010).

This section has shown the importance of well-being and quality teaching components that should not be misunderstood but rather shows the role it plays in a teacher's life and making the school a learning and creative center for students. This is to provide organizations with the necessary information to help understand teacher's well-being and teaching.

6. Conclusion

Based on this study, it is not the purpose of qualitative research to produce generalizable findings applicable to whole population, since the data collected was conveniently a small group of foreign teachers from different schools sharing their various experiences about well-being and quality teaching.

The findings offered strong support from the teachers' view that confirms conceptual research on well-being (mainly with psychological and sociological background), if all the dimensions relates with each other, then, well-being has a connection and therefore has an impact that might be positive or negative on quality teaching (Lovewell, 2012; Mullins, 2010; Rath & Harter, 2010), applied to some schools in Bangkok.

Therefore, feedback from the interview gave a good indication that well-being has an impact on quality teaching, through the analysis in the results chapter, the connection between well-being and quality teaching were highlighted. The only situation that was identified in the interview was about the safety measures, where, participants couldn't tell what kind of measures the schools have. Hence, judgment as whether safety had any contribution to affect well-being and quality teaching was not clear.

In general terms, participants choice of words that sounded similar in all dimension were comfortable and feeling good, confidence, support, sharing ideas, upgrading oneself and being professional, use of materials, motivation, connecting, involving, communication and feedback and respect were all strong features of the participants' talk.

Quality Teaching

According to Lovewell (2012), well-being in schools is a fundamental base for healthy, constructive and productive quality learning. That, quality teaching is the result of having an underlying structure supporting the learner and the receiver. This research confirms the importance of teacher's ideas and experiences on the factors that evaluate quality teaching, like, a well-trained teacher, confidence, and knowledgeable, using techniques in teaching, skills, time factor, communication, feedback and meaning of the outcome.

7. Implications for Business

Practically speaking, if the results of the current study are perhaps applied to the teaching profession in Bangkok, it can cause a lot betterment for the schools and organization, showing the interaction of the domains of well-being and quality teaching relating to psychological and social concern. This is in support with existing ideas as the findings of this research fit in the framework and model of the literature.

Well-being, if not check on early stage can affect productivity or teaching due to illnesses, absenteeism and loss of worksite days that can have financial implications for the organization.

Management would be very much at ease if teachers and personnel are satisfied with their job and their well-being taken care of and provisions are made for them to be motivated to take good care of themselves.

For Business, the implication of these findings is that teachers' well-being and voice concerning teaching should be considered as to promote opportunities for them to be involved in decision making that could be a cross fertilization effect on quality work-life and teaching. The ability to promote well-being is of considerable benefit to not only the employees in the community but to the employer as well, due to profitability, productivity, customer royalty and turnover. The development of ideas concerning well-being interaction with quality teaching and giving examples on how these can be applied to schools in Bangkok is partially the conceptual framework of this research. The purpose of this paper is to demonstrate through the effort of the teachers, that, the importance of well-being at work has far been neglected and therefore portrays the overview link between well-being and quality teaching.

From the findings ,well-being linking with quality teaching is without doubt that the various dimensions, like, physical, social, career, and financial alongside interacting with other dimensions such as communication, less stress, competence, personnel, safety, classroom management resources and facilities ,together, played a major role in well-being having a more positive than negative impact on quality teaching.

Therefore, the valuable contribution that can be made in this area is management focusing on their teachers and employees well-being. This current study provides the endeavors for organizations as the means for well-being considered important that can create an ultimate lead to quality teaching. Similarly, the success or failure of an organization to promote well-being of employees can explicitly be attributable to trust in management and supervisory support. Therefore, the business case for employees' well-being may succeed not because of any kind of longtime corporate policy or culture of the organization but due to linkages of trust between management and employees. So, organizations and schools could start with investing more resources into improving the well-being of teachers and its employees, resulting in business success, which is in accordance with this study objective. With this in mind, it is time to tighten the link between teachers' well-being and quality teaching and embrace the benefits of this new dimension that has been overlooked. It is ideal to find the result of this research highly helpful and the study provides vital information of what to expect concerning teacher's well-being and quality teaching.

8. Research Limitation

There were a few challenging when collecting the data:

8.1 The time framework was not enough to collect more data. It would be fair the time frame is revisited for future research purpose.

8.2 It would be appropriate to investigate the entire foreign teachers in Thailand to assess the experience of others so that schools are well-prepared.

8.3 Also access to entering or visiting school premises should be permissible by the Schools, to welcome interviewer meeting participants.

8.4 Mixed method could be more appropriate in the future to complete a very precise result through testing.

9. Recommendation

This study is not without its limitation. The sample limited the generalisation of the results. This can be strengthened by increasing the sample size as the data analysis results and findings may vary. As foreign teachers in Bangkok, only may not represent the whole region or Thailand. The involvement of more teachers could create a more diffused results and findings. So the current results are only applicable to the Bangkok schools.

10. Further Research

Despite these limitations, this study provides an integrative approach to guide future research in this well-being and related domains. With an increase in sample size, a more detailed scientific study among independent variables and the variables that have multiple categories can be correlated and analyzed and reported in a future study.

To deal with these issues, future research on well-being and impact on quality teaching should be considered using a multidisciplinary research team of experts for further in-depth investigations and identify other significant variables that can enhance the intention.

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Appendices

Semi-structured interview questions

1. Well-being

As a teacher, tell me about your understanding of well-being.?

1.1 Physical well-being

What do you do to keep healthy?

1.2 Social relations

How do you benefit by belonging to a social group or the community?

1.3 Financial well-being

How important is financial well-being to you as a teacher?

1.4 Career well-being

What meaning does career have in your life as a teacher?

2. Ability to teach

2.1 Competence

What role does being competent play in your teaching?

2.2 Resources

What impact does the availability of resources have in your teaching?

2.3 Stress

What are some of the day-to-day stresses that you face teaching in this school?

2.4 Classroom management

What can teachers do to help classroom management?

2.5 Empathy

How essential is taking care of your students have an impact on your teaching?

2.6 Safety

What safety measures are provided for teachers in your School?

3.

3.1 Quality teaching

What factors are important in evaluating quality teaching?

3.2 Communication

What role does communication play in your teaching?

