



THAI TEACHERS WITH LOW/HIGH BURNOUT AND THEIR PERCEPTIONS OF TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS (SEN)

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ABSTRACT

The primary aim of this study is to examine the phenomenon of burnout among teachers of pupils with Special Educational Needs (SEN) and how this phenomenon relates to a) teacher's career motivations; b) teacher's career motivations in relation to teaching pupils with SEN; c) their perceptions of positive and/or negative aspects of teaching pupils with SEN, and d) teachers' use of coping strategies. The data were collected from SEN teachers working in ChiangMai province (Thailand) using the burnout inventory, questionnaires, and semi-structured interviews. Two groups of teachers were identified as having the lowest and highest levels of burnout. Sixteen from each group were interviewed and the data analyzed using five categories adapted from Maslow's hierarchy of needs- physiological, safety, belongingness, esteem, and self-actualisation.

The main findings show that the two groups share similar perceptions in terms of the positive aspects of teaching pupils with SEN. However they differ in their motivations to teach regular pupils and pupils with SEN. The research also delves into the negative aspects of teaching pupils with SEN, and the coping strategies they used when experiencing stressful situations. Based on the five categories, esteem and self-actualization are seen to play a bigger role in differentiating the two groups. As a result, promoting teachers' esteem and self-actualization will be crucial in maintaining or increasing their efficiency. The findings suggest that this can be achieved by enhancing these teachers' skills which will subsequently raise their confidence. Other suggestions include recognizing their performance and providing opportunities for them to be more effective in performing their duties.

DEDICATION

This thesis is dedicated to Tanin, Varanuch and Jatupon

This PhD is for all of us

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LIST OF ABBREVIATIONS

BOS	Bureau of Special Education
MOE	Ministry of Education
MUA	Ministry of University Affairs
OBEC	Office of Basic Education Commission
OCS	Office of Commercial Services
ONEC	Office of the National Education Commission
ONESQA	Office for National Standards and Quality Assessment
SEN	Special Educational Needs

CHAPTER ONE: INTRODUCTION

1.1 Rationale for the focus on teacher burnout

Three main reasons motivated the author's interest in researching the theme of teacher burnout, particularly in teachers of pupils with special educational needs (SEN). The first is a personal motivation because of my background as a child psychologist. Most of my duties require me to work with pupils with SEN, their parents and their teachers. Since I started working in 1997, I have collaborated with many educators teaching in mainstream schools in terms of conducting psychological measurements and behavioural modifications for pupils with SEN studying in their institutions. One of the teachers I knew was especially hard working and dedicated in her job.

However, at the time, not many agencies paid much attention to the inclusion of special education in mainstream schools. As she could not find much support from colleagues and the school administration, the teacher had to spend her own money to buy teaching materials that were suited to her pupils. She even had to pay for transportation to take her pupils to see the doctor or the psychologist. When the Thai Special Education Policy was implemented in 1999, I found another chance to visit her school but, sad to say, I was told that she had resigned a few months earlier. This led me to believe that the Thai educational system had lost a valuable member of its SEN teaching staff because of its failure to ensure the well-being of its SEN teachers. Personally, I suspect that her resignation was a consequence of teacher burnout. As a researcher, I therefore felt that this was an important issue to be investigated.

Secondly, although special education in Thailand has been established since the 1960s and the National Educational Act, which specified education for all children with difficulties, was enacted in 1999, many studies have reported on difficulties which have to be overcome (Ayawongse & Pungah 1983; Kumpet's 1995; Tungkeunkunt 1997; Wiratchai 1999; Gannakam 2002; Cater 2006). For example, the training for teachers of pupils with SEN seems to be insufficient and inadequate, there is a lack of funding and teaching materials, and bureaucracy pressure and attitudes towards special education (e.g. Wiratchai 1999; Gannakam 2002; Cater 2006). Such difficulties are said to have resulted in teachers being unable to perform effectively. This may then, lead them to feel stressed and burn out eventually.

Thirdly, as part of my duties as a government psychologist in Chiang Mai province, I was assigned to teach on the topic of behaviour modification to teachers who teach pupils with SEN. However, I found that the content of the training programme is only related to the pedagogy of pupils with SEN and there is very little about ensuring that teachers are psychologically prepared to teach pupils with SEN. This reinforces my belief that there is a need to conduct research to examine teacher burnout.

According to Vandenberghe & Huberman (1999), burnout might have serious consequences for teachers' well-being, their teaching careers, and the learning outcomes of their pupils. Specifically, teacher burnout might impair the quality of teaching, and might also lead to job dissatisfaction, work alienation, physical and emotional ill-health, and teachers leaving the profession.

In addition, a number of authors state that teaching is in itself a stressful occupation (Blasé 1986; Kyriacou 1987, 2001; Claxton 1989; Bachkirova 2005; De Nobile & McCormick

2005). Other researchers have argued that teaching pupils with SEN is an even more stressful occupation which can lead to burnout (Male & May 1997; Talmor, Reiter & Feigin 2005).

However, many authors (e.g. Friedman & Faber 1992; Maslach, Pines & Yafe 2001; Chan 2006) agree that not every teacher has the same way of responding to a potential burnout situation. Some teachers are less vulnerable to burnout compared to others in the face of similar stresses. Some research findings (Friedman 1991; Yong 1995; Chan 1995, 1998; Howard & Johnson 2004; Changpinit, Greaves & Frydenberg 2007) suggest that teachers' perception of their jobs such as career choice, insights on positive and negative aspects of their job, and ability to cope with stressful situations could be used as predictors of teacher burnout.

Another reason for my undertaking of this research is the lack of literature on the issue of burnout experienced by SEN teachers in Thailand. Although there are a number of studies in the area of work-related burnout, for example, on burnout among nurses, managers, even burnout experienced by teachers in general, the researcher has not come across any studies which can be related to burnout experienced by teachers of pupils with SEN. For example, the Thailand Library Integrated System (ThaiLIS) contains 120 studies on special education. However, when the researcher reviewed the database looking for Thai case studies on burnout experienced by teachers of pupils with SEN, there were none to be found.

Therefore, taking into consideration the above-mentioned issues, the researcher feels that there is a need to undertake this research on burnout experienced by teachers of pupils with SEN in Thailand. The findings will be useful in providing a better understanding of burnout phenomena among teachers of pupils with SEN in Thailand and also suggestions of ways to

prevent or minimize the impact of stressful situations in teaching which may lead teachers to experience burnout phenomena.

1.2 Aims of the study

This thesis provided a qualitative exploration of the perception of teachers of pupils with SEN in terms of their career choices, positive aspects and negative aspects of teaching pupils with SEN, and the coping strategies they used to deal with the perceived negative aspects. This can be used in order to understand the relation between these factors and the incidence of burnout. In order to achieve this aim, the following research objectives have been identified:

1. To explore the perception of teachers of pupils with SEN towards their professional role, particularly regarding their career choice, positive aspects, negative aspects, and coping strategy.
2. To examine the relationship between degree of burnout and those factors (career choice, positive aspects, negative aspects, and coping strategy).

1.3 Research questions

There are two main research questions as follows:

1. What are the perceptions of teachers of pupils with SEN towards their professional role?

This main question led to sub-questions to elaborate its answer as follows:

- 1.1 What influenced participants to be a teacher?
 - 1.2 What influenced participants to be a teacher of pupils with SEN?
 - 1.2 What are the positive aspects of teaching pupils with SEN?
 - 1.3 What are the negative aspects of teaching pupils with SEN?
 - 1.4 What coping strategies do participants use to cope with the negative aspects?
2. Do teachers who present a high/a low degree of burnout have different perceptions of their professional role?

This main question led to sub-questions to elaborate its answer as follows:

- 2.1 Do teachers who present different degrees of burnout have different influences on becoming a teacher?
- 2.2 Do teachers who present different degrees of burnout have different influences on becoming a teacher of pupils with SEN?
- 2.3 Do teachers who present different degrees of burnout have different perceptions of the positive aspects of teaching pupils with SEN?
- 2.4 Do teachers who present different degrees of burnout have different perceptions of the negative aspects of teaching pupils with SEN?
- 2.5 Do teachers who present different degree of burnout use different coping strategies?

1.4 Methods

The interpretive approach has been used to explain themes in teachers' perception. This study uses a burnout inventory, questionnaire, and semi-structured interview to explore teachers' perceptions on career choices, positive and negative aspects of teaching pupils with SEN, and coping strategies.

A small sample of respondents was selected through the purposeful sampling technique. This comprises six hundred and ninety teachers who were selected from within the ChiangMai Province in Thailand. They were sent a Burnout Inventory (Samankrakul 2006) and questionnaire. This inventory subsequently divided participants into two groups according to their burnout rating; a high level of burnout group, and a low level of burnout group.

In order to explore and compare their perceptions, sixteen participants who presented the highest scores and sixteen who presented the lowest scores from these groups were interviewed individually using a semi-structured interview. The interviews were audio-taped for later analysis.

1.5 Structure of thesis

This thesis comprises six chapters and outlined as follows:

1.5.1 Introduction chapter has presented an introduction to this study. It introduces the research problem, the rationale for a focus on teachers' perception of their professional role and burnout. Then, the aims, research questions and methodology in brief have been precisely defined to clarify the exact business that should be conducted. Finally, the section presented the way in which the thesis is organized.

1.5.2 Literature review chapter is divided into two main sections. The first section addresses the major perspectives and knowledge in the field of burnout. This section starts with a discussion of definitions and theories of burnout, followed by burnout measurement, consequences, and interventions for burnout. The second section covers special education services in Thailand. This section gives a brief history about the educational system, special education services in Thailand and the limitations of their implementations.

1.5.3 Methodology chapter is an extensive chapter tracing the methodological approaches and methods used to achieve the aim and objectives of this study. This chapter presents the research methodology employed in the thesis. It starts with the research purposes and research questions. Then, it discusses a brief introduction to research paradigms. Next, it discusses the design of the study. In this section, case selection and their number are discussed. Afterwards, it discusses the methods of data collection chosen for this thesis and why they are appropriated for addressing the questions of the thesis. Validity and reliability in relation to the Burnout Inventory and semi-structured interviews are discussed. After that, there is a discussion about data analysis. This part adds a discussion on inter-rater validity for transcript, coding and theme, and also limitations of translation from Thai to English. Finally, it raises ethical issues related to this thesis.

1.5.4 Data presenting chapter presents the result of this study. The chapter presents the key themes of the research findings related to the research questions. The chapter divides into two main sections. The first section presents the data gathered from the questionnaires, consisting of demographic data such as teaching experience, number of pupils they had taught, difficulties of pupils, and behavioural and emotional difficulties of pupils. The next section presents the data gathered from the interviews with teachers of pupils with SEN. This data functions as the primary source which will be use to answer the research questions. This

section consists of five themes: career choice of teaching; motivation to teach pupils with SEN; positive aspects of teaching pupils with SEN; negative aspects of teaching pupils with SEN; and coping strategies teachers used when facing difficult situations.

1.5.5 Discussion chapter is divided into two sections. The first section discusses teachers' perceptions of their professional role. This discussion of the results is structured around a number of themes that emerged from the data. The first section discusses the perception of participants according to the themes that came out from the interview data. The second section discusses the differences of perceptions among participants who exhibit a low level of burnout and participants who exhibit a high level of burnout.

1.5.6 Conclusion chapter draws the thesis to a conclusion. This chapter summarizes the main findings of this study, linked with the research questions. Then limitations of this study are discussed. The emergent recommendations for policy and practice for special education in Thailand are presented.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This research focuses on Thai teachers' perceptions of their professional role and the inherent relationships between these individuals' perceptions and their degree of burnout. This literature review chapter is divided into three main sections: The first section discusses the issue of burnout. It comprises the definitions of burnout, the measurements, consequences and theories of burnout, and the coping strategies undertaken to lessen burnout. The second section discusses teachers' perceptions of their professional role and how these can be related to their burnout. The third section covers special needs education services in Thailand, giving a brief history and outlining the limitations of its implementation.

2.2 Burnout

2.2.1 What is burnout?

The term burnout was first clinically described by an American psychiatrist, Herbert Freudenberger (1974), who applied it to describe his own physical and psychological state when he and some volunteers were working with large numbers of young people who had dropped out of society and were involved in the illegal drugs trade. After working for several months, he described his state of emotions as that of exhaustion, anger, depression, cynicism, arrogance and guilt. In the same year, Maslach and Pines (Schaufeli, Maslach & Marek 1993) studied the way in which people involved in stressful jobs, (e.g. physicians, nurses,

psychiatrists, and counsellors) cope with their emotional exhaustion ~~arousal~~, in particular, the cognitive strategies which they resorted to. Coincidentally, as a result of his study, Maslach was told that lawyers undertaking cases where their clients suffer from the described phenomenon had referred to it as „burnout’ (Schaufeli & Enzmann 1998). The term therefore became official.

While Freudenberger focused on burnout from a purely psychological perspective, Maslach and Pines (Schaufeli, Maslach & Marek 1993) investigated burnout from a social-psychological perspective. The research on burnout in the early 1970s, almost simultaneously by Herbert Freudenberger and Christina Maslach and her colleagues, indicates a point in time where burnout was first seen as a social problem and not academically induced.

Maslach, Schaufeli & Leiter (2001) divided the history on the study of burnout into two phases. The first was the pioneering phase which focused on clinical descriptions of burnout. Here, the work was exploratory and aimed at identifying and articulating the phenomenon of burnout. The second phase which is also known as the empirical phase, involves a more systematic study of burnout and in particular, an assessment of the extent of the phenomenon. The work on burnout then progressed into a more systematic and empirical form of research as it became quantitative in nature where it utilizes questionnaires and surveys while embarking on studies involving larger subject groupings. The focus of such research methodology was the assessment of burnout and the development of measurements which can weigh the effects of burnout.

In the 1990s this empirical phase continued albeit along several new directions. First, the concept of burnout was extended to occupations beyond the human services and education. Second, burnout research was enhanced by more sophisticated methodology and

statistical tools. Third, a few longitudinal studies (Cherniss 1992; Burke & Greenglass 1995) was implemented and these provided researchers with the capacity to assess the links between the work environment at a certain time and the individual's thoughts and feelings at a later time.

2.2.2 Teacher burnout

A number of authors agreed that teaching is regarded as a stressful occupation (Blasé 1986; Kyriacou 1987, 2001; Caxton 1989; Bachkirova 2005; De Nobile & McCormick 2005). Researchers have shown that teachers who taught special educational needs pupils have one of the most stressful occupations. In relation to this, high-stress jobs can lead to high rates of burnout (Male & May 1997; Talmor, Reiter & Feigin 2005).

A number of researches which studied the connection between teachers' stress and specific cases of burnout have been conducted. However, the findings have been varied. For instance, the findings of De Heus & Diekstra (1999) show that teachers in the Netherlands are more likely to suffer from burnout compared to other professionals (e.g. managers, psychotherapists, social workers, physicians, dentists, nursing professions, and household and caring). On the other hand, the findings from a study by Kovess-Masfety, Sevilla-Dedieu, Rios-Seidel, Nerriere & Chee (2006) indicate differently. In their research on workers' mental health, findings show that teachers do not show poorer health conditions compared to workers from the other professions. Although they were not assessing burnout directly, the results taken from 3,679 teachers and 1,817 non-teachers (e.g. principals, school counsellors, administrators, craftsmen, farmers, managers, social workers, technicians and office workers) reflected that teachers seem to show fewer signs of mental health difficulties than the non-

teacher group. A study of Dutch teachers by Schaufeli, Daamen & Van Mierlo (1994) however depicts mixed findings. The research revealed that teachers in the country were less depersonalized and are in possession of a better sense of self-esteem albeit suffer from more emotional exhaustion compared to other groups of professionals (e.g. nurses, physicians, correctional officers, and social workers).

At this point, it is not clear whether the teaching profession involves more burnout than other professions. Nevertheless, it can be concluded that every occupation has its specific pressures and anxieties. Consequently, teaching has its own set of stresses which can lead to the burnout phenomenon.

2.2.3 Definition of burnout

Freudenberger (1974: 159) insists on simple dictionary terms to define the phenomenon of burnout which he then describes as “to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources”. He explains that the definition of „burn-out’ from the dictionary is exactly what happens to himself and his staff when they burnout for whatever reason and the institution which they operate becomes, for all intents and purposes, no longer functional.

Many researchers (Pines & Aronson 1988; Maslach 1993; Schaufeli & Enzmann 1998; Schaufeli & Buunk 2003; Ever, Tomic & Brouwers 2004) state that probably the most frequently cited definition of burnout comes from Maslach and Jackson (1981). The latter define burnout as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do „people work’ of some kind” (Maslach & Jackson 1986:1). Via this definition, burnout is conceptualized as a three-

dimensional phenomenon consisting of exhaustion, depersonalization, and the inability to acquire a sense accomplishment. Exhaustion, both physical and emotional, has been identified as the most salient reaction to stress resulting from excessive job demands. Subsequently, individuals suffering from such a phenomenon will begin to feel cynical. When such feelings develop, they start to assume a cold, distant, depersonalized attitude towards their work, and even relinquish their ideals. These feelings of ineffectiveness or sense of a lack of accomplishment are then accompanied by a growing sense of inadequacy. They lose confidence in their ability to make a difference professionally (Friedman 2000).

Pines & Aronson (1988) present a slightly broader definition of burnout which includes physical symptoms. In their view, burnout is not restricted to those involved in the social services. They describe burnout as “a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding” (Pines & Aronson 1988:9). The phenomenon can thus affect individuals regardless of the vocation or industry that they are in.

To date, there is no universally accepted definition of burnout. Maslach, Schaufeli & Leiter (2001) state that burnout is a very slippery concept – there can be no standard definition of it. This is acutely apparent since there are a wide variety of opinions relating to what it is and what can be done about it. Different people used the term to mean very different things. As such, there is hardly a basis for constructive communication about the problem and solutions for it. Nevertheless, most researchers seem to accept the definition provided by Maslach & Jackson (1981). The popularity of this definition is reflected by the fact that the most widely used and well-validated self-report questionnaire is the Maslach Burnout Inventory (MBI) (Schaufeli & Enzmann 1998).

2.2.3.1 Stress or burnout

There is still confusion in the literature about the differences between the terms „stress’ and „burnout’. Some articles (e.g. Schaufeli & Enzmann 1998; Pines & Keinan 2005) use the term „stress’ as an alternative to „burnout’. Nevertheless, Schaufeli & Enzmann (1998) note that the concept of stress is plagued by the same sort of definitional ambiguity as burnout. While a number of definitions were adopted by researchers, “there is no single agreed definition in existence” (Pine & Keinan 2005).

Kyriacou (1987) state that teacher stress may be defined as the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of her/his work as an educator. In contrast, teacher burnout may be defined as the syndrome resulting from prolonged teacher stress, primarily characterized by physical, emotional, and attitudinal exhaustion. Furthermore, using Selye’s stress process, Innstrand, Espnes & Mykletun (2002), conclude that the stress process involves three stages: alarm, resistance, and exhaustion. Burnout is then linked to the third stage which is exhaustion

Maslach (1993) explained that the conceptual distinction between burnout and stress is that the former includes the development of negative attitudes and behaviours towards recipients, the job and the organization, whereas the latter is not necessarily accompanied by such attitudes and behaviours.

This assertion is empirically supported by Schaufeli & Van Dierendonck (1993) whose research attempts to show the discriminant validity of burnout in contrast to job stress. Using the MBI (Maslach Burnout Inventory) as a research tool, these investigators measured the mental and physical symptoms of job stress. Their findings show that in terms of emotional exhaustion, a 30% variance is indicated by the stress responses. Additionally, in the aspect of

depersonalization and reduced feeling of personal accomplishment, the shared variance is 14% and 10%, respectively.

Finally, based on an application of existential theory, Pines & Keinan (2005) argue that the root cause of burnout lies in people's need to believe that their lives are meaningful and that the things they do are useful and important. The writers claim that burnout is experienced by individuals who enter their careers with high goals and expectations, whereas stress can be experienced by anybody.

They also point out that while burnout may be a sub-category of stress, there are differences. In their study, Pines & Keinan (2005) found that job stressors are correlates more with causing strain than burnout. On the other hand, job importance correlates more to causing burnout than strain. One good example is their case study of a nurse who reported that the day she worked hard was the day she enjoyed working most but on days where she failed to assist her patients, she admitted that she felt-burnout.

To summarise, the literature review generally points to the phenomena of stress and burnout as being closely correlated. Burnout, in essence, can be taken to be the result of the individual unsuccessfully coping with stress in the workplace.

2.2.4 Theoretical models to explain the burnout phenomenon

Different conceptual formulations have been offered in an attempt to explain burnout. Some authors such as Schaufeli & Enzmann (1998) distinguish the theory of burnout as being divided into four levels of approaches – individual, interpersonal, organisational and societal. Individual approaches emphasize the role of factors and processes within the person whereas

interpersonal approaches focus on the demands of sustaining relationships with others at work. Organisational approaches emphasise the relevance of the organisational context, whilst societal approaches focus on the broader social and cultural dimension of burnout. These four approaches utilise a range of theories, for example, the psychoanalytic theory (Freudenberger & Richelson 1980), the social comparison theory (Buunk, Schaufeli & Ybema 1994), the social psychological analysis (Maslach & Jackson 1982), and existential theories (Pines & Aronson 1988; Langle 2003). Among these theoretical models, approaches based on social psychological analysis (Maslach 1993) and the existential theories will now be discussed.

2.2.4.1 Social psychological analysis

This approach can be linked to Maslach & Jackson's (1982) application of the Three Components theory to explain the burnout phenomenon. Maslach herself has a background in social psychology and this led her to frame the issue of burnout in terms of the social relationships between two people: one who gives, and the other who receives (Maslach 1993). She considers burnout to be a negative individual experience that is embedded in the context of interpersonal relationships at work and that involves the professional's conception of both self and other (Schaufeli & Enzmann 1998).

The theory conceptualizes burnout in terms of its three core components: emotional exhaustion, depersonalization, and reduced sense of personal accomplishment. The first, Emotional Exhaustion (EE), refers to feelings of being emotionally overwrought and depleted of one's emotional resources. The major sources of these are exhaustion due to one's job as well as personal conflict at the workplace. This is manifested by physical fatigue and a feeling of being both psychologically and emotionally drained causing these individuals to

exhibit a lack of energy to face another day or another person in need. Emotional exhaustion thus represents the extent where individual stress spills into the dimension of burnout.

Depersonalization (DP) refers to a negative, cynical, or excessively detached response to other people and this often involves the loss of idealism. It usually develops in response to an overload of emotional exhaustion and is at first self-protective by virtue of its reliance on „detached concern’ as an emotional buffer. In the case specific to teachers, this may result in the lack of empathy and compassion towards their pupils (Maslach 1993). The depersonalization component represents the interpersonal dimension of burnout.

The final component is reduced sense of Personal Accomplishment (PA). This refers to a decline in feelings of competence and productivity at work. This lowered sense of self-efficacy has been linked to depression and an inability to cope with the demands of the job. It can be exacerbated by a lack of social support and feelings of inadequacy about the ability to help others and this may result in a self-imposed verdict of failure. This reduced personal accomplishment component thus represents the self-evaluation dimension of burnout.

Maslach (1993) explains that burnout is a sequential process that begins with emotional exhaustion resulting from work overload and social conflicts when dealing with stakeholders in the work place. When a person experiences emotional exhaustion, s/he may withdraw her/himself from stressful situations. Unfortunately, this strategy might not solve the problem as the more s/he withdraws, the more likely s/he will fail. At this point, some sufferers may start to blame others and develop grudges (depersonalization). In the case of teachers, their pupils or colleagues may be the unfortunate targets. These dysfunctional coping strategies will result in a situation where these individuals will face more and more failures which gradually lead them to doubt their abilities and ~~reduce~~ their sense of personal accomplishment

(Schaufeli & Enzmann 1998). This theory has been applied by many researchers (e.g. Lee & Ashforth 1990, 1996; Friedman 1993; Taris *et al.* 2005). The sequential process has been supported by a longitudinal study conducted by Taris *et al.* (2005) where the findings show that high levels of exhaustion were associated with high levels of depersonalization in teachers and care providers, and that high levels of depersonalization had led to an even higher levels of emotional exhaustion and lower levels of personal accomplishment.

Maslach, Schaufeli & Leiter (2001) suggest that exhaustion is the predominant component of burnout and the most obvious manifestation of burnout syndrome. Within the three components of burnout, exhaustion is the most widely reported and the most thoroughly analysed (Friedman 1993). The strong identification of exhaustion with burnout has led some to argue that the other two components of the syndrome are incidental or unnecessary (Shirom 1989). However, the fact that exhaustion is a necessary criterion for burnout does not mean that it is sufficient. Maslach (1993) argues that although exhaustion reflects the stress dimension of burnout, it fails to capture the critical aspects of the relationship people have with their work.

2.2.4.2 Existential approach

According to the Three Components Theory of Burnout (Maslach 1993), the sources of burnout are personal conflict at work, workload, inappropriate coping strategies and lack of support. In the same light, teacher burnout occurs due to the interactions of these sources and the individuals' reactions to them. The early work of Goldberg (1980) supports the latter notion when he stresses that it is crucial to recognise individual differences in analysing the phenomenon of burnout. He points out that people are affected differently in similar situations. Thus, although they may be faced with the same situation, an individual may

temporarily experience physical exhaustion and feeling a lesser sense of personal accomplishments. Others however may experience complete psychological paralysis indicating extreme burnout.

At this juncture, existential theories should be introduced as an alternative explanation of what causes teacher burnout from the perspective of the human character and personality. Existential theories propose that burnout occurs when the individual's professional role fails to fulfil her or his perception of the meaning of work which in turn retards his/her motivation to work (Pines 2002; Langle 2003; Tomic & Brouwers 2004).

Pines (1993) adopts a framework of psychoanalysis in her use of existential theory to explain burnout. She-proposes that people unconsciously choose a career which helps-them resolve their own psychological difficulties. However, when they are unable to attain their goals or the work do not fulfil their feelings of significance, burnout develops. Frankl (1963), in stressing the importance of the need for individuals to perceive meaning in their life writes that "the striving to find meaning in one's life is the primary motivational force in man" (p.154). It is when people fail to find meaning in their life through work that burnout occurs.

According to the existential perspective, humans need to believe that the things they do are meaningful as a way of dealing with the anxiety caused by the fear of mortality. To avoid and deny death, people need to feel heroic to be able to accept that their life is meaningful - that it matters in the larger, "cosmic" scheme of things (Pines 2002).

How people choose to become heroes depends to a large extent on their culture's prescribed ,hero' system. Whatever the ,hero' system is, according to Becker (1973), people serve it "in order to earn a feeling of primary value, of cosmic specialness, of ultimate usefulness to creation, of unshakable meaning" (p.5).

In the past, religion was seen as the most commonly chosen „hero’ system and indeed for many, it fulfilled the purpose of transcending death admirably. For the majority of people in the modern era however, religion is no longer seen to be an adequate mechanism to achieve the said purpose. Among those that have rejected the religious answer to their existential question, one of the frequently chosen alternatives is work. People who choose this path try to obtain meaning for their life through their professions. Langle (2003) explains that work is something which serves people’s own aims and is something that should be appreciated for its unique personal value and inherent meaning. If individuals fail to find meaning in their work, the consequence is burnout.

According to this perspective, failure in the existential quest to find meaning in work is therefore the root cause of burnout. This is why burnout tends to afflict people who enter their chosen professions with very high goals and expectations. Pines (2002) suggests that when highly motivated professionals who identify with their work and hope to derive from it a sense of existential significance fail to accomplish their occupational goals, they will feel that they are unable to make any form of significant contribution and thus become susceptible to burnout.

Similarly, when teachers feel unable to educate and inspire their students because of the apathy shown by their superiors, problems with student discipline, overcrowded classrooms, a shortage of available support staff, excessive paperwork, as well as excessive reliance on testing and marking, they are likely to suffer from burnout (Faber 1982). According to the existentialist perspective, when teachers’ needs for self-actualization (fulfilment of one’s own potential) and esteem (recognition and attainment of respect) remain unfulfilled, the meaning and subsequent motivation for them to do work becomes lost. Therefore, the probability of

burnout will be high (Anderson & Iwanicki 1984; Malanowski & Woods (1984; Moores-Abdool & Voigt 2007).

Existential theories have been supported by empirical research. For instance, Pines (2004) has undertaken a study to compare levels of burnout among Israeli and American professionals. The results show that despite harder life and work conditions, Israeli managers, teachers and nurses reported lower levels of burnout compared to their American counterparts. Their findings suggest that burnout is not the result of difficult working conditions or poor pay. Instead, it shows a connection between the Israelis' perception of greater significance in the work that they do and their lower levels of burnout. This provides tentative support for the existential perspective on burnout.

A more recent study in fact correlates existential fulfilment with the burnout dimensions of emotional exhaustion, depersonalization, and personal accomplishment (Tomic, Evers & Brouwers 2004; Loonstra, Brouwers, & Tomic 2009). The researchers conclude that fulfilment rooted in one's sense of existence makes a person less prone to burnout. The greater the existential fulfilment, the lesser will people tend to suffer from burnout (Langle 2003; Pines 2004b; Tomic & Tomic 2008).

2.2.4.3 Maslow Motivation Model

As previously mentioned, though existential perspectives focusing on teacher burnout are related to higher order needs such as the need for self-actualization (Malanowski & Wood (1984); Moores-Abdool & Voigt 2007), in reality not all people enter their professions with the intention of consciously aiming to fulfil such needs. Based on the existing literature on teacher burnout, the causes of the phenomenon actually vary. This can be attributed to the

fact that people enter their current vocations due to various reasons. People have different expectations of the work that they do. In essence, their goals are different.

Maslow's Hierarchy of Needs model (1970) provides the notion that human needs motivate people's behaviour. These range from physiological needs, safety needs, belongingness needs, esteem needs, to self-actualization needs. As shown in figure 2.1

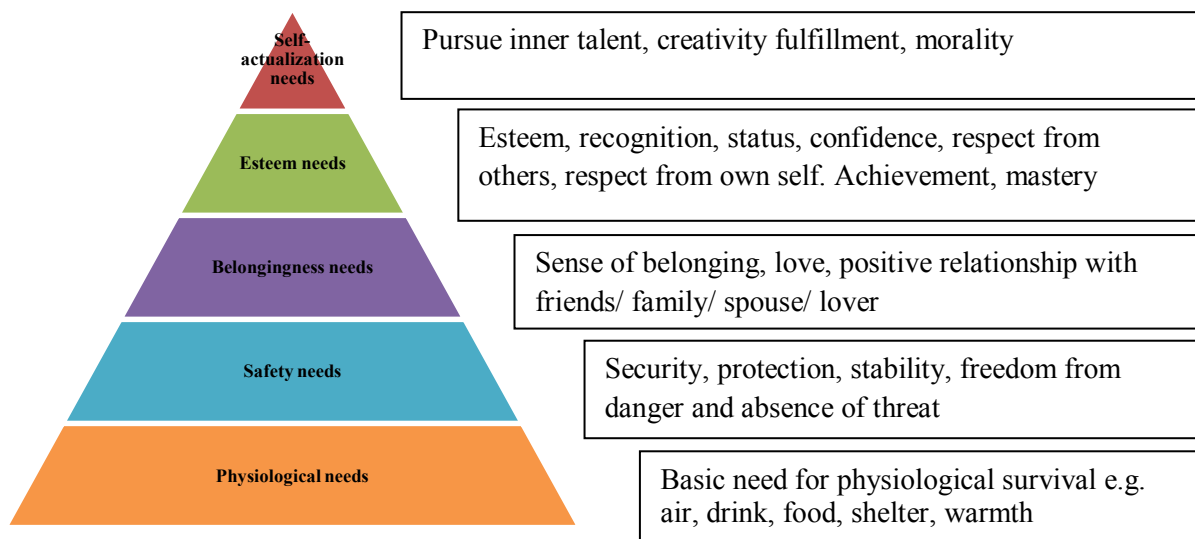


Figure 2.1 Maslow's Hierarchy of Needs (Maslow 1970)

Figure 2.1 shows that the hierarchy of needs is divided into five levels, arranged in hierarchical order. The first three needs (physiological needs, safety needs and belongingness needs), have been categorized by Maslow (1970) as basic needs, while the last two needs (esteem needs and self-actualization needs) are categorised as growth needs. The five needs can be further described as follows:

As seen from the diagram, the needs to fulfil physiological needs are usually taken as the starting point for motivation to exist. It is a basic but powerful need and must be fulfilled before the higher order needs can be addressed. This need is driven by the necessities of physical survival such as air, water, food, sex and shelter.

Once physiological needs are satisfied, the next level of need that follows are safety needs. At this level, people will wish to create a safe environment where they can focus on stability, protection, security and safety.

Upon the accomplishment of both physiological and safety needs, people then will naturally want to fulfil their needs for love and affection. Maslow identifies this as belonging needs. Individuals driven to fulfil this level of needs will endeavour to gain acceptance as a member of the social group so that they can attain a sense of belonging, to love and to be loved.

The next level is esteem needs. All human beings have a need or desire to achieve a high level of respect from others and to feel value from within themselves. Maslow (1970) further classifies esteem needs into two additional aspects. First, the desire for strength, achievement, sense of adequacy, self-confidence and for independence and freedom. The second aspects were the desire for reputation or prestige (defining it as respect or esteem from other people), recognition, attention, importance or appreciation. Satisfaction of these two aspects of esteem needs will lead to feelings of self-confidence, self-worth, strength, capability and significance in being useful and necessary in the world. By attaining these needs, the feelings of inferiority, weakness and helplessness are thwarted.

Self-actualization is the highest level in Maslow's needs hierarchy. Even if all the lower level needs are satisfied, individuals will still (though not always) feel discontented and restless. This is because they have not yet found a sense of value for their existence. Self-actualization is therefore the need to strive to become what one potentially can be. Maslow (1970: 261) said "a musician must make music, an artist must paint, a poet must write, if he is to be ultimately happy. What a man can be, he must be." This need has been considered by Deci (1975) as related intrinsic motivation. He further elaborated that self-actualisation needs

and intrinsic motivation developed out of the basic need for competence and self-determination. (Maslow or Deci said this. Or was Maslow quoting Deci?)

Based on Maslow's hierarchy of needs (1970) and in the context of work, at various points in their lives and careers, employees will be motivated by different needs. From this perspective, the work they do can be seen as being able to fulfil many of these human needs. According to Maslow (1970, 2000), a person holding a job will be able to meet a long list of needs - from basic physiological needs to the highest need of self-actualization. If the work fails to satisfy these needs then people will begin to dissociate themselves from their work and this then may lead to the possibility of burnout. On the other hand, satisfied employees tend to be more productive, creative and committed to their employers (Maslow 2000; Paleologou *et al.* 2006).

Research has identified a relationship between Maslow's theory and the phenomenon of burnout (Weller 1982; Anderson & Iwanicki 1984; Wright & Custer 1998; Stum 2001; Moores-Abdool & Voigt 2007; Van den Broeck *et al.* 2008). In Maslow's theory, a person's highest need is to feel a sense of actualizing their true potential. For an individual who feels that a job is beneath her or his ability or skill level, or is unchallenging, unsatisfying, and perhaps even boring, dissociation from the job is an inevitable outcome. The person's level of commitment begins to decline and eventually, she or he begins to merely 'go through the motions'. The job becomes a chore and no longer a place to actualize their creative needs and desires. The person keeps going simply because he/she has to earn an income. However, there is an inherent dissatisfaction and his/her performance begins to decline.

People who work in contexts where their basic needs are met but not their-higher needs are as much at risk as those whose lower needs are not met. A study by the U.S. Department of

Health and Human Services (2004) suggests that in both scenarios, people feel unfulfilled and become „disgruntled workers’. The study concluded that if these individuals’ jobs become increasingly less important, burnout may be the result. In both scenarios, people feel unfulfilled and may become a „deadwood – an unmotivated worker’ (Pines, Aronson & Kary (1981). When they perceive that their job has become less and less important, burnout may be the result.

Most individuals go to work wanting to feel good about themselves in relation to their performance at work. In the same way, there is a constant need for teachers as individuals to be recognized as working hard for their pupils which therefore fulfil these needs. It makes them feel useful and valued. Maslow’s theory explains why teachers see importance in this continued recognition. The absence of such recognition can easily make teachers feel that they are being undervalued and taken advantage of. These feelings in turn can lead to a sense of uselessness and unimportance leading to burnout.

2.2.4.3.1 Maslow model in Thai context

Maslow’s hierarchy of needs (1970, 2000) is a theory which can be usefully applied in order to gain an understanding of people’s behaviour. However, some aspects must first be noted when using it to explain teachers’ motivation in the Thai context.

Firstly, Maslow’s universal application of the five needs and their hierarchical structure has been subject to criticism. This is because Maslow’s theory is based on two main postulates. The first is that the five needs i.e. physical, safety, belonging, esteem, and self-actualization, are universal and apply to all individuals regardless of their circumstances. The second is that these needs are arranged in a hierarchical order which means that the lower needs must be

satisfied first before the higher needs can be attained. Nevertheless, due to these rigid postulates, there have been criticisms of the applicability of Maslow's theory at the international setting (Komin 1990; Gambrel & Cianci 2003). As Maslow's theory is grounded in Western ideas of individualism, This is especially so for countries which practise a collectivist culture. Maslow had developed his theory based on his observations of subjects in his native United States (Maslow 1964). Hofstede's (1980) criticism on this is that Western countries tend to adopt a more individualistic culture as compared to other nations which emphasise the collectivistic nature of society. Hofstede (1984: 83) defines collectivism as "a preference for a tightly knit social framework in which individuals can expect their relatives, clan, or other in-group members to look after them in exchange for unquestioning loyalty". This definition reflects the situation in some Eastern countries. Baumeister & Leary (1995) reviewed a range of literature on this issue and conclude that the need to belong is powerful and pervasive. The authors emphasise that people are strongly driven to form social bonds and are reluctant to break them. Such a conclusion is supported by studies undertaken by Gambre & Cianci (2003) as well as Raymond, Mittelstaedt & Hopkins which was conducted in the same year. Gambre & Cianci's (2003) study based on Chinese subjects found that in collectivist cultures such as the one practised in China, the basic driving force is the need for belonging. In contrast to the nature of Western society, the need for self-esteem in this Eastern country is repressed and self-actualization is attained in terms of meeting societal development needs. Providing consensus to such findings, Raymond, Mittelstaedt & Hopkins' (2003) study of South Korean subjects indicate that the country's "blue-collar" workers perceive belongingness to be their strongest needs as opposed to Maslow's higher level self-esteem needs.

More specifically, a study based on the Thai context by Komin (1990) commented that Maslow's concept of self-actualization which places the „Self“ at the highest level in the hierarchy and above „social needs“ and „security needs“ serves only to reflect the value system of the American middle class to which the author belonged. Komin (1990) further argues the applicability of the theory for countries whose cultures are characterized by collectivistic social systems where tight obligatory relationships to relatives, clan, and larger social organization are the norms. He contended that such theories may not even be applicable for countries whose cultures see less importance in personal performance, ambition, and assertiveness in-lieu of relationships between people and quality of community life.

One striking fact about the concept of „achievement“ is that the word itself is not fully translatable in many non-English speaking cultures including that of the Thai language. For example, the Thai word which comes closest to the meaning for the English word „ambition“ connotes a negative depiction of the human personality. In fact, the Thai culture accommodates quite some degree of arbitrariness with regards to the elements of authority, hierarchy, special privileges, and power. These are accepted facts of their everyday life and are often ingrained in the Thai mentality.

From the perspective of cultural values practised in the running of organizations, effective management, based on the Thai view of life, cannot be implemented by merely adopting theories wholesale from abroad. Effective Thai leaders cannot choose their styles at will; what is feasible depends to a large extent on the cultural conditioning of the leader's subordinates.

Second, the term „awareness of needs“ as used in Maslow's theory must be applied to a broader spectrum. Goodman (1968) argues that Maslow's hierarchy of needs actually

operates on a wide concept. The way to relate given responses to the needs hierarchy therefore must be clarified because there has to be a distinct relationship between needs and behaviours. This is crucial as depending on the subjectivity of the researcher at the time of analysis, the same set of behaviours can be seen to be reflecting different needs.

Adopting Maslow's model onto the Thai context may therefore need some modification. Unfortunately, there is limited literature based on research relating to the hierarchy in the Thai setting. While there are studies that apply Maslow's model using Thai samples (Camfield & Guillon-Royo 2010), there however, has been no mention of the local cultural characteristics (e.g. collectivism) which may affect the hierarchy. Nevertheless, there have been studies utilising the Maslow hierarchy of needs framework in some countries which share a similar culture such as the ones conducted in China (Gambrel & Cianci 2003) and South Korea (Raymond, Mittelstaedt & Hopkins 2003). While Maslow's five needs are used as a conceptual framework to categorise responses of this study, nevertheless it has to be adjusted in the context of Thai culture. Further discussion of this issue will be presented in the methodology chapter.

Though criticisms of the Maslow model centre on claims that human needs are universal and that the hierarchy is too rigid in insisting that the lower needs must be satisfied before higher needs can be considered, Lau (1992) argues that Maslow's hierarchy of needs is inflexible in its interpretation. In attempting to counter such arguments, Maslow (1970) has clarified that individual differences do affect his theory. Although he maintained that most people possess similar hierarchy of needs, he does allow for several general exceptions for example, people who desire belonging more than self-esteem. Maslow (1970) pointed out that in normal situations; individuals are usually only partially satisfied with their basic needs. According to him, a more realistic picture would be that the percentage of need satisfaction decreases going

up the need levels. Maslow (1970) states that this is a typical pattern that operates most of the time. He realises, however, that there are numerous exceptions to this general tendency. He nevertheless points out that for most people, needs at the first three levels are regularly satisfied and no longer have much motivational effect. However, the fulfilment of esteem and self-actualization needs is rarely complete. Thus, the higher-level needs have to be continually satisfied. For educational organizations, more suitable methods need to be developed to cater to the higher-level needs of pupils, teachers and administrators.

Despite the criticism on Maslow's theory, it is still a simple yet useful framework which can be applied for this study. It helps the researcher to understand the needs of teachers in this study and in turn the influences of workplace motivation.

2.2.5 Teaching Motivation

Existential significance may be an important motivation for people to enter teaching profession, and lack of existential meaning in work may be a root cause of burnout (Pines 2002). However, in reality, not everyone will enter into their professions with only existential reasoning since humans can be motivated by various reasons. For example, Kyriacou & Coulthard (2000) indicate that the three main reasons for choosing the teaching profession are as follows:

1. Altruistic reasons. These refer to the various ways in which teaching is seen as a socially worthwhile and important job such as the desire to help children succeed or a desire to help society improve.

2. Intrinsic reasons. These refer to reasons which cover aspects of the job activity itself such as the activity of teaching children or an interest in using their knowledge and expertise.

3. Extrinsic reasons. These refer to reasons that cover aspects of the job which concerns material rewards that are not really related to the work itself such as holiday opportunities, the level income to be earned and job security.

Based on such concepts, the results from many studies indicate different findings. Barmby (2006) found that teachers in England and Wales enter the teaching profession mostly due to intrinsic and altruistic reasons. Similarly, a survey from Australia shows that reasons where individuals enter into the teaching profession are mostly related with intrinsic reasons. In contrast however, the 2006 DEST report reflected that extrinsic factors were keys to attracting people to teach. This research validated the study done by Richardson & Watt (2006) which reported that the highest rated motivations for teaching were related to intrinsic and altruistic reasoning such as the individuals' perceived teaching abilities, intrinsic value seen in teaching, and their desire to make a social contribution. The findings seem to support the view that intrinsic and altruistic reasons play an important role in the choice of teaching as a profession.

According to existential beliefs, altruistic reasons may be the closest motive underlying the existential drive that motivates teachers to work. Nevertheless, the reasons to become teachers vary between different individuals. Several studies have shown different results especially in studies conducted in developing countries.

A study by Yong (1995) in Brunei Darussalam found that extrinsic motives are more desirable in attracting new teachers followed by intrinsic and altruistic motives. The examples of extrinsic motives which they provided were „no other choice', „influenced by

others', and good pay/salary. Their findings seem to suggest that trainees enter the teaching service only as a last resort. These results however do not lend support to the earlier research which showed that altruistic and intrinsic motives were the major motives.

Nevertheless, a study in the Northern Province in South Africa by Chuene, Lubben & Newson (1999) support the existing literature that extrinsic reasons is usually ranked first in the choice of teaching as a career. Similarly, Bastick (2000) conducted a study on the reasons considered when the choice was made to enter the teaching profession by teacher trainees, from metropolitan and developing countries. The results show that Jamaican teacher trainees were mostly driven by extrinsic motivation followed by altruistic and intrinsic motivation respectively.

Bastick (2000) pointed out that in English-speaking metropolitan countries such as Canada, USA, UK and Australia, teachers' salaries tend to lag behind the salaries of comparable middle management in the commercial sectors. There tend to be more competing opportunities for employment from the commercial sectors in developed countries.

In addition, higher standards of living and better social security services in metropolitan countries enable people to fulfill their basic needs such as food, shelter, education and medical welfare. Extrinsic motive are thus less likely to be the main deciding motivation. Hence, it would seem reasonable to say that people from metropolitan countries who enter into the teaching profession will usually embrace altruistic and intrinsic motives such as to do with fulfilling one's ambition or the desire to serve and contribute to society rather than extrinsic motives (Yong 1995).

On the other hand, in the developing countries, although teaching might comparatively not offer great material benefits, it is often considered as having a good job. Teaching can still

offer people from the lower-income class an avenue for socio-economic advancement and a better life. Moreover, most teachers are working in the government sector and this offers them job security, and benefits such as medical housing and tuition fees for their children. In Thai society, teachers are considered the most important people second only after parents since teachers are seen as the educator of their pupils and ones who will take care of them like their own children. Pupils are expected to show utmost respect towards teachers. Thus, teachers in Thailand are held in high regard, especially in rural areas.

Fundamental motivation theory (Maslow 1970) predicts that altruistic motives and self-actualization needs remain weak until these basic criteria are met. Thus, when influences of economic differences on motivation are taken into consideration, these findings can now be seen to be consistent with Maslow's theory of motivation.

Nevertheless, it can be said that the motives for entry into the teaching profession may be vary which is similar to the special educational field. Billingsley (1993) proposes the framework of factors that influence special teachers' career decision. Billingsley's model (1993) consists of three categories; external factor (institutional, societal and economic variables), employment factors (teacher preparation, prior work experiences, knowledge and skill), and personal factors (demographic, family, cognitive or affective variable). Those factors are complex and engage many interactions. Ibrahim (1998) concluded that reasons for the choice made can be many and varied. They might be due to economic reasons, for instance, in order to satisfy one's basic needs and achieve a sense of security. Alternatively, the decision can also be based on the need to fulfil a sense of belonging or of being accepted into a social group. Other reasons can be based on the feeling of responsibility one has to society - to do something that benefits humanity and to repay society for all that it has provided for the

individual. Still other reasons might be concerned with the need to enhance one's identity, self-worth, personal growth and social contact.

2.2.6 Possible causes of burnout

Guglielmi & Tatrow (1998) indicate that teachers are not a homogenous group; the teaching service presents different challenges, demands, and rewards depending on whether the learning institution is public or private, urban or rural, and whether the students are in college or in kindergarten, or suffering from any learning difficulties. Many studies have been conducted in order to identify the causes of burnout (Blase 1982; Guglielmi & Tatrow 1998; Schaufeli & Enzmann 1998; Maslach & Schaufeli 2001; Fore, Martin & Bender 2002; Pines 2002; Hastings & Bham 2003; Vanheule & Verhaeghe 2004; Lazuras 2006; Manassero *et al.* 2006; Platsidou & Agalotis 2008). For example, Maslach, Schaufeli & Leiter (2001) segregated the factors causing burnout into two categories: situational and individual. The first category encompasses job, occupational and organizational characteristics. The second category involve aspects relating to personality, age and gender. Schaufeli & Enzmann (1998) on the other hand classify possible causes of burnout into three categories: personality characteristics (e.g. type of personality, coping style); work-related attitudes (e.g. high or unrealistic expectations); work and organizational characteristics (e.g. workload, client contact and support from colleagues).

Many research findings show that burnout among teachers of special needs education can be attributed to factors such as heavy workload, pupils' challenging behaviour and contentious relationships with colleagues (Male & May 1997; Pines 2002; Stempien & Loeb 2002; Jennett, Harris & Mesibov 2003; Williams & Gersch 2004; Lazuras 2006). In fact, a study by

Male & May (1997) show that challenges brought about by the behaviours of pupils with SEN were ranked by teachers as their most intense source of stress. Stempien & Loeb (2002) point out that in teaching pupils with SEN, teachers are further hampered by their inability to focus on their pupils' specific difficulties due to the latter's varied etymology, inconsistent symptomology, and poor prognoses for substantial progress. In addition, because of their learning difficulties, pupils lack motivation and are uncooperative during the learning process.

Though SEN pupils' challenging behaviours may cause major stress to their teachers, several studies however show that teachers do perceive that such behaviour is learned and therefore can be unlearned. However, there are more serious problems faced by teachers dealing with children with SEN other than their misbehaviour. Ianni & Reuss (1983) argue that pupils' misbehaviours only create stress leading to teacher burnout when they feel a lack of understanding and support from their organizations. Teachers will find it even more stressful if they do not receive adequate professional training to deal with pupils' challenging behaviours (Westling 2010).

Heavy workload has also been cited as a source of burnout in many studies (Male & May 1997; Jennett, Harris & Mesibov 2003; Vorapanya 2008). Male & May's (1997) study ranked workload as the source of most intense stress among teachers of pupils with SEN. Workload causes teachers to feel emotionally exhausted. This is seen as a core dimension of burnout. Teachers of pupils with special educational needs face additional potential stressors. Examples of these as provided by Jennett, Harris & Mesibov (2003) include increased workload because of the need to design and implement Individualized Education Plans (IEPs), managing and monitoring students' behaviour, enhanced parent-teacher relationships as well as closer monitoring of progress due to the students' cognitive deficits. Williams & Gersch (2004) concluded that the more paperwork teachers had to attend to, the higher are their stress

levels (Williams & Gersch 2004). In Thailand, several studies show similar findings in that teachers' workload was the cause of stress. The results from a survey of Thai teachers by Nakortap (2006) found that these teachers spend 10-20% of their time in the classroom completing administrative tasks instead of conducting lessons. Apart from this, teachers in Thailand are imposed with additional responsibilities other than classroom teaching. This further adds to these teachers' frustrations as such activities are time consuming and distracts them from their focus on teaching their students especially in the context of special education. Voarapanya (2008) further states that Thai teachers' administrative load is basically repetitive and troublesome as they have to report to several government agencies.

A negative working environment caused by the lack of social support, interpersonal conflicts and organizational constraints have also been identified as important factors contributing to teacher burnout. A study by Talmore, Reiter & Feigin (2005) found that teachers who supervise a higher number of pupils with SEN will face even more stress and experience greater burnout if the situation is made worse by the lack of help and assistance from the school. Teaching pupils with SEN is a challenging job. In order to accomplish their tasks effectively, SEN teachers have to work in cooperation with a multidisciplinary team of experts comprising doctors, psychologists and other specialists. Collaboration and support are crucial. Above all, colleagues and staff in the same school must function as a team by sharing responsibilities as well as information so as to develop educational strategies for meeting the needs of pupils with SEN (Mayhew 1994). The people of Thailand practice a culture based on collectivism (Hofstede 1991) and this is reflected by their emphasis on their need for a sense of belonging and of living harmoniously. Lack of support from the organization causes intense stress as the individual feels rejected and a loss their sense of belongingness. The results from the study of Thai teachers by Panyakaew (2000) found that

problems with colleagues such as unfair treatment by a superior decreases the subordinate's job satisfaction and increases her/his stress when teaching.

Issues arising from the lack of resources also create barriers preventing the educator from performing her/his tasks effectively. For instance, inadequate training and lack of teaching materials have been mentioned as a source of stress among teachers. As early as 1983, studies on difficulties experienced in the field of special education in Thailand—mentioned problems caused by the lack of resources (Ayawongse & Pungah 1983). The same concerns regarding the lack of teachers also surfaced in more recent studies by Vorapanya (2008). Such problems may cause teachers to feel unprepared and lacking in confidence to deal with pupils with SEN (Cater 2006).

In summary, it can be said that the causes of burnout can vary considerably. What is more significant however is that as the level of burnout increases, the teacher's effectiveness in carrying out his/her duties comparatively lessened. It becomes a vicious cycle as the more teachers fail to perform their duties, the more they are likely to experience burnout.

2.2.7 Burnout measurement

Since the emergence of burnout as a concept, different kinds of instruments have been introduced to measure it. Schaufeli & Enzmann (1998) suggest that burnout can be assessed by observation, interview, or self-report. However, the authors found that there are more drawbacks when using observation and interview as a research method in the study of burnout. Although the study of burnout was first mentioned by Freudenberg (1974), Schaufeli & Enzmann (1998) criticised the approach as it is seen to be neither systematic nor

standardized. Since the individuals were not observed in standard situations using a limited set of specific behavioural criteria, it eventually lost its validity and reliability.

The approach using interviews is seen as the preferred approach because of its flexibility and accessibility. Interviewers are able to acquire more in-depth information and seek clarification of the participants' responses. However, the authors still do not favour this approach as it is labour intensive, inevitably subjective and may prove to be inefficient if the interviews are not well structured.

2.2.7.1 Self-report

Of the three approaches, self-report seems to be the most effective way of gathering data for the study on burnout. Self-report questionnaires have numerous practical benefits which make their use very popular (Schaufeli & Enzmann 1998). They are easily disseminated to the targeted groups and are therefore very efficient and inexpensive. Moreover, they are easy to manage, tabulate and interpret. In principle, such questionnaires are reliable tools because standardization eliminates the assessors' subjectivity. However, standardization has its drawbacks: self-report questionnaires are inflexible and they are open to answering bias (e.g. a tendency to fake or to avoid extreme answers). Besides, research and development take requires much time and effort, particularly when the questionnaire is meant to be used for individual assessment. Most importantly, however, the validity of self-reports is not beyond question. In other words, one is never entirely sure which precise psychological characteristic is being tapped on. The answer has to come from empirical, psychometric research. In order to fully understand the outcomes of such research, the researcher shall elaborate on some crucial psychometric notions in the next section.

A number of self-report instruments have been used to assess burnout (Schaufeli, Enzmann & Girault 1993). They differ considerably in scope, use, and psychometric effort spent on their development. Most self-report measures have been studied occasionally, whereas the Maslach Burnout Inventory (MBI) has been examined most extensively. Hence, this particular instrument will be discussed in depth.

2.2.7.1.1 The Maslach Burnout Inventory

The MBI is the most used instrument to assess burnout (Schaufeli & Van Dierendonck (1993); Schaufeli & Enzmann 1998; Densten 2001). The instrument was introduced in the early 1980s, and followed up by a second edition five years later. The third edition was published in 1996 (Maslach, Jackson & Leiter 1996). The MBI creators, Maslach and Jackson (1981), describe burnout as a three-dimensional syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment.

Initially, the authors attached the phenomenon of burnout to professionals who work with recipients in some capacity, that is, those who have direct personal contact with service recipients (e.g. patients, clients, students, inmates, and pupils). However, the latest edition of the test manual includes, in addition to the traditional MBI-Human Services Survey (MBI-HSS) and the MBI-Educators Survey (MBI-ES), the MBI-General Survey (MBI-GS) (Maslach, Jackson & Leiter 1996). The MBI-GS can be used in any occupational context and depicts three subscales (exhaustion, cynicism, and professional efficacy) that parallel those of the original MBI, except that items do not explicitly refer to working with people.

It is important to note that the three dimensions of burnout were not introduced theoretically before the proper test construction of the MBI commenced. Instead, they were created and

inserted after a factor analysis of an initial set of 47 items in a heterogeneous human services sample. Essentially, an inductive, rather than a deductive, approach was employed.

2.2.7.1.2 The Job Burnout Inventory (Thai)

Since the MBI is globally employed to measure burnout, some notes have to be made on the use of the instrument in non-English-speaking countries. Schaufeli & Enzmann (1998) found that foreign language versions have similar internal consistencies and show similar factorial and construct validity as the original American version. However, the growing popularity of the MBI outside English-speaking countries requires a thorough psychometric evaluation of this instrument in each specific national context.

There was an attempt to use MBI in Thailand by translating this questionnaire from English into Thai. Unfortunately, the results did not show reliability and validity scores of note (Klinkularb 1990; Choosup 2001). This particular research highlights two studies focussing on developing teacher burnout measurement: the Elementary School Teachers' Burnout Scale (Putkhao 1997), and the Job Burnout Inventories for primary school teachers (Samantrakul 2006). Both of these were developed based on the Thai context. However, only the Job Burnout Inventories (Samantrakul 2006) use the same framework as the Maslach Burnout Inventory (Maslach, Jackson, Leiter 1996).

Samantrakul (2006) developed the Job Burnout Inventory by adopting the three components theory (Maslach 1993). This is the same theoretical framework used by Maslach to develop his Maslach Burnout Inventory (Maslach, Jackson, Leiter 1996). Samantrakul applied the theory but developed the inventory items based on Thai context. 558 primary school teachers in the Bangkok Metropolitan area participated in the job burnout inventory. The three inventories on job burnout were conducted using research tools based on different forms of

Bipolar, Hater and Numerical Scales. The studies adopted similar methods to those undertaken by Maslach and Jackson (1986). Each inventory consisted of three components with 22 items. This comprises nine items on emotional exhaustion subscale (EE), five items on depersonalization subscale (DP), and eight items on personal accomplishment subscale (PA).

The data gathered from this study was analyzed using construct validity evidence according to the Heise and Bohrnstedt Formula and second-order confirmatory factor analysis using the LISREL Programme. The reliability was presented by using the Feldt-Raju and Allen Formulae. These inventories measure the construction of these three components, and the validities of construct measurement and reliability in these three areas were high and equivalent. In this study, the job burnout inventory (Numerical Scale) was used.

Construct validity

Regarding the validities of the burnout inventories calculated by using the Heise and Bohrnstedt Formula, it was found that they were high and equivalent to .78. From the second-order confirmatory factor analysis, the Chi-square was 145.42 with a statistical significance (p) of .08. The findings showed that each inventory measured the construction of the three areas, and the validities of construct measurement in the three areas were .94, .74, and .91.

Reliability

According to the reliabilities of the job burnout inventories calculated by the Feldt-Raju Formula, it was found that they were high and equivalent to .78. The reliabilities calculated by the Allen Formula were .87.

To conclude, several methodological tools have been highlighted as instruments to measure burnout. Observations and interviews seem to be more accepted by doctors and professionals who are in the clinical field. However, experts in the psychological and educational fields seem to favour self-reports to measure burnout. Though there are criticisms of this method arising from self-bias, its strength of validity and reliability and its convenience of use makes self-report the most viable method to evaluate burnout.

2.2.8 Possible consequences of burnout

When teachers experience burnout, the consequences affect not only the individual but also the organization (Schaufeli & Enzmann 1998; Vandenberghe & Huberman 1999; Maslach, Schaufeli & Leiter 2001; Schaufeli & Buunk 2003). Schaufeli & Buunk (2003) add that the consequences for both the individual and the organization are intertwined; however they are not necessarily identical.

At the individual level, a review by Schaufeli and Enzmann (1998) found that more than one hundred possible consequences have been associated with burnout, ranging from anxiety to lack of zeal. Later, Schaufeli & Buunk (2003) group manifestations of burnout into five major categories: affective, cognitive, physical, behavioural, and motivational.

Maslach, Schaufeli & Leiter (2001) considered the consequences of burnout on job performance and health outcomes. Burnout has been associated with job performance in various forms, for instance, job withdrawal/absenteeism, intention to leave the job, and actual turnover. Friedman (1993) noted that the desire to leave work, though not necessarily actual quitting, and depersonalization, together with emotional exhaustion are the „core’ meaning of the notion of burnout. He affirmed from his study that burnout may develop in an individual

simultaneously along the “emotional” and the “accomplishment” pathways until a climax is reached. The study by Goddard & Goddard (2006) supports a meaningful association between serious intentions to leave the teaching profession and burnout levels reported by teachers who are at the beginning of their teaching careers. The negative consequences of stress and burnout can also have an overspill effect on peer and personal relationships (Pines & Aronson 1988).

Burnout may eventually lead to health-related problems. Some data supports the argument that burnout is itself a form of mental illness (Lazuras 2006). An alternative argument is that people who are mentally healthy are better able to cope with chronic stressors and thus less likely to experience burnout. According to Maslach & Jackson (1981), burnout has three defining aspects: emotional exhaustion; reduced personal accomplishment and depersonalization. Maslach, Schaufeli & Leiter (2001) said that the exhaustion component of burnout is more predictive of stress-related health outcomes than the other two components. The study conducted by De Meirleir (1999) investigated the possible relation between physical activity and burnout in nurses and teachers. The findings found that emotional exhaustion is very similar to depression, in which it showed a high correlation and overlap. All three burnout aspects are related to depression, anxiety, low self-esteem and self-efficacy, and chronic stress. However, the longitudinal study by Cherniss (1992) shows different results. This study considered the consequences of burnout in 25 human services professionals (lawyers, teachers, public health nurses, and mental health professionals). Participants were studied during the first year of their careers and again 12 years later. The findings show that early career burnout do not seem to lead to any significant, negative, long-term consequences. The study concluded that the findings did not suggest that burnout will

necessarily lead to long-term consequences for the professional. The data suggests that professionals who participated in this study were eventually able to recover from burnout.

As it has been said before, the consequences of burnout for the individual and the organization are entwined. Organizational consequences include turnover, absenteeism, social behaviour of the teacher, and the decreases in quality and quantity of job performances (Rudow 1999). Specific to the negative repercussion on students, Brenninkmeijer, Vanyperen & Buunk (2001:261) argue that burnout can affect students. For instance, emotional exhaustion may lead to a reduction in tolerance, and teachers in a state of burnout may consequently be more inclined to lose their temper when dealing with difficult pupils. Furthermore, because of their negative mood state and lack of commitment, their ability to motivate students may be affected. Their emotional exhaustion may result in cognitive shortcomings, leading to error in judgement. In addition, teachers in a state of burnout are prone to being sick resulting in more absenteeism (Burke & Greenglass 1995), which not only poses a financial burden to society but may also cause inconvenience to pupils and other teachers themselves. Similarly, Vandenberghe & Huberman (1999) support that stress and the resulting burnout takes a heavy toll on teachers' thoroughness of preparation and involvement in classroom activities. Also, teachers are likely to criticize students more as their levels of burnout increase. Students' perceptions towards the attitude of their teacher will have a negative effect in the classroom. At the end of the causal chain, there may be pupils who have low self-perceptions of competence and intrinsic motivation, which eventually lead to them being less attentive and uninterested in learning. In the long run, the threat is consequential: pupils' disinclination to pursue their studies. The negative consequences of teachers' reduced investment are therefore significant in cases where the primary concern is the pupils' attitudes and performance.

Overall, burnout has a negative impact not only at the individual but also the organizational level, especially students. Teachers who fall victim to burnout are likely to be less sympathetic towards students, have a lower tolerance for classroom disruptions, unable to prepare adequately for class, and feel less committed and dedicated to their work. These symptoms can lead ultimately to increased illnesses, absenteeism, and early retirement.

2.2.9 Intervention/coping strategies

When teachers experience difficult situations, the coping strategies used are helpful in eliminating the sources of stress and thus avoiding the development of burnout. However, the causes of burnout for individual teacher will vary depending on their characters and the factors affecting them.

Lazarus & Folkman (1984:141) defined coping as “constantly changing cognitive and behavioural efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person”.

Lazarus & Folkman (1984) and Kyriacou (2000) suggest two general coping strategies: palliative and direct action. Palliative refers to techniques aimed at reducing the impact of stressors rather than dealing with the source of the stress. Direct action techniques refer to coping techniques which attempt to eliminate the sources of stress such as taking action to deal with a problem; keeping feelings in control; seeking support from colleagues; organizing time and prioritizing work tasks or in essence, being competent. Similar concepts are presented by Pines & Aronson (1988) as ‘active strategies’, which refers to ways of dealing with the sources of stress by involving confrontation or attempting to change the source of the

stress or oneself, whereas inactive strategies refer to ways of decreasing the stress involving avoidance or denial of the stress by cognitive or physical means.

Many studies (e.g. Leiter 1991; Chan & Hui 1995; Anderson 2000; Changpinit, Greaves & Frydenberg 2007; Antoniou, Polychroni & Kotroni 2009) found that active or direct coping strategies are more effective in reducing causes of burnout. The study conducted by Antoniou & Kotroni (2009) on coping strategies used by teachers of pupils with SEN in Greece found that the most frequently used coping strategies were active strategies (involvement and task). In addition, it was found that active strategies are more effective in reducing burnout. For instance, Leiter (1991) found that the mental health workers who used cognitive and action control strategies to cope with difficulties at work tend to be less exhausted and have a more positive assessment of their personal accomplishment, whereas workers who used escapist cognitive and action control strategies tend to experience greater levels of emotional exhaustion.

Avoiding coping strategies may be less effective in coping with stressful situations. Anderson (2000) found that workers who use avoidant coping strategies (denial of problems and the avoidance of thoughts or action about the stressful events) show an increased level of emotional exhaustion. This finding is similar to a study presented by Griffith, Steptoe & Cropley (1999) that showed strategies such as disengagement and suppression of competing activities used to cope with difficulties were both related to higher ratings of work stress, and may lead to maladaptation eventually. Although direct action coping strategies seem to be more effective for reducing stress than palliative action, in some instances, it is difficult to adopt them. In such cases, helpful, palliative techniques are critical. In a collective culture such as Thailand (Hofstede 1991) values social harmony, conflict and confrontation are usually avoided. As a result, many Thais avoid using coping strategies where they have to

confront other people within the work context. A study by the Department of Mental Health in Thailand (cited in Ungsinan 2009:45) reported that the top coping method of Thai people was the acceptance of what had happened. Further coping strategies were working on hobbies, and seeking advice from others.

Lazarus & Folkman (1984) pointed out that avoiding strategies, such as escape behaviours, can be used when one is faced with a situation with no possible solutions. In addition, Blanch, Aluja & Biscarri (2003) concluded that some difficult situations are beyond teachers' control. Thus, the combination of using active and avoidance strategies may help teachers to achieve better adaptation and psychological well-being.

Furthermore, research has argued that individual coping strategies such as trying to cope with the problem independently is less effective. In other studies (Shinn, Rosario, Morch & Chestnut 1984; Pines & Aronson 1981) argue that most individual coping strategies had limited results with burnout. For instance, Shinn *et al.* (1984) found that individual coping strategies may be less effective in reducing strain because some situations like work is beyond individual control. On the other hand, Schaufeli & Buunk (2003) who studied intervention in dealing with burnout asserted that individual-focused programmes including cognitive-behavioural interventions and multimodal programmes (cognitive-behavioural interventions plus relaxation training) have positive effects on burnout. Particularly, cognitive-behavioural interventions and multimodal programmes are found to be more effective than relaxation training. This notion was balanced by Leiter (1991), who indicate that individual coping behavior may be quite salient to addressing occupational stressors, but only if these coping efforts are supported by colleagues at the workgroup or department level.

To conclude, Lazarus & Folkman (1984) suggest that the way people cope with situations depend on their personality, environment, and the resources that are available to them. Thus, different people have different styles of coping with difficulties. In addition, although direct coping strategies appear to be efficient and able to reduce the causes of burnout, palliative strategies can still be useful when direct strategies are not applicable.

2.3 Special Education in Thailand

2.3.1 Overview of Thailand

The kingdom of Thailand, a country located in Southeast Asia, covers an area of 513,200 square kilometres – nearly twice the size of the United Kingdom. It shares borders with Burma to the west and north, Laos to the north and northeast, Cambodia to the east and Malaysia to the south. It is divided into four different geographical regions: north, northeast, central and south and is administratively divided into 76 provinces, and a variety of ethnic groups. For reference, a map of Thailand is provided in Figure 2.1. The population in 2010 was 63,878, 267 (BORA 2011) Thailand is essentially an agricultural country with rapidly growing industry in a few areas (Office of the National Educational Commission 2003). The map of Thailand is presented below.



Figure 2.2 Map of Thailand

Source: http://go.hrw.com/atlas/norm_hm/thailand.htm

2.3.2 Educational system in Thailand

The Ministry of Education (MOE) is the governmental body for coordinating education in Thailand. It oversees the nation's primary and secondary education (including teacher education and vocational training up to a tertiary level), non-formal education, as well as matters related to the learning of religion and culture. The responsibility for educational planning and administration is shared by several central government agencies. The administration of primary, secondary and some post-secondary schools along with teacher training is the responsibility of MOE while at the higher education level, the Ministry of University Affairs (MUA) is responsible for the administration of tertiary education. For supervisory purposes, the MOE has grouped Thailand's 76 provinces into twelve educational regions. The administrative structure of the Ministry of Education is presented below in Chart 2.1.

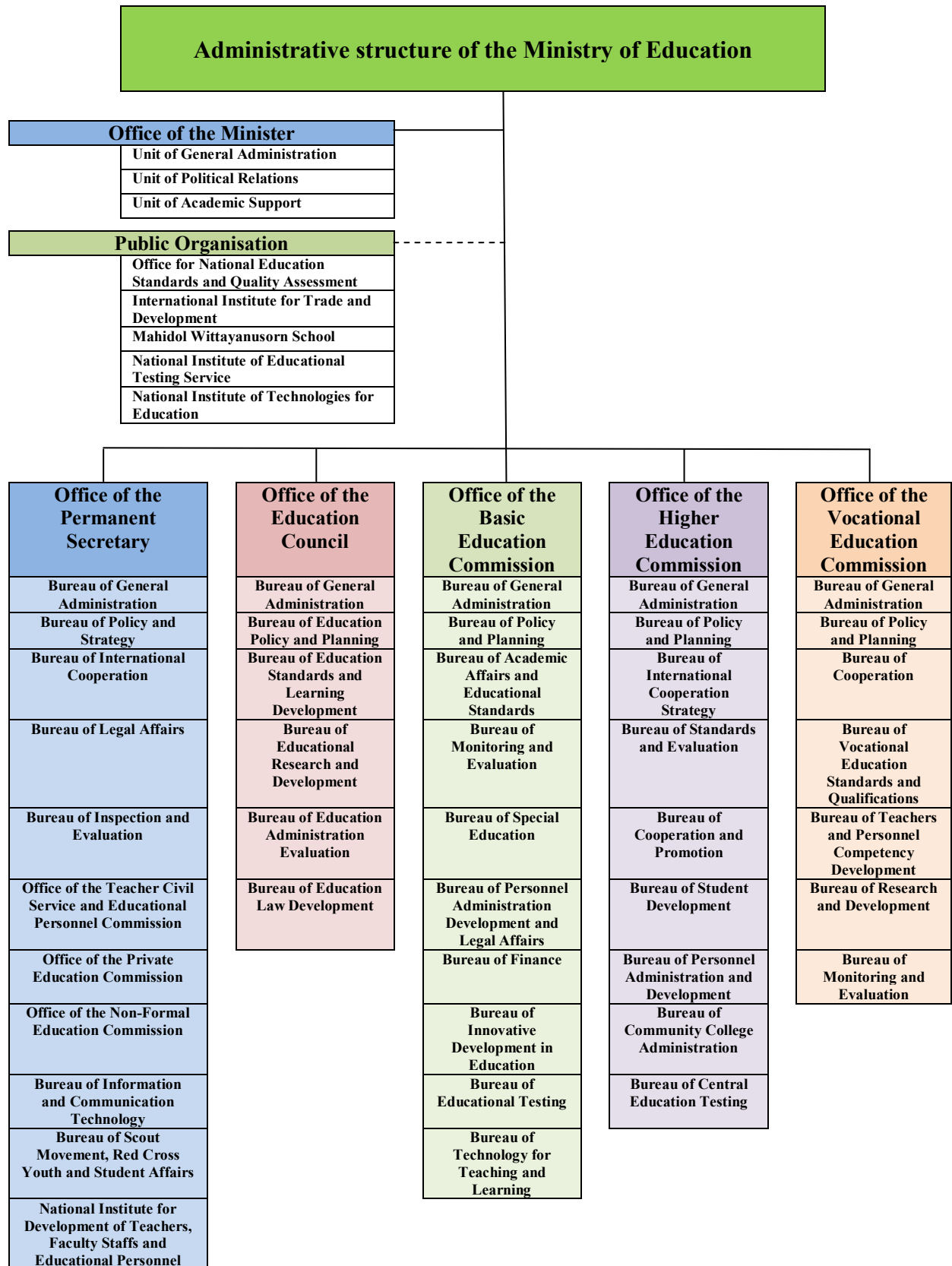


Chart 2.1 Administrative structure of the Ministry of Education: MOE (2002)

Chart 2.1 shows the administrative structure of the MOE. Special education in Thailand is under the supervision of the Bureau of Special Education which is managed by the Office of Basic Education Commission section.

2.3.3 Special Education in Thailand

Children with difficulties or with special educational needs must be viewed through a cultural perspective specifically in term of religious belief and family structure. In the past, children with special needs were considered to be the outcomes of punishment meted out for their misdemeanour in their previous lives. This belief came from Buddhism which said that a person's current life was based upon their actions or behaviour in their previous life (ONEC 2001; Cater 2006). By way of illustration, if the parents or the child him/herself did something wrong in their previous life, this could result in a disability in their current life. Consequently, parents may overprotect their child in this lifetime because they feel guilty, or neglect the child because he/she did something bad in their previous life. Unfortunately, both ways of thinking lead to inappropriate treatment of children with special needs. Many children with special needs have been kept at home without any education because their parents believe that they cannot learn anything.

According to ONEC (2001) the special education service in Thailand first began in 1938 by Ms. Genevieve Caulfield, a blind American woman. She taught some blind Thai students how to use the Braille and work for themselves, and she showed that they could read and learn to live independently. Under the Compulsory Education Act B.E. 2478 (1935), children

with difficulties were exempted from having to attend school. This means that most children with SEN did not receive any form of education.

In 1952, influenced by the Western education system; Thai government formed the formal special education for deaf people additional programmes were later developed. In B.E. 2523 (1980) children with SEN could attend schools but parents were able to excuse their children from attending school. This has provided a loophole for schools, which did not want to take children with SEN into their responsibilities, giving them the opportunity to reject these children. Nevertheless, the government came to realize their shortcomings and had since paid more attention to the rights of people with difficulties. A movement towards the provision of educational rights for individuals with difficulties was implemented in 1991 with The Rehabilitation of Disabled Persons Act of Thailand. The Act states that individuals with difficulties have the right to pursue the same opportunities as those without difficulties. The development of special education continued intermittently by the government and non-governmental organizations. Although efforts had been made within Thailand to provide educational opportunities for children with special educational needs, the movement towards ensuring non-discriminatory educational practices was enacted in 1995. Later, the first law for the education of children with difficulties was implemented in 1999. The 1999 National Education Act states, in the section of Educational Rights and Duties, Section 10, that:

In the provision of education, all individuals shall have equal rights and opportunities to receive basic education provided by the State for the duration of at least 12 years. Such education, provided on a nationwide basis, shall be of quality and free of charge.

Persons with physical, mental, intellectual, emotional, social, communication, and learning deficiencies; those with physical disabilities; or the cripples; or those unable to support themselves; or those destitute or disadvantaged; shall have the rights and opportunities to receive basic education specially provided.

Education for the disabled in the second paragraph shall be provided free of charge at birth or at first diagnosis. These persons shall have the right to access the facilities, media, services, and other forms of educational aid in conformity with the criteria and procedures stipulated in the ministerial regulations (ONESQA 2002: 6).

Since this law was passed, many students with difficulties have been enrolled in educational facilities. According to the education statistics collected by the Office of Basic Education Commission, the number of pupils with difficulties attending mainstream schools has increased every year; from 2007 to 2010, students with difficulties have increased from 42,800 to 78,560 (OBEC 2011). According to national records, there are 18,618 inclusive schools serving more than 187,000 children in Thailand (Office of Education Council 2006). Many schools have started mainstreaming pupils with difficulties in order to meet the state mandate and obtain associated extra funding from the government. Many schools are located in rural areas and are poorly funded. Therefore, the extra financial support given to schools for pupils with difficulties is a new way to obtain funding for the whole school (The Office of Evaluation Regional 4th 2005).

2.3.4 Types of children with SEN

Vorapanya (2008) explained the use of a protocol from the Ministry of Education which allowed categorization into one of nine types of difficulty. According to the screening for special educational needs students (BOS 2005), children with SEN are divided into nine categories, namely: children with visual impairment, hearing impairment, severe learning difficulties, physical difficulties, learning difficulties, speech difficulties, behavioural and emotional difficulties, autistic, and multiple difficulties. This screening was designed to facilitate educators in assessing the capabilities of their pupils. It is interesting to note that different Ministries have different sets of difficulty categorisation. The discrepancies have created confusion at schools. The MOE identified nine types of difficulties in its screening

protocol, whereas, the Ministry of Public Health had thirteen. This contradiction came about when children were taken to hospital to receive their diagnosis. This discrepancy has financial ramifications, because if a child's diagnosis does not fall into the categories of the Ministry of Education protocol, s/he will not qualify for financial support from the ministry.

2.3.5 Type of educational management for children with SEN

There are five classification of special education for children with SEN. The first is educational management for children with visual impairment. Second, for children with hearing impairment, third for children with physical difficulties, fourth for children with severe learning difficulties and the last one is for gifted or intelligent children. However, there is no educational management for children with learning difficulties, emotional and behavioural difficulties, and speech difficulties.

Educational management for children with SEN in Thailand is divided into three types (Amatyakul 1996). The first type is special education schools specifically for children with SEN. There are both boarding schools and day schools, from pre-school to secondary and extending to high school. Their curriculum is similar to the standard one.

The second type is the mainstream schools which are sub-divided into five parts. The first is mainstreaming in normal classrooms with or without by receiving special services. Children in this situation receive rehabilitation until they can help themselves. The second involves mainstreaming in normal classrooms and receiving special services from itinerant teachers, special tutors or specialists. The third is mainstreaming and receiving special services from a resource room. The fourth involves studying in special classrooms but mainstreaming in some subjects. The last is studying in special classrooms for each kind of children with SEN

within normal schools (Ploenchaiwanich 1999). This type of education is practised in at least fifty schools nationwide. Children with SEN can study at any level of education up to university level. But currently, there are only a small number of these programmes: each year very few children with SEN graduate from secondary and high school. More than half of these students leave school before finishing secondary level due to their lack of interest, ~~and~~ boredom and difficulties in studying or poverty. In addition, one significant reason is the shortage of assistive technology to help these people.

The third type of educational management is classroom education together with rehabilitation and reformation at centres, hospitals or reformatory institutes. There is no age limit to be educated in non-formal education. This form of education helps illiterate children with SEN, drop-outs and those who had missed out on the programmes.

2.3.6 Challenging issues in Thai Special Education

2.3.6.1 Bureaucracy and management system

Thailand's special educational system have been running for over six decades but it has several problems that have yet to be solved, according to a study by Hallinger, Chantarapanya, Sriboonma & Kantamara (2000) who examined the difficulties in education reform in Thailand. Firstly, they point out that education policy changes as frequently as the government. The report of the educational situation in Thailand in 2006-2007 highlighted that ministers from the Ministry of Education changed more frequently than other ministers (ONEC 2008). Consequently, policies too changed quickly and with no consistency.

Another essential issue is that Thailand has a highly centralized institutional system and traditional culture, with centralized decision-making by a small group of highly educated and informed officials. Communication remains one-way from the top down, so the purpose of education reform is often unclear to local staff such as principals, teachers or educational staff. In addition, inconsistent policies add to the confusion. Hallinger *et al.* (2000) added that in Thai culture, seniority and status are paramount in considering relationships within the social system. Therefore, when an elder (or a school administrator) tells his/her juniors (or school faculty) to do something, there is little choice. The staff may respond with surface politeness which also drives resistance underground (Hallinger & Kantamara 2000, Hallinger *et al.* 2000). As a result, educational staff may have to work without appropriate preparation or deep understanding.

After the problems were discussed by the management, the actual implementation of services has several more barriers to overcome. The Ministry of Education proclaimed after the first year of its education reform law that 60% of the reforms had been implemented in the first year (Hallinger 1998). Although these claims seem to show significant progress, the Ministry of Education has had to acknowledge that there are teachers who are burnt out because they have to produce classroom research reports, and student and teacher portfolios which have to be evaluated by a greater variety of instruments to indicate the quality of their school based on the National Education Standards (Wiratchai 2002). These findings, similar to those of Nakrontap (2007), showed that Thai teachers are struggling with the extra work, on top of their existing teaching and administrative workloads.

2.3.6.2 Funding and qualified personnel

There has been criticism directed towards the effectiveness of special education services and their availability. For example, Ayawongse & Pungah (1983) argued that the poor services in special education are the result of a lack of funding and of unqualified personnel. Tungkeunkunt (1997) conducted a study on work satisfaction in teachers from the mainstreaming programme. She found that this was at a moderate level throughout Thailand, in terms of motivation and hygiene. Also, teachers with previous training in special education differed in their satisfaction in both motivation and hygienic factors, significant at .05 levels from teachers without previous training in special education. Similarly, the findings from Wiratchai (1999) stated that the main difficulty about special education is a lack of trained teachers. For example, the report from ONEC (2001) investigating the quality of education and focusing on teachers, showed that fewer than 50% of schools had teachers who are unable to upgrade their skills and knowledge. In 2006, Cater indicated that there are several difficulties within special education services. One of these is the limited provision of training for teachers of children with special needs many teachers feel unprepared to teach students with special needs.

Moreover, the distribution of resources to support the development of training programmes for teachers are not adequate. Kumpet's (1995) study on special education in Thailand reported that the schools under the Bangkok Metropolis Office of Primary Education were ill-equipped for mainstreaming. However, this situation seems to be improving, according to Wiratchai (1999) who said that the budget for special education has increased.

2.3.6.3 The impact of Thai culture on the working environment

Hofstede (1991) studied Thai culture and suggests that it falls into four main dimensions - high power distance, collectivism, high femininity and a high level of uncertainty avoidance. The high power distance was defined as “the extent to which the less powerful member of institutions and organizations within a country expect and accept that power is distributed unequally” (Hofstede 1991: 28). This dimension ensures that Thai people accept differences in power in organizations and this subsequently leads to the creation of a hierarchical status in Thai society. Burnard (2006) said that no one in Thai culture is equal; all Thai people are constantly assessing their relationships with others in terms of who is ‘senior’ and who is ‘junior’, also referred to as ‘big person/little person.’

Even senior people have the authority to instruct and make decisions, though they are obliged to take care of their juniors (Komin 1990; Prpic 2004). In a school setting for example, a study by Hallinger & Kantamara (2000) found that administrators do try to create a sense of family in schools; to create a feeling of living as brothers and sisters. To demonstrate, senior teachers helped their junior teachers to use teaching materials and to adapt to the school situation. This family atmosphere promotes trust among colleagues and reduces stress levels within groups.

Hallinger & Kantamara (2000) noted that the strength of this dimension is that it enables leaders to achieve their aims more easily. On the other hand, if the goal is complex and requires more skill to achieve, the dimension may become a limitation. Due to the high power dimension, subordinates are unlikely to disagree with authority. However, this may cause them to end up being burdened with more responsibilities even when they were not prepared for it.

Another cultural dimension is collectivism, which refers to “societies in which people from birth onwards are integrated into strong, cohesive in-groups, which throughout people’s lifetime continue to protect them in exchange for unquestioning loyalty” (Hofstede 1991: 51).

Gambrel & Cianci (2003) point out that the positive side to collectivism is that this culture is linked to a sense of harmony within a group setting, which helps to create a family atmosphere. This family atmosphere means that people tend to look after, and to be looked after, by their in-group in exchange for absolute loyalty.

Prpic (2004) argue that the impact of this collectivistic value is that it shadows the importance of the Thai’s contributions as individuals. A good example can be seen through the term Thais use to refer to themselves: many will prefer to use „we’ instead of „I’ when referring to themselves.

The third dimension is high femininity. Hofstede (1991) suggested that the feminine dimension leads people to place high value on social relationships, to seek harmony and to avoid conflict. Quality of life is achieved by placing greater emphasis on the importance of relationships, feelings and harmony, as a woman’s role (feminine role) is supposed to take a tender aspect and be more concerned with taking care of members in the group.

The final dimension introduced by Hofstede (1991) is that of uncertainty avoidance. This was defined by Hofstede (1991:113) as “the extent to which the members of a culture feel threatened by uncertain or unknown situations.” Extreme uncertainty creates intolerable anxiety. This dimension leads Thais to avoid or dislike uncertain situations. Thai people tend to avoid taking on more responsibility and avoid taking risks, because risks means bringing in more uncertainty and increasing their responsibility. When it comes to making decisions, Thai culture encourages only the people at the top of the organizational hierarchy to make the

decisions and take the associated risks (Holmes & Tangtongtavy 1995). This means that subordinates are less likely to participate in the decision making process. Although they may be given the opportunity to participate, they tend to avoid it because being involved may bring unwarranted burdens.

These cultural dimensions have strengths and limitations of their own. With the implementation of the policy of mainstreaming pupils with special educational needs, many teachers face a complex situation. More than that, inadequate training could make teachers unable to deal with their pupils effectively. If these circumstances continue, they can lead to the build-up of stressors for teachers and subsequently, burnout will occur.

2.3.6.3.1 Using Hofstede's theory in the Thai context

Hofstede's work (1991, 2001) has been used to analyse Thai culture in many studies. Although it has been argued that Hofstede's work may not cover all cultural dimensions pertaining to Thai culture, it can nevertheless be used as a starting point for researchers to further develop their studies.

Researchers have adopted Hofstede's cultural dimensions in the study of the Thai culture. In addition, Hallinger & Kantamara (2000, 2001); Manotangvorapan (2010) adopted Hofstede's cultural dimensions (1991) in his study of the culture of Thai educational system and business. Hallinger & Kantamara (2000) uses Hofstede's model as the starting-point in their study of the impacts of Thai culture on education in Thailand. They concluded that cultural dimensions such as power distance, collectivism, uncertainty avoidance and femininity are contributing factors which affect schools' improvement processes in Thailand.

Some authors (e.g. Thanasankit & Corbitt 2002; Prpic & Kanjanapanyakom 2004; Sonsri 2006) adopted some parts of Hofstede's theory in their studies. The study by Thanansankit &

Corbitt (2002) finds that the dimensions of high power distance and uncertainty avoidance influence the decision-making processes in Thailand.

Prpic & Kanjanapanyakom (2004) studied the impact of cultural values and norms on higher education in Thailand by adopting some aspects of Hofstede's (1991) cultural dimensions namely high power distance, collectivism and femininity concepts. They complemented Hofstede's theories with a framework of high context communication based on Rogers & Steinfatt's (1999) research to discuss the impact of culture on higher education in Thailand.

Also, some of Hofstede's cultural dimensions have been used in Sonsri's study (2006) which found that four variables of Thai political culture namely Hierarchy, Buddhist beliefs and practices, collectivism and the Thai character as factors which were able to motivate employees to perform better in their jobs.

Based on Hofstede's work, Komin (1990) analyzed work-related values which motivated workers and their resulting behavioural patterns in both government and private sectors. She identified nine important value orientations and ranked these from the highest to the lowest: the Ego, Grateful Relationship, Smooth Interpersonal Relationship, Flexibility & Adjustment, Religious-Psychical, Education & Competence, Interdependence, Fun-Pleasure and Achievement-Task. This study revealed not only values which falls within the concept with Hofstede's work (1991), it also reflected values attributed to the Thai people which did not appear in Hofstede's work. These values are those of Flexibility & Adjustment orientation, Religious-Psychical orientation and Education & Competence orientation.

2.3.6.3.2 Critique on Hofstede's work

Although Hofstede's work has become the basis of many studies, his theories however has been the subject of criticism in many aspects (e.g. McSweeney 2002; Baskerville 2003; Fang 2003).

McSweeney (2002a, 2002b) for instance, disagreed with Hofstede's work (1984, 1991). He argues that the methodology adopted by Hofstede is not suitable for the study of culture. For example, the reliance on surveys will provide accurate information about culture and using only one commercial company to undertake the collection of such means of data might not provide a good enough representation of the whole nation. This is especially pertinent as not everyone in the same country practices the same culture. For instance, different ethnic groups within the same country will still practice their own culture. Hofstede (2002) responds to such criticisms by admitting that surveys are just one of the many instruments in the study of culture. While he did not deny that data acquired from surveys undertaken by just one company may not provide a true picture of a nation's culture, this nevertheless is not the aim of the study. He says what his study aims to measure is the differences between average responses of people from different countries which he then terms as the „central tendency’.

Another critique by McSweeney (2002a) is the out datedness of the data. Hofstede's paper was published in 1980. It was based on data collected between 1967 and 1973. McSweeney (2002a) claims that such aspects of culture will have changed by now. Hofstede's (2002) response to this is that culture is an outcome of centuries and therefore will not change within a short period of time.

McSweeney (2002a) further adds that Hofstede's cultural dimensions are too simplistic and generalises even on significant cultures. Hofstede (2002) does not reject this claim and agrees

that there should be additional cultural dimensions which are both conceptually and statistically independent from his cultural dimensions.

While there are supporters for both Hofstede and McSweeney, some authors (e.g. Chapman 1997; Williamson 2002; Jones 2007) try to balance their works. For example, Williamson (2002) observes that Hofstede's work is based on the functionalist paradigm while McSweeney's is on the interpretive paradigm. As a result, they will have strong disagreements. He adds that McSweeney's critiques can be used as a caution for researchers who adopt Hofstede's work and this will further develop and improve their own investigations. However, Hofstede's efforts should be considered as pioneer work as very little research on culture had been undertaken during that time. His work thus provided background knowledge about cultural studies and this serves as a useful guide and starting point for research in the area of study. Therefore, as Chapman (1997) concluded, to ignore Hofstede's work which took place before the development of the more satisfactory models of today is like throwing away important knowledge.

The subject of culture is broad & has many different definitions. Doing research in this field using several research paradigms can be challenging. The results of the study may vary when different paradigms or different methods are adopted. The advantage of adopting Hofstede's research framework based on a functionalist paradigm and one which uses survey as a primary method to collect data on people's perceptions enables the researcher to analyse the cultural dimension within the general picture. The methodology makes it easier to communicate with both scholars and practitioners (Williamson 2002). On the flip side however, it does lessen the intensity of the study / result. Multiple methods in conducting research are needed in the study of culture. Carrying out research by adopting several

paradigms and methods will result in a more detailed result and therefore create greater in depth knowledge of culture.

2.4 Conclusion

To conclude, this chapter has presented a review of burnout among teachers in the field of special education in Thailand. As the existing literature on burnout among Thai SEN teachers is currently limited, there is thus a need for more studies to be conducted on the phenomenon in the Thai context. The review of the literature in this chapter should therefore be helpful in interpreting the data collected for this research.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology employed in the study. It begins with a brief introduction to the research problem and the research questions that arise. The research design is then discussed in order to explain why this researcher adopted a qualitative research approach as a basis for conducting the pilot study and subsequently the entire research project. This is followed by a discussion of research methods which included the use of a questionnaire, interviews and the conduct of data analysis. Following this, details for the safeguarding of research ethics are listed. Among others, this included the use of consent forms, the maintenance of confidentiality and ensuring that the rights of participants were upheld.

3.2 Research Questions

The research questions are essential to the study. It influences the way in which research strategies employed and subsequently how the data is collected, analyzed and interpreted. The aim of the study was to explore perceptions among a group of Thai educators teaching pupils with SEN and how their perceptions are related to their degree of burnout. Particularly, the study addresses the research questions as set out in the introduction chapter on pages four and five.

3.3 Research Paradigm

The selection of a research paradigm represents a choice with regard to a set of beliefs that underlie and guide the entire research process (Guba 1990). Paradigms provide a philosophical base or frame of reference for approaching research that complement an area of inquiry. Mackenzie & Knipe (2006) said that the selection of a research paradigm represents a choice in a set of beliefs that will influence the way knowledge is studied and interpreted. Thus, the answers to the research questions are dependent on the paradigm chosen. The paradigm will reflect the way the research is designed, how data are collected and analyzed, and how the research results are presented. Similarly, it will underlie and guide the entire research process.

This study is located within a broadly interpretive methodology based on a qualitative research approach. It uses tools such as the demographic questionnaire, burnout inventory and semi-structured interview to collect both qualitative and quantitative data. There are several reasons for adopting the interpretive paradigm as a fixture for the researcher's epistemological position. Firstly, this epistemological position fits the researcher's beliefs about people, which is the idea that the relationship between the individual and reality depends on his/her interpretation of the world. The research question focuses on the perceptions and experiences of teachers of pupils with SEN such as their reasons for entering the teaching profession, the perceived positive aspects of their careers and their earlier expectations of which, to them, can lead to stress and burnout. This is then contrasted to the actual problems faced in their current positions and the personal strategies undertaken to overcome them. The researcher postulates that individual Thai teachers will have different interpretations of the problems, depending on each individual's context and experiences. As a result, they will react in different ways when dealing with such problems.

In addition, using an interpretive paradigm will offer some advantages to the research. According to Johnson and Onwuegbuzie (2004), adopting an interpretive paradigm and a qualitative approach is useful when describing complex phenomena. A qualitative approach provides an understanding and a useful description of people's personal experiences of the phenomenon in question. Based on the interaction between the researcher and the participants, the data collected can then be used to define the participants' own categories of meaning, which in turn provides the researcher with an understanding of people's personal experiences of the phenomenon. Even though there are limited number of cases, the researcher was nevertheless able to obtain the relevant information in detail.

However, there are some issues to be aware of when adopting an interpretive paradigm in research. In this study, there was a need be aware of generalizations, the limited time frame and the subjectivities of both the respondents as well as the researcher. According to Johnson and Onwuegbuzie (2004), due to the limited sample, it is difficult to generalize and apply the findings to different populations. Also, collecting the data through interviews and field observations takes a great deal of time while at the same time, data analysis is often also time-consuming. As a result, this study chooses to focus on only a small group of teachers so that individual cases can be studied in depth. Lastly, the researcher has to be aware of her own perceptions because the results can be easily influenced by the researcher's personal biases.

3.4 Research Framework

A Qualitative research design has been chosen as the methodological approach for the study. Adopting such a strategy seems appropriate for the research as it is best suited to assist the

researcher to address her research questions. Such an approach enables the researcher to see the situation through the eyes of the participants. This approach acquires an understanding of the ideas and perceptions associated with a real situation such as the perceptions of the individuals involved. This is the main reason why they are frequently used in the interpretive tradition of research (Cohen, Manion & Morrison 2007). In addition, they are widely applied when conducting organizational studies in area of social research such as education, health, business and management (Meyer 2001; Robson 2002).

The Interpretative paradigm is founded on the belief that reality is constructed and interpreted by people in the context of their backgrounds and experiences (Robson 2002; Bryman 2004). Therefore, though teacher burnout is not a new phenomenon and that it has been studied for many years in many countries, adopting a qualitative approach may allow the researcher to discover different perceptions as seen in the eyes of Thai special needs educators.

Qualitative research is a suitable approach for the study as the researcher has little control over the situation being studied. This can be considered a good characteristic of qualitative research. Miles & Huberman (1994) explain that applying qualitative research as an approach when conducting a study of an event in which the researcher has little control over will be beneficial as it provides her/him with naturalistic data. This is because qualitative research uses naturalistic methods, such as field work, field study in a natural setting. This therefore enables the researcher to capture the true meaning of real-life events.

The strength of qualitative research is in its flexibility to collect data. For example, the use of interview as a research tool allows the researcher to change and to adjust interview schedules according to changing circumstances and contexts. This essentially creates a more equal atmosphere between the researcher and participants. Lamnek (1988 cited in Sarantakos

1998) explains that qualitative research treats the participant as a person and not as a sample. Both the researcher and participant are therefore working together to achieve a common goal. The respondent defines, explains, interprets and constructs reality while the researcher uses her/his skills to see how the respondent manages her/his present reality. This is the process which ensures that the researcher and participant are equally important.

Moreover, Robson (2002) often refers to the qualitative approach as a flexible design research which has the advantage of using mix methods. This approach can adopt both qualitative and quantitative data, though qualitative data are mainly collected (Robson 2002).

3.5 Sampling

Qualitative research considers reality as constructed and interpreted by individuals in context. Thus, the selection of cases to research on is important.

3.5.1 Case selection

According to Denscombe (1998), a good case study requires the researcher to defend her choice of the case by arguing that the particular selection will be suitable for the purposes of the research. This study in particular involves a sample of Thai teachers of pupils with SEN.

In terms of sampling strategy, the purposive sampling method was adopted. The participants were especially chosen for a specific purpose, namely to illustrate situations faced within a specific Thai context. As this study focuses on teachers of pupils with SEN who present different degrees of burnout, two groups of educators were chosen. Based on their responses to a chosen inventory listing, the first is a group of teachers who presented high levels of burnout while the other is a group composed of teachers who presented a low level of

burnout. A comparison between the two groups will thus indicate most clearly the factors which contribute to an understanding of their perceptions of burnout.

Therefore, the criteria for selecting participants for this research were as follows:

1. The participants are teachers who have taught pupils with SEN for at least one year.
2. These teachers are then separated into two groups: the first group consisted of teachers who presented a high level of burnout. The other consisted of teachers who presented a low level of burnout.

3.5.2 Number of cases

In conducting this research, I intended to explore individual cases in depth. This meant that the study involves only a small group of respondents. Specifically, the participants all live in the Chiang Mai Province of Thailand. Nevertheless, the number of participants needed to be high enough to allow for a division of the sample into two groups. Another issue which cropped up is the question of what an appropriate sample size should be?" Mason (1996) suggests that the answer to this question is not likely to be straightforward. He mentions that if the researcher is using a theoretical or purposive sampling strategy, then the question of whether the sample is big enough to represent the entire population should not be a major concern. In addition, while considering sampling methods, there are other factors to bear in mind when conducting research in any target group. These include limitations of time, accessibility and funding (Mason 1996; De Vanus 2001; Patton 2002).

In summary, non-probability sampling was adopted in this study as the researcher has deliberately chosen two groups of teachers; participants who present the lowest and highest

scores from the job burnout inventory. In the first phase, the burnout inventory was posted to all teachers of pupils with SEN in Chiang Mai. This came up to a total of 690 individuals (Special Educational Centre Region 8 2007). The mass circulation strategy was undertaken in order to identify and shortlist teachers who attained either a prescribed high or a low level of burnout. Subsequently, thirty-two participants were chosen so that each group consisted of sixteen teachers. In the second phase, the selected teachers were interviewed on a one-to-one basis.

3.5.3 Context of participants



Districts in ChiangMai

- | | |
|-----------------------------|----------------------------|
| 1. <u>Mueang Chiang Mai</u> | 14. <u>San Sai</u> |
| 2. <u>Chom Thong</u> | 15. <u>Hang Dong</u> |
| 3. <u>Mae Chaem</u> | 16. <u>Hot</u> |
| 4. <u>Chiang Dao</u> | 17. <u>Doi Tao</u> |
| 5. <u>Doi Saket</u> | 18. <u>Omkoi</u> |
| 6. <u>Mae Taeng</u> | 19. <u>Saraphi</u> |
| 7. <u>Mae Rim</u> | 20. <u>Wiang Haeng</u> |
| 8. <u>Samoeng</u> | 21. <u>Chai Prakan</u> |
| 9. <u>Fang</u> | 22. <u>Mae Wang</u> |
| 10. <u>Mae Ai</u> | 23. <u>Mae On</u> |
| 11. <u>Phrao</u> | 24. <u>Doi Lo</u> |
| 12. <u>San Pa Tong</u> | |
| 13. <u>San Kamphaeng</u> | 26. <u>Galyani Vadhana</u> |

Figure 3.1 Map of ChiangMai (Source: http://en.wikipedia.org/wiki/Chiang_Mai_Province)

Figure 3.1 presents a map of Chiangmai, which consists of twenty-six districts. In 2007, there were twenty-five districts. The district of Galyani Vadhana was established after the data collecting was completed.

The participants were teachers trained as teachers for pupils with special educational needs (SEN) working in Chiangmai province, Thailand. The Chiangmai educational area is divided into five areas. Area 1 consists of four districts: Muang, Sankampang, Maeoon, and Doisaket. Area 2 consists of five districts: Maerim, Sansai, Maetang, Prawl, and Sameng. Area 3 consists of five districts: Chiangdow, Chaiprakan, Phang, Maeeye, and Wianghang. Area 4 consists of five districts: Hangdong, Sarapee, Jomthong, Sanpathong, and Maiwang. Area 5 consists of four districts: Maejam, Hod, Omkoi, Doitao.

The questionnaires were posted to all teachers (690); 354 teachers responded. The questionnaires consisted of two parts. In the first part, participants were requested to furnish demographic information. The second part deals with the job burnout questionnaire (Samantrakul 2003). The data collected were later analyzed. The 354 participants were further divided into three groups according to their job burnout score: a high level group, a medium level group, and a low level group.

There were 16 participants who presented a high level of burnout, 89 participants who presented a medium level, and 28 participants who presented a low level of burnout. However, the aim of this research focused on comparing two extremes. Therefore, only the high and low level groups were studied.

All 16 participants who presented a high level of burnout were interviewed. For comparison, an equivalent number of participants with the lowest burnout scores were selected.

3.6 Research Methods

A demographic questionnaire, a chosen burnout inventory and semi-structured interviews were used as the principal methods of collecting the required data. The data is subsequently used as basis for inference, interpretation and explanation so as to address the research questions. The first phase of the research employed the demographic questionnaire and job burnout inventory (Samatrakul, 2006). This quantitative research tool was posted to the

teachers of pupils with SEN situated in the Chiang Mai province, Thailand. Qualitative semi-structured interviews were adopted in the second phase.

3.6.1 Quantitative method: questionnaire and burnout inventory

In this phase the researcher used two tools to collect the data. The questionnaire was used as a tool for gathering demographic data and the job burnout inventory for selecting the participants with low and high levels of burnout to be interviewed in the next phase. The Samantrakul's Job Burnout Inventory (2006) was used in this study. There were three reasons for choosing the Job Burnout Inventory in this research. First, Samantrakul (2006) developed the job burnout inventory using the theoretical framework of the Maslach Burnout Inventory (MBI), which is considered to be the most popular inventory application with regard to caring professions like doctors, teachers, or social workers (Schaufeli, Enzmann & Girault 1993). Due to its popularity, the MBI has been examined by many researchers regarding its validity and reliability; many findings showed its validity and reliability to be strong (Schaufeli, Enzmann & Girault 1993; Maslach, Jackson & Leiter 1996; Lee & Ashforth 1996). Secondly, this inventory had its construct validity evidenced according to the Heise and Bohrnstedt Formula and second-order confirmatory factor analysis using the LISREL Programme. The reliability was presented by using the Feldt-Raju and Allen Formulae. Both of the validities of construct measurement and reliability in these three areas were high. The detail on reliability and validity has been described in chapter two, burnout measurement section. Thirdly, the researcher had sent a letter asking for permission to use this inventory to Srinakhariwirot University, and contacted the author personally. The author of the inventory gave permission for the researcher to use the inventory. More than that, the researcher was able to ask and discuss with the author in detail with regards to the the

inventory's use in the field. It is important to note that the author of this inventory did not develop the norms of this inventory. The author suggested that the researcher to create the norms in this study. In order to recruit the teachers who present a low degree and a high degree of burnout, the researcher developed norms for teachers for pupils with SEN in Chiangmai using T-score (see appendix 4).

3.6.2 Qualitative method: semi-structured interviews

The purpose of using interviews in this research was to obtain a rich, in-depth account of the perception of burnout in teaching on the part of teachers of pupils with SEN. Each teacher was asked to talk about their experiences. In addition, they were prompted to talk about the positive aspects and/or the difficulties of their work, experiences with burnout feelings/situations and how they dealt with them. The participants were audio taped to ensure that their responses could be accurately recalled for analysis.

To address the research questions, semi-structured interviews were used as a primary source of data collection to identify the perceptions of teachers in both groups. The interview was conducted face-to-face. Semi-structured interviews are perhaps the commonest and most diverse of the three interview formats: structured, semi-structured, and unstructured. They fall between the structured and unstructured formats, but are more similar to the latter in the sense that they too generate qualitative data (Arksey & Knight 1999). They are less formal than structured interviews but seem more formal than unstructured interviews. The interviewer does have a specific agenda to follow, having selected beforehand the relevant topic areas and themes to follow. The interview is loosely structured around key questions. As a result, there is scope for the researcher to choose what to say about a particular topic and how much.

There are several rationales for choosing the semi-structured interview as the main source of data collection in this study. First, interviews have enabled the researcher to gather information that could not be obtained by other methods. Surveys, for example, might offer mass data about a particular issue but they lack the depth of understanding that an interview provides (Tierney & Dilley 2002). The interviews have provided rich and highly illuminating material as they allowed for greater depth than other methods of data collection, and could be conducted at an appropriate speed.

Arksey & Knight (1999) support this notion and point out that interviewing can provide data on understanding, opinions, attitudes or feelings. They can be made more exploratory and qualitative by concentrating on the distinctive features of situations and events, and upon the beliefs of individuals or sub-cultures. They further add that interviews can explore areas of broad cultural consensus as well as people's more personal, private, and special understandings. The interview's adaptability allows the researcher to follow up a respondent's answers to obtain more information as well as clarifying vague statements. They also have been very helpful in building trust and rapport with respondents, making it possible to obtain information that the interviewee probably would not reveal through other methods (Gal *et al.* 2003).

Many authors (e.g. Arksey & Knight 1999; Fontana & Frey 2000; Robson 2002; Yin 2003) argue that an interview can be used as the primary method for achieving the aims of the research. According to Fontana & Frey (2000), both qualitative and quantitative researchers tend to rely on the interview as the basic method of data gathering, when the purpose is to obtain a rich, in-depth experiential account of an event or episode in the life of the respondent.

Robson (2002) says that interviews can be used as the primary or only approach in a study, as in some surveys or many grounded theory studies.

Secondly, the strength of face to face interviews in this study is that they offered the possibility of modifying the line of enquiry, following up interesting responses and investigating underlying motives. Robson (2002) argued that the interview is a flexible and adaptable way of finding things out. More than that, face-to-face interviews offer the possibility of modifying one's line of enquiry, following up interesting responses and investigating underlying motives in a way that postal and other self-administered questionnaires cannot.

Thirdly, face to face interviews enabled the researcher to observe non-verbal clues. Non-verbal cues may give messages which help in understanding the verbal response, possibly changing or even, in extreme cases, reversing its meaning. Thus, some non-verbal clues were written down as a research note to re-check with verbal responses. The use of taped interviews did not eliminate the need for taking notes, but did allow the researcher to gain more information which help to categorize the data and analyzing them later in the process.

Fourthly, the interviewer could explain misunderstandings, as the same question may have different meanings for different people. They are better than questionnaires for handling more difficult and open-ended questions such as those included in this study (Robson 2002; Cohen, Manion & Morrison 2007). Therefore, interviewers are free to follow up ideas, probe responses and ask for clarification or further elaboration with regard to what they see as important (Arksey & Knight 1999; Robson 2002; ESDS 2007). While semi-structured interviews usually use interview schedules with set questions which will be asked of all respondents, however, the interviewer can modify those questions based upon his/her

perception of what seems most appropriate. Robson (2002) points out that, even though a question's wording can be changed and explanations given, particular questions which seem inappropriate in terms of a particular interviewee can be omitted, or additional ones included.

On the other hand, there are also disadvantages with interviews which the researcher needed to consider. There is an argument that interviews are prone to subjectivity and bias on the part of the interviewer (Cohen, Manion & Morrison 2007), so several precautions have been taken to avoid subjectivity and bias. The researcher used the established questions (on the interview schedule (see appendix) for investigation with all interviewees. Questions were asked in the same order, however, the semi-structured interviews allowed for exploring emergent themes and ideas, rather than relying on the questions defined in advance, through follow up questions (probes). The fact that the researcher started the interview process with building rapport by engaging in small talk and providing a letter of consent to ensure that all data from the interview would be kept as confidential helped to build trust and rapport between the participants and the researcher and facilitated the flow of data given by participants, with no need to twist the data or answer in a certain way to satisfy the researcher. Finally, participants were assured from the beginning that there was no wrong or right answer; it is their real perceptions of the issues under investigations which really matter for the researcher. Those precautions were used to ensure that the researcher did not influence the respondents to answer questions in a certain way.

Another disadvantage of interviews is they are expensive and time-consuming and require careful preparation: making the arrangements and rescheduling them to cover absence and crises took more time. Notes have to be written up; tapes must be transcribed, with the transcription process taking a lot of time. The analysis of these transcriptions was also time-

consuming. Although their time-consuming nature is a disadvantage of interviews, it can be argued that the skills of time planning and time budgeting can minimize this disadvantage and lead to a successful enquiry (Robson 2002) and that the invaluable rich data generated from such techniques is really worth the time, money and efforts spent on conducting interviews.

3.6.2.1 Validity and reliability in qualitative research

Although “it is impossible for research to be 100 percent valid; that is the optimism of perfection” (Cohen, Manion & Morrison 2007: 133), particular precautions have been taken to secure the validity of the study, from the research design, through developing methods of data collection, and the stages of data collection and data analysis to the conclusions that are drawn.

Frankel & Wallen (2006) argued that validity refers to the appropriateness, meaningfulness, and usefulness of the inferences that researchers make, based on the data they collect, while reliability refers to the consistency of these inferences over time, location, and circumstances.

In a qualitative study, much depends on the perspective of the researcher. All researchers have certain biases. Accordingly, different researchers see some things more clearly than others. Therefore, qualitative researchers use a number of techniques to check their perceptions in order to ensure that they are not being misinformed - that they are, in effect, seeing (and hearing) what they think they are. The procedures used in this study for checking on, or enhancing, validity and reliability will be based on those of Frankel & Wallen (2006).

During the interview, the researcher tried to focus on the language and used a dialect suitable with the participants. Some participants preferred to speak in the Northern dialect (Kam Muang) instead of Thai. The researcher will then communicate in the same dialect.

Audiotapes were used to record the interviews to ensure that all responses were recorded. While conducting the interviews, the researcher took note of participants' behaviours and recorded the researcher's own personal thoughts; this helped the researcher reflect on the responses when it came to transcribing. After transcribing the interviews, the researcher sent the transcriptions to two participants and asked them to review and agree on accuracy the on the transcribed data.

The process of analyses where the coding process was repeated using two coders was implemented to ensure inter-rater reliability. Armstrong *et al.* (1997) and Lewins (2005) pointed out if more than two people are independently coded and compared for agreement, it can improve the reliability of analyses. This study used two coders to code the transcriptions from the interview. The researcher was the first coder, and one of their Thai colleagues was the second coder. The results were compared for agreement (for details of the coding, see appendix 5). During the first round of coding, there were 88 code disagreements. However, after discussion, only 13 disagreements remained about codes. The main reason for the disagreement was due to the language used. In Thai, one meaning can be explained by several words, so both coders discussed this and agreed to use the same word.

In order to strengthen the validity of the results of this study, a certain amount of communicative validation was used with the informants as well as between the authors. The teachers interviewed also had the opportunity to read through their transcribed interview to reflect and give additional opinions.

3.7 Piloting

The stage of piloting was essential before conducting the actual field work in Thailand. Van Teijlingen & Hundley (2002:33) refer to the term 'pilot studies' as a "mini version of a full-scale study (also called 'feasibility' studies), as well as the specific pre-testing of a particular research instrument such as a questionnaire or interview schedule". A pilot study will be advantageous as it can give advance warning about where the main research project could fail, where research protocols might not be followed, or whether proposed methods or instruments are inappropriate or too complicated, and provide early feedback for the interviewers (Keats 2000).

The researcher conducted the pilot study in May, 2008. An earlier version of the interview schedule was used with four Thai teachers of pupils with SEN. There were two female teachers and two male teachers. The researcher used the computer software, Skype, to interview them, which allowed the researcher to interview them via the internet while being able to see their faces and hear their voices. In short, enabling the researcher to judge based on their facial expressions and their tone of voice.

The process of piloting the interviews began after the researcher made an appointment with the first interviewee by email. The researcher obtained the other interviewees by using snowball sampling. The interview began by introducing the researcher and the aims of this interview. They were then briefed on their rights, for example if they felt uncomfortable about answering or they didn't want to answer, they did not have to. The researcher then seeks the interviewees' permission to record the interview before proceeding to ask the questions on the list and thanking them for their cooperation afterwards.

Piloting is very useful for implementing the next stage. The researcher learned many things from this process including finding a vital issue which has been ignored and a question that could not be understood by the participants. The researcher added one more question to the interview schedule after it was found that all replies to the question about the reason that influenced them to be a teacher were that they graduated in the education subject. The aim of the question was to explore the motivations underlying their decisions; these replies did not give enough information. So, the researcher added the question “what influenced you to choose to study the teaching subject?” With this question, interviewees provided more information underlying their decision such as the love for working with children or the fact that they could not pass the entrance examination to university.

Another question in the interview schedule - “What is the meaning of work (teaching)?” was amended. All of the interviewees had different notions of the phrase ‘meaning of work’, and some of them could not understand what the phrase really meant. Upon clarification, the responses given seemed to indicate what the respondents think to be the positive aspects of teaching. When the participants were asked on “what are the positive aspects of teaching pupils with SEN?” their responses were similar to the question on “what is the meaning of work (teaching)?” So, the researcher decided to amend the question using ‘positive aspect of teaching’ instead of ‘meaning of work’.

Two methods of interviews (unstructured and semi-structured interview) were conducted in order to decide which method was better at providing adequate data. One female and one male teacher were selected for the unstructured interview while the other two via the semi-structured interview. The semi-structured interview was found to be better as the interviewees tend to provide a more complete reply. In the unstructured interview, the interviewees felt uncomfortable because they could not guess the next question, which led

them to wonder about the researcher's sincerity. They preferred to be asked, then they would know what to answer and they felt more relaxed, like we (researcher and interviewees) were having a conversation. Thus, they tend to give short replies. The researcher could not get all the needed information from the interview schedule and required to seek clarifications on the points made by the interviewees. So, in the end they were not very different from semi-structured interviews.

The researcher also found that interviewing people for research purposes is different from clinical purposes. Although they share similar processes of obtaining data, the purpose of collecting data is different. Even though the researcher was trained as a psychologist, this situation is different from listening to clients. The clients are likely to talk without any questions from psychologist. This is different from conducting clinical interviews as some of the participants just gave short answers. When the researcher probed them, they just said, "That's it".

After the pilot, the researcher decided to use semi-structured interview as a research tool for the actual field work in Thailand. In addition, the interview schedule was changed to include a supplementary question and the phrase „meaning of work' was replaced with „positive aspect'.

3.8 Data analysis

This section deals with the explanation of how the data collected is subsequently analyzed and interpreted. Richards (1999) suggested using NVIVO in analyzing the transcriptions of interviews, as it is helpful in handling data records and information, coding it into categories and annotating and gaining accessed data records accurately and swiftly. However, in this study, it was not used in analyzing the data as the interviews were conducted with teachers in Thailand in Thai, and NVIVO does not support Thai data. It would be very hard, in terms of time and effort, to translate all the interview transcriptions from Thai to English just to use NVIVO. Thus, in order to analyze data from the interviews, manual methods were employed. The data were examined by a ‚bottom-up’ approach (Creswell 2008) and the five stages in qualitative analysis (Lacy & Luff 2007) by starting with an analysis of the data and ending with the themes to address the research questions.

1. Transcription: the data were in the form of tape recorded interviews. The researcher transcribed the interview by herself as it allowed the researcher to become familiar with the data. The transcribing included not only the interviewing but also sections of non-verbal cues, such as, silences, or pauses for thought. This was because these non-verbal cues may give messages which can help in understanding the verbal responses (Robson 2002). In addition, the researcher also added information about participants such as their appearance, location of the interview, and other information that seemed relevant or interesting. The reason for doing this was because the researcher transcribed the interviews after finishing all the interviewing in Thailand. These notes helped the researcher to remember most of the details of the participants, which helped the researcher to understand and interpret their responses.

2. Organizing data: During transcribing, the researcher gave each interviewee a number, and broke up the field notes into sections identified by date. Interviewees were referred to by a code number. For example, „L’ referred to the participants who exhibited a low degree of burnout (low group). There were sixteen of them so the code for them started with L1 for the first participant in the low group, up to L16, which referred to the sixteenth participant from the same group. The participants who exhibited a high degree of burnout (high group) were coded with the letter „H’, and the same process applied; the codes for them started with H1 and the final participant in the high group was coded as H16. A secure file was created that linked code numbers to the original informants but, as with any research, this file was confidential to the researcher and her supervisors, and will be destroyed after completion of the study. Similarly, names and other identifiable materials were removed from the transcriptions.

3. Familiarization: The researcher became more familiar with the data by listening to the tapes and re-reading the data. At this stage, the researcher began to search for those passages of text which connected to the research questions, and highlighted them as initial codes. Any responses pertaining to each research question were highlighted by different coloured highlighter pens. This made it easier for the researcher to re-read or re-code again during the next stage. It could be said that this process allowed the researcher to see preliminary codes emerging from the data.

4. Coding: The researcher looked through the preliminary codes from the familiarization stage again and looked for new codes which emerged from the data in order to code any responses that related to the research questions. The researcher translated the codes from Thai to English in this stage. There were some challenges during this translation and which will be discussed in the later section about translation. After the researcher finished coding through

the data, it was coded again by the researcher's colleague to ensure the inter-rater reliability. The detail about inter-rater reliability was provided in the validity and reliability in qualitative research section. There were 107 code responses regarding reasons for entering a regular teaching career, 94 code responses linked with reasons for teaching pupils with SEN, 113 code responses linked to the positive aspects of teaching pupils with SEN, 203 code responses linked with the negative aspects of teaching pupils with SEN, and 53 code responses related to the coping strategies participants used when they experienced a stressful situation.

5. Themes: After coding, the researcher grouped the codes that showed a similar pattern together. There were 24 sub-themes for entering a regular teaching career, 20 sub-themes linked with reasons for teaching pupils with SEN, 22 sub-themes linked with the positive aspects of teaching pupils with SEN, 46 sub-themes linked with the negative aspects of teaching pupils with SEN, and 25 sub-themes related to the coping strategies participants used when they experienced a stressful situation (see appendix 3). Then, the sub-themes that emerged in this study were grouped into five themes which were adopted from the five categories of the hierarchy of needs (Maslow 1970, 2000).

Adaptation of Maslow's five themes

It has been previously mentioned in the Maslow model section in the Literature Review Chapter that there should be awareness of how Maslow's model needs to be adjusted for use in the Thai context. In order to contextualise the research according to existing Thai work settings, modifications has to be made to Maslow five needs. The adapted definitions of the five needs were made not only from the data which emerged in this study, but also based on existing literature reviews relating to the operationalisation of Maslow's model in the organisational context (Weller 1982; Dick 2001; Benson & Dundis 2003; Klupsas & Vailiauskaite 2009). For example, as mentioned in the Literature Review Chapter, the

research requires a distinction be made between the individual's behaviour as indicated by his/her responses to the interview questions and the need/s that drive that behaviour.

In this particular study for example, the question arises as to which needs behaviour associated by the response 'teaching is good' fits into. A participant may state that she became a teacher because of her belief that it is a good move and if one does good things, one will receive good deeds in his/her the future (Karma). Based on such an answer, the behaviour associated with the response 'teaching is good' may thus fall into the category of safety needs. In contrast, other participants may provide the response that they have become teachers because they believe that teaching is a good thing to do as the job will lead them to happiness and joy in their lives. This opinion is therefore rooted in the belief of self-fulfilment. In this case, the response to 'teaching is good' can be categorised as fulfilling the need for self-actualization. As such, behavioural categories indicated by responses to the phrase 'teaching is good' must first be decided upon. Only when this process is complete will it then be possible to link it with any one of Maslow's needs category.

Furthermore, in order to evaluate the given responses in the context of the work setting, the researcher needs to understand how an individual's efforts to fulfil a particular need based on Maslow's model is driving his/her behaviour. The displayed behaviour can then be assessed and made to fit into the criteria set for fulfilling the need. Adjustments made to Maslow's five hierarchies of needs are explained below:

Maslow's physical needs refer to air, food, shelter or any of the elements required to satisfy the human body. In this study however, the physical theme will also encompass monetary rewards, holidays or any physical issue.

According to Maslow, safety refers to the need for protection from danger or any feelings of insecurity. The theme of safety in the Thai work context however, has been adapted to include behaviours which are driven by the need to seek security through fair treatment, avoidance of danger or pressure in the workplace. Safety needs in this research can also be inclusive of extrinsic rewards which covers security purposes such as housing and retirement benefits as well as the provision of life insurance.

Maslow's Belongingness refers to relationships in the work place, sense of being part of a group, and feelings of acceptance as a member of a group. While these elements are also present in this research, adaption based on the local culture will now also include values placed on the Thai concept of deference to authority and peer opinions.

Esteem, based on Maslow's model, simply refers to feeling good about one. In this research however, the emphasis will especially be on the individual's perception of his/her abilities in the work place. Thus the theme of esteem in this study can be that of self-acceptance or acceptance from others based on one's ability in his/her work. In other words, this research sees esteem as self-acceptance conditioned by achievement or success in work (Dick 2001).

Lastly, Maslow's self-actualization refers to the need to fulfil one's potential such as personal growth and empowerment. For this research, the emphasis will be on values based on the strong Thai sense of morality and religious belief. Also, while it will be agreed that behaviours are driven by intrinsic motivation (Deci 1975) based on the individual's interest, the need for challenge and happiness, the Thai context will also emphasise fulfilment as a result of finding 'meaning' in work (Pines 2002).

It is important to note that this study does not intend to challenge Maslow's predetermined hierarchy of needs. Neither does it intend to introduce a fixed set of new criteria originating

from the Maslow model for application in Eastern cultures. What it does however, is to set a framework so as to analyse the data collected from participants based on the concept of the hierarchy of five needs.

The example of how the data which emerged in this study were categorised under themes is presented in table 3.1

Table 3.1 Example of coding process

Participant	Code text	Interpretation of the meaning	Code	Sub-theme	Theme
2. Teaching pupils with SEN choice					
L1	There was a teacher from the school for visually impaired pupils who came to to teach the pupils together with us. Apart from teaching some of the pupils, she also became our mentor.	Having a mentor to assist her in her teaching increased her confidence to teach pupils with SEN.	Confidence to work with pupils with SEN (by other)	Confident	Esteem
L8	I have interacted with pupils with SEN since I started teaching. I've educated them and helped them before the SEN policy has been implemented.	Participant has experienced and taught pupils with SEN even before the policy was implemented. It raises her confidence to work with these pupils.	Confidence to work with pupils with SEN (by own experience)	Self-confident	

Table 3.1 illustrates the process of coding. Starting from the coded passage that connects to the research question, I then tried to understand the summarized meaning of the coded text to create a sub-theme and theme.

3.9 Translation from Thai – English

This study was conducted in a Thai context, and used the Thai language. All of the interviews were transcribed word by word in Thai; translating everything into English is time consuming so only the passages of text used for coding were translated.

The researcher found several challenges in the translation process. The two main challenges are the linguistic and cultural aspects. Translation from Thai to English word by word will not make sense and may lead to misinterpretation. In Thai, there is no tense, so the verb form does not change according to time (past/present/perfect tense). However, in English, the form of the verb changes according to time, which lets the readers know whether a situation has ended or continues until now. In Thai, when participants mentioned a situation, it was not clear whether the situation has lapsed or is still going on. For example, a participant mentioned an administrator's lack of determination, and the researcher had to ask the participant to clarify the situation. Another ambiguity was that there is no singular or plural in the Thai language. When a participant mentioned her colleague, in the Thai language, the researcher could not identify whether there was one colleague or more than one. To deal with this situation, the researcher either asked at the time, or focused on the cues in the content of the interview to make out whether it is singular or plural so the researcher can use the correct noun.

Culture differences between Thai and Western culture also created a challenging aspect regarding translation. As Khan & Manderson (1992) noted, maintaining accuracy when representing people's views and perspectives when using qualitative approaches is important but challenging, particularly when the research project is conducted in one language and then analyzed and synthesized in another. Therefore, the interpretation or understanding of meaning is fundamental in qualitative analysis as it often deals with the concept of "culture in marking meaningful action" (Alasuutari 1992(5): 2). An example was that Thai people tend to refer themselves as „we', instead of „I', which created confusion for the researcher. „We' can mean the participant alone and can also refer to the participant including colleagues or their group. Even more challenging were occasions when the participants used the third person to answer; for example, they started a sentence "Teacher(s) face many difficulties ... ". The researcher dealt with this issue by asking the first time to clarify whether when they used "we" or "teacher" they were referring to themselves. If participant meant her/himself, the researcher presumed that "we" or "teacher" would refer to her/himself throughout the interview.

Furthermore, there were some responses that might not make sense in Western culture but are common answers in Thai. To illustrate this, regarding coping strategies, one participant expressed her strategies for dealing with negative aspects of teaching pupils with SEN as "mai-pen-rai", which can be approximately translated as "it does not really matter" or "it is not a problem." The next action of "mai-pen-rai" will be doing nothing and letting it (stressful situation) go. Western culture might not perceive this strategy as a coping strategy, however, "it is fine" has been used to deal with difficult situations in Thailand. The expression reflects Thai people's attitude towards themselves, the people they come into contact with and the world around them. Almost everybody and everything is acceptable to

Thais. Objections and conflicts are to be avoided at all cost. Thai people are known for their tolerance and compromising nature (Vongvipanond 1994).

The researcher tried her best when translating from Thai to English to keep the original meaning and was aware that linguistic and cultural differences between Thai and English may create difficulties in translation. However, being an insider as a Thai person living in ChiangMai helped the researcher to understand the context of the language which the participants used. More than that, experience of working with teachers of pupils with SEN for ten years provided the understanding and some background in special education in ChiangMai which helped the researcher to translate accurately, not just word by word. As Baker (2008) concluded, an awareness of the role culture and context play in any interpretation of meaning and an awareness of culture goes beyond facts. Therefore, the researcher needs to engage with meanings and discourses to come up with accurate and valid translations.

3.10 Ethical Issues

Ethics is an important aspect of research and is fundamental in the process of research. This section discusses the possible ethical problems related to this study and how the researcher coped with these problems by using the Revised Ethical Guidelines for Educational Research: BERA (2004) as a guideline.

The first aspect is the nature of the participants. The researcher was concerned about the freedom of the participants to volunteer to take part in this research in both phases of data collection: inventory and interviewing. Due to the state system in Thailand, the researcher had to send a letter asking for permission to the head teacher or to a person who has the

authority to permit a researcher to access the school where the research was to be conducted. The researcher never had any problem gaining permission. In terms of the working system, if the authorities say “yes”, it means that everyone under their control will say “yes”. Consequently, the teachers of pupils with SEN who were the participants had to complete the inventory and/or answer the questions in the interview. This situation would appear to make data collection easy for the researcher, but when the voluntariness of the participants is not secure, the authenticity of their answers cannot be guaranteed. At this stage, it was hard to intervene or do anything; the only thing the researcher could do was attach a cover letter to let teachers know that completing the inventory was voluntary, and if the teachers did not want to engage with the researcher, it would not have any repercussions for them.

The rights of the participants are paramount. According to BERA (2004), the researcher needs to engage with aspects of ethical issues in order to protect the rights of the participants. In the inventory phase, the researcher attached a cover letter with every inventory. This letter was divided into three parts. The first part provided information about this research. It included an explanation of the purpose of the thesis, the expected duration of the subject’s participation, and a description of the procedures to be followed. The general information gave an overview of the research and informed the participants as to the significance of their collaboration.

The second part of the letter was about the rights of the participants. The letter informed the participants that the researcher would recognize the right of any participant to withdraw from the research for any or no reason, and at any time. For example, if the participants felt uncomfortable in answering sensitive questions in the questionnaire, they had the right not to respond and the researcher respected their decision. A teacher's decision not to participate

would be fully respected and would not lead to any adverse consequences. To give consent freely, it was necessary that the interviewee felt no implicit pressure to participate.

Thirdly, confidentiality and anonymity were considered as the norm in the process of the research. The researcher recognized the participants' entitlement to privacy and accorded them their rights to confidentiality and anonymity.

In the second phase, the interview, the researcher contacted every selected participant by phone and asked them to volunteer as a participant in the second phase. If they were happy to participate, the researcher made an appointment for the interview. In this phase, the permission letter was sent to the head teacher if the participant requested it. On the day of the interview, the researcher told them about the interview, asked them if they had any questions about the research, the interview or their rights and then gave them consent forms to sign. In this phase, the right of any participant to withdraw from the research, confidentiality and anonymity were considered to be the same as in the first phase. It is interesting to note that, there were two main reactions from teachers with the consent forms. One group was very comfortable and trusted the researcher. After listening to the researcher give the ethical information, they just signed the form without reading it. Another reaction was anxious; some teachers thought the researcher might ask very uncomfortable questions and might force them to participate so that was why they had to sign the form. The researcher had to explain the purpose of the study and assure them that if they felt uncomfortable, they could withdraw at any time. After listening to the explanation including asking some questions, the participants were willing to sign the consent form without spending time reading the form.

The next aspect is the effects of the interview. Patton (2002) stated that there were some ethical challenges in qualitative interviewing such as the possibility that the interview could

affect the participants. The process of interviewing may affect the persons being interviewed and leave them knowing things about themselves that they did not know or at least were not fully aware of before being interviewed. The participants were asked about their perceptions, feelings, and opinions about problems at work. The interviews could open old wounds, lead to negative feelings or affect their self-esteem. If these circumstances occurred, the researcher would give them the opportunity to stop or to take a break from the interview. They then continued with the interview if they were happy to do so. In the actual field work, this situation did not happen. However, there were two cases which should be noted. The first one was a participant who seemed uncomfortable with the interview, she was worried about being interviewed and concerned that she might say something inappropriate. The researcher explained the research purpose and also reassured her about the ethical issues again. She asked a third time what questions she would be asked. The researcher finally showed all the interview questions to her and promised not to ask more than the interview schedule. The participant seemed to be satisfied with this answer and the interview started. However, during the interview the participant kept asking if the researcher was able to delete any responses that might not be appropriate. In her own words, "If I say something not right, can you delete it later?" Therefore, upon completion of the interviewing, the researcher and the participant listened to the tape together in case the participant wanted to delete something. The participant seemed satisfied with the interview and no deletion was required.

On another occasion, two participants gave answers which indicated clear indications of stress, such as sleeplessness, headache, low energy and feeling depressed. While one participant had made an appointment to see a psychiatrist the other was encouraged by the researcher to seek psychiatric help.

The last ethical challenge concerns the relationship between the interviewer and the interviewee. Gray (2004) suggests that establishing a rapport is important to make the participant feel relaxed and to get the interview off to a good start. The researcher started the interview by engaging in small talk with the participants. Generally, the participants were likely to ask the researcher about personal aspects such as age, education and work experience. It is common in Thai culture for older people to ask about age or personal issues of a younger person. Actually, it is a good starter-as participants felt comfortable when they felt they knew the researcher a little before the interview. During the interview, participants were assured from the beginning that there was no wrong or right answer; it is their real perceptions of the issues which really matter for the researcher. However, the interviewer has to bear in mind the aim of the interview and any field work, was to gather data and not to judge. For example, one participant might have a negative attitude towards pupils with SEN; the researcher did not make any attempt to comment or interfere while he was talking. Instead, I then took the opportunity to obtain more information relating to his perceptions by asking more questions on the issue.

3.11 Conclusion

This chapter has presented information on the methodology undertaken for this study. The interpretive paradigm and qualitative approach have been adopted to address the research questions and these have provided in-depth information on the perceptions of the respondents. As a primary method of data collection, the interview has been helpful in gathering data from teachers of pupils with SEN who present a low/high degree of burnout. The data were then analysed based on the participants' responses and further categorised according to an adjusted

version of Maslow's five needs. The ethical issue has been addressed by adhering to several precautions. It should be noted that the researcher is aware of limitations arising from the research design and the challenges in translating the teachers' responses from Thai into English. Concrete steps have subsequently been taken to overcome such limitations.

CHAPTER FOUR: DATA PRESENTATION

4.1 Introduction

The aims of this research were to examine teachers' perceptions of their professional role, particularly with regards to their career choice, the positive and negative aspects of teaching and their coping strategies. A further aim was to compare the perceptions of those teachers who presented with high levels of burnout and those who presented with low levels of burnout. This chapter consists of three main sections. The first section demonstrates the data from the burnout inventory which produced data about burnout. The second section presents the data from the questionnaire which produced demographic data. The third section presents the data from the interviews.

4.2 Presenting data

4.2.1 Data from the Job Burnout Inventory

Table 4.1 Number of responses

Educational area	Name of district	Total posted	Response rate	
			Number	%
1	Muang, Sankampang, Maeoon, and Doisaket	200	154	77
2	Maerim, Sansai, Maetang, Prawl, and Sameng	217	120	52.2
3	Chiangdow, Chaiprakan, Phang, Maeeye, and Wianghang	130	30	23
4	Hangdong, Sarapee, Jomthong, Sanpathong, and Maiwang	44	35	79.5
5	Maejam, Hod, Omkoi, Doitao	99	15	15.1
Total		690	354	51.3

Table 4.1 presents the response rate from the participants. In total, the complete response rate was 354 out of 690 (51.3%). The teachers from Educational area 4 had the highest response rate at 79.5%, followed by the response rate from Educational area 1 (77%). The response rate of Educational area 2 was 52.2%, while the response rates from Education areas 3 and 5 were 23% and 15.1% respectively. The different rates of response could be explained by the method of sending the inventory and geographical aspect. The three areas (1, 2, and 4) which has more than fifty percent responses had the inventory and questionnaire delivered by the researcher personally. However, Areas 3 and 5 were sent the inventory and questionnaire by post.

Area 1 is in the city while Area 2 is further out but still close. Having said that, Area 4 is far, but there were not many schools so it was feasible for the researcher to go to the school. However, Areas 3 and 5 are far from city centre and the road is not easy to access because of the terrain.

Table 4.2 Number of participants who exhibit low and high levels of burnout

Educational area	Number of participants who exhibit low or high degree of burnout				Number of participants recruited to be interviewed			
	Low level of burnout group		High level of burnout group		Low level of burnout group		High level of burnout group	
	F	M	F	M	F	M	F	M
1	16	-	9	-	11	-	9	-
2	5	-	3	-	4	-	3	-
3	3	-	-	-	-	-	-	-
4	3	-	3	1	1	-	3	1
5	1	-	-	-	-	-	-	-
Total	28	-	15	1	16	-	15	1

Table 4.2 presents the number of participants who had high and low scores for the three components of job burnout (EE, DP, and PA). Sixteen participants (4.5%) out of 354 presented a high level score for burnout. Twenty-eight participants (7.9%) out of the 354 participants presented a low level score for burnout.

All sixteen participants who presented a high level of burnout were selected for interview. However, in order to have an equivalent number of participants in each group, sixteen out of the twenty-eight participants who presented a low level of burnout were selected. They were

selected by the lowest score. Thus, in total, thirty-two participants were recruited for interviewing in the second phase.

4.2.2 Demographic data from the questionnaire

This section presents the demographic data from thirty-two participants who participated in the interview. This data were obtained as part of the burnout inventory questionnaire. Before presenting the data from the interview, we present the demographic data which provided information about participants in each group. The demographic data provides their teaching background, consisting of experience of teaching, number of pupils with SEN, type of difficulties their pupils had, and behavioural and emotional difficulties of their pupils.

The participants were divided into two groups. Participants who presented a low degree of burnout were part of the “L” group, while participants who presented a high degree of burnout were put into the “H” group. Each group consisted of 16 participants so each participant had code, L1–L16 for participants in the low degree of burnout group, and H1-H16 for participants in the high degree of burnout group.

Table 4.3 Demographic details of participants in the low degree of burnout group

Code	Years teaching	Years teaching pupils with SEN	Number of pupils with SEN taught	Difficulties of pupils	Behavioural and emotional difficulties of pupils
L1	>10	6-10	Fewer than 5	Severe learning difficulties, learning difficulties, SEBD	Somatic complaints, fighting, antisocial, inattention-hyperactive, impulsive
L2	>10	>10	5-10	Severe learning difficulties, physical difficulties, learning difficulties, speech difficulties, SEBD	Fighting, antisocial, inattention-hyperactive, impulsive, lack of confidence
L3	>10	>10	11-15	Learning difficulties, SEBD, multiple difficulties	Fighting, antisocial, truanting, inattention-hyperactive, impulsive, lack of confidence
L4	>10	1-5	5-10	Severe learning difficulties, learning difficulties, SEBD	Withdrawn, truanting, inattention-hyperactive, impulsive, lack of confidence
L5	>10	6-10	5-10	Learning difficulties, SEBD	Withdrawn, lack of confidence
L6	6-10	6-10	Fewer than 5	Learning difficulties, speech difficulties	Somatic complaints, lack of confidence
L7	>10	1-5	5-10	Learning difficulties	Somatic complaints, truanting, inattention-hyperactive,
L8	1-5	1-5	Fewer than 5	Learning difficulties	Truanting, inattention-hyperactive, lack of confidence
L9	1-5	1-5	Fewer than 5	Learning difficulties	Truanting, inattention-hyperactive, lack of confidence
L10	1-5	1-5	Fewer than 5	Learning difficulties	Truanting, inattention-hyperactive, lack of confidence
L11	>10	1-5	5-10	Learning difficulties	Inattention-hyperactive
L12	>10	1-5	Fewer than 5	Learning difficulties, SEBD	Fighting, inattention-hyperactive, impulsive
L13	>10	1-5	5-10	Severe learning difficulties, learning difficulties, autism	Inattention-hyperactive, lack of confidence
L14	>10	1-5	Fewer than 5	Learning difficulties	Stealing
L15	>10	1-5	5-10	Visual impairment difficulties, severe learning difficulties, learning difficulties	Withdrawn, antisocial, inattention-hyperactive, lack of confidence
L16	>10	>10	5-10	Severe learning difficulties, learning difficulties	Inattention-hyperactive, others (talking to themselves, indiscipline)

As can be seen from Table 4.3 the majority of participants, twelve teachers had teaching experience of more than 10 years. In contrast, they tended to have special educational teaching experience between 1- 5 years, while only three of them had more than 10 years' experience of teaching children with SEN.

Eight of them have 5-10 children with SEN while seven of them teach fewer than 5 children, and only one participant reported that she had to teach 11-15 children with SEN.

Children presented a wide range of difficulties. These included severe learning difficulties, physical difficulties, learning difficulties, speech difficulties, SEBD, autism, visual impairment difficulties, and multiple difficulties.

All teachers reported that they have been teaching children with learning difficulties (LD). The same number of teachers (six teachers) reported that they have children with severe learning difficulties and SEBD, and this frequency was followed by children with physical difficulties, autism, visual impairment, speech difficulties, and multiple difficulties.

Even though six teachers reported they taught pupils with SEBD, all of them described their children with SEN as presenting behavioural and emotional difficulties. By adopting screening for SEN students (Education 2005), and focusing on the screening for children with behavioural and emotional difficulties section, most of the teachers (thirteen) described their children with SEN to exhibit inattention-hyperactive behaviour, nine teachers reported their children to have lack of confidence, six of them reported truanting, five teachers mentioned impulsive behaviour/emotion while two groups of four teachers each reported fighting and antisocial behaviours. Three teachers reported somatic complaints, two teachers reported withdrawal, and a teacher stated that she has a pupil with stealing behaviour and another mentioned other behaviours such as talking to themselves and indiscipline.

Table 4.4 Demographic details of participants in the high degree of burnout group

Code	Years teaching	Years teaching pupils with SEN	Number of pupils with SEN taught	Difficulties of pupils	Behavioural and emotional difficulties of pupils
H1	1	1	Fewer than 5	Learning difficulties	Others (talking to themselves, indiscipline)
H 2	1-5	6-10	Fewer than 5	Severe learning difficulties, learning difficulties, SEBD	Somatic complaints, inattention-hyperactive, lack of confidence
H 3	>10	6-10	Fewer than 5	Learning difficulties	Somatic complain, inattention-hyperactive
H 4	>10	>10	>15	Hearing impairment difficulties, severe learning difficulties, learning difficulties, autism, multiple difficulties	Somatic complaints, stealing, fighting, antisocial, truanting, inattention-hyperactive, impulsive
H 5	>10	>10	11-15	Hearing impairment difficulties, severed learning difficulties, physical difficulties	Somatic complaints, stealing, fighting, antisocial, inattention-hyperactive
H 6	>10	1-5	5-10	Severe learning difficulties, speech difficulties, autism	Fighting, impulsive, lack of confidence, others (talking to themselves, indiscipline)
H 7	>10	1-5	Fewer than 5	Learning difficulties	Somatic complaints, antisocial, inattention-hyperactive, lack of confidence, others (talking to themselves, indiscipline)
H 8	>10	1-5	0*	Learning difficulties	Somatic complaints, lack of confidence
H 9	>10	6-10	11-15	Severe learning difficulties, learning difficulties, speech difficulties	Stealing, fighting, antisocial, inattention-hyperactive
H 10	>10	1-5	Fewer than 5	Learning difficulties	Antisocial, inattention-hyperactive
H 11	>10	1-5	Fewer than 5	Severe learning difficulties	Antisocial, inattention-hyperactive
H 12	>10	6-10	Fewer than 5	Severe learning difficulties, speech difficulties	Fighting, inattention-hyperactive, lack of confidence
H13	1-5	1-5	Fewer than 5	Learning difficulties	N/A
H 14	1-5	1-5	Fewer than 5	Learning difficulties	N/A
H 15	>10	6-10	5-10	Learning difficulties	Somatic complaints, fighting, antisocial, inattention-hyperactive, impulsive
H 16	6-10	6-10	5-10	Learning difficulties	Fighting, antisocial, inattention-hyperactive, impulsive

* This participant did not teach pupils with SEN the year she was interviewed.

The data from Table 4.4 presents that the majority of participants (eleven teachers) had teaching experience lasting more than 10 years. In contrast, the majority of participants had special educational teaching experience between 1-5 years whereas only two of them had more than 10 years experience of teaching children with SEN. One teacher has one year's teaching experience.

Nine teachers teach fewer than 5 pupils. Three teachers have 5-10 children with SEN while two of them teach 11-15 pupils. One teacher reported that she had to teach more than 15 pupils. However, one teacher reported that she was taking a break from teaching pupils with SEN this year and will continue teaching next academic year.

Children presented a wide range of difficulties. These included severe learning difficulties, learning difficulties, speech difficulties, SEBD, autism, hearing impairment difficulties, and multiple difficulties.

The majority of teachers (eleven teachers) reported that they taught pupils with learning difficulties. Seven teachers taught pupils with severe learning difficulties and three teachers stated that they taught pupils with speech difficulties. Two teachers reported that they taught pupils with each of hearing impairment difficulties and autism, while pupils with physical difficulties were reported by one teacher and another teacher reported that she taught pupils with multiple difficulties.

Adopting screening for SEN students (Education 2005), and focusing on the screening for children with behavioural and emotional difficulties section, most of the teachers (eleven teachers) described their children with SEN to have inattention-hyperactive difficulties, three groups of seven teachers each reported their pupils as presenting somatic complaints, fighting, and anti-social behaviour. The next difficulties were a lack of confidence and impulsiveness,

followed by stealing and other difficulties like indiscipline. The final difficulty was truanting. However, there were no reported withdrawal difficulties.

Most participants from both groups have more than 10 years' teaching experience. Similarly, the majority of the two groups have 1-5 years SEN teaching experience. Half of the teachers from the low group taught 5-10 pupils and seven teachers taught fewer than 5 pupils while nine teachers from the high group had fewer than 5 pupils to teach and three taught 5-10 pupils.

Similar difficulties were reported by these two groups. The majority of both groups reported that their pupils presented learning difficulties, followed in number by those with severe learning difficulties. However, the same number of teachers (seven teachers) from the low group reported that their pupils presented severe learning difficulties as much as SEBD, while teachers from the high group identified speech difficulties as the third ranking problem.

Regarding the behavioural and emotional difficulties of pupils, the common response from both groups was inattention-hyperactive difficulty. The second difficulty from the low group was a lack of confidence followed with impulsive behaviour, whereas fighting, anti-social behaviour, and somatic complaints were reported by the same number of teachers (seven teachers) from the high group.

4.2.3 Data from interviews

4.2.3.1 Teachers' perceptions of influences on choosing a teaching career among teachers who present high and low levels of burnout.

Chart 4.1 Distribution of reasons to be a teacher for participants who present high and low burnout levels, assigned by hierarchy of needs

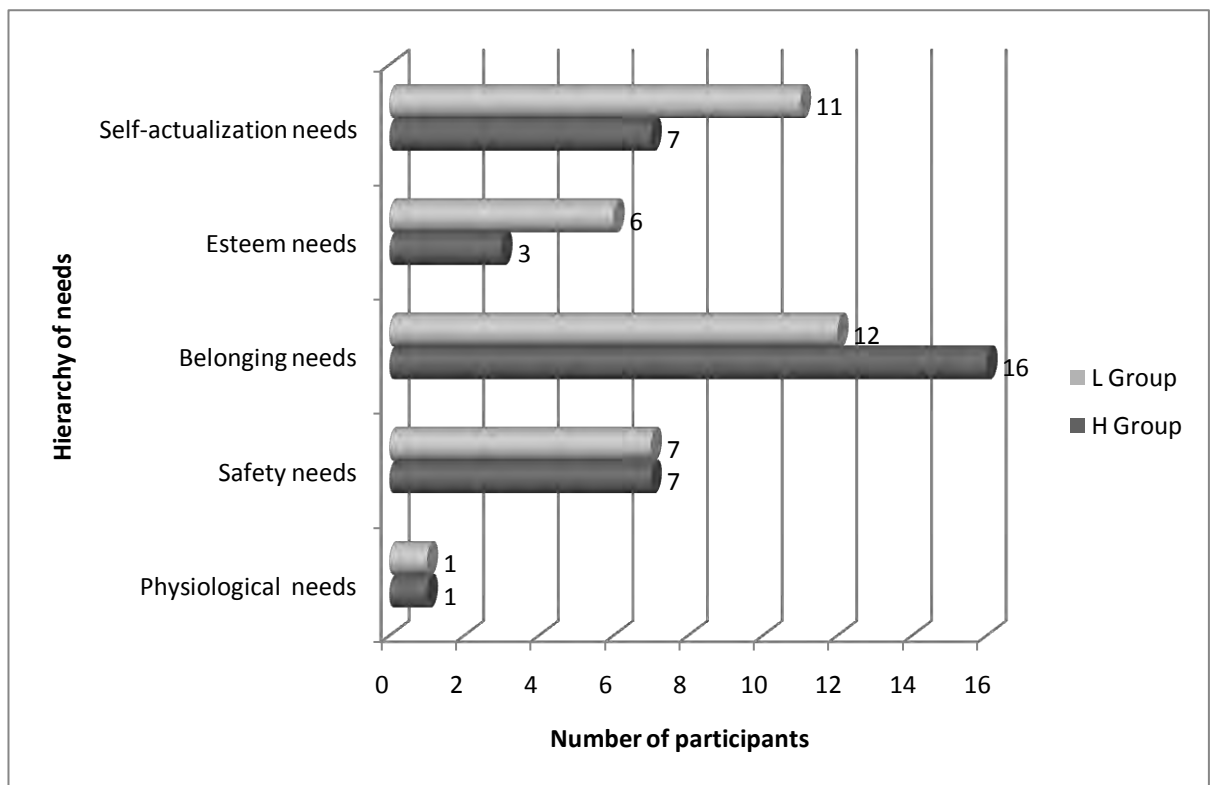


Chart 4.1 presents the number of participants giving a particular reason to be a teacher comparing participants who present a high level of burnout with participants with a low level of burnout. Most of the participants reported more than one reason. The main reason which influenced participants to teach pupils with SEN fell into belonging needs.

Entering the teaching profession because of physical needs theme

Money and holidays

Both the groups reported fewer answers related to *physical needs*. One participant from the low group identified that school holidays were the reason for her choosing to be a teacher. As she said:

„My mother told me that, being a teacher, I will have the weekends off. If I went into nursing, I would have to work weekends. Thus, I decided to be a teacher.’ (L4)

Another participant from the high group stated that teaching allowed her to earn extra money. To illustrate this, she highlighted that, while she was studying pedagogy, she was earning money working as a private tutor. She said *„I could earn money while I was studying.’ (H4)*.

Entering the teaching profession because of safety theme

Similar reasons:

A lack of career information

The same number from both groups (seven participants from each group) reported their reasons for entering the teaching profession under the *safety needs* theme. With regards to *safety needs*, the most cited reason was “a lack of career information”. Examples of statements are given below:

„Thirty years ago in rural area, we didn’t have any educational guidance. I didn’t know much. If you were good at study, the first choice would be teacher or nurse, that’s it.’ (L14)

„It was 30 years ago. I had few options and no guidance. Generally, there were only a few options: teaching, nursing or other vocational work.’ (H1)

Some participants (four from the low group, and three from the high group) entered teaching simply because they had failed an entrance exam to further education and wanted job security:

„I couldn't pass the entrance examination to university, so I went for Teaching college.' (L5)

„Actually, I wanted to study at Chainmail University but I couldn't pass the entrance exam.' (H15)

„Another reason is security, pension benefit. Well, it isn't much but it's enough.' (H9)

Different reasons:

Two respondents from the low burnout group added that they were not good at studying so, instead of continuing their higher education at university, they chose to study at a teaching college. An example is presented below:

„Personally, I wasn't good at study. And it seemed not to be difficult to study in physical education. So, I decided to study physical education. Another subject would be too difficult for me.' (L3)

Three participants from the high group described how they chose to be teachers because it was easy to get employment and teaching was a suitable vocation for females.

„Being a teacher means I could get a job after I graduated. It's easy to get a job.' (H3)

„It's good because it's suitable for women. It's not too difficult and not too heavy job, if you could adapt to it.' (H7)

To summarize, these findings suggest that participants chose teaching due to limitations; for example, they did not have many options or they entered teaching as a last resort. Some of them chose to be a teacher for the security: being a teacher means working for the government and receiving a regular salary every month and the term of service is almost always permanent.

Entering the teaching profession because of belonging theme

Similar reasons:

All participants experiencing a high level of burnout reported their reason for studying teaching under the *belonging needs* theme. In terms of *belonging*, the main reason that participants from both groups (five participants from the low group, and eight from the high group) chose teaching was that their parents or relatives were teachers. The findings suggested that such participants may have been familiar with the teaching environment and accepted the value of teaching through their family. Therefore, this became a factor they used to enter teaching career. For example, two participants stated:

„My father was a teacher. When I was young, I saw him walk to school. Sometimes, I walked to school with him, I saw him teach pupils to read and write. This was a kind of help. So, I thought, I wanted to be a teacher like my father.’ (L10)

„My parents were teachers. My grandmother was a teacher too. I didn’t know anything else. I was familiar with the teaching atmosphere: my parents took me into school with them from a very young age.’ (H5)

Some participants (six from the low group, and four from the high group) were inspired to enter the profession by their own teachers.

„First of all, I admired one of the teachers when I was studying at primary school. She is a teacher in my heart. I’m still remembering her name. She took care of me like she was my mother.’ (L7)

„When I was studying in “pratom” (Primary level), I like one of my teachers. She was kind. I loved to volunteer to work with her. When she needed help, she asked me to help. So, I thought that being a teacher would be an enjoyment.’ (H10)

The third reason for participants (one participant from the low group, and four from the high group) joining the teaching profession was being influenced by family. Such participants chose to be a teacher as a result of the direct influence of family (they were recommended/told to study by their family). The examples from participant commented:

„My mom wanted me to study teaching. She told me that it easy to get employment then, I could support my younger sister to continue her studying.’ (L2)

„I followed my relatives’ recommendations. My grandfather was a teacher, as were the majority of my relatives. When I graduated from Matayom 3 (Grad 9), they recommended that I study pedagogy.’ (H13).

One participant from the low group and three from the high group reported choosing to enter a teaching career because of the influence of friends. For example:

„All my friends whom have played volleyball together, all of them went to take exam for teaching college at Kampangpet province. So, I went with them and I passed the exam.’ (L2)

„My friends, they entered to teaching college. I took the examination with them and I passed it. Ok, I don’t mind. At least, I studied with my friends.’ (H1)

Different reasons:

The participants from the low group reported two other reasons: having a good relationship with pupils (two participants) and their family wanted them to study close to home (two participants) because the family will miss and worried about them. Examples of statements are given below:

„Teachers look after pupils then pupils will love their teachers. Take me as example, when I was a pupil, I loved my teacher. So, I thought if I was a teacher and cared for pupils, pupils will love me.’ (L1)

„And I am the only daughter so my grandmother didn’t allow me study far away.’ (L5)

Entering the teaching profession because of esteem needs theme

Under *esteem needs*, the same three reasons were reported by both groups for becoming teachers. They perceive teaching to be a noble profession (five participants from the low group, and two participants from the high group), being a source of knowledge (two from the low group, and one participant from the high group), and teaching was an accepted profession

in the community. More participants from the low group reported under this section of needs than participants from the high group. Examples of their expression are shown below:

„Teaching was a noble profession at that time’ (L10).

„When people need information or they have problem, they will come to ask teacher.’ (H2)

Two participants from both groups identified teaching as being an accepted profession as a reason for choosing the career:

„Actually, it is a social value. People considered teaching as a noble profession, good job. In my community, people wanted their children to be teachers. It was an accepted profession.’ (L8)

„In my village, people who went for teaching college will consider as the best.’ (H9)

Entering the teaching profession because of self-actualization needs theme

Similar reasons:

Regarding the self-actualization theme, more participants from the low burnout group responded to the theme than the high group.

In terms of *self-actualization*, the main reason for respondents joining teaching was that it was their *„preferred vocation’* (six participants from each group). These people entered into teaching without any pressures and simply wanted to teach. Participants commented:

„I really don’t know. Since I was a child, I loved to teach younger kids, had a role play as teacher. My neighbour used to call me “little teacher”. When I grew up, I still wanted to be a teacher. I like it (teaching).’ (L12)

„I have wanted to be a teacher since I was young. I admire other professions, but being a teacher has made me so happy. There are many factors that made me want to become a teacher; thus, I became a teacher, even though my family ran a business’ (H14).

Another reason participants (five from the low group, two from the high group) gave for entering the profession was the desire to “educate or develop pupils”. Indeed, they saw teaching as a job where respondents could improve the quality of their pupils’ lives through instruction. Two participants remarked:

„I wish to educate them so they will be able to read and write.’ (L6)

„I like to give them knowledge and educate the children.’ (H14)

Another reason given for entering teaching by one participant from each group was “teaching was considered as a virtuous intention or good deed”. The participants commented:

„It is a kind of making a good deed.’ (L8)

„It’s good deed to working for children. It’s like we are doing a good deed, educating pupils to be able to read and write is a good deed.’ (H8)

Different reasons:

In this self-actualization category, participants from the low group added further explanation to their reasons for becoming teachers: “love and happy to work with children”; being aware of the importance of education; helping others, not only her pupils but also people in her community. Examples are presented below:

„Second reason is I love children. I like to work with them even sometime they have unpleasant behaviours. Working with them makes me happy.’ (L9)

„Education is important. People have to learn so they will obtain the knowledge and experience for living in the future.’ (L11)

„I like to be a teacher because I want to help others. I always wish to work in help profession so I can help people.’ (L4)

Another reason was that their personal character was suited for teaching, which was reported by a participant from the high group.

„I wasn't good at study science but good at social science. When I studied science, I fail many times but I got many „A' in social science subject. And I love teaching, I love playing with kids. Even my teacher told me that I could be a good teacher in the future.' (H5)

In summary, looking at reasons for people becoming teachers, most participants in this research agreed that the main reason for entering teaching came under the need for belonging: they had been influenced by family or friends. The next significant need was self-actualization; some participants mentioned safety needs, whilst others stated that physical need, such as money, was the reason they entered teaching.

Even the ranking of responses from both groups was similar, starting with *belonging needs*, followed by *self-actualization needs*, then *safety needs*, *esteem needs* and finally *physical needs*. However, there were different numbers of responses given by participants within each category. It seems that more participants in the low group reported self-actualization reasons than the high group; whereas more participants from the high burnout group than the low group reported belonging reasons.

4.2.3.2 Teachers' perceptions of their influences to teach pupils with SEN among teachers who present high levels and low levels of burnout

Chart 4.2 Distribution of reasons to teach pupils with SEN between participants who present a high and a low burnout level, assigned by hierarchy of needs

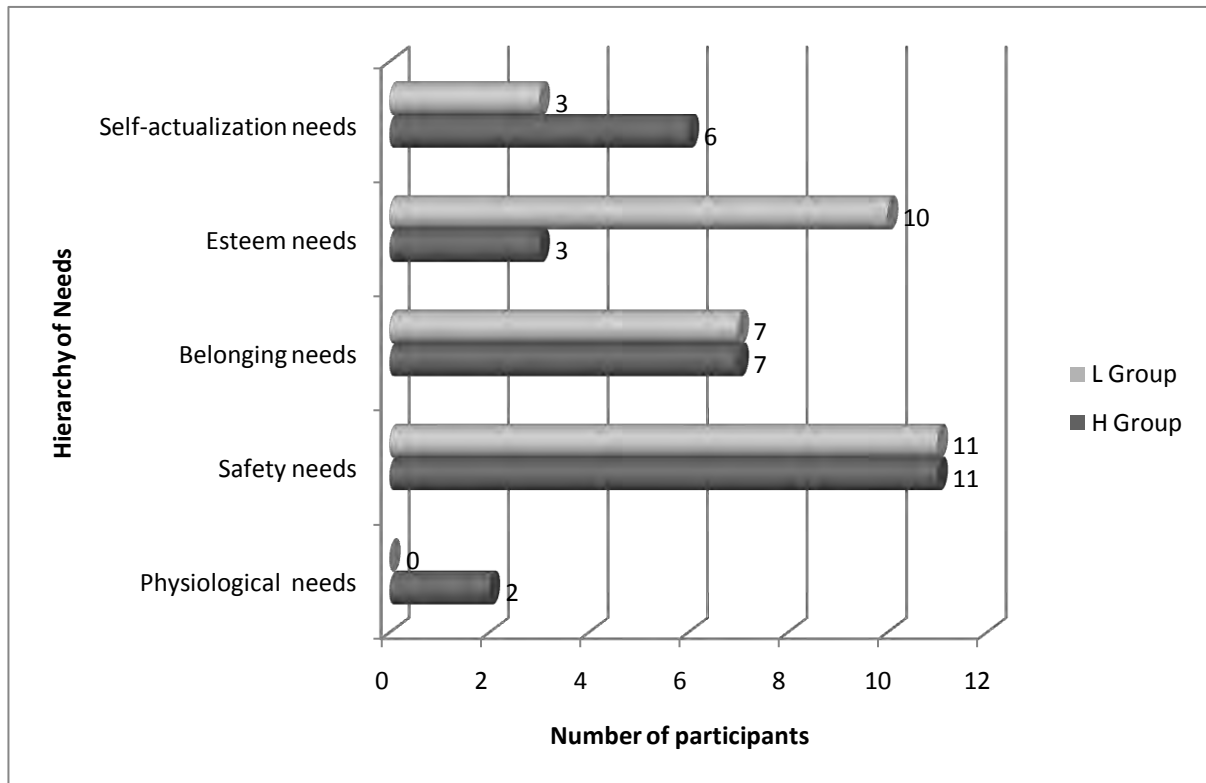


Chart 4.2 presents the reasons to teach pupils with SEN divided between participants who present a high and a low burnout level. Most participants gave more than one response. The main reason influencing participants to teach pupils with SEN was safety needs. The following reasons in order of importance are belonging needs, esteem needs and self-actualization needs, with physical needs the least common reason.

Entering teaching pupils with SEN because of *physical needs* theme

The least need for entering teaching pupils with SEN given by both group was *physical need*. Only two participants from the high group responded with this need. They stated that being a teacher for pupils with SEN offered them an opportunity to earn extra income. For example, one of them said „*School offers several things to teachers such as extra money for teacher who teaches pupils with SEN.*’ (H9). However, there was no report of physical reasons among the low level burnout group.

Entering teaching pupils with SEN because of *safety needs* theme

Similar reasons:

Under *safety needs*, the findings showed that participants did not choose to be teachers with pupils with SEN. They were instructed to teach pupils with SEN. The majority from both groups (eleven from the low group, and eight from the high group) reported the main reason was “instructed by school policy”. The participants seem to be instructed to be teachers for pupils with SEN without volunteering. Examples are:

„I moved to this school in 1984 and later there was a project for promoting pupils with SEN. The school adopted this project and sent teachers whom had pupils with SEN in their class for training.’ (L15)

„It seemed to be a school policy and also more and more people focus on pupils SEN so the school said all teachers have to teach pupils with SEN.’ (H2)

One participant in each group stated that the reasons they became teachers for pupils with SEN was the increasing number of pupils with SEN in their schools. There was a screening process in their schools. The results showed that there were many pupils with SEN in their school. So, the schools were more focused on pupils with SEN,

„There was a project to screen pupils with SEN. We found out that a number of our pupils may be pupils with SEN. Since then, school was more focused on pupils with SEN.’ (L13)

„There was a SEN screening project. And the result showed that there were a lot of pupils with learning difficulties (LD).’ (H8)

Different reasons:

A participant from a low group described she received “Boon” (a good deed) if she taught pupils with SEN as the reason to enter to SEN Field. She said:

„Helping pupils with SEN, we will receive Boon (good deed).’ (L3)

Six participants from the high group reported reasons under this category of safety need as they were instructed by their head teachers, while another participant identified space availability at the special school as a reason she has to teach pupils with SEN.

„This school is small, not many choices. When a head teacher asked English teacher to attend the training for SEN, I have to go as I am an English teacher. We attended the training because of an instruction from the head teacher.’ (H13)

„There was a place available in school for hearing impairment. That’s the reason why I became a teacher for pupils with SEN here.’ (H5)

Entering teaching pupils with SEN because of *belonging needs* theme

Similar reasons:

Belonging needs was the second most common response for teaching pupils with SEN. Similar reasons under the belonging category which were given by participant from both groups were “sense of compassion” (5 participants from the low group, and 1 participant from the high group), “persuaded by colleagues” (1 participant from the low group, and 3

participants from the high group), and “SEN is already an established programme in the school”. Examples are given below:

„One of my colleagues who is close to me, persuaded me to join. She said my personality is suitable for educating pupils with SEN.’ (L5)

„I „Song San’ (sympathy) them, nobody wants to taking care of them. If I don’t take it, who else will?’ (H15)

„The SEN policy has already been established at this school since 1995. It was the same year I moved to this school.’ (H10)

Different reasons:

Regarding to the participants from the low group, belonging needs were the third most common reason for teaching pupils with SEN. Two participants reported that they taught pupils with SEN because most of their colleagues agreed to work with pupils with SEN. Another identified that she taught pupils with SEN because she has a brother with SEN. She hoped that she would obtain knowledge about SEN and could help her brother. Their statements are given below:

„Most of teachers agreed to accept this policy (SEN). If pupils want to study at our school, how could we push them away?’ (L2)

„My brother is disabled too. He has hearing impairment and he can’t speak at all. After training, I’ve taught him for a while nearly. He can tell his name now.’ (L7)

For a participant from the high group, belonging needs was the second need to teach pupils with SEN. She identified that the reason was suggestions by her parents and her classroom teacher; another said that a head teacher encouraged her to work with pupils with SEN. They said:

„My family, it was a first year that the teaching college in Chiang Mai opened a major in SEN. So, they suggested me to try. And also my classroom teacher suggested me to try too.’ (H12)

„A head teacher encouraged teachers to attend the training. ’ (H6)

Entering teaching pupils with SEN because of *esteem needs* theme

Similar reasons:

Esteem needs represented the second reason to teach pupils with SEN for the participants from the low group, while it was the third reason for the participants from the high group. However, both groups shared some common reasons under this category. The main reason in esteem needs was “experienced in teaching pupils with SEN before”. Seven participants from the low group, and three from the high group were experienced with pupils with SEN before; they had taught them before the SEN policy was proclaimed by the Thai government. So, they usually teach pupils with SEN as routinely as they teach regular pupils. Examples from participants said:

„I have met pupils with SEN since I started teaching. I’ve educated them and helped them before the SEN policy has been implemented. ’ (L8)

„I think, I met pupils with SEN since I started to work as a teacher. There were some pupil with SEN every school and every class I had been taught. ’ (H11)

Different reasons:

The following reason reported by four participants from the low group, indicated “sense of responsibility” as a reason. The findings showed that participants perceived that teaching pupils is their responsibility, no matter who their pupils are. Examples are given below:

„Second reason is sense of responsibility. One year that pupils stay with me. I have to do something, more or less to teach them. It’s teacher’s responsibility. ’ (L9)

„I have taught them (pupils with SEN) before. When pupils can't learn, I felt frustrated. It was stuck in my head. So, I tried to use various ways to teach them, like trial and error. It's been 20 years already that I've taught those pupils.' (L16)

„I didn't know they are SEN. I found that some pupils can't read or write so I gave them a tutorial after class. Then, the school adopted SEN policy. So, I attended the SEN training and can help them more.' (L10)

Two participants from the low group included the presence of a mentor/classroom assistant to help them to teach pupils with SEN ensuring them to try to teach pupils with SEN. Examples are given below:

„There was a teacher from school for visual impaired pupils came along to teach the pupils with us. She gave a tutorial for pupils and be a mentor for us.” (L1)

Entering teaching pupils with SEN because of *self-actualization needs* theme

Similar reasons:

Self-actualization needs were ranked as the fourth reason for becoming teachers of pupils with SEN. The similar reports were that they (1 from the low group, and 4 from the high group) were interested in SEN.

„I had pupils in my class that couldn't learn as much as their friends. I attended the SEN training because I want to know what are they and how could I help them, it is interesting.' (L14)

„It is interesting. It is different from the subject I've ever known.' (H4)

„I volunteered, because I thought, it was very interesting. I thought, I can educate pupils with SEN whom were studying at primary level.' (H9)

Different reasons:

Two participants from the low group reported that teaching as a virtuous intention or good deed was the reason they became a teacher for pupils with SEN. One of them said *„I'm Buddhist. I believe that educating is a kind of giving, and it is a good deed.' (L8)*

One participant from the high group also added that a preference for teaching pupils with SEN was the reason she chose to teach those pupils. Another one added “obtaining knowledge” as a reason. Even though, at the beginning she attended the SEN training because of the government policy but she found out later that she gained knowledge from the training. An example is given below:

„The school asked teachers to attend the training (SEN) during a school holiday. Surely, I attended it. I was happy to do it. I like to teach them. So, I and other colleagues attended the training.’(H14)

„It is a government policy, asking teacher to attend SEN training. I attend the training (SEN training) and it (the training) provided me knowledge in many aspects, so I’m please to attend.’ (H11)

In summary, regarding the choice of being a teacher for pupils with SEN, safety needs were reported by both groups as the main reason. However, the following reason to be a teacher in each group was different. While the next reason for the high group was belonging needs, the low group reported esteem needs as the second reason. The third reason for the high group was self-actualization while for the low group it was belonging needs. The fourth reason reported by the high group was esteem, and for the low group was self-actualization. Physical needs were reported by the high group as the last reason while these were not reported at all by the low group.

It could be said that the number of participants in each group responding for each need was quite similar, apart from the difference in esteem needs. It appeared that more participants in the low burnout level group reported esteem needs reasons than did in the high burnout level group.

4.2.3.3 Perceptions of Positive Aspects of Teaching Pupils with SEN.

Chart 4.3 Distribution of positive aspects of teaching pupils with SEN, comparing participants who present high and low burnout levels, assigned by hierarchy of needs.

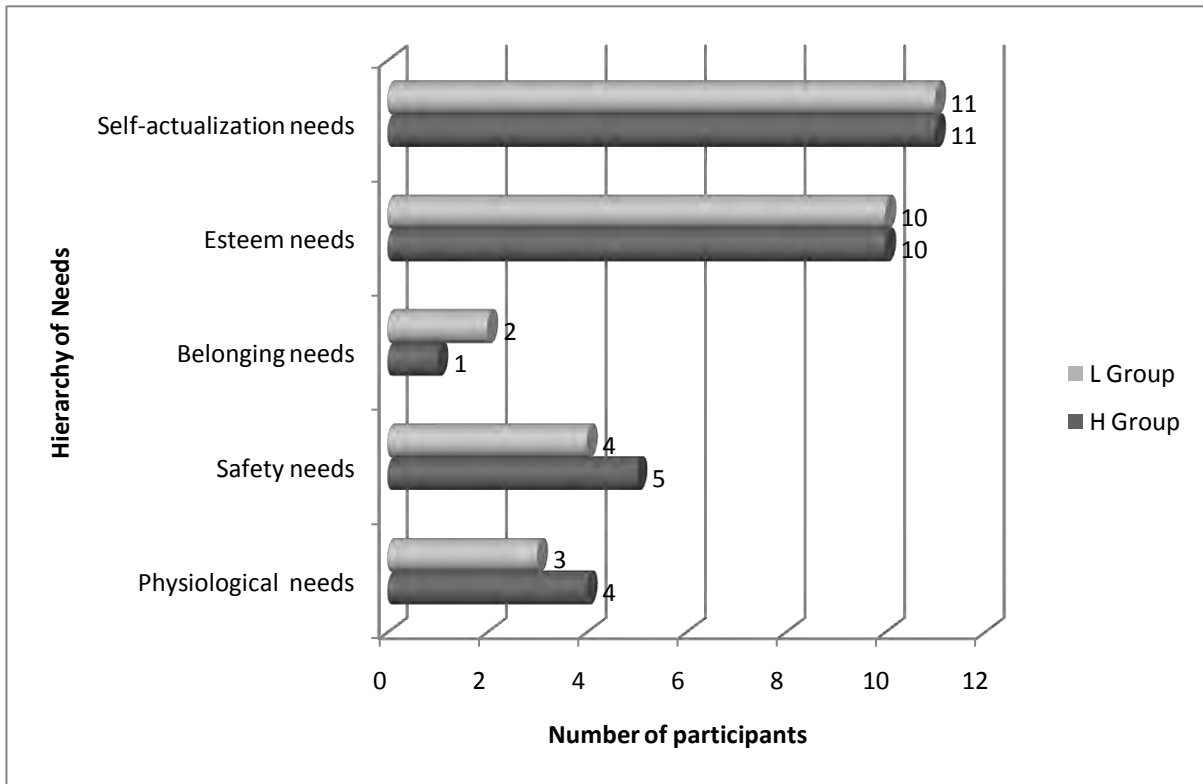


Chart 4.3 presents the positive aspects of teaching pupils with SEN. The majority of participants from both groups gave more than one response. According to the data, half of all participants listed the positive aspects of SEN teaching as increasing their esteem, followed by fulfilling their self-actualization, physical, belonging and safety needs (in that order).

Positive aspects of teaching pupils with SEN that satisfied the *physical needs* theme

Physical need was the third most popular response category reported by both groups (three from the low group, and four from the high group). All of them identified income as a

positive aspect of teaching pupils with SEN. They explained that the income they earned from teaching enabled them to earn a living. Examples of statements are given below:

„I get a job which let me able to earn my living. ’ (L1)

„A main positive aspect of teaching pupils with SEN is income. ’ (H12)

Positive aspects of teaching pupils with SEN that satisfied the *safety needs* theme

Similar reasons:

Four participants from each group identified security in the teaching profession as a positive aspect of teaching pupils with SEN. An example of a statement is given below:

„My life is secure because of the salary I earn from being a teacher. Even though it is not a lot of money, it is enough to live, if we spend carefully. ’ (L14)

Different reasons:

One participant from the high group regarded *safety* as a positive aspect of SEN teaching, while there was nothing reported on this need by the low group. One participant said the salary from teaching enabled her to support her children to study in a higher education institute. Thus after graduating, her children could find a good job, earn their living and probably even take care of her when she is getting older:

„The salary from teaching enables me to support my own children in their studies. ’ (H15)

Positive aspects of teaching pupils with SEN that satisfied the *belonging needs* theme

Different reasons:

A few participants stated the positive aspects of SEN teaching, in terms of *belonging needs*. This was the fourth of the positive aspects for both groups. No reason is shared between the two groups. A participant from the low group identified forming close, positive relationships with pupils, and another stated that being a teacher helped them to keep busy and prevent loneliness and thus was perceived as a positive aspect of teaching. The following statements illustrate these positive aspects of SEN teaching.

„They (pupils) love us. They seem to love us; for example, I have become close to my pupils. We always have games or activities prepared for them and they love it. Sometimes, they ask me to read to them and I say: „I’m not sure, can you help me?’ and then they start to read.’ (L6)

„If we retired, there would be nothing to do. I don’t want to be lonely and bored.’ (L13)

A participant from the high group identified “learning to adapt with different people” as one of the positive aspects of teaching pupils with SEN, which could satisfy her *belonging needs*.

„It is about how to live in society, adjustment. We’ve learnt to be flexible. Teaching is a profession that works with people; thus, I’ve learnt to adapt to my colleagues and my pupils.’ (H5)

Positive aspects of teaching pupils with SEN that satisfied the *esteem needs* theme

Similar reasons:

The most frequent responses reported by both groups came under *esteem needs*. With regards to esteem needs, the majority of participants stated that gaining self-respect was a positive aspect of teaching pupils with SEN, especially the aspect that was relevant to the pupils. Two

participants from the low group and three from the high group were proud of themselves when they saw pupils' achievements. Some examples are presented below:

„I will be proud of myself if I can help my pupils to be successful. ’ (L7)

„When I see my pupils' successes, I am proud. ’ (H7)

Some participants (four from the low group, and five from the high group) stated that it was not only pupils' achievements but also their progression that made participants proud of themselves. Some examples are shown below:

„While I am teaching, I receive satisfied feedback, which makes me want to teach more. More than that, witnessing pupils' improvement makes me proud. ’ (L2)

„I delight to see them live in society. ’ (L16)

I am happy when pupils obtained knowledge.(H2)

Some participants (seven from the low group, and six from the high group) referred to their abilities to help pupils as the positive aspect which made them felt good about themselves:

„I am proud to able to help children. My work is based on pupil's individual needs. If I can help them to achieve their potential, I am pleased. ’ (L1)

„I can help pupils and it made me proud. ’ (L4)

„Teaching makes me able to help some pupils. ’ (H1)

„Being a teacher means you are able to teach pupils. ’ (H3)

Some of them (two participants from the low group, and one teacher from the high group) mentioned the ability to apply what had been taught at university and transfer it to pupils as a positive aspect. Statements are given below:

„I can use my knowledge which I have learnt at university. ’ (L1)

„We transfer our knowledge to pupils through our teaching. ’ (L13)

„I have gained many things from being a teacher. I can pass the knowledge to pupils. I want them to be a good person. ’ (H11)

A participant from each group also identified that receiving the respect of others is a positive aspect of being a SEN teacher, as the following statement illustrates:

„Another is teaching is a noble profession, people respects teacher, it is an acceptable profession.’ (L13)

„We can live in society with dignity. We are seen as being in a noble profession in our communities.’ (H9)

Different reasons:

One participant from the low group added that the ability to lessen pupils’ feelings of inferiority was a rewarding for her. As she said: *„I enable to help them to lessen their feeling of inferiority.’ (L5)*

Another participant from the high group also added that being a source of psychological support when pupils experience a tough time was the positive aspect of teaching pupils with SEN. She stated that *„At least, I can be a psychological supporter for them.’ (H16)*

Positive aspects of teaching pupils with SEN that satisfied the *self-actualization needs* theme

Similar reasons:

The second most popular set of reasons came under *self-actualization needs*. The majority of participants stated that they gained teaching experience, and received happiness or enjoyment from teaching pupils with SEN. Some of them pointed out that teaching pupil with SEN were a challenging job. Some participants said they were more merciful and generous after they

have taught pupils with SEN. Others reported that teaching pupils with SEN is a virtuous intention or good deed.

In terms of *self-actualization*, participants (five from the low group, and seven from the high group) frequently stated that they gained teaching experience through teaching pupils with SEN. Examples are presented below:

„I gain more knowledge about how to deal with pupils.’ (L14)

„It (being a teacher) gives me a life, experience and knowledge. We are learning whilst we are working.’ (L8)

„I learn about their specialities. So, I know about and can solve their problems’. (H8)

„I learn many new strategies to teach pupils.’ (H9)

Eight participants from the low group, and three participants from the high group stated that they were happy and enjoyed teaching as a positive aspect of teaching pupils with SEN.

Examples of their statements are given below:

„Work makes me happy.’ (L3)

„We teach them from the heart and we are happy to help them.’ (L8)

„Teaching gives me many things. It gives me a good life, secure life, and also happiness. The happiness comes from being able to give and teach children.’ (H9)

Love, I love children. I love to educate them. For instance, I teach them to do something and then they can do it. Even it’s just a little response, I’m proud anyways. (H14)

Some respondents (three from the low group, and four from the high group) asserted that teaching allowed them to improve themselves.

„I also understand myself better. I used to be self-centred. I want everything to be as I expected but since I teach pupils with SEN I learn that I can’t make everything to be like I want it to all the time. Simple said that I’m more steadied.’ (L3)

„I improve my thinking, from a normal employee who works day by day to be a teacher. It is different. It makes me more kind and gentle. I’m more sympathetic.’ (L11)

„I used to be a self-centred person, but now I am more sympathetic and calmer; not only with my pupils, but also with their families.’ (H6)

„Teaching develops a great patience in teaching and transferring knowledge.’ (H5)

Some participants (three from the low group, and one from the high group) stated that the challenging aspect of teaching pupils with SEN was a positive aspect of teaching. Some comments, with regards to this, are listed below:

„The word “Khru” (teaching in Bali language) means hard. Teaching is always a demanding job. Teaching pupils from illiteracy to literacy is really challenging.’ (L1)

„I think, the meaning of teaching is literally explained by its own word. “Khru” means teaching in Bali language. I knew that my duty will be very demanding, very challenging.’ (H13)

Different reasons:

The low group showed some different reasons. Two respondents asserted that teaching is a virtuous intention or good deed; another said that teaching allowed them to contribute to the school. Another explained that she could use the knowledge to improve society.

„Teaching is performing a good deed. We educate pupils, we give them love and we make them happy.’ (L15)

„Now my expectation is far beyond salary. I hope that the school will be developed. The pupils in this school can compete with pupils from other school.’ (L5)

„I think we do something good for society. We use our knowledge to benefit society.’ (L16)

In summary, with respect to the positive aspects of teaching pupils with SEN, both groups shared similar rankings of the needs which were satisfied by the positive aspects. Both groups reported that the positive aspects of teaching fulfilled their *self-actualization*, *esteem*, and *safety needs*. The following reasons for the high group included *physical needs*, and *belonging needs* was the final aspect. Also, the number of participants giving responses in each set of needs was almost the same between both groups.

4.2.3.4 Perceptions of Negative Aspects of Teaching Pupils with SEN

Chart 4.4 Distribution of negative aspects of being a teacher, comparing participants who present high and low burnout levels, assigned by hierarchy of needs.

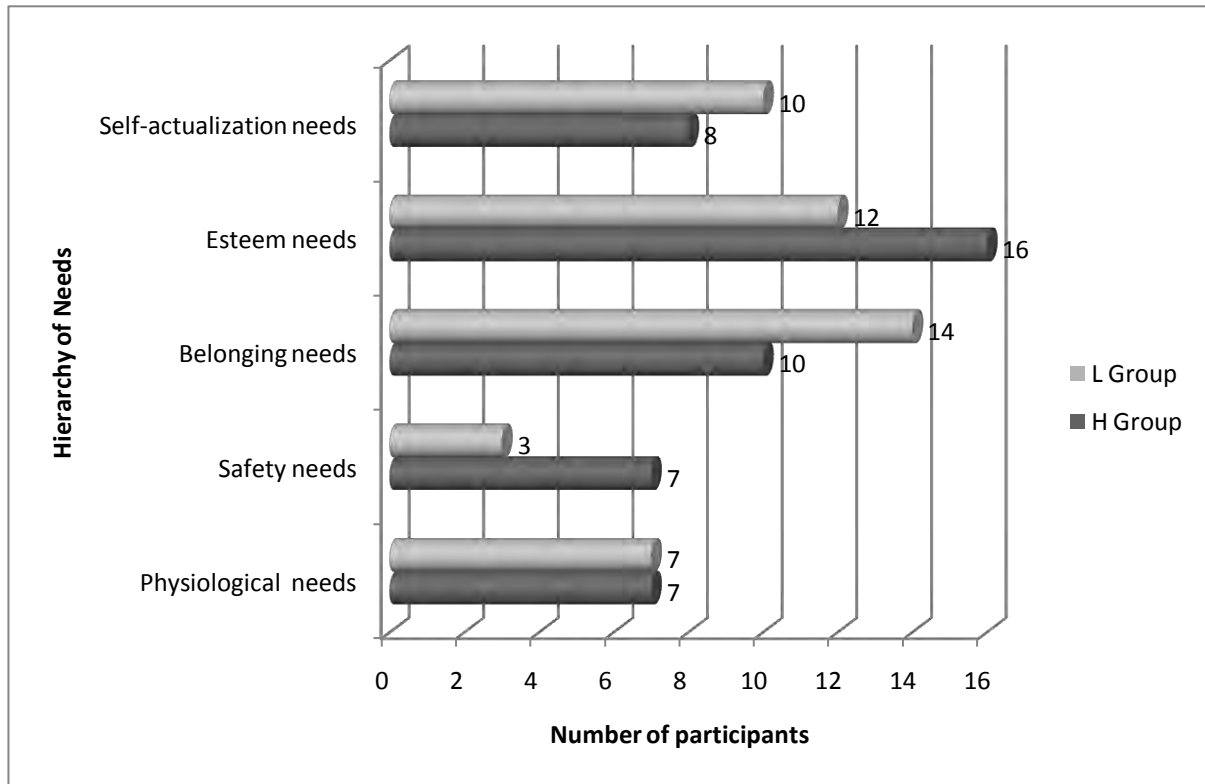


Chart 4.4 presents the negative aspects of teaching pupils with SEN. During the interviews, participants were asked to describe problems associated with SEN teaching and any negative experiences they had had, which may have contributed to stress or burnout. Most of the participants described how negative experiences had affected their esteem, with a few stating that the negative aspects of teaching had an effect on both their belonging and safety needs. Some mentioned that their self-actualization and physical needs were affected by negative teaching experiences.

Negative aspect of teaching pupils with SEN that affected the *physical needs* theme

Similar reasons:

Physical need was the third ranked need affected by the negative aspects in teaching pupils with SEN. Most statements related to this category were financial problem such as being in a debt, not receiving extra money from teaching pupils with SEN, and financial conflict between colleagues. Three participants from the low group, and five participants from the high group considered this issue as the negative aspect of teaching. Examples are given below:

„Financial problem, a lot of teachers are in debt and they only have a little money left after paying their debts. Thus, they worry that they won't have enough money to live on or to give to their children'. (L3)

„Some teachers think that they haven't got extra money.' (H7)

„Conflict of the benefits. I say, working together, we should be generous and sacrifice.' (H9)

„I worry about family problems and financial problems. Actually, financial problems cause trouble within the family. Money is the most important factor'. (H13)

Getting old was also considered as one of the negative aspects that decreases physical effectiveness. Three participants from the low group, and two participants from the high group gave some examples about age:

„Teachers who are older than fifty have been through many things. Some of them aren't active anymore and are forgetful: when we have a meeting, they will say: "let the young ones do it".' (L8)

„I'm getting older. I can't work hard as I used to work before.' (H9)

Different reasons:

Three participants from the low group added that health issues decreased their ability to work; an example is shown below:

„I want to come to school, if I'm in good health condition. But when I was ill, I couldn't teach. I got stomach ache, it's terrible. I even couldn't stand up.' (L12)

Another three participants from the low group also included inadequate classroom environment, and a lack of school facilities were negative aspects:

„We don't have room for teaching pupils with SEN. Every day of teaching pupils with SEN, I have to check the room whether it is available? Sometime I have to teach them in the kindergarten classroom. You know, it's quite noisy and sometimes it happen to be a bedtime, other pupils (kindergarten pupils) have to sleep.' (H7)

„There aren't toilets near by the classroom for pupils with SEN. Also, there isn't a fence around school.' (L3)

Negative aspect of teaching pupils with SEN that affect the *safety needs* theme***Similar reasons:***

The negative aspects of SEN teaching included insufficiency of resources, pressure, instability, unfairness and competition in school. Two participants from the low group, and one participant from the high group identified that the sources of the negative aspects were within school. Both groups reported that the difficulty lay in a lack of support for working with SEN pupils by the school system.

„Even content in the Educational Act covers SEN issue. Yet, the school system doesn't seem to support teachers to work with pupils with SEN.' (L5)

„Also school have to take SEN seriously and be consistent.' (H3)

One participant in each group identified that colleagues who took advantage of them were negative aspects that could affect their feeling of fairness, as some of them asserted:

„Their colleagues take advantage of them; some are selfish. For example, the (SEN) teacher took pupils on an outside-school activity for the day. Some colleagues came along in the afternoon, took some photos, and then pretended that they had been present the whole day.’ (L3)

„We used to have a peaceful atmosphere in school. Now there is the motivation for teachers to work hard, but this causes them to take advantage of each other.’ (H9)

Different reasons:

Participants from the low group pointed out that the unfairness of the administrator was a negative aspect that could affect their safety needs, as some of them stated:

„Administrators aren’t fair. They like to work with people who fawn over them. They don’t seem to care if a person has worked hard.’ (L3)

Participants from the high group added other difficulties of teaching. The negative aspect of teaching pupils with SEN can come from a system or policy. They considered that school reforms, bureaucratic systems, educational policy, and instability of the curriculum were the negative aspects.

„I’m bored with policy.’ (H1)

„They change the curriculum all the time. In the past, the curriculum included lesson plans and all the equipment we needed to teach, but now we have to create lessons ourselves.’ (H6)

„There are pressures within the bureaucratic system.’ (H11)

„In the past, it wasn’t strict like this. Teacher didn’t have to prepare much because they remember everything. But now there is a lot of pressure for them to prepare lesson, create activities.’ (H16)

Negative aspects of teaching pupils with SEN that affect the *belonging needs* theme

Similar reasons:

The following category of needs that were not met relate to negative aspects of teaching in the *belonging category*. This negativity is related to five areas, namely: the local administrator, colleagues, pupils, pupils' parents, and family. Most of the participants referred to relationship problems, whilst others described collaborative problems. Some reported a lack of interest or support, and also a lack of understanding and acceptance were negative aspects of SEN teaching.

Six participants from the low group and six from the high group asserted that their relationship with colleagues played an important role in creating a sense of belonging in the workplace. A lack of cooperation, acceptance and support all affected participants' feelings of belonging. Some examples are presented below:

„Colleagues were gossiping about the extra money I earn from being a SEN teacher. They said “you get extra money, so you work with them.”’ (A2)

„The most important thing is administration and colleagues. We want some moral support while we are working. More than the money, we need moral support, acceptance, support and co-operation.’ (L8)

„Another is lack of cooperation from classroom teachers. For screening system, we need classroom teacher to help. Some of pupils didn't receive any screening because their classroom teacher didn't do it.’ (L8)

„Acceptance from your colleagues is one of the factors.’ (H12)

„Colleagues are important. In the past, we used to support each other. Now they don't care about each other so much and they are insincere.’ (H9)

Also both groups (three from the low group, and one from the high group) reported a lack of attention and a lack of interest from the administrator as a negative aspect which could decrease their sense of belonging. Examples are given below:

„An administrator doesn't support them even they had worked hard. So, they end with burned out.' (L3)

„The administrator doesn't pay attention enough.' (L9)

„I'm bored with the administrator who is shallow.' (H1)

Eight participants from the low group and three from the high group identified family problems as affecting their performance in teaching, even lessening their concentration in their job, and sometimes causing them to experience a difficult time teaching pupils with SEN.

„My husband died. We had an accident. I was thrown off a car but I'm survived. When I realized that he had gone, I didn't want to do anything. I cried, all my energy was drained.' (L11)

„They may have family problem, with their spouse or children.' (L14)

„Some of them have family problem.' (H15)

The relationship between teacher and pupils' parents was also reported by six participants from the low group, and two from the high group. Both groups reported a lack of cooperation from pupils' parents. Some examples are given below:

„Problem is acceptance from parent and pupils themselves.' (L8)

„Parent expected that their kids will be good at study like others. But they don't give much cooperation.' (H6)

Two participants (one from each group) identified that the relationship between teacher and pupils could affect participants' sense of belonging in the school. One participant from the low group said that teacher might not get used to working with pupils with SEN, whilst another participant from the high group mentioned that she was bored with pupils with SEN, which could be a negative aspect of working with such pupils.

„Maybe they don't like kids. They may like to teach pupils (regular pupils). But not for this kind of pupils (pupils with SEN).' (L9)

„I'm getting bored with pupils with SEN.' (H6)

Different reasons:

Two participants from the low group indicated that a lack of understanding and acceptance were negative aspects of working with pupils with SEN, and one participant from the low group added that a self-centred administrator could decrease the participant's sense of belonging because s/he was less likely to listen to colleagues. Examples of statements are illustrated below:

„Parents are often misunderstanding us; we have good intentions but they misinterpret our wishes.’ (L13)

„It is the vision of administrator. S/he is self-centred, never listens. No matter whose suggestion, s/he will follow only her/his own idea.’ (L1)

Negative aspects of teaching pupils with SEN that affected *esteem needs* theme

The majority of participants from both groups described that any negative aspect of teaching lowered their *esteem needs* the most, and that these negative aspects came from both internal and external factors, such as pupils or work, or from the teachers themselves.

Similar reasons:

Working conditions were the most cited from both group (eight from the low group, and ten from the high group). To illustrate, some participants mentioned that conditions, such as a high workload (five from the low group, and six from the high group), too much paperwork (two from each group), and large class sizes (one from the low group, and two from the high group) were negative aspects.

„Now, there is a lot of paper work. Instead of teaching, I have to do paperwork. I don't want to do it.’ (L9)

„The director assigned me in charge of the primary level, which is as big as a school, and I have to teach too. I work full time as a teacher but also have an administrative role to carry out. This makes me exhausted’. (H5)

„Getting bored with extra activities that are not relevant with teaching, or urgent work.’ (H8)

„I have responsibility to teach kindergarten level 1 and 2 in summer and the head teacher said, they will find another teacher to help me but when a term started they couldn’t.’ (H10)

„I have a lot of work to finish, I feel tired and exhausted. Sometime, I feel like, “oh, I have to go to teach those pupils with SEN again.’ (H13)

A lack of teaching materials was reported by three participants from each group. Examples are given below:

„Others are lack of teaching materials, budget, and also collaboration from parents.’ (L1)

„Teaching materials are not enough and also I don’t know how to find an appropriated material or where to buy them?’ (H8)

Regarding to pupil features, as in pupil misbehaviour, and pupils’ academic progress was the second most cited negative aspect from both groups (six participants from the low group, and eight from the high group). They stated that pupils with SEN lacked motivation to learn (three participants from the low group, two from the high group); thus, they did not meet the teacher’s expectations (one participant from the low group, two from the high group); and their slow progress in studying (four participants from the low group, six from the high group) caused damage to the teacher’s esteem. Some of the following statements outline such difficulties:

„Pupils can’t remember what I have taught. I repeat it many times, but they still don’t get it.’ (L3)

„They don’t want to study. Maybe it (the lesson) is too hard for them. When the lesson is too hard, they give up.’ (H1)

„We meet pupils who are unpleasant and we don’t want to teach them’. (H2)

„Pupils with SEN are slow learners. It takes time to teach them. We have to employ many strategies, in order to teach them.’ (H11)

„Pupils can’t reach the goals that have been set for them.’ (H15)

Six participants in each group referred to themselves as a factor in the negative aspects of teaching SEN pupils. Difficulties reported included: problems in managing an inclusive classroom (two from each group), insufficient time given to teach (three participants from the low group, and one from the high group), and the tediousness of teaching (two from each group) were the negative aspects which were rooted in the teachers themselves. These reduced participants’ esteem, as the following statements highlight:

„It’s an integrated classroom. We have to teach regular pupils and pupils with SEN in the same class. After teaching the majority, we teach the SEN pupils and we don’t have enough time for them. However, if we focussed on pupils with SEN, the majority would be neglected’. (L3)

„Teachers have to do many jobs, in addition to teaching. Those jobs are sometimes required within a short period of time. Sometimes, I have spent my teaching hours finishing such jobs and so I don’t have enough time for my pupils’. (H10)

„Probably tediousness, it isn’t an adventurous job. I teach the same subject over and over’. (L13)

„We don’t understand SEN very well’. (L2)

Inadequate teaching resources and their availability were reported as negative aspects by participants from both groups. Three participants from each group asserted that a lack of teaching materials could be a source of negative perceptions of teaching. Two examples are given below:

„Others are lack of teaching materials, budget and also cooperation from parents.’ (L1)

„Teaching materials are not enough and also I don’t know how to find appropriate materials or where to buy them?’ (H8)

Two participants from each group identified insufficiency of training as a negative aspect in teaching pupils with SEN, as some of them asserted:

„Sometime, the training provides only a lecture. We only listened to them.’ (L2)

„SEN training should be arranged at least once a year.’ (H12)

Different reasons:

Participants from both groups gave different responses about the negative aspects of teaching pupils with SEN. One participant from the low group included a lack of budget as the negative aspect:

„There is a lack of teaching materials, budget and also cooperation from parents.’ (L1)

Another issue of the negative aspect was reported by a participant from the low group as she wondered whether the standard of teaching is decreasing; new teachers are not as effective as the older ones. She said *„The standard of teaching is declining, compared to the past’.* (A4).

A participant from the high group added that a lack of recognition was the negative aspect.

Her comment is illustrated below:

„Others receive rewards but I haven’t. Some of them got a promotion but I didn’t. I wonder why? Or haven’t I worked hard enough? Or haven’t they seen me working?’ (H7)

Some participants from the high group added that working conditions, such as extra work in addition to teaching, and teaching many subjects as the negative aspect of teaching pupils with SEN. Associated comments are illustrated below:

„There is not only teaching, but extra work that makes teachers want to leave’. (H3)

„Maybe they have to teach too many subjects’. (H7)

One participant from the high group identified that teaching pupils who were not properly prepared for school life was the negative aspect. She said:

„Pupils should be prepared before they come to school. At least, they should know how to help themselves in daily life.’ (H12)

The high group added internal negative aspects that decreased their esteem as being unable to communicate effectively (using sign language) with pupils, problems adapting to new technology, and the absence of special skills.

„I encounter communication problems with my pupils; I’m not an expert in sign language.’ (H5)

„Because of my poor computer skills, I can’t use a computer. Today, everything seems to be printed off the computer but I can’t use it’. (H5)

„Some teachers don’t have extra or special skills, apart from teaching. So, when the school arranges some events, some of them don’t join in. They are shy and try to stay away’. (H5)

In summary for esteem needs section, participants pointed out that sources of negative aspects came from external and internal factors. As regards external factors, the negative aspects may come from the pupils or working conditions. For example, they perceived that pupils with SEN lacked motivation to learn and also some pupils presented unpleasant conditions; thus they lack academic progress and cannot meet teachers’ expectations. In terms of working conditions, participants agreed that workload, large class size and an overload of paperwork decreased their self-esteem. Internal factors which lowered their esteem came from teachers themselves. Many of them asserted that there were problems with managing an inclusive classroom and being given insufficient time given to teach, and some said the tediousness of teaching is damaging their esteem.

Negative aspects of teaching pupils with SEN that affect *self-actualization* needs theme

Negative aspects of SEN teaching, in terms of *self-actualization*, mainly related to participants’ personalities, attitudes and commitment. Some participants stated that the

negative aspects of SEN may come from teachers' personalities or emotions, whilst others identified a lack of motivation or commitment as problematic.

Similar reasons:

Concerning *self-actualization needs*, participants from both groups (five from the low group, and two from the high group) stated that the negative aspects may come from the lack of motivation to work. Examples are given below:

„My view is they are lacking in spirit and commitment of teaching. They feel exhausted, due to their personality, attitudes and values. It is about them; they themselves are the main factor.’ (L5)

„They may think like they have everything they want, such as job, family. They don't want to be bother so they resign.’ (L15)

„A burned out teacher may be a person who fails so many times that s/he is discouraged or less motivated to work.’ (H11)

The next reason, which was reported by three from the low group, and two from the high group was they cannot reach their expectations, which is considered as a negative aspect.

Some examples are presented below:

„we set goal but can't reach the goal.’ (L8)

„I couldn't reach my goal.’ (L14)

„I had set my goal but I couldn't reach it.’ (H11)

Different reasons:

A participant from the low degree of burnout group added that a feeling of inferiority for being a teacher was a negative aspect within themselves:

„It likes lower class profession. There was a reunion party. Some of my friends run business and now they are executives. One of them is a police chief. When they asked me “what do you do?” I said “I am teacher.” They replied “Teacher? Well ... teacher...”, it seems to be an inferior job. (L12)

Three participants from the high group indicated that their personalities could cause the negative feeling. One participant stated that her working style making her feel stressed may be a negative aspect, while another identified her emotional condition as a negative aspect which meant teachers' *self-actualization needs* were not being met in teaching. Examples of such participant statements are given below:

„It depends on their personalities and habits.’ (H14)

„It strengthens their psychological characteristics. Some people will let it go but some are too serious or too sensitive.’ (H16)

„I’m the kind of person who likes to get all my work done. I arrive at school before 7.30am and leave after 5.30pm. I take my job seriously; for example, if pupils can’t read, I will try everything to get them to read. However, this makes me stressed.’ (H10)

„Sometimes it is due to my emotional condition.’ (H13)

In summary, participants reported various difficulties that affected them, with regards to SEN teaching, and these negative aspects affected them in all their hierarchical needs: difficulties decreased their esteem, belonging, self-actualization, safety, and physical needs. With respect to the negative aspects of teaching pupils with SEN, the trend of the responses was different. To illustrate, participants from the low group agreed that the negative aspects damaged their *belonging needs* the most, then *esteem needs*, and *self-actualization needs*. However, the high group reported the difficult aspects which have been decreased by the negative aspects involved their *esteem needs*, *belonging needs* and *self-actualization needs* respectively. The *safety needs* and *physiological needs* seem to be the two needs which had been affected least by the difficult aspects of teaching pupils with SEN by the two groups.

Apart from the first ranking, there was not much difference between the two groups. However, the numbers of participants who reported the reasons within each category of needs were different. For *belonging needs*, more participants from the low group reported these

needs than the high group, whereas more participants from the high group reported difficult aspects in term of *safety needs* and *esteem needs* than participants from the low group.

4.2.3.5 Perception of Coping Strategies

Chart 4.5 Distribution of coping strategies comparing participants who present high and low burnout levels, assigned by hierarchy of needs.

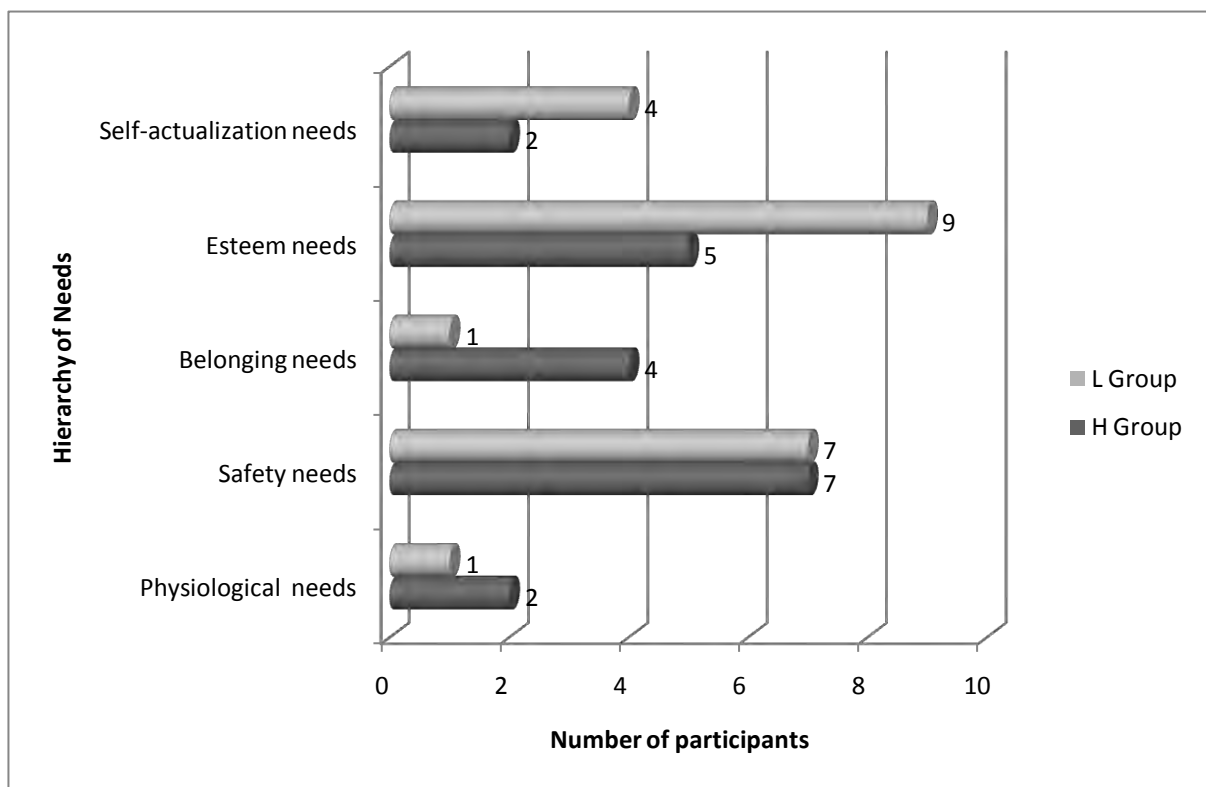


Chart 4.5 presents the coping strategies that have been used to deal with difficult situations by participants who present high and low burnout levels. During the interviews, participants were asked to tell the researcher about any strategies they used to cope with difficult situations in their working lives. The respondents mentioned many strategies and some of them used more than one strategy.

Coping strategies used for supporting *physical needs* theme

In order to satisfied *physical needs*, participants from both groups gave different strategies to cope with their problems. A participant from the low group chose to get involved with other activities such as playing sport, shopping or travelling to relieve exhaustion from teaching, while one participant from the high group stated that she spent her money carefully. Another said that she couldn't do anything as she had a debt to pay, so she had to bear work. Examples are shown below:

„I'm not really feeling stress, I just feel exhausted sometime. When I feel exhausted, I go out, for shopping, travelling, and I also playing golf.' (L16)

„We should adopt a theory of sufficient economics: we live on what we earn, we eat what we have and we shouldn't apply for any loans.' (H14)

„If I resign, I don't have other job to do. I'll feel lonely and I have debt to pay so I have to work.' (H11)

Coping strategies used for supporting *safety needs* theme

In terms of *safety needs*, participants adopted indirect strategies to deal with difficult situations. The majority used such strategies to avoid conflict and maintain their safety. Some of them accepted such situations as they couldn't do anything, whilst others chose to escape, avoid or ignore the situation:

Similar strategies:

Some participants (four from the low group, and three from the high group) illustrated that, when they were faced with a difficult situation in the classroom, they preferred to take a short break such as going for a glass of water, or going to the toilet. They walked out of their

classroom, mainly to calm themselves down before continuing teaching. A statement, with regards to the above, is listed below:

„I walked away from the classroom and let the children to carry on with their work. Walking away from the classroom helped me to calm down before continuing my work.’ (L15)

One participant from each group shared the same strategy by escaping from the situation. For example, the participant who suffered from stress said that being head of an academic section was a stressful position. Hence, she decided to resign. Their statements are presented below:

„I resigned my position as a head of academic section.’ (L12)

„First, I asked for assistant but as you know, the work was increasing. I couldn’t cope with it. So, I moved to this school. (H10)

Different strategies:

Two participants from the low group included avoiding the situation as a strategy. An example is given below:

„When I felt frustrated, I walked away. If they (colleagues) don’t want to work, I do it myself.’ (L14)

Five participants from the high group added ignoring and accepting the situation as coping strategies. Examples are shown below:

„I’m not bothered. I’m not paying attention to them. (H7)

„We have to stop. If we stop, I won’t be so stressed. It isn’t healthy if we are stressed. And, if we are stressed, we are not in the mood to teach. I think: “come on, they have special educational needs, so they do not know any better”. We’ll try again next year.’ (H8)

Coping strategies used for supporting *belonging needs* theme

Similar strategies:

In terms of *belonging needs*, one participant from each group mentioned that they kept on working because they did not want to be bored. For example, one participant said:

„If I retired, I do not know what I would do. I can do housework in the morning, but what about the rest of the day? I would be bored’ (L10).

Different strategies:

Two participants from the high group preferred to talk with their family or colleagues, and one participant from the high group chose to see a psychiatrist. Examples of such statements are given below:

„I talked to my husband or my children. They said that Thailand didn’t revolve around me’. (H2)

„We, colleagues have a meeting, in order to find a solution to the problem and to see if we face the same problems’. (H16)

„If I’m still bored and frustrated, I’ll go to see my psychiatrist.’ (H6)

Coping strategies used for supporting *esteem needs* theme

Regarding *esteem needs*, participants adopted direct approach strategies to deal with their difficulties. They mainly used two approaches: an active approach, and a cognitive approach. Most of their reasons were quite different

Similar strategies:

In regard to the esteem theme, participants from both groups used different strategies to cope with difficult situations. They shared only one reason: sense of responsibility. Three

participants from the low group, and one from the high group stated that they felt a sense of responsibility to perform as a teacher:

„First of all, I think this is my duty. We have duty to teach pupils. This is my responsibility.’ (H13)

Different strategies:

The active approach refers to the way in which participants deal with problems directly. Some participants (six from the low group, and seven from the high group) used strategies that dealt directly with work. But the groups did not share the same strategies. Participants from the low group adopted strategies such as regular work (two participants) and adopting various strategies to manage work (one participant). Some statements, with regards to the above, are listed below:

„No, I do not feel exhausted. No matter what they ask me to do, I am always up for it. Most teachers feel work loaded, claim that they cannot keep up with the administrative work and paperwork. For me they are not workload. If we keep doing it regularly, it’s fine. But if you do it in the last minutes, it’s workload.’ (L9)

„I try to manage the work. Some jobs are better to distribute to others. And keep on working step by step or try to do easy jobs first and then the difficult one later.’ (L8)

Another strategy from the low group focused on pupils, stating that helping pupils solve difficult situations increased their esteem:

„After the class, they came to me, showed me the picture they had drawn, and asked: “miss, is it beautiful?” Suddenly, my spirit came back. My pupils still wanted to learn, so how could I be burned out?’ (L6).

„When we see pupils’ development. I feel like it brings me a deep happiness. It’s an abstract thing, I couldn’t explain.’ (L1)

„Sometime, I was really angry. But I kept telling myself that they are children so they are immature. Having this thought make me calm down.’ (L13)

However, participants from the high group deal with difficult situations by distinguishing between work and personal life (two participants), and explaining when needed (one participant). Another described how she negotiated with her director, in order to balance her teaching and administrative jobs. One of them said she focused on the problem; the teachers in her school had meeting to sort the problem out. Some statements, with regards to the above, are listed below:

„I have a solution; I distinguish between work and my personal life.’ (H10)

„In that case, I will explain and discuss that problem.’ (H4)

„I negotiated with the director and asked him to reduce my teaching hours; thus, I will stop thinking about early retirement and focus on my teaching and administrative jobs.’ (H5).

„We, colleagues have a meeting, in order to find a solution to the problem and to see do we face the same problems?’ (H16)

Coping strategies used for supporting *self-actualization needs* theme

With regards to *self-actualization needs*, each group used cognitive strategies such as understanding the nature of life. Participants from the low group added that they focus on their own self as a starting point to solve a problem, another believed that pupils are precious, one of them adopts positive thinking, another said teaching is challenging. These cognitive approaches may maintain their self-actualization.

Similar strategies:

Three participants from the low group and two from the high group reported that they adopted Buddhist beliefs and practices to deal with problems. They believe in the cycle of life (born-ageing-suffering-death), everything is inconsistent (Anata), Khama (cause-effect), and that the starting point to deal with problem came from their own self.

„Yes, I have to let it go. We have to understand and accept it, right? And we have to understand the nature, understand that it is a cycle of life. Nobody can avoid it.’ (L11)

„It is the nature of the world. Sometime it is up, sometime it is down. It is not consistent.’ (H11)

„I do believe that, if we do good things, we will receive good things. Some of my colleagues thought that we were labelling pupils in return for money, but, sooner or later, they will know the truth.’ (H12)

„I saw how some teachers blamed pupils when problems occurred. Being a teacher, you should start with yourself, thinking: why are pupils not learning and what can I do to solve the problem? They shouldn’t blame pupils’ (L5).

Different strategies:

Participants from the low group seem to report more strategies than participants from the high group which support self-actualization. A participant who adopted coping strategies to maintain and achieve *self-actualization* mentioned that she adopted positive thinking in dealing with problems. Another perceived teaching as a challenging job, and one participant believed in the value of their pupils, as outlined below:

„We have to adopt positive thinking. There are problems within every organization. We have to be open-minded and understand that everyone is different. We have to look for the good in each other’ (L1).

„It (teaching pupils with SEN) is challenging for me. I have taught many pupils for many years. Some challenging pupils come into my class and I think: “why don’t we try?”’ (L2)

„The way of my thought is children are precious. I don’t care what people said. They are precious for me. So, I will try every way to teach them.’ (L2)

One participant from the low group replied that not only involved was the responsibility of teaching but that this also implied the responsibility of being a civil government officer. She said:

„All my siblings are government officers. I always tell my family that we must work hard. We are government officers, we work for the King. Being a government officer implies that we should focus on our work, and do our best.’(L1)

In summary, when participants experienced difficult situations, they seem to employ various strategies to help them cope with these difficulties. Many participants preferred to adopt those strategies that maintained their esteem. Some used strategies that increased their safety, whilst others turned to strategies that maintained their self-actualization. A few participants used relationships as a tool in coping with problems, whilst others considered careful spending.

The participants from the low group used strategies that could maintain their *esteem*, *safety*, *self-actualization* respectively. The same number reported on the strategies that could maintain their *belonging needs* and *physical needs*. In contrast, participants from the high group adopted strategies which could support their *safety needs*, *esteem needs*, *belonging needs*, *self-actualization*, and *physical needs*, in that order.

The number of participants in each group reporting in each hierarchy of needs was slightly different. The participants from the low group seems to use more strategies than the participants from the high group in term of *esteem needs*.

4.3 Conclusion

Data based on the research question have thus been structured to form two main sections with each section consisting of five sub-sections. Participants’ responses were first categorized and presented according to five themes (physiological, safety, belonging, esteem and self-

actualization). The data then presented the respondents' perceptions of their professional roles and proceeded to compare these perceptions against those who exhibit a low/high degree of burnout. It concludes by highlighting similarities and differences in the perceptions between the two groups.

CHAPTER FIVE: DISCUSSION

5.1 Introduction

The primary aim of this study was to gain an understanding of the participants' perceptions with regard to their professional role, particularly with regard to their career choice, the positive and negative aspects of teaching, and coping strategies. The further aim of this study was to examine whether or not there were any differences in terms of the participants' perceptions with regard to their degree of burnout as measured by the job burnout inventory.

This chapter consists of two main sections. The first section discusses the participants' perceptions towards their professional role, which will be discussed according to the themes (physical, safety, belonging, esteem, and self-actualization) which emerged from the data. The second section examines the differences in perception between participants who present a low degree of burnout and the participants who present a high degree of burnout.

5.2 Teachers' perceptions of their professional role

5.2.1 Physical needs fulfilment

Teachers entering into a teaching career because of physical fulfilment

Within the five categories, the data shows that factors belonging to the physical category seem to be the least influential, based on the participants' responses. For example income and holidays were considered as the lowest priority for these participants regarding both their general teaching career and teaching pupils with SEN.

Having said that, these do not mean that physical rewards are not important in career choice, it does play a part when the participants made their decision to enter the teaching career. A number of researchers state that one of the most important factors for entering the teaching profession is financial compensation (e.g. Yong 1995; Cockburn 2000; DEST 2006).

In developing countries, teaching can still offer people from the lower classes an avenue for socio-economic advancement and a better life (Yong 1995). Those in teaching are often considered to have a good job. The findings from Yong's study suggested that material benefits such as job security and salaries were the main attraction to teaching. Similarly, it was found that the salary was the factor which most influenced people with regard to entering into teaching in Zimbabwe and Cameroon (Chivore 1988; Abangma 1981). The notion of people choosing to be a teacher because of financial incentives is still very much apparent in many developing countries. Thus, people entering the teaching profession; motivated largely by altruistic motivation is only partly true, given the evidence from the present study and elsewhere (Abangma 1981; Chivore 1988; Yong 1995).

The study by Bastick (2000) compared reasons given by teacher trainees from metropolitan countries with teacher trainees from developing countries. The findings suggested that participants from metropolitan countries tended to report an emphasis on intrinsic (e.g. a desired profession) and altruistic motivations (contribution to social development), while participants from developing countries indicated the importance of extrinsic motivation (e.g. salaries, holidays). For example, a study by Chan (2005), found that the participants reported material rewards such as salary, stability, working conditions such as holidays, and ease of finding a job, as the second ranked factor in their career choice when it came to joining the teaching profession. Also the study by Cockburn (2000) noted that holidays serve another important benefit which teachers enjoyed.

Teachers choosing to teach pupils with SEN because of physical fulfilment

Compared to teachers who teach in regular classes, SEN teachers in Thailand are entitled to receive an extra allowance apart from their normal salary. Since the Thai government set the goal of providing education for 100,000 pupils with SEN in 1999 (Wiratchia 1999), they have to increase the number of teachers teaching pupils with SEN. In order to attract general teachers to work with pupils with SEN, one strategy that has been used by the government is extra money. In 2007, the Ministry of Education approved the budget for teachers who work with SEN pupils in the government sector. Those teachers receive 2,000 baht (£40) extra each month. This might not seem a large amount of money. However, the cost of living in Thailand is not high compared with the UK. For example, the cost of lunch in Thailand may be around 50 baht (£1) so with this in mind, it is reasonable. Moreover, there has been a claim that a teaching salary is not sufficient to make a living.

Maslow (1970) has suggested that physical need is the most powerful need when it comes to driving human behaviour. Kanjanasint (2003) supported this with the assertion that some people work even though they are not happy; they do it to earn an income. In this, they are responding to the fundamental requirements that human beings are directed to needs. Maslow's theory (1970) said that the cause of a person's motivation is to meet the fundamental needs of human beings to allow them to survive. An organization would respond to this fundamental need by paying wages or salaries.

Teachers perceive physical fulfilment as a positive aspect of teaching pupils with SEN

As mentioned regarding the career choice of teaching pupils with SEN, monetary rewards may attract the participants but it might not be a major factor to keep them in the special

education field, as teachers' perceptions of the factors under the physical category came in as the least popular. Apart from being considered as the least reason for making a career choice, physical factors were perceived as the fourth rank of the positive aspects of teaching pupils with SEN.

Seven participants perceived those factors as the positive aspects of teaching pupils with SEN. In terms of salary, teachers can earn enough to live and also to meet the needs of their families. Maslow's hierarchy of needs (1968) identified the basic physical needs of human beings (e.g. food, clothing, shelter, air) that have to be satisfied before moving to the next level of needs. Consequently, if an organization responds to the basic needs by paying reasonable wages or salaries, the worker will be satisfied and it may keep them from leaving the job. The study of Taiwanese students by Wang (2004) found that favourable compensation and job security were perceived as being significant attractors by the participants. The studies by Cockburn (2000) and DEST (2006) also showed that while the enjoyment of teaching can be the main reason for teaching, material rewards such as salary emerged as the second reason. Teachers, as with any other professionals, require sufficient money to live. In practical terms, it is important to recognize that financial issues may play an essential role in terms of retention (Cockburn 2000).

Negative aspects of teaching pupils with SEN which prevent the teacher from fulfilment of their physical needs

Negative aspects of teaching pupils with SEN can be caused by obstacles preventing the fulfilment of physical needs. This can be related to health, environmental, and financial issues. Participants from both groups demonstrated common reasons. Physical environment

could also affect their physical needs. Three teachers from the low group reported that they were concerned about school facilities such as classrooms in which to teach SEN pupils, or toilet facilities.

Health risks

The findings suggest that the teachers in this study felt that their health problems affected the quality of teaching pupils with SEN. These health problems may come from getting older or due to individual health problems. Although this study did not include participants' ages, a majority of the teachers (23 out of 36) had more than ten years of teaching experience. Therefore, a majority of them would be middle aged, and some of the teachers have found that they are not as active as they used to be. Also, the demands of the job and the lack of taking care of one's own health can create health problems. Sirakamon & Abhicharttibutra (2006) studied the health of teachers in a nursing college in Thailand. The study found that teachers had stomach aches, high blood pressure and high fat content in the blood. They explained that the cause of these symptoms may be due to neglect as teachers focus more on their job than their own health. For example, lack of exercise and skipping meals could be a factor in teachers being unhealthy. Other factors such as workload, exercising being inconvenient and disliking exercise were causes of increased health problems in teachers.

Although teaching is not a risky job when compared with other jobs, it is not entirely free of occupational health risks. Some research has focused on specific physical problems which occur in the teaching profession, such as voice problems (e.g. Smith *et al.* 1997, 1998; Kovess-Masfety *et al.* 2006; Ling, 2006). The study by Smith *et al.* (1997, 1998) shows that teachers are more likely to have voice problems, a tired, weak, or effortful voice, and a higher frequency of symptoms of physical discomfort, without telling anyone about them. Due to the

nature of the teaching profession, many teachers suffer from these voice problems. Teaching requires prolonged use of the voice through verbal instruction against background noise, having to raise and strain their voice to overcome poor acoustic conditions and lack of adequate equipment like voice amplifiers. All these aspects are the contributing factors to voice problems.

Apart from voice problems, teachers may suffer from other health issues. The study in Hong Kong by Ling (2006) found that ten most frequently reported work-related health complaints among teachers were tiredness, eyestrain, anxiety, voice disorders, sleep problems, shoulder pain, neck pain, headache, sadness/depression and low back pain. Furthermore, the result from Kovess-Masfety *et al.*'s (2006) study added that teachers' health problems which are related to the ENT tract, like the voice problems and the lower urinary tract are due to prolonged suppression to urinate or drinking less to avoid the need to use the toilet.

There was even some concern from the Ministry of Public Health about a chemical hazard by using chalk and white board pens which may cause cancer or allergies in teachers (ASTV 2008). However, there has not been any official report on the prevalence of health problems among teachers in Thailand.

Financial issues

The results show that teachers in this study perceive the insufficient salary from teaching as a negative aspect. Three teachers from the low group and five from the high group agreed that there was an imbalance between income and expense in the teaching profession. This result reflects a liability for Thai teachers. Indebtedness in Thai teachers is one of the serious problems that affects teachers' performance in the workplace, and it is considered to be such a

serious problem that the Thai government has been trying to solve it since 1997 (Jiropas, 2009).

There has been a claim that a teaching salary is not sufficient to make a living. Pluempanya (2000) reviewed the literature and claimed that about 80-85% of Thai teachers are in debt. She further studied the financial and social status, the need for loans and the debt burden of government teachers under the Office of Primary Education in Chiang Mai. The results of her study indicate that 59.09% of teachers reported that their expenses exceeded their income. In addition, the study by Jiropas (2009) with regard to Thai teachers from the southern part of Thailand, found that 82% of teachers were in debt.

The causes of indebtedness vary among Thai teachers. According to Pluempanya (2000), the main reason for borrowing money was to pay back debt from other sources. Another reason was spending for daily living and for supporting their children's education. At the same time, a review by Jiropas (2008) found that the factors relating to the state of being in debt were housing, healthcare, life insurance, transportation, furthering studies, economic value, gambling and hire purchase. Also the report by Pichet (2009) from the Office of the Welfare Promotion Commission for Teachers and Educational Personnel (OTEP) summarized the causes of being indebt on the part of teachers as housing needs, daily life expenses, children's education, personal improvement, investment, and spending extravagantly.

Based on these findings, it can be seen that teachers have debts because of physical needs, such as housing costs and spending for daily living. Some of them borrow money to pay for their children or their own further education while others may borrow money for investment purposes. However, some teachers spend money on luxury goods or spend extravagantly, which has caused them to get into debt.

Inadequate facilities

Three participants from the low group added that inadequate school facilities were a negative aspect of teaching pupils with SEN. They mentioned that inadequate room for teaching pupils with SEN, the toilet is located far away from the classroom and no fence around the school were seen as negative aspects. It could be said that general school buildings or environment are not conducive for pupils with SEN, especially in schools in the rural areas. For example, there is no access for pupils who use wheelchairs, the toilet is far from the classroom and the school has no fence. Pupils with severe learning difficulties are able to walk away from school easily.

Teachers' coping strategies to maintain their physical fulfilment

Owing to the negative aspects mentioned in the previous section, the teachers had responded by adopting several coping strategies. These involved activities such as playing golf and travelling to reduce stress. Although this strategy might not solve the problem directly, it can be an effective technique when combined with other strategies.

Two teachers from the high group used coping strategies to deal with financial problems. One of them chose to spend money carefully, while another said she could not do anything when she encountered difficulties. Therefore, she kept on working to pay back her debt. In Thailand, indebtedness motivates teachers to work in order to pay back their debt. This expression might not seem to be a coping strategy as the teacher involved did not do anything. In reality, people might not be able to cope with every problem. Some problems are complicated, and people have little control over them. Also, coping strategies alone do not preclude burnout, but may help prevent worker turnover. However, this situation may create

unmotivated workers or „deadwood’. Pine, Aronson & Kary (1981:27) describe deadwood people as “People become deadwood, they do as little as possible for so long that they seem to become part of the organization’s physical structure”. This situation was recognized in the Thai context by the work of Kanjanasint (2003) which presented that some people work even though they are not happy. Rather, they do it to earn an income. In this, they are responding to the fundamental needs of human beings that are directed to physical needs. They may become „deadwood’.

In summary, Maslow (1970) has suggested that physical need is the most powerful need when it comes to driving human behaviour which is partly true in this study, as teachers, as with any other professionals, require sufficient money to live. Practically, it is important to recognize that financial issues may play an essential role in terms of retention (Cockburn 2000). So, using monetary rewards as motivators for teachers seems practical. However, caution should be exercised in using extrinsic rewards such as money since teachers might enter into teaching pupils with SEN because of the compensation more than wanting to educate these pupils. Wiratchai (1999) supports this notion when she explains that using money to motivate teachers might have an important drawback. She argues that some teachers might enter the field because of money instead of educating pupils with SEN. This is supported by the responses of teachers who admitted that the extra money did catch their attention with regard to entering the field of special education. Those in the low group further added that the extra money was not the main reason for causing them to continue working with pupils with SEN,-it had just attracted their interest at the beginning instead.

5.2.2 Safety needs fulfilment

Teachers entering into a teaching career because of safety needs fulfilment

In the context of this study, safety fulfilment includes stability and pressure avoidance. The respondents placed this as the third most important factor in terms of their entering the teaching profession. The participants in this study chose teaching due to certain limitations that they faced such as having limited career options because of the subjects they studied in university. Some of them chose to be a teacher for the purpose of security. Being a teacher means working for the government and receiving a regular salary every month and the terms of service are almost always permanent.

‘Mediocre’ academic results and the need to secure a chance to enter university

Teaching seems to be a target for those students who are not particularly good at their studies. For example, some participants in this study indicated that they chose to study teaching because they felt that they were not good academically.

Studying at university has social value in Thailand. It will offer a person a better chance to get a job or increased social status. As a result, after graduation from secondary school, most students are likely to continue their higher education at university. To do this, they have to pass the university entrance examination. This examination is organized by the government once a year. Student can choose up to four majors in any of the four universities available. Teaching is popular because it does not require a high entrance score. Therefore, in order to get the best chance of entering university, they chose a subject which would ensure that they passed the university entrance examination. Unfortunately, these subjects tend to limit their career options.

A study of teaching students at Chulalongkorn University by Satirakul (1996) found that 51.8% of students chose teaching as their third option to prevent failing the entrance examination. This finding was supported by a survey by Stockes & Tyler (2003) in which some students mentioned that teaching does not require a high score for entrance to university. The recent report about university entrance examinations (2010) reveals that the majority of students from all over Thailand chose teaching at the Faculty of Education, Chulalongkorn University as their first choice. Out of 70,003 applications for the university entrance examination, 3,530 students chose teaching. There were only 360 places available. Laungsen (2010), a lecturer at Chulalongkorn University, said that this phenomenon arose because teaching is less competitive and the government seems to focus more on the teaching sector when allocating higher salaries and benefits. In addition, a number of teachers have applied for early retirement giving more opportunity for new teachers to be recruited in the future. These factors may be the significant reasons that have attracted students to choose teaching as a career.

Employment opportunities

Another motivator that influenced participants to become teachers, was the likelihood of gaining employment when they graduated. A previous study by Chapman (1980) indicated that students select colleges in which they believe they can attend the courses they need to enter university or to get jobs. In addition, most teachers in Thailand work for the government. Teaching was considered to be a stable job which provides participants with a reasonable salary, some benefits and most of all, a job security. In the DEST (2006) study of trainee teachers, permanency/job security ranked as the third most important factor in an ideal teaching job (together with „contribution to community’).

Suitable for females

The next reason was that teaching seems to be suitable for females. Even though only one participant mentioned that gender was a reason for choosing to study teaching, all participants in this study were female. Many researchers have studied gender and occupation. DEST (2003) surveyed students, parents and teachers and found that they viewed teaching as a more „natural’ choice for women, given their perceived biological affinity for children and family orientation. Porter & Umbach (2006) argued that gender differences in student major choice are the result of socialization in traditional gender roles. It has been suggested that women are more likely to select majors that have been traditionally dominated by women (Lackland 2001). He also suggested that sex-role reinforcement is the reason for gender differences in major choice, and that women tend to choose disciplines such as education, nursing and English because of their female gender role orientation.

Teachers choosing to teach pupils with SEN because of safety needs fulfilment

The results from this study show that the factors under safety category were the most influential factors for entering teaching pupils with SEN. Teachers gave many reasons with regard to this category. There are some shared and some different reasons among the participants who presented a low and a high level of burnout.

Instructed by government policy

Evidence gathered from the interviews shows that the majority of participants from both groups appeared to become teachers for pupils with SEN to satisfy their safety needs. The main reason was they were instructed by government policy.

Asian governments such as Thailand's have typically relied on centralized education bureaucracies to make decisions (Hallinger 1998). This system of working was explained by Hofstede (1991) who suggested that there are four dimensions to the Thai culture. One of these is a high power distance. Power distance was defined as "...the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally" (Hofstede 1991:28). For example, a decision made by the Minister of Education will be sent to the administrator in the schools, from the administrator to the teachers and from the teachers to the pupils. Hofstede's explanation (1991) was supported by a study by Hallinger & Kantamara (2000) that stated that the educational system in Thailand is highly centralized, which means that orders from above are orders for all concerned. As a result, when the Ministry of Education (MOE) enacted its SEN policy in 1999, public schools were likely to respond to this policy.

Even though there was an attempt on the part of the government to decentralize the system through school reform in 1999, there were still barriers to overcome. As established by Hallinger (2000), in 1997, the Ministry of Education (MOE) has recently adopted policies that seek to implant empowering educational reforms into Thai schools. These include school-based management, parental involvement, social-constructivist teaching practices, and the use of new learning technologies. However, these reforms tentative welcome in the strong hierarchical social and institutional culture of Thailand's schools. More so than the West, the values and assumptions underlying these modern educational practices run counter to the traditional cultural norms of Thai society (Hallinger *et al.* 2000). This is not to say that Thai educators have not been asking for change. Indeed, there is widespread recognition that the current system is inefficient and ineffective with regard to meeting the demands of the emerging era. Even so, when faced with implementing these challenging new approaches to

management, learning and teaching, Thai educators remain subjected to traditional Thai cultural values, assumptions, and norms.

Demand for teaching of pupils with SEN

From the interviews, teachers said that the increasing number of pupils with SEN has aroused school's intentions. The increasing number of pupils with SEN may be due to several reasons. One reason is that, owing to changes in special educational policy, especially after the National Education Act 1999 was enacted, both the government and the private sector are more focused on children with SEN. Vorapnaya (2008) concluded that this national law has brought children with difficulties into the schools. From a parental point of view, Thai people have obtained information and knowledge through nationally-sponsored media promotions and campaigns. As a result of these they have become more knowledgeable about people with difficulties and also the rights of people with difficulties. Consequently, acceptance of difficulties is improving. Increasing number of people are becoming more comfortable in acknowledging difficulties in their families. As a result, parents feel more confident sending their child to school. From the school's point of view, as mentioned earlier, the Thai educational system has a high degree of power distance. Thus, when a national law is passed, schools are hardly able to refuse pupils with difficulties. Although they might not be ready to admit pupils with SEN, they have to be prepared to accept pupils with SEN sooner or later. Schools are under pressure to fulfil the demand, so they in turn nominate a teacher to be trained in SEN. Although the teacher nominated might not be interested in the special education, he/she goes into the field to avoid any conflict.

Participants from the different groups in this study gave different reasons for teaching SEN pupils. The participants with the low level degree of burnout added two more reasons for teaching pupils with SEN according to their beliefs and their abilities.

Receiving 'Boon' (good khama)

Buddhism has a great influence on the daily lives of Thai people. When one performs good acts, then one earns good consequences (Boon). On the other hand if one performs bad acts, then one earns bad consequences (Bab). In addition, Buddhists believe in reincarnation, so the consequences of performance can pass through to the next life. However, it is important to point out that the belief in Khama is interpreted according to the individual. At this point, the researcher argues that the motivation of doing good deeds such as helping pupils with SEN may be derive from the safety category and/or the self-actualization category. The participants showed two main characteristics; safety and self-actualization. The participants, who reported that they believed teaching was a good deed, believed that they would earn good Karma which could lead to them having a better life. This belief seems to derive from the safety category since they perceived „Boon' as a plus point which can secure them a better life in the future or in the next life. Thus, they did good khama in the same way as saving money in a bank account. On the other hand, there were participants who reported that teaching was a good deed in itself. They believed that it was a good thing to do and that it made them felt peaceful and happy. This belief appeared to be derived from the self-actualization stage, which will be discussed later in the appropriate section.

Space availability

One participant from the high group added one more reason for teaching pupils with SEN. She mentioned a personal reason for switching from a regular school to a special school for

hearing impaired pupils, even though she had not had experience of working with pupils with hearing impairment before. She mentioned that her son had a chronic illness and needed treatment every week because she taught at a school in a rural area, it took time and money to go to the hospital in the city. As a result, she decided to move to the city where the hospital was located. However, at that point of time there was no vacancy in a regular school so she decided to move to a special school that had a place available. This situation is not new in Thailand, people move from rural to urban areas because there is a gap between rural and urban areas in terms of the facilities provided. One of the aspects of improvement in public health in Thailand is the distribution of fair facilities between urban and rural areas. Virasombat (2009) pointed out that there is a high concentration of doctors and medical staff as well as medical equipment in urban areas, whereas there is shortage of medical staff and hospital facilities in rural areas. This problem was highlighted before by Jindawattana (2003) and by Wibulpolprasert & Pengpaibon (2003) who stated that the situation of a shortage of doctors in rural areas existed and the situation could worsen if the government does not do anything to solve this problem. For these reasons, an increasing number of people have moved to urban areas where better facilities are accessible.

Teachers perceiving safety fulfilment as a positive aspect of teaching pupils with SEN

This study involved research in a public school context, all the teachers involved was government officers. Working in the government sector not only provides a stable job and pay but also long-term job security. It offers other benefits such as medical subsidy, rented housing and educational fees for children. In particular, the medical subsidy scheme covers members of the family such as parents, children and spouse. These benefits persuade teachers

to stay in the teaching profession. These benefits satisfy their safety needs as stated by Maslow (1970, 2000) who said that it is important to satisfy people in terms of social or stable needs.

Apart from these reasons, teachers from the high group added two more positive points in relation to physical and safety needs. She was able to support her own children when it came to studying. In Thailand, many children who continue their studies up to undergraduate level will be supported by their family. They are expected to find good jobs to support themselves and probably take care of their parents when they are old.

Negative aspects of teaching pupils with SEN which prevent the teacher from accomplishing their safety fulfilment needs

Feelings of insecurity associated with teaching pupils with SEN may be due to many reasons. Teachers reported a lack of training and mentors, unfair-treatment from administrators and colleagues as well as pressures from policies and the system.

Difficulties from the school management system

Thailand is a hierarchical society. Vongvipanond (1994) added that almost everything in Thai's perception is based on a hierarchical system. Thai people accept differences in power in the organization which emphasize on the centralized system. When the Ministry of Education implemented education reforms in 1999, it began to decentralize the system (Namuang 2010). However, it seems that it has a long way from achieving this aim. Chiangkul (2007) criticized the fact that although the MOE had implied that the format had been decentralized, the administrative system however is still the same.

Most of the educational policies are developed from the top of every hierarchical organization with top-down management implemented to all schools. Therefore, teacher's role is passive in this matter. They have to adopt the policy with little chance to make any decisions. Therefore, it will be frustrating for them when the policy is changed frequently. Due to instability within the Thai politics, the educational policy kept changing as frequently as the government. This may lead teachers to feel exasperated with the instability of the educational policy. Although some policies such as the SEN policy have been accepted by teachers, if the administrators have no confidence in the stability of the policy, they might not put the effort to implement it. This will cause SEN teachers to experience difficulties in their work. In Thailand, there is a phrase: "No commands from the head, no movement at the tail" to represent how Thai organization is structured. If the administrator does not put in the effort, then the subordinates will not do anything.

In addition, a study by Vorapanya (2008) also mentioned that the reason that educational policy did not work well when it was implemented was because the policy makers do not really understand how to put a policy into practice, they lack the direct understanding of the process of working in special education environment. Alongside a lack of consistency in policy, each school implements the educational policy in different ways, depending on how it impacts on the individual school.

Unfairness of administrators

Working in a bureaucratic system, administrators play a vital role in promoting job satisfaction amongst teachers. Teachers prefer administrators who pay attention to colleagues who are able to share and accept each other's opinions. However, Punyakaew (2000) found that teachers in her study experienced many administration problems with administrators.

These problems include a lack of vision, unfairness, dishonesty, corruption, unenthusiastic and poor public relation skills.

In Thai culture, leaders can influence the direction of the group. If a leader lacks moral authority, this can lead to many problems with his/her subordinates. As one participant from the low group expressed, the administrator only recognized the subordinates who flattered him/her, which meant that when there was a promotion, only a person who was close to him/her was promoted. This situation may lead teachers to feel unstable and unsure of their career advancement.

Colleagues taking advantage

Thai culture emphasizes the importance of the group more than the individual. People tend to look after each other and avoid conflict within a group. However, with the growth of the Thai economy, income has become more important.

The Thai government has used many strategies to promote the quality of teaching. One strategy is to increase the allowances for a teacher's academic standing. In order to obtain the teacher's academic standing allowance, teachers are required to submit a report which is called „Academic Rank Classification: ARC' (ONEC 2000). This evaluates the teacher's characteristics, virtues, morality, teaching performance and academic work (e.g. research reports, classroom management reports, CAI or teaching media) as significant evidence of a teacher's performance. All of this paperwork must be submitted to committees to be assessed and approved (Office of the Ministry 2011). However, this appraisal system has weaknesses. A participant from each group in this study identified that this appraisal system has led to teachers competing for a better position. It could be argued that this is a good thing, as teachers will try to improve themselves. However, this appraisal system is too paper-based.

This process has long been criticized for its lack of relevance to the teaching profession. Pimpa (2005) showed that all of the teachers in her study agreed with the requirement to submit a teaching plan because it is the fundamental of good teaching practice. However, most of them disagreed with the idea of producing an academic piece of work. They felt that, unlike teaching plans, academic work necessitates substantial research, terminology, concepts, and methodologies foreign to a teacher's normal background and duties. This problem has been a concern of the Ministry of Education. Pitiyanuwat (2008) the Director of the Office for National Education Standards and Quality Assessment (ONESQA), admitted that the problem of teacher performance appraisal was that the evaluation emphasizes paperwork more than teaching performance and pupil outcomes. So, many teachers spend a lot of time carrying out research instead of teaching. Some teachers take advantage of their colleagues by using teaching time to do paperwork making others do their work, or deceitfully claim the work done to be his/hers.

Combining this with the Thai characteristics of trying to avoid confrontation, this can lead to some teachers taking advantage of others. As Thai society is a hierarchical society, not only are senior people usually honoured and respected, but people of the same age and social status also show respect for one another (Vongvipanond 1994). There is a Thai idiomatic wording "mai pen rai" (which means "it does not matter"), which represents Thais' attitude with regard to being easy-going and compromising. It reflects in social interaction that Thais are less likely to be confrontational unless they are ready to risk losing a relationship.

Thais try to avoid conflict and criticism at all times because of the need to save face. Komin (1990) explained that „face’ in the Thai context is identical with „ego’. She further explained that Thais associate one's ideas and opinions with the ego self. This means that when one's

ideas are criticized, one will take the criticisms personally. As Mulder (1996) concluded, criticism in the Thai context can create an insulting situation.

Teachers' coping strategies to fulfil their safety needs

The data presents that the participants reported of using coping strategies relevant to the safety theme at the second rank. Three teachers from the low group and six from the high group chose to use avoiding strategies to deal with difficulties. Avoidance describes as an unwillingness to experience specific feelings, physical sensations and thoughts (Hays *et al.* 2004). Clearly, this strategy mirrors Thai culture. The four dimension of Thai culture according to Hofstede (1991), help Thai people cope with difficult situations. Since the high power distance leads Thai people to accept power from authority, the senior colleague or person in authority has the privilege of making decisions and leading the group, whereas subordinates accept the senior's decision.

The collectivism aspect emphasizes the importance of the group more than the individual. Collectivism emphasizes the harmony of the group, uncertainty avoidance and the femininity dimension also dimensions that highlight on comforting the group and avoiding conflict. These cultures have a good advantage as collectivism is associated with a less competitive atmosphere. The combination of harmony and security in a group creates a family atmosphere and may lead to low levels of stress (Gambrel & Cianci 2003).

Other cultural dimensions which affect teachers' sense of belonging needs were collectivism, high femininity, and high levels of uncertainty avoidance. Gambrel & Cianci (2003) pointed out that the positive aspects of collectivism in that such a culture is linked with a sense of harmony within a group setting. This creates a family atmosphere and people tend to look

after and taken care of by their group in exchange for absolute loyalty. In addition, Hofstede (1991) suggested that the feminine dimension leads Thai people to place a high value on social relationships, harmony and avoiding conflict. Komin (1990) suggested that straightforward negative feedback, strong criticisms and face-to-face confrontation techniques should be avoided in Thai organizations because of the values of ego and „face’ in Thai culture.

Since conflict is a natural result of change, collectivism and feminine dimensions promote trust among colleagues and reduce the stress that comes naturally with change. While Thai people tend to avoid conflict, however, it is a natural outcome of change. Thus, when Thai people face difficulties and conflict arises, they tend to avoid confronting the people or situation that created the conflict. As in this study, nine teachers chose to avoid, escape or ignore difficulties.

Three teachers from the High Group reported that they accepted difficulties. Some situations are beyond their control, so they prefer to compromise with such situations. As Komin (1990) said, if necessary, Thais will use indirect strategies, and „face-saving’ will be used to handle all people-related decisions, particularly negative ones. So, compromise is often used as an effective means to save face and to keep the harmony of the group. They prefer to solve conflicts harmoniously, instead of entering into disagreements.

Although avoidance is a common coping strategy for psychological content, it is not considered to be effective in dealing with psychological problems (Barnes-Homes, 2006). Avoiding coping strategies have been cited for being ineffective in the long term (Leiter, 1991; Chan & Hui, 1995; Griffith, Steptoe & Cropley, 1999; Anderson, 2000; Blanch, Aluja & Biscarri, 2003). A number of studies have shown this, for example, Leiter (1991) found

that the workers in a mental hospital who used escapism coping strategies were associated with increased burnout. Similarly, Chan & Hui (1995) found that coping strategies addressing avoidance were positively related to the three components of burnout in a group of secondary school teachers. Also, Anderson (2000) found that workers who used avoiding coping strategies (denial of problems and the avoidance of thoughts or actions about the stressful events) showed an increased level of emotional exhaustion.

However, these studies do not imply that avoiding strategies should not be used to cope with stressful situations. Most stress-prevention and stress-reduction programmes have been developed for Western societies. One direct approach that helps individuals improve their situational coping skills is assertive training, which encourages workers to confront their superiors about their concerns. This approach, while apparently appropriate and effective for members of individualistic cultures, is less effective and more inappropriate in collective cultures, where harmony and saving face are more important than confrontation (Brown & Uehara 1999). In addition, Lazarus & Folkman (1984) pointed out that avoiding strategies, such as escape behaviours, can be used when one is faced with a situation with no possible solution. Blanch, Aluja & Biscarri (2003) added that some difficult situations are beyond teachers' control. Thus, the combination of using active and avoiding strategies may help teachers to achieve better adaptation and psychological well-being.

In conclusion, factors under safety theme are more powerful in term of influencing the participants to enter into teaching pupils with SEN. Coping strategies relevant to the safety theme took second rank.

5.2.3 Belongingness needs fulfilment

Teachers entering into a teaching career because of belonging needs

Belonging in the context of this research refers to behaviour which strives to seek acceptance from members of social groups such as those that make up families, work teams, cliques and classrooms. Belonging comprises elements such as strength of relationships between participants and significant other, acceptance and support from stakeholders.

Evidences gathered from the interviews show a variety of factors which influenced participants to enter into a general teaching career. However, factors related to belonging were the most cited by both groups. For example, their responses included being persuaded by advice or comments from significant individuals such as a member of the family, a friend or a teacher.

As mentioned in the methodology, pilot study section and the presentation chapter, the first response from all of the participants when they were asked on “what is/are influence you to enter to teaching career?” stated that they became teachers because they graduated with a teaching qualification. Thus, the researcher asked them to clarify the responses; most of them said they chose teaching because of family’s recommendations. Particularly in the case of children whose parents were teachers. Children who grew up in a school-teaching environment looked up to their parents and want to follow their footsteps. Naturally when the parents advised them to study teaching, they willingly agreed. This strengthened the relationship between parent and child. Therefore this fits the definition of belonging in this study.

This finding reinforces the importance of the relationship between parents and participants. Many researchers point out that parents play a vital role when it comes to making major

choices (e.g. Simpson 2001; Sathapanasupakul 2003; Chan 2005). Especially in Thailand, the value of respect for parents is vital. Parents in a Thai context are very important people because they give life and care from infancy and throughout the early years. This love should be expressed by being obedient to one's parents, taking care of them, and showing respect (Foley 2005). Being a 'good' child is important and in order to maintain a good relationship, children should listen to their parents. When students have to make an important decision such as choosing a university or which major to study, they usually listen to their parents' opinion and most of them will follow their advice. Financial support is another practical / deciding factor apart from the value of respect, Thai parents generally provide the funds for their children's education. This makes parents a more vital factor when students come to choose their major at university level.

In this study, the participants' belonging needs are supported by the fact that some of them preferred to study near their home towns. The choice of studying near their home town however, depended on financial support from their family and relationships with the family. To elaborate, one participant said that she decided to study at the teaching college near her home town because she has a very close relationship with her grandmother and she did not want to live far away from her. If she lived in a remote place, her grandmother would miss and worry about her. In order to pursue her education and at the same time stay close to her grandmother, she chose the teaching college in her home town.

The results from this study clearly indicated that in a Thai context, parents play an important role in this decision. The early work by Gurevich (1975) explained that in terms of a parent's opinion when it comes to selecting their children's career, the parent must take into consideration a number of aspects: the economic condition of the family; the desire for honour, prestige and the potential for social mobility accruing to the family and the children

when they are both educated and a government official; the academic ability of the child; and the knowledge that primary school teaching is one of the few occupations that allows the child to remain with or near the parents while carrying out their official duties. So, in terms of career choice, it might not be the child who makes the decision, but the parents.

Apart from the value of respecting their parents and the family economic status, the research argues that another reason why Thai students depend on their parents' opinion is because unsure of what they want to study since they have always obeyed their family's advice / decision. Thus, they are not confident and become frustrated when making decision on their own. For example, the participants in this study had agreed to study teaching as suggested by their parents since they were unsure of what they wanted to do.

Another significant group of people were teachers who inspired the participants to follow their footsteps in terms of career. The result supports a survey by Tyler & Stokes (2002), which revealed that a number of teachers had been inspired by their own teachers when it came to choosing to be a teacher. A similar result was found by Chan (2005), that "influence from other factors" such as teachers, parents, peers and the mass media, was one of the factors in the career choice for joining the teaching profession. The participants were inspired by their teachers whom they had established good relationship with and saw them as role models. The relationship between teacher and pupils in Thailand can be very important, as teachers are considered as second parents to the pupils in Thailand (Foley 2005). Teachers are expected to be loving and kind, reliable, possess integrity and morality. A teacher is considered as a person who will sacrifice themselves for their pupils (Mulder 1996). Unsurprisingly, many pupils are impressed and inspired by their teachers.

Teachers choosing to teaching pupils with SEN because of belonging needs

The factors under the belonging needs category were reported as the second priority motivating teachers to teach pupils with SEN. Relationships between them and stakeholders such as colleagues, pupils, family and their teachers were reported. However, the participants seem to give priority to the relationships within the working context.

Value placed on social relationships

Colleagues play an important role in deciding whether or not to work with SEN pupils. One participant from the low group and three from the high group mentioned that they were persuaded by their close colleagues at school, while two teachers stated that they taught pupils with SEN because their group (school) has accepted the SEN policy. Also, in order to be in the group (the school), teachers tend to accept the existing regulations. Another teacher from the high group stated that her head teacher had encouraged her to work with pupils with SEN and one participant from the low group mentioned that her brother with SEN inspired her to work with pupils with SEN.

These behaviours can be explained by Thai culture. The behaviour reflects the dimension of Thai culture involving a high level of *uncertainty avoidance* (Hofstede 1991). This means that Thais are strongly socialized to conform to group norms, traditions, rules and regulations. They show a stronger tendency to seek stability, and find change more disruptive and disturbing than the case in „lower uncertainty avoidance’ cultures. Apart from this, the *collectivist* aspect shapes Thai culture to emphasize the group more than the individual. Hence, individuals must adapt to their attitudes and behaviours of the group. As an illustration, Thais exhibit a stronger „We’ than „I’ mentality, which is also shown in this study. Some participants started the sentences with „We’ instead of „I’ when they were asked

to state their opinions. They look primarily to their referent social groups in order to „make sense’ of their role in change (Holmes & Tangtongtavy 1995).

The high feminine dimension leads Thais to place a high value on social relationships, to seek harmony and to avoid conflict. More than that, Thais also place great emphasis on living and working in a pleasurable atmosphere, and on fostering a strong spirit of community through social relations. Komin (1990) examined motivation values in the government sector and found that government officials scored the lowest in task achievement values and the highest in preference for relations over work. Their motivation was greatly affected by social relations factors in various work environments. In this study, when teachers found out that most colleagues had agreed to work with pupils with SEN, they were likely to agree with the decision. This is similar to the situation arising when colleagues who had a good relationship with them persuaded them to work with pupils with SEN.

One teacher from the high group noted that she started to work with pupils with SEN because her head teacher supported her with regard to working with these pupils. Admittedly, Thai culture is a high distance power in which decisions are often made by those in authority, but not every head teacher or administrator will absolutely adopt this cultural working style. The study by Hallinger & Kantamara (2000) showed that all three head teachers in their study used a decidedly participatory management style. This style even led to more collaboration from colleagues because they were not instructed to do something, but because they were asked before a decision was made and encouraged to do so. As a result, there were more volunteers and more collaboration in the work.

Sense of compassion

As mentioned in the previous section, the relationship between teacher and pupils can be very important. Many pupils are inspired by their teachers; also teachers can be inspired by their pupils, too. Some of the participants in this study entered into teaching pupils with SEN because they had developed a sense of compassion for the pupils with SEN they have been teaching even before the policy was enacted. They had taught their pupils for a while and had a good relationship. When one teacher was offered the opportunity to attend SEN training, she volunteered herself.

Teachers are expected to be filled with loving kindness, to be reliable and to represent goodness and morality. The life-sustaining gift from the teacher is to provide the knowledge and wisdom that his/her students need to lead a moral life. Perhaps the best summary of the status of teachers in Thailand was provided by Mulder (1996) when he wrote that a teacher will be consulted as a repository of the knowledge to whom people pay respect.

Furthermore, helping a person who is less advantaged than oneself is considered a good thing to do. This reflects the belief of the Buddhist way of practice in Thailand. Naemiratch & Manderson (2009) found the influence of Buddhist morality in maintaining individual and social relationships. The emphasis is on the Buddhist ethic that all humans should interact with each other in a mentally appropriate and emotionally mature manner. These philosophical attitudes are expressed through the practice of the four sublime states or principles of virtuous existence (*brahmavihara*): *metta* (loving kindness, fairness), *karuna* (compassion), *mudita* (sympathetic joy) and *upekkha* (equanimity). *Brahmavihara*, especially *metta* and *karuna*, play an important role in Thai social patterns of interaction, underpinning the social value of giving and charity (Suphap 1980). The positive values embedded in these

terms inform the social status to their subordinates - teachers to students, employers to employees, or parents to children - with reciprocity, appreciation and obligation, based on the acknowledgement of a hierarchy.

Having a brother with SEN

One teacher from the low group said that she became interested in the SEN field because of her brother. When she taught pupils with SEN, she generalized her feelings with regard to her brother towards the pupils with SEN, which also encouraged her to work with such pupils. This finding was similar to the studies of Marks, Matson & Barraza (2005), Eget (2009) and Fish & Stephens (2010) who found that having a sibling with difficulties often influences an individual's willingness to pursue a career in special education.

Influenced by parents and teachers

As mentioned before, parents usually play an important role when students have to choose a major to study at university. In this case, teaching was suggested to one respondent by her parents and teacher when it came to choosing to study special education. After she graduated, she wanted to work in the field in which she had specialized. This finding is similar to that of Feng (2010), that parents and teachers have an influence on decision making to be a teacher.

Teachers perceive belonging is a positive aspect of teaching pupils of SEN

As there were many factors which damaged teachers' sense of belonging in this study, it is not surprising that fewer participants reported positive aspects of teaching pupils with SEN with relation to the belonging needs theme.

The positive aspects of teaching pupils with SEN in terms of belongingness theme were that they were able to live with others and gain a positive relationship from the group to which they belonged. Being a teacher, an individual has to deal with several groups of people such as pupils, colleagues, pupils' parents, and/or people in her/his community. Meeting people created a chance to learn and adapt to others, which one teacher from the high group mentioned as a positive aspect.

One teacher from the low group mentioned that they were able to develop good relationships with pupils and that this was a positive aspect of teaching pupils with SEN. Many studies point out that developing positive relationship with pupils or colleagues provides motivation for working as a teacher and helps to keep them in the educational field (Cockburn 2000; Gehrke 2007). Acceptance from pupils not only creates a sense of belonging but it can also boost self-esteem and self-actualization. Apart from teaching pupils in academic areas, positive relationships between teachers and pupils can create a sense of success and a sense of belonging. In Thailand, a teacher is considered to be the second most important person after a parent (Foley 2005). Pupils generally show respect to their teachers; if not, a teacher may fail.

One teacher from the low group mentioned that a good aspect of teaching was that it kept her busy and prevented loneliness at the same time. It is interesting that teachers in this study did not mention relationships with colleagues, such as administrators or teachers, as a positive aspect of teaching. The lack of response about relationships with colleagues in this study contrasts with the findings from the study about teacher's job satisfaction in Thailand by Seumak, Passornsiri & Sabayying (2010), who found that teachers in Thailand were satisfied with their work characteristics, advancement, relationship with colleagues, and security. This could reflect the relationship difficulties of the teachers in this study, because in terms of the negative aspects of teaching, many teachers reported relationship problems with colleagues.

Negative aspects of teaching pupils with SEN which prevent the teacher from accomplishing belonging needs

Teachers need to feel supported by their peers and administrators in order to build the fourth level of Maslow's hierarchy of self-esteem (Moores-Abdool & Voigt, 2007). Teachers felt that when their administrator engaged in meaningful, substantive conversations with them, they were not as isolated from other teachers (Otto & Arnold, 2005). This support allows novice teachers to feel safe, that they belong to their group and confident in their role.

In a teaching context, teachers are working with different people. Their stakeholders include administrators, teachers, staff, pupils, the parents of pupils and also people in the community. Teachers need to feel safe and supported by their colleagues, have a sense of belonging and feel confident in their role. However, this study found that both groups mentioned relationship problems with their colleagues and a lack of collaboration with stakeholders in school, such as administrators, colleagues and pupils. Some of them also added that pupils' parents could decrease their sense of belonging. Other reasons were lack of understanding, lack of acceptance and lack of attention. These difficulties may arise from unstable educational policy and management, a lack of knowledge of special education and the Thai culture.

Inconsistent policy

Inconsistent policy can create trouble in all of the five themes in this study, however in the theme of belonging, a lack of collaboration from colleagues could relate to the instability caused by the constant change in government administration. ONCE (2008) reported one of the difficulties in Thai education was the constant changing of Ministers of Education. According to data obtained from the Ministry of Education (MOE 2010), between 2001 and

2010 there were eleven Ministers. In 2001 and 2008 the Ministry experienced three changes in the office of the Minister of Education. As mentioned by Hallinger *et al.* (2000), Thai educational policy priorities change as frequently as the government. The problem occurs when the incoming Minister neglects the policies of the previous Minister. Since the Minister is appointed by his party, each incoming Minister must stamp his name on education policy quickly. This leads to the Minister cancelling the favoured reforms of his immediate predecessor (Hallinger *et al.* 2000). This situation tends to create frustration for the rest of the education service, especially administrators and teachers who have to implement the constantly changing policies. SEN policy also experiences these problems. Therefore, some administrators prefer to use a wait-and-see attitude while others work according to the policy. However, this can lead to a lack of personal commitment towards achieving policy objectives. An example of this situation can be seen in this study where one teacher said that her colleagues did not collaborate with her when screening pupils or teaching pupils with SEN. They felt that the SEN policy might not be a consistent policy.

Vorapanya (2008) found out that eight out of ten schools agreed that the educational policy did not work well when put into practice because of the lack of unity among policy makers. In addition to this, depending on the government, the Minister of Education was often replaced. As a consequence, there was a lack of consistency in terms of policy. Each school reported the effects of the poorly formed educational policy in different ways, depending on the impact it had.

Extra allowance

Another area that could cause collaborative difficulties among teachers was the allowance for SEN teachers. In order to attract regular teachers to teach pupils with SEN, the Ministry of

Education offers an extra allowance for these teachers. Teachers who taught pupils with SEN are paid 2,000 baht (£40) extra a month. However, this strategy had a pitfall. As Wiratchai (1999) commented, this could cause arguments about who should be responsible for pupils with SEN. This allowance may cause conflict amongst teachers. In order to be eligible for this allowance, teachers must have graduated from the SEN course or attend a 200-hour-intensive training (Vorapanya 2008). However, in practice, teachers are responsible for teaching all pupils regardless of their level of capabilities. This can lead to some teachers feeling unhappy when they have to share the responsibility with SEN teachers but do not receive the allowance. Therefore, this situation may create an absence of a collaborative atmosphere in a school as outlined in the following quotation:

„Colleagues were gossiping about the extra allowance I got from being a teacher for pupils with SEN. They said ‚you get an allowance so you should work with them’’(A2).

Lack of collaboration from colleagues

Lack of cooperation from colleagues can be attributed to excessive workload and lack of knowledge in the SEN field by general teachers. General teachers are one of the key aspects of successful inclusion. The general and special education teachers will need to share responsibilities and work as a team to educate all pupils. Chopra (2008) suggested that it is important that teachers for pupils with SEN work as a team with general teachers. In order to achieve inclusion, they must share the responsibility of educating all of their pupils. Both the general and special education teachers must function as a team, cooperatively assess the educational needs of the pupils with learning difficulties, and cooperatively develop education strategies for meeting their needs (Mayhew 1994).

For some general teachers, educating pupils with SEN seem to be an extra job which they perceive as a burden. This statement is supported by a study in Hong Kong by Pearson *et al.* (2003) that, although teachers in the study demonstrated a positive attitude towards equal opportunities, 60% of the teachers agreed that integration was a burden to schools and teachers.

In Thailand, Nakorntap (2006) surveyed 1,350 teachers and administrators across Thailand. Most of the teachers in his survey taught for 21 hours per week. Also most of them had a responsibility to perform administrative functions because their schools did not have staff to do these jobs. Teachers spent 10-20% of their teaching time completing administrative jobs. More than that, 45.5% of the teachers left their classes for two sessions per week to attend in-service teacher training or meetings. Teachers also reported that the most cited factor which frustrated them was not teaching, but paperwork, such as completing databases, evaluation forms and writing reports for educational agencies. In addition to this extra workload, teachers felt that they still had their own job to do. As a consequence, some general teachers could not support SEN teachers as much as they were required to do.

Having a lack of knowledge of the SEN field may cause some hesitations in general teachers to help to teach pupils with SEN. This notion was supported by Vorapanya (2008). Her findings showed that teachers who did not hold a degree in special education considered teaching pupils with SEN as extra work, and they were anxious when it came to working in the SEN field which was not familiar to them.

Thai Culture

Hofstede (1991) studied Thai culture and suggested that Thai culture falls into four main dimensions - high power distance, collectivism, high feminist and a high level of uncertainty

avoidance. These cultural dimensions have strengths as they had been discussed in a positive aspect before. However, they also have weaknesses which may cause relationship problems for the teachers in this study.

The high power distance leads Thai people to accept differences in power in an organization. Hallinger & Kantamara (2000) suggest that the predominant tendency of Thai school administrators is to rely heavily on position power when implementing new policies or programmes. A high power distance may enable leaders to achieve initial compliance more easily. However, it can become a limitation when the goal is complex and requires staff to learn new skills. In the case of implementing the SEN policy, teachers have to learn many new things, such as types of difficulty, teaching methods for pupils with specific difficulties, IEP, and so on. These aspects may cause frustration in teachers. Within this hierarchical system it is a rule that a junior person should not argue with a senior person. Unfortunately, while teachers are less likely to share decision making, they have to accept all the consequences of the decision. This circumstance may create feelings of insecurity, not being accepted and low esteem. In addition, Thais are less likely to actively handle this situation; this was observed by Komin (1990), who found that Thai culture creates Thai characteristics which give rise to a non-assertive, polite and humble type of personality. Therefore, when a problem occurred, they tried to avoid giving feedback, especially negative feedback. As a consequence, Thais might respond to these frustrating situations in passive aggressive behaviour, as found in this study, such as talking behind people's backs, gossiping, postponing a submission date, mistakes at work, or a lack of collaboration between colleagues. If any negative feedback is likely to be suppressed and they do not express their opinions, it is not easy for problems to be solved. Without solving the problems, this passive

resistance can damage the relationship between colleagues or decrease the sense of belonging in the workplace eventually.

Teachers' coping strategies in order to fulfil their belonging need

Being a part of a group is important for people, especially in Thailand, where the culture emphasizes living harmoniously. Thai society has high power distance and there is a hierarchy in terms of status and rank. This culture shapes Thais, requiring them to show high deference towards those of senior status in a social relationship. Although senior people have authority, junior people are not fearful. Indeed, a senior's role is more like that of a parent who is obliged to make decisions and take care of the family (Prpic 2004). In organizations, this may create a sense of family in the workplace. As teachers from both groups said, even though teaching was a stressful job, they did not want to quit as they would miss their colleagues and pupils.

With a collectivist culture and a feminine dimension, Thai people place a great deal of emphasis on living and working in a pleasurable atmosphere and on fostering a strong spirit of community through social relations (Hallinger & Kantamara 2000). People in groups expect to look after each other. As Brown & Uehara (1999) suggest, individuals raised in collective cultures learn to cope with stress by seeking social support. The emphasis on social relationships leads to strong social support systems (family, friends), which serve as buffers to help members cope with difficult events, circumstances, and situations.

5.2.4 Esteem needs fulfilment

Teachers entering into a teaching career to fulfil their esteem needs

As defined in the methodology chapter, in terms of the work context, esteem refers to confidence in one's own ability, especially when recognition is received because of work performance.

Under the esteem category, both groups reported the same three reasons for becoming teachers, in that they perceived teaching to be a noble profession, a source of knowledge, and offering acceptance from the community. More participants from the low group reported this type of need than participants from the high group.

Prpic (2004) noted that education is highly valued in Thailand, and teachers are awarded very high status. Being a teacher is not just a job, but a position in society. Traditionally, Gurevich (1975) noted that Thai teachers have the respect of the community in much the way as did the earliest teachers in villages. Individual teachers, recognized for their advanced schooling, and long term residents of the village, are frequently reported to have gained the confidence of the community and to play influential roles in community affairs.

Foley (2005) stated that in Thai culture the concept of „*Bunkhun*’ has affected Thai practices. „*Bunkhun*’ broadly means benefit and benevolence rendered to someone. The one who benefits is obligated to do something in return. As mentioned before, very important „*Bunkhun*’ may belong to parents who gave life and nurtured their children throughout their early years. This love should be expressed by being obedient to one's parents, taking care of them, and showing respect. „*Bunkhun*’ for the teacher is second only to that for the parent. *Khruu* or *Ajarn* means „s/he who teaches disciples’ and „s/he who spreads knowledge to her/his disciples’.

Teachers choosing to teach pupils with SEN to fulfil their esteem needs

Sense of responsibility and prior experience with pupils with SEN

Seven teachers from the low group and three teachers from the high group stated that they had taught pupils with SEN before the SEN policy was enacted. For these teachers, teaching pupils with SEN was not a new situation for them. Therefore when their school implemented the SEN policy, there was no great need to adapt. In addition, the teaching experience they had gained led them to have more confidence in dealing with pupils with SEN. Furthermore, four teachers from the low group also expanded on this reason, stating that the most important responsibility of a teacher is teaching, no matter if the pupils had difficulties. They might feel frustrated at the beginning, but the more they teach, the more experience they gained. As a result, when the SEN policy was enacted, they were more confident to work in the SEN field.

Mentor was present

The presence of mentors encourages teachers to work with pupils with SEN, according to the interview data. The participants from the low groups added that they felt confident when the mentor was present while they were teaching pupils with SEN. The mentor might not be a main reason to teach pupils with SEN, however the mentor's presence creates a supportive environment and leads the teacher to be more confident. Studies about mentors in teaching address one of their important roles. (Wisniewski & Garguilo 1997; Stempien & Loeb 2002; White & Mason, 2006) all note that mentors not only support novice teachers with academic issues, but also emotional ones. These opinions were supported by a study by Stempien & Loeb (2002), which found that mentors can ease the transition process by offering support and suggestions. More than that, mentors can also serve as advisors in the fulfilment of teaching pupils with SEN. As Wisniewski & Garguilo (1997) suggest, mentors who get along well

with novice special teachers can provide advice and direction in stressful situations. In particular, an experienced mentor can help novice teacher deal with issues that they may meet on a daily basis. The research stresses the importance of providing a special education mentor for novice special education teachers, even if the mentor works in a different school. It would be difficult for even an experienced regular education teacher to explain the many protocols that special education teachers must follow. For example, White & Mason (2006) studied how mentoring have affected–new special education teachers. The results showed that overall, mentoring was considered worthwhile and helpful to the novice teachers in the remediation of stressors associated with attrition. The majority of new teachers and mentors were satisfied with the process of inducting novice special education teachers.

Teachers' perception of esteem fulfilment as a positive aspect of teaching pupils with SEN

With respect to the esteem category, the main reasons for teaching SEN pupils fulfilling this were their relevance to pupils and their ability to work. Most of them mentioned their ability to educate pupils, being able to see the development of their pupils, and being able to help pupils. In addition, some of them mentioned that being accepted by people in their community had a positive impact on their teaching practices. This finding is in agreement with previous studies (e.g. Wright & Custer 1998; Cockburn 2000; Kyriacou & Coulthard 2000; DEST 2006), which highlighted that teachers reported that having the opportunity to work with pupils and nurture their learning was the most pleasant aspect of the job. Others teachers said that teaching is not only a profession that enables them to help pupils, but also one which helps them to contribute to society. As a result of their efforts, it is more likely that they will

be respected by society. In other words, being a teacher is not only a profession, it is also a high position in society. As Prpic (2004) pointed out, education is highly valued in Thailand, and teachers are awarded very high status. This is similar to the observation by Gurevich (1975) that, traditionally, Thai teachers have the respect of the community.

Some research has argued that dealing with disruptive children appears to be a stressful job (e.g. Farber 1991). However, the present findings of this study indicate that the source of the teachers' increased esteem is also related to the pupils. This can be explained by using the existential perspective. Pines (2002a) explained that people need to believe that the things they do are important and meaningful. For teachers, their most important and significant duty is to educate pupils, inspire them to enjoy learning and to shape their personalities (Pines 2002a). Even though most of the teachers in this study had only 1 to 5 years' experience of teaching SEN, the majority of them had teaching experience of at least ten years. Thus, it could be argued that they are experienced and they may be aware of their responsibilities in terms of this issue. Therefore, when they started to teach pupils with SEN, they may have been aware of the children's difficulties, and were prepared to face up to the different challenges. Platsidou & Agaliotis (2008) also found that special education teachers in Greece are more satisfied with their jobs than teachers in regular education. They explained that those teachers may be aware of the job difficulties and the challenges, since they had made a career choice to work in special education, so they were prepared to face up to an additional emotional load and increased workload.

As mentioned before, the main duty of a teacher is teaching. The majority of teachers in this study seem to have a positive attitude towards their work. They are aware that their work can create a difference in pupils' lives. Thus, they know that they play an important role in

helping pupils with SEN. When they see pupils' progression or achievement, this is considered to be their success as well. This can create esteem on the part of those teachers.

Negative aspects of teaching pupils with SEN which prevent the teacher from accomplishing esteem needs fulfilment

The feedbacks from respondents suggest the negative aspects of teaching pupils with SEN such as difficulties in classroom management, heavy workload and lack of teaching materials, may have the greatest impact on a teacher's esteem. Both groups shared similar perceptions towards the negative aspects. The difficulties of teaching these pupils came from four main aspects: teachers, resources, pupils and working conditions.

Teacher Performance

The first aspect was about the teachers themselves. The teachers mentioned that they lacked the skills to teach pupils with SEN, they had insufficient time to teach pupils, they had difficulties in managing inclusive classes, declining teaching standards and a lack of recognition. The second was relevant to pupils, such as misbehaviour of SEN pupils, slow academic progress, and pupils not prepared for school life. The final aspect was working conditions consisting of workload, paperwork, large classes, extra work and the requirement to teach many subjects.

Teaching quality is a crucial aspect of teaching. Even teachers who graduated in SEN can encounter problems when teaching pupils with SEN. Sungmusiganon (2003) followed up the performance of graduates from a special education programme at Songkhla Rajabhat Institute and found that their employers were satisfied with their academic knowledge, teaching skills

and their ability to work with other people. However, they believed that the graduates had insufficient knowledge and abilities in applying their knowledge to working life, especially in terms of application from theory to practice.

In 1998 the Ministry of Education reported that the severe problems that existed in the SEN field were due to the lack of qualified teachers who are able to work with pupils with SEN (Wiratchai, 1999). Particularly, a survey by the Bureau of Special Education (OBEC) in 1998 found that 40.1% of administrators from forty-one schools reported that their teachers lacked knowledge and skills for teaching pupils with SEN.

In this study, only one teacher graduated directly from the SEN field. The remaining teachers were trained to teach pupils with SEN when the SEN policy was introduced. In order to improve a teacher's knowledge of SEN, in-service training seems to be an effective strategy. The Ministry of Education has provided a 200-hour-intensive SEN training course for teachers. Although the teachers had attended this SEN training, some of them were still confused and lacked knowledge of how to work with pupils with SEN. Therefore, insufficient training is often identified by teachers as one of the significant problems in special education in Thailand (Wongbiasatt, 1999; Carter, 2006; Changpinit, Greaves, Frydenberg, 2007). Also, Carter (2006) added that the allocation of resources to support the development of training programmes for teachers has been less than adequate to provide well prepared educators.

A study by Wongbiasatt (1999) followed up on the implementation of the teachers who had received training in SEN. The results showed that teachers who attended training still faced problems in relation to curriculum implementation, the syllabus, education supervision and evaluation and measurement. Recently, a study by Changpinit, Greaves & Frydenberg (2007)

found that Thai teachers were reasonably knowledgeable about learning styles, different difficult types and forms of assessment and purposes. In comparison, they were less knowledgeable about problem behaviour management, the role of paraprofessionals and inclusion characteristics.

It is interesting to note that, while teachers reported a lack of knowledge with regard to teaching pupils with SEN, Mittler & Mittler (2000) argued that teachers lacked confidence in their own competence to teach pupils with SEN, even when they had sufficient knowledge.

This argument may reflect teachers' innate fears regarding their own competence and also imply that the 200-hour-intensive training course might not provide adequate information and skills to help Thai educators feel competent in these areas.

Apart from the skill of teaching, one teacher from the high group reported that the lack of skills for non-school based activities decreased her esteem. Generally, teachers in Thailand have been increasingly required to extend their professional role to include a range of additional extra-curricular activities. They also have several co-curricular duties to perform, apart from teaching, which some teachers were unhappy about, for example, activities such as representing the school in a non-school based activity or supervising pupils to attend non-school based activities.

Lack of teaching resources

Lack of teaching resources is an important aspect to be concerned about. Teaching resources include mentors, funding and teaching material which can improve teaching performance.

Resources play an important role in terms of increasing a teacher's performance in the classroom. Factors such as inadequate funding, inadequate or insufficient teaching materials

and lack of mentors can create difficulties in teaching. Participants from both groups (three teachers from each group) reported that there was a lack of teaching materials available for teaching pupils with SEN. One of the participating teachers mentioned the lack of funding available, while another teacher reported that having no SEN teachers in school was the main difficulty in terms of teaching pupils with SEN.

This finding was supported by a number of studies which showed that short supply of materials is a common problem in special education. Deng & Pei (2009) suggest that the inadequacy of technical, material, and organizational resources may affect the quality of lessons in a classroom as well as teachers' attitudes and work satisfaction towards special education. In order to meet the needs of pupils with SEN, teachers need teaching materials or other kinds of resources to assist them to teach, because special education depends on the availability of resources in a classroom. Therefore, a lack of teaching materials or resources can affect teacher performance in the classroom.

In Thailand, the lack of material resources was reviewed by many authors (Wiratchai 1999; Roungrojwichai 2004; Carter 2006; Suttakhan 2008; Voranpanya 2008; Nantachia 2009). Though Wiratchai (1999) argued that the budget for special education had improved nonetheless, the serious problem was the lack of qualified teachers for pupils with SEN. However, in the same year, Wongbiasatt (1999) investigated problems in implementing the special educational programme. The results showed that most of the teachers were dissatisfied with the budget. In 2004, a study by Roungrojwichai showed that one of the problems in special education management of primary schools in Bangkok was insufficient funding. As previously mentioned, the educational policy in Thailand is changeable depending on the government. In 2008, ONEC summarized the problems on funding in education. It explained that the education budget for the elementary level had decreased from

71.3% to 60.8%. As the special education department is part of the elementary level in the educational structure, it was unavoidably affected by the reduction. In addition to this, Suttakhan (2008) pointed out that supplementary budgeting did not meet the school's needs.

Regarding teaching materials, it seems that the findings still contradict each other. During this study, teachers reported the shortage of teaching materials. In a similar study by Nantachai (2009) the teachers reported that the budget allocated to the school was inadequate for operational expenses on instructional media, educational equipment, facilities and other resources. However, Wongbiasatt (1999) investigated problems in implementing the special education programme studying seventy-two teachers who attended the SEN training course in 1998. The results showed that most teachers were satisfied with the teaching materials given to them by the Education Agency. They had a chance to use these materials, and felt confident in using them and tried to provide the pupils with suitable SEN materials.

It could be argued that the problem of teaching materials is not quantity, but quality (distribution and how to use it). As Roungrojwichai's (2004) study showed, schools received materials from the Educational Agency but these were insufficient and inadequate for some specific pupils. The study on the provision of assistive technologies, educational media and other support services for pupils with SEN (Suphinnapong 2006) supported this finding in terms of the inadequacy of these materials and services. There are agencies that provide materials and services for pupils with SEN. The study showed 20% of children as reported by their family found the provision did not meet their needs as they did not have the knowledge and understanding of the technologies and services received.

SEN teachers can be mentors for general teachers or novice SEN teachers when it comes to working with pupils with SEN. As previously discussed, a mentor will encourage and make

teachers feel more confident with regard to teaching pupils with SEN. Having no SEN teachers in a school has been perceived as a problem by teachers. In Thailand, a study by Nantachai (2009) found that the lack of teachers who graduated in special education was an important factor.

Although currently there is no SEN teacher in every inclusion school, the Ministry of Education provides the 200-hour-intensive training course for regular teachers. The Ministry also provides an academic supervision service to help schools and teachers working with pupils with SEN.

However, there are still barriers to overcome. Teachers still report a lack of knowledge and skills when it comes to working with pupils with SEN, even after attending the training course. Some participants in this study stated that the training was insufficient and/or ineffective. H12 said *„SEN training should be arranged at least once a year.’*, and L2 said *„Some part of the training, the training provides only a lecture. We only listened to them.’* Also, there is a lack of continuous supervision by the academic supervision service. Tongsomrit (1997) studied the need for academic supervision of teachers in schools where pupils with SEN were integrated with regular pupils in the primary schools of the Bangkok Metropolitan Primary Education Office. The result showed that the need for teachers to be academically supervised was high. The needs included four aspects which were also important - the curriculum and its implementation, the organization of teaching and learning activities, teaching and learning materials and measurement and evaluation. Similarly Kidyao (1999) studied the need for internal supervision of academic work of teachers in the basic educational extension opportunity schools under the Surin Office of Primary Education. The teachers required a high level of internal supervision in the four areas of academic work (the

curriculum, learning and teaching activities, learning and teaching media, and assessment and evaluation).

Some schools manage the lack of teachers for pupils with SEN by hiring temporary teachers who have graduated in the SEN field. However, there are still some problems to be concerned about. An example is the status of temporary teachers as employees. These roles are not as secure as being a government officer. As a result, these teachers tend to leave for new jobs which offer them better pay and/or security. Roungrojwichai (2004) looked at problems of special education management of primary schools in Bangkok by studying 330 administrators and teachers. The study showed that 62.62% of participants were concerned about the attrition rate of SEN teachers. The reason for this was that most SEN teachers were contract teachers, so when they were offered a new job they would leave immediately.

Pupils' behaviour

Huberman & Vandenberghe (1999) explain that the teaching profession is similar to any other human service profession in that the phenomenon of burnout can be linked to the relationships established in the daily conduct of the job. In the case of teachers of course, the relationship in question is between the teacher and her or his pupils. The quality of the relationship between teacher and pupils can be one of the most rewarding aspects of the teaching profession. Consequently, it can also be the source of emotionally draining and discouraging experiences. This study supports the notion that pupils' behaviour can have both positive as well as a negative impacts on the teacher.

The possible explanation of why pupils' behaviour is significant to teachers may be explained via the existential perspective. Pines (2002) adopted this perspective to explain that pupils with behavioural difficulties such as being unmotivated, undisciplined or uncooperative can

make teaching the rest of the class even harder for teachers. Since teaching is a main duty of a teacher, pupils with learning difficulties who progress slowly can lead teachers to feel that they are failing to achieve their primary duty. At this point, some teachers may doubt their abilities and wonder if teaching has been a suitable career choice.

In addition, the study by Ianni & Reuss (1983:84) argued that pupils' behavioural problems may create the stress that lead to teacher burnout, "only if the sense of community provided by the organization is insufficient to withstand the threat, or the reality, of insult or injury from the environment."

In conclusion, pupils' behaviour plays a vital role regarding teachers' esteem. However, the way in which teachers consider pupils' behaviour as a problem may come not only from the behaviour itself, but also from their organization.

Workload

Many researchers agree that teachers experience high workload (Male & May 1997; Fore, Martin & Bender 2002; Billingsley 2004a). A teacher's additional workload consists of paperwork, large class sizes and extra work apart from teaching. Workload can be one of the most cited difficulties associated with teaching (Male & May 1997; Dick & Wagner 2001; Billingsley 2004a; Barmby 2006; Moores-Abdool & Voigt 2007). In addition to this, Fullan (2007) argued that workload may prevent teachers from having a positive attitude towards their work.

For example, the study by Barmby (2006) found that although 'intrinsic' and 'altruistic' reasons were given by teachers for going into teaching, issues such as workload and pupil behaviour were found to be the most important issues in dissuading teachers from entering the profession, or possibly causing them to leave teaching. Similar to the findings in the current

study, while most cited reason for the positive aspects of teaching pupils was the enjoyment of teaching, a majority of teachers also reported poor working conditions such as workload, large class size, paperwork and the teaching of many subjects.

The study of teachers for pupils with SEN in Thailand by Vorapanya (2008) showed that teachers reported on the burden of repetitive paperwork, particularly in the form of special education paperwork. There was disagreement between the Special Government Agency and the Office of the Basic Education Commission which meant that the school had to duplicate bureaucratic reporting for both agencies.

Kanjanasint (2003) also reported that teachers of the deaf in special school were not satisfied with their extra duties because their main duties were not complete. They found that when they were hurried, they were more likely to make mistakes, which then had to be corrected. Due to those circumstances their satisfaction in their work could decrease. This could also lead them to believe that the work is too much for them to handle, and that teaching might not be suitable for them.

Teachers' coping strategies in order to fulfil their esteem needs

The majority of teachers from both groups (eleven from the low group and eight from the high group) adopt active strategies (awareness of sense of responsibility, dealing with work, distinguishing work and personal life, discussion, explanation, negotiation). The majority of teachers from the low group use direct coping strategies with cognitive approaches (sense of responsibility, awareness of government officers, focus on pupils) while the teachers from the high group use direct and active coping strategies (distinguish between work/life, explaining, and negotiation).

Using direct/active coping strategies is effective when it comes to dealing with difficult situations (Leiter, 1991; Anderson, 2000; Changpinit, Greaves & Frydenberg, 2007; Antoniou, Polychroni & Kotroni, 2009). For example, the study of coping strategies on the part of teachers of pupils with SEN in Greece by Antoniou & Kotroni (2009) found that coping strategies are more frequently used than active strategies (involvement and task). Furthermore, these studies found that active strategies are more effective. For example, Leiter (1991) found that mental health workers who use cognitive and action control strategies to cope with difficulties at work tend to be less exhausted and to have a more positive assessment of their personal accomplishments, whereas workers who use escapist cognitive and action control strategies tend to experience greater levels of emotional exhaustion.

Even though both groups adopted direct coping strategies, teachers from the low group chose cognitive approaches for dealing with difficult situations. This may explain that such approaches can be implemented directly and immediately. In terms of the collectivism dimension, which emphasizes the group more than the individual, combined with femininity, which shapes Thais to seek comfort from the group, and care for others, a person may choose to change him/herself to match the group's norm (Hallinger & Kantamara, 2000). As a result, when change has happened, people will try to adapt themselves to the change that is accepted by the group, and they may focus on their duties with regard to their group. They have responsibility for teaching pupils as a teacher, and for serving people as a government officer.

Seven teachers from the low and high groups chose to leave the classroom when dealing with disruptive behaviour on the part of a pupil. Walking out of the classroom may be part of a reaction/behaviour modification process rather than a deliberate coping strategy. Teachers like any other human, can feel frustrated and upset by their work (pupils). Nevertheless, to carry out their responsibilities, they will come back to continue the lesson. This technique can

be implemented directly, with immediate consequences. Such a technique does not require advance planning or the input of colleagues, and is therefore readily employed by the individual teacher. It may only be beneficial in the short term. Relying on such a strategy for a long period of time may lead to accumulating workload and disruptive classes.

5.2.5 Self-actualization need fulfilment

Teachers entering into a teaching career to fulfil their self-actualization needs

Regarding *self-actualization*, the findings indicate that the participants make their career choice on the basis of their beliefs and abilities. The main reason was that teaching is a preferred vocation. They had wanted to be teachers since they were young. One of them could not give any reason, but only stated that she had always wanted to be a teacher. Some of them mentioned of their wish to educate or develop pupils, and others identified that it was a virtuous intention or a good deed to be a teacher, so they chose to be a teacher.

According to the work of Maslow, in a business context (1970, 2000), being a self-actualized person implies being someone who is becoming all that they are capable of becoming and is fully utilizing their potential. The concept of self-actualization has been linked with the concept of intrinsic motivation. As Deci (1975: 82) asserted, "...the need for self-actualization can also be considered an intrinsic motive which develops out of the basic need for competence and self-determination". Although Maslow (1970) did not present it in this way, it seems reasonable to reinterpret his work in terms of the differentiation hypothesis.

A number of studies (Chan 2005; Barmby 2006; DEST 2006; Richardson & Watt 2006) indicate that intrinsic factors play an important role with regard to the teaching career choice.

For example, Chan (2005) studied in-service teachers' perceptions of teaching as a career in Hong Kong. The teachers in the study chose teaching as a career mostly due to the „intrinsic/altruistic' motive (like to work with children, able to help others, found the work meaningful and challenging, and it suited their personality). Similarly, DEST (2006) summarized the reasons why the surveyed students wanted to teach as being personal satisfaction and making a difference to students. The participants indicated that the main factor influencing science teachers entering the profession was the desire to share their love of science with young people, while other students cited the personal satisfaction derived from teaching as being a desirable factor (Stockes & Tyler 2003). Other students emphasized „contribution to community' as an important influencer (DEST 2006). Teacher education students in Tyler & Stockes (2002) stated that enjoying working with children and feeling that they could make a difference were the most important motivating factors.

In this study, participants made their career choice on the basis of their beliefs about themselves and their own abilities. These beliefs, in turn, were formed through the interpretation of past experiences and the perception of the attitudes and expectations of others, such as parents, teachers, and so on. One particular experience could be religious beliefs in Thailand. Thais, for the most part, are Buddhists, a religion which has a great influence on the daily lives of the Thai people (Pinyuchon 1997). Buddhists believe that one's life does not begin with birth and end with death. Each life is conditioned by volitional acts (Kharma). The concept of Karma is explained in terms of the law of „cause and effect'. Persons who perform good acts earn good consequences, and those who perform sinful acts earn bad consequences. Belief in Karma is very powerful, and affects Thai values, behaviour patterns, and attitude towards life. To illustrate this, a teacher who teaches pupils is

performing a good deed because teaching is a kind of giving in Buddhist terms. Giving knowledge is a good deed which is considered to be good Karma.

Teachers choose to teach pupils with SEN to fulfil their self-actualization needs

Interest in SEN

One participant from the low group and four participants from the high group began teaching pupils with SEN because they were interested in SEN. Several researchers have found similar responses. The study in Thailand by Klinkhajorn (2008) found similar findings, in that students in the study chose to engage in a special education programme based on six aspects. One of them was that they were interested in the SEN field of study. In addition, a study by Kanjanasint (2003) of teachers for pupils with hearing impairment, found that teachers of the deaf believed that their job was interesting.

Serve participants' beliefs

Two teachers from the low group chose to teach pupils with SEN because it fulfilled their beliefs. As mentioned before, Buddhism has a strong influence over Thais' daily practices. The notion of doing good is important. As teaching is a kind of giving, especially with people who have fewer opportunities, for them, teaching pupils with SEN is seen as a good deed. The study in Thailand by Choykrau (2000) found that teaching students who were practicing Buddhism in their daily lives, had a positive relationship to a more positive attitude towards the teaching profession and towards achievement.

Gain knowledge

One teacher from the high group added another factor which related to the teachers themselves. She argued that teaching pupils with SEN enhanced their teaching skills and developed their personalities. Some teachers explained that they have adopted various strategies to teach such children, and they also had to change their attitude to work with them. As Billingsley (2004b) concluded, an opportunity for professional development could be one of the reasons for teacher retention. Fish & Stephens (2010) added that providing training opportunities allowed teacher candidates to experience working with pupils receiving special education services. This was another common sentiment expressed by special educators.

Preferring to teach pupils with SEN

Another teacher also added that she made a conscious decision to teach–pupils with SEN. Fish & Stephens (2010) surveyed 57 teachers about factors contributing towards pursuing a special education career path. The findings showed that the desire to serve children in need was identified by the highest percentage of elementary and secondary special educators as the most influential factor in terms of their decision to follow a special education career path. Similarly, in the study by Hausstätter (2007), he found that the two major reasons why students chose to study special education were because they wanted to help these pupils and wanted to stay relevant to the labour market.

Teachers' perception of self-actualization needs fulfilment as a positive aspect of teaching pupils with SEN

Regarding the positive aspects of teaching pupils with SEN, teachers from both groups in this study gave reasons which supported their self-actualization needs. Most of them mentioned happiness or enjoyment when it came to teaching pupils with SEN. According to the teachers, there are several sources of enjoyment. The common sources mentioned were the attainment of academic knowledge or teaching skills, or a sense of personal satisfaction in overcoming the challenges of teaching pupils with SEN. Some teachers from the low group considered teaching to be a meritorious endeavour in the sense that they were making positive contributions to society. For instance, one teacher from the high group mentioned helping people in her village as a positive aspect of being a teacher.

Researchers have pointed out that the happiness associated with teaching is one of the key reasons keeping teachers in the educational field (e.g. Cockburn 2000; DEST 2006). There were several sources for their happiness. Teachers enjoyed and were happy in this job because they enjoyed working with pupils with SEN, and felt that they could make a difference. This was seen as the most important motivating factor. In a study of science teachers, the participants indicated that the main factor influencing science teachers to enter the profession was the desire to share their love of science with young people, while other students cited the personal satisfaction derived from teaching as being a desirable factor (Stokes & Tyler 2003). Teacher education students in Tyler & Stokes (2002) stated that they enjoyed working with pupils with SEN, and felt they could make a difference, and these were seen as the most important motivating factors.

In Thailand, a study by Punyakaew (1998) examined the factors affecting the job satisfaction of teachers in Chiang Mai province; the study showed that most teachers were satisfied and happy with their work. The factors included liking the nature of their work, enjoying their responsibilities as teachers, a suitable career advancement path and opportunities for career achievements.

Hemasurin (2003) studied the job satisfaction of teachers and found that the teachers in this study were very satisfied with their job in general. The main factors that affected their job satisfaction in schools were their faithfulness to their profession and their pride in their school. In addition, they were very satisfied as a result of being accepted and having high regard in society and being satisfied with their economic situation.

Another positive aspect was related to the teachers themselves. The teachers argued that teaching pupils with SEN enhanced their teaching skills and developed their personalities. Some teachers explained that they had to adapt themselves to teaching pupils with SEN. They had to adopt various strategies to teach and they also had to change their attitudes towards them. They admitted that it was hard at the beginning, but they found that it helped them to increase their teaching experience and improved their personalities. The experience they have earned enhanced their teaching skill and improved their personalities, a positive feature of teaching; Billingsley (2004b) supported that an opportunity for professional development could be one of the reasons for teacher retention.

The challenges of teaching are some of the reasons why teachers remain in the field of education. Nickson & Kritsonis (2006) concluded that teachers desire new challenges because they want to learn, develop better skills, and obtain greater knowledge about their practice. Similarly, Cockburn (2000) noted that happiness can come from finding a challenge at work

that is suitable to one's skills. This opinion was supported by the study by Chan (2005) that the in-service teachers in this study chose teaching as a career mostly because of 'intrinsic or altruistic' motives. For example, they liked to work with children, to be able to help others, to find the work meaningful and challenging, and to have work which suited their personality. One study in Thailand by Fungfang (1996) also pointed out that Thai teachers reported satisfaction associated with job challenges. They perceived that their jobs were interesting and challenged their abilities. More than that, teachers from the low group added that teaching was a good deed. This opinion served their beliefs as Buddhists as mentioned before.

The impact of teaching is not only on pupils but also school and society. In this study, this impact was considered by teachers as a positive aspect of teaching which was similar to the findings of the survey by DEST (2006), that teaching students considered their contribution to the community as being an important influencer. The study in Thailand by Kanjanasint (2003) showed that teachers for the hearing-impaired, who had developed good attitudes towards their work, were proud of their achievements because they felt determined, able to work at things, met deadlines, achieved their targets, and were useful to the school.

In the Thai context, especially in remote areas, a teacher is considered to be a knowledgeable person. When people need information, they often ask for help from the teacher. Apart from teaching pupils at school, teachers in remote areas are also obliged to help people in the village as the latter does not usually have a high level of education. This explains why teachers are considered to be knowledgeable people in these areas. Gurevich (1975) studied teachers in Thai rural areas, and explained that teachers were recognized for their advanced schooling with senior teachers of the village frequently reported to have gained the confidence of the community and played an influential role in community affairs.

Negative aspects of teaching pupils with SEN which prevent the teacher from accomplishing self-actualization need fulfilment

Cannot meet own expectations

There are many factors that create stress for teachers such as low salaries, unfairness, lack of support from colleagues and insufficient training. These are mostly external factors. The findings of this study suggest that internal factors such as teachers' own perceptions can offer a difficulty in teaching pupils with SEN. The negative attitude towards teachers themselves creates doubt about their own abilities to teach. This may contribute to feelings of stress or burnout.

Three teachers from the low group and two teachers from the high group perceived that a negative aspect of teaching SEN pupils was that they could not reach their own goals. A number of studies referred to the discrepancy between expectations/goals and reality which leads to burnout (Huberman & Vanderberghe 1999; Frieman 2000; Pines & Keinan 2005; Talmor, Reiter & Feigin 2005).

The way teachers set their goals is explained by a study by Blase (1982). It states that teachers set their goals by defining pupils' needs in different areas, such as learning, values, solving personal problems, etc. The teacher then translates these needs into goals and invests energy in attempting to achieve them. The argument by Pines (1993) claimed that only highly motivated individuals can burnout. In other words, in order to burn out, one has first to be „on fire'. A person without motivation can experience stress, alienation, depression, an existential crisis, or fatigue, but not burnout. It could be said that teachers enter into their profession with high goals and that they are idealistic and motivated (Pines & Keinan 2005). They want to pursue important values through their work by making differences to their pupils' life.

In relation to teaching pupils with SEN, the nature of pupils themselves and the different stresses and demands coming from the organization can make the teacher's goals even harder to achieve. At first, teachers may still try to cope by increasing involvement and investing time and energy in teaching. One teacher from the high group said that the more seriously she took teaching, the more she felt stressed.

Although teachers can put effort into their jobs, sometimes the outcome is unpredictable. When teachers feel that they have failed to educate pupils with SEN, the discrepancy between their goals and their actual achievement creates a tendency to reduce their involvement and their effort. This dissatisfaction grows and eventually leads to burnout (Blase 1982). This notion was supported by the study by Talmor, Reiter & Feigin (2005) in which it was reported that those teachers who had a positive perception of inclusion, and who had high expectations, but who felt that they could not realize their expectations to the extent that they wished, were the ones who experienced a greater degree of burnout than their colleagues who did not have positive attitudes to inclusion. When a gap exists between what is demanded of the teacher and the means provided for successful inclusion, the result is a sense of burnout. They assume that if teachers do not have the means to achieve their expectations, they will consequently feel helpless, and will not be able to perform their role as a teacher in the manner which they would prefer. These findings also support Friedman's (2000) argument that there is a link between the feeling of competence and the meaning that the work has for the teacher.

Feeling that teaching is an inferior job

One teacher from the low group compared her profession with that of her friends who work as businessmen. In terms of compensation and social status, she felt that teaching was not as good as other professions. Her opinion mirrors a common phenomena in Thailand.

Marbry (1979) said that Thai society has a hierarchical structure and status ranking. Up until now, this hierarchical structure and the traditional Thai perception of status have continued to operate (Mabry 1979; Komin 1990; Mulder 1996; Hallinger & Kantamara 2000; Kingsbury 2005).

As mentioned in the section which talked about the belonging category, Thai people constantly assess their relationships with others in terms of who is „senior’ (*pii*), and who is „junior’ (*nong*), also known as „big person/little person’ (Burnad 2006). The notion of a big person was later expanded to include simple social rank defined by age, wealth, status personal and political power (Kingsbury 2005). As Thailand moves from being an agricultural to being an industrial country, consumption has expanded in line with the country’s economic development and money has become a sign of a big person. Also, the salary structure in the Government Office was developed to provide compensation and to correspond to rank. Thus, money does not provide only basic needs, but also relates to status in society and has become a significant motivator for employees.

Teaching has always been considered to be a respectable profession in Thailand. However, the impact of economic growth in Thailand now means that teachers are not regarded as high they might expected in social status (Feng 2010) which is a situation that is similar to that in China. A study by Feng (2010) and Li (1999) agreed that teaching is not as attractive a profession in comparison to what it used to be. Along with this goes the poor image of

students who choose to study teaching. They were perceived as not good enough to get into other higher education programmes.

The social attitudes, low social status and unattractive levels of income; all contribute to creating a negative image of teaching which may lead teachers to feel that their career is an inferior one.

Teachers' coping strategies used to fulfil their self-actualization needs

Teachers adopt many strategies to cope with difficulties in their work. Some strategies have been used to cope with work-related problems, while other strategies have been used to cope with their life problems, guided by their beliefs and lives.

More than 90% of Thai people are Buddhist. Buddhist beliefs have high influence on Thai culture and behaviour (Mulder 1996). The concepts of Khama, rebirth, merit and sin are particularly influential.

It is interesting to note that the reason why more teachers adopt „believing in Khama’ to cope with stress situations come from their religious beliefs. Buddhism is the major religion in Thailand and influences the everyday lives of Thais. Buddhists believe in Karma (action) which is the understanding of cause and effect. It influences the everyday actions of Buddhists through invoking the notion that „doing good will get good’ (positive merit or „bun’) (Naemiratch & Manderson, 2009).

Apart from believing in Khama (cause and effect action), Buddhists must make their own efforts, be responsible for their actions and they must be independent. As Buddha said “you yourself must make an effort. The Tathagatas (Buddhas) are only preachers”. (Dhammapada,

v.276). Accordingly, when Thai teachers faced with difficult situations, they appear to deal their problems within themselves. As three teachers from the low group said, when they are faced with a problem, they considered themselves as the starting point to solve the problem.

5.3 The differences in perceptions between teachers who exhibit varying degrees of burnout

Overall, the results suggest that the perception of participants who exhibit a low degree of burnout tends to correlate with factors relating to esteem and self-actualisation. The Low Group is likely to enter into regular teaching career based on their desire to fulfil their self-actualisation needs more than the High Group. Also of significance is the fact that they chose to teach pupils with SEN due to reasons associated with esteem more than the High Group. The relationship between the phenomenon of burnout and the need to fulfil esteem and self-actualisation needs in this study are supported in previous studies (e.g. Ianni & Reuss-Ianni 1983; Friedman & Farber 1992; Brouweres & Tomic 2000; Pines 2002; Langel 2003; Shaalvik & Skaalvik 2007; Fall & Billingsley 2011).

5.3.1 Differences in teaching as a career choice (regular teaching and SEN teaching) between participants in the Low Group and the High Group

Participants from the Low Group expressed more responses in terms of fulfilling their esteem and self-actualisation needs. Explanations of the findings can be given as follows. Teachers who self-select themselves into the teaching career may already be aware of their abilities and the challenges that they may face. These teachers accept themselves and understand their limitations. To some extent, they are self-driven and are not concerned with the need to receive recognition from the people around them. They are thus able to be more focussed in

performing their jobs and will therefore be in a better position to achieve self-actualisation by overcoming the challenges of working with SEN pupils and accomplishing the learning objectives set for their students (Loonstra, Brouwers & Tomic 2009). Rubino et al. (2009) suggests that individuals who freely choose their careers are likely to enter their vocations with high expectations and excitement. They will find joy and their jobs will likely act as a source of fulfilment and achievement. Similarly, the study by Borg & Riding (1991) reveals that workers who choose their jobs intentionally will display a greater commitment and willingness to work. As concluded by Schaufeli & Bankker (2004), the internal drive typical for self-actualised individuals is related to a greater amount of work engagement. This is then found to have a ‚protective’ effect against mental exhaustion.

5.3.2 Differences in positive aspects of teaching pupils with SEN between participants in the Low Group and the High Group

In relation to the positive aspects of teaching pupils with SEN, both groups did not reflect significant differences. This can be explained by the fact that regardless of their levels of burnout, both groups are still in the teaching service. Specifically, most of them have been teaching for more than 10 years. It can thus be said that such seniority has given them the opportunity to appreciate more of their own contributions in their professions. They are also more mature and realistic in their career expectations. They are therefore more resilient and rely on similar self-reinforcing beliefs to sustain their commitment to perform their jobs. This thus explains why both group share similar perception with regards to positive aspects of teaching pupils with SEN. Perhaps, if this study had been able to gather data from teachers who have left the service, the responses may have been different.

5.3.3 Differences in negative aspects of teaching pupils with SEN between participants in the Low Group and the High Group

With respect to the negative aspects of teaching pupils with SEN and coping strategies had been used when the participants experienced stressful situations. Participants from the High Group seem to provide more responses to do with esteem than participants from the Low Group. The finding supports previous studies conducted on the issue. for example, Wright & Custer (1998) argue that a lack of three higher-orders namely; esteems, autonomy, and self-actualisation can be major contributors to low teacher satisfaction. How the burnout phenomenon is related to esteem can be explained by the burnout theories which were mentioned in chapter two. According to existential theory, humans need to believe that things they do are meaningful. In other words, their behaviours are motivated by their goals. So, if they cannot achieve their personal goals, they may become frustrated, exhausted and therefore end up using various strategies to try to cope with the stressful situation. Teachers understand that their most important duty is to educate their pupils. However, obstacles such as heavy workload, lack of teaching materials, lack of support and pupils' misbehaviour can make it more difficult for them to perform their duty and subsequently reach their goals. In particular, negative aspects which directly impact teachers' abilities on teaching may create a strong negative effect on teachers' esteem as teachers may see the failure as being caused by their own lack of ability. For example, teacher who perceives herself/himself as lacking in SEN training may lead them to lose the confidence to teach such pupils. Also, heavy workload and administrative duties caused teachers to either have less time to prepare their lessons or to manage pupils' misbehaviours effectively making the teaching process even harder. Such incident leaves teachers struggling to cope with stressful situations and may even cause them to feel incompetent.

5.3.4 Differences in coping strategies between participants in the Low Group and the High Group

From the findings, the participants from the Low Group adopted strategies which may support their esteem more than the High Group. The Low Group adopted active strategies which help them to maintain their esteem such as active dealing with problem, for example, work directly, adopting various strategies to handle with obstacle or negative aspects in teaching. Those strategies can apply directly to cope with the problems which in return increase teacher autonomy and confidence. This is similar to the study by Schaufeli & Enzmann (1998) saying that if the worker can cope successfully, professional efficacy is enhanced, and a sense of existential significance is fostered. On the other hand the participants from the High Group adopted coping strategies like avoidance or ignoring which may temporary avoid the conflict but the problem still exists. Sooner or later, the teacher will have to face it again. Some of them may develop negative attitudes towards their pupils or colleagues. This situation may cause teacher to fail to reach their goal repeatedly. At this point teachers may doubt their ability, feeling inferior which lead to burnout eventually.

5.4 Conclusion

This discussion chapter has been structured according to the five themes presented in the data presentation chapter. In its essence, the chapter establishes that esteem and self-actualisation are needs which make up the major differences between participants who exhibit low and high degrees of burnout. Specifically, these differences occur in the area of what is perceived as the negative aspects of teaching pupils with SEN, the teachers' coping strategies and the motivations which influence their choice to be a teacher.

In conclusion, burnout is a dynamic process. The findings indicate that individuals are usually full of idealism when they enter the teaching profession. Those who continue to have high expectations and are able to maintain them are less burned out. The need is to ensure that these workers make a realistic expectation. Knowledge of positive aspects and less negative aspects as well as effective coping strategies are essential for the development of a teacher's sense of efficacy which then protects these workers from burnout.

CHAPTER SIX: CONCLUSION

6.1 Introduction

This study aimed to examine two key issues. The first issue is how teachers perceive their professional role. This is indicated by: a) the reason for their choice of career in regular teaching; b) the reasons for their choice to teach pupils with SEN; c) the perception of what they think to be the positive aspects of teaching pupils with SEN; d) the perception of what they think to be the negative aspects of teaching pupils with SEN; and e) the coping strategies adopted by teachers in this study.

The second objective is to compare and collate the data collected from teachers who exhibit different levels of burnout. This is so as to examine the relationship between the different degrees of burnout and the factors previously mentioned, that is: career choice, positive aspects, negative aspects, and coping strategy.

The data were collected via purposive and selective sampling from a single city in Thailand. The participants consisted of teachers from both mainstream and special schools. Self-reported questionnaires and semi-structured interviews were the methods used to collect data for this study. The data were themed under five categories which were developed from the fivefold Hierarchy of Needs (Maslow 1970).

6.2 Key Findings

6.2.1 Teachers' perception of their professional role

The data collected using the interview method shows key findings in five aspects:

6.2.1.1 Choice of a career in regular teaching

Teaching as a career attracts different people for different reasons. In the case of the teachers in this study, the data suggests that teachers in general appear to enter the teaching profession mostly because of their need to be accepted as a member of their family and, owing to their young age at the time, they were more prone to listen to what others had to say rather than to make their own decisions. This therefore, comes under the 'belonging' category. Most of them were influenced by a person of significance such as parents, friends, and teachers. The second motivator is self-actualization linked to factors such as the passion to teach as well as teaching to fulfil personal or religious beliefs. The following motivator has to do with the 'safety' category as teaching was chosen because it served such needs. The fourth most frequent reason on why teaching was chosen as a profession was because respondents perceived teaching as a noble profession – fulfilling their esteem needs. Finally, an acceptable level of income as well as opportunistic holiday periods which satisfy their physiological needs became the last factor which influenced them to choose teaching as a career.

6.2.1.2 Motivation to be teacher for pupils with SEN

The results from this study show that most teachers made a decision to teach pupils with SEN in order to follow government policy. This is indicated when they admitted that their actions were based on 'safety' category. As Thai educational policies are issued and delivered via a

top-down approach, it has become a „failsafe’ channel in which teachers need to only follow the instructions or guidelines from the authorities. The next reason is the desire to fulfil their belonging needs by following in the footsteps of those who are seen as role models. The teachers enter the field of SEN because they were convinced by their colleagues who are already in the profession. Some teachers chose to venture into the field of SEN because of esteem reasons as they possessed a heightened awareness of their responsibilities as teachers. Some teachers were personally interested in SEN and perceived teaching pupils with SEN as an opportunity to do a good deed. The extra allowance for teaching pupils with SEN was the final reason as it serves to fulfil teachers’ physiological needs.

6.2.1.3 Positive aspects of teaching pupils with SEN

In this study, self-actualization was found to be the most popular factor. Happiness, self-improvement, challenging opportunities, and teaching as a worthwhile service were reported by the teachers. When teachers see that they can make a difference to their pupils and are given recognition by the public, their sense of self-esteem becomes heightened. Another positive aspect of teaching was the job security which it provides. This thus fulfils the safety needs of the teacher. Also, the level of income awarded to teachers was regarded as a positive aspect in teaching. Finally, the opportunity to be accepted into an identified social group was another positive aspect that may support an individual’s belonging needs.

6.2.1.4 Negative aspects of teaching pupils with SEN

Evidence gathered from the interviews shows that teachers who face difficulties in teaching pupils with SEN suffer from a diminishment in their self-esteem. Difficulties such as a lack of cooperation, understanding and support provided by friends and colleagues were also negative aspects which can lessen teachers’ sense of belonging in their work places. In

addition, a teacher who develops an increasingly negative self-perception may result in a decrease of her/his level of self-actualization. Teachers could also be made to feel professionally insecure due to the unstable policies as well as pressures to conform by the administrative management. Physiologically, teachers may also find difficulties in teaching SEN pupils as they suffer from health and financial problems in addition to the inadequacies of the school environment.

6.2.1.5 Coping strategies

The issue of coping strategies is included in this study because accumulating empirical evidence suggests that burnout is a process that gradually develops across time starting from when stress is experienced (Leiter 1991; Schaufeli & Enzmann 1998; Pines & Keinan 2005). If teachers can effectively handle the stressors of their profession, they may be able to avoid becoming burnt out.

The finding suggests that strategies which fulfil and increase a teacher's esteem needs were found to be the most popular adopted by the teachers in this study. Most of these involved the use of active and cognitive approaches. The second most popular coping strategies were those to do with avoidance or escape. These served to maintain the teacher's safety needs. In terms of self-actualization, teachers adopted coping strategies indicated by a stronger attachment to their religious beliefs and adopting a more positive attitude when facing a difficult situation. Seeking social support from friends and family were also strategies teachers used to deal with their problems. Finally, teachers also ensured that their physiological needs were fulfilled and maintained through exercise and careful planning of their finances.

6.2.2 The differences in perception between teachers who exhibit varying degrees of burnout

The teachers in this study are divided into two groups based on their score from the burnout inventory. The study found that while both groups do share similar responses, they also present different responses across the five themes.

6.2.2.1 Choice of a career in teaching in general between teachers who exhibit vary degrees of burnout

Both groups shared similar perceptions regarding the main reasons for their chosen entry into teaching profession. The reasons cited by both groups were to fulfil their belonging as well as self-actualization needs. However, with respect to responses related to the desire for self-actualization as a reason for choosing a career in teaching, teachers who exhibit a low degree of burnout appear to provide a higher response on this issue compared to teachers from the other group. The reverse is true with regards to responses relating to the need for belonging.

6.2.2.2 Perception to be teacher for pupils with SEN between teachers who exhibit vary degrees of burnout

Both groups indicated the same level of importance in acknowledging safety needs as a motivator for teaching pupils with SEN. However, teachers who exhibited a lower degree of burnout signalled that esteem needs ranked second in their order of importance while teachers from the group exhibiting a higher degree of burnout placed belonging needs in their second order of importance.

In essence, it becomes obvious that teachers who chose to enter the teaching profession in order to fulfil their esteem needs are likely to suffer less from burnout compared to those who chose to enter the profession because of their need to belong.

6.2.2.3 Differences in positive aspects between teachers who exhibit vary degrees of burnout

It is interesting to find that the perceived positive aspects of teaching pupils with SEN were similar for both groups in terms of their order of importance as well as the number of respondents in each group. The same ranking was attained from both groups, that is, self-actualization, esteem needs, safety needs, physiological needs, and belonging needs.

6.2.2.4 Differences in negative aspects between teachers who exhibit vary degrees of burnout

In this aspect, their responses were different. Teachers who exhibit a low degree of burnout perceived the difficulties resulting in a decreased of their sense of belonging having the most impact, followed by negative aspects which affected their esteem. However, for teachers from the group suffering a high degree of burnout, it was recorded that they perceived facing difficult situations which lessen their esteem as having the most impact followed by issues which affected their belonging needs.

In summary, teachers from the low group seem to face difficulties in belonging needs more than the high group, whereas teachers from the high group appear to experience difficulties which affected their safety and esteem needs more than teachers from the low group.

6.2.2.5 Coping strategies used by teachers who exhibit different degrees of burnout

The purpose of this section is to explore the experience of teachers who were coping very well under highly stressful conditions to see whether these teachers were drawing on the same kind of protective factors that have been identified in the literature on teacher burnout. The data shows that the two groups used different coping strategies to maintain their individual needs. Teachers from the low group tend to adopt strategies which supported first their esteem needs, followed by their safety needs. On the contrary, teachers from the high group appeared to have used strategies that maintained their safety needs first which were then followed by those which cater to their esteem needs. The teachers from the low group tended to adopt coping strategies which nurture their esteem more than the high group. This suggests that if protective factors that support esteem and/or self-actualization are adopted, then it may help teachers handle stressful situations and thus avoiding burnout.

6.3 Limitations of the study

This study has raised a number of issues regarding teacher motivation and perception, as experienced by the 32 teachers of pupils with SEN studied. However, it should be recognized that, as this study utilizes semi-structured interviews as the main method for collecting the data, the samples were purposely selected from their burnout score. The reason for choosing this was described in the methodology chapter. However, because of the method chosen, the sample is not random and therefore cannot be considered representative. Specifically, the perceptions are evaluated within the context of the Thai culture of Thailand and, added to the

issues which may crop up owing to the small sampling size, the results should therefore not be generalized to other populations.

Another possible drawback is the issue of language. This research was undertaken in Thailand. As such, the language used for data collection was Thai. However, the findings had to be reported in the English language. The researcher found it extremely difficult to complete the translation, coding, and analysis simultaneously. The challenge of translation from Thai to English has been discussed in the methodology chapter.

Apart from language, Thai personal characteristics such as hesitating to mention negative feedback to colleagues (e.g. administrators, teaching staff), creates somewhat of a limitation in this study. Inevitably, participants had to answer uncomfortable questions. A few, for example, would state a factor but without illustrating it. When asked for clarification, their reply was always “you know what I mean”, though accompanied by a friendly smile. These kinds of responses made it really difficult when they had to be categorized.

Distance and communication were other difficulties. As the data were collected in Thailand but analyzed in the UK, it was not easy to get back to respondents to clarify confused replies. As mentioned in the limitation above, there was an attempt to validate such data by getting in touch with six of these respondents who had provided confused responses, and asking them to clarify their responses. Unfortunately, most of these participants preferred to be contacted via letters addressed to their schools in Thailand. After posting the letters, there was no reply from them. Only two participants provided email addresses and said that they preferred to be contacted via email. In the end however, only one participant replied to an email. Thus, the researcher finally resorted to using her own judgement to put their answers in the most

suitable category. Even though I tried my best to maintain objectivity in these efforts, I nevertheless may have unintentionally introduced some bias into the translation processes.

6.4 Contribution to knowledge

As the Thai government becomes more serious in implementing its SEN policy through the Educational Act of 1999, it has become a concern as many teachers were made to specialise in teaching pupils with SEN either by voluntary means or through nominations by their school. As such, many of these teachers may be subjected to additional stress which can result in burnout. This study was thus initiated to understand Thai SEN teachers' perceptions in their professional role in relation to the phenomenon of burnout. The findings contribute to knowledge as they reveal that there are similarities with previous studies on teacher burnout. For instance, teachers who perceive that their esteem and self-actualization needs have not been fulfilled are likely to face a higher risk of burnout (Anderson & Iwanicki 1984; Friedman & Faber 1992). With regards to the factors causing burnout, Thai SEN teachers share similar difficulties in teaching their pupils as with their counterparts in the previous studies (Deng & Pei 2009; Male & May 1997; Williams & Gersch 2004; Lazuras 2006).

Another point that should be raised is that religious beliefs play a significant role in keeping teachers in the special educational field motivated as teaching is considered as making merit according to the Buddhist doctrine. This is an aspect which is different from similar studies conducted on SEN teachers in other countries.

Although this study does not aim to evaluate Maslow's hierarchy of needs, it is interesting to note some cautions of adopting Maslow's model in Thai context. As mentioned in Literature Review Chapter and Methodology Chapter that there were some criticisms on Maslow's

theory, this study found challenging of using Maslow's theory as well. First, the responses in this study did not fit exactly to the concept of the five needs. As Goodman (1968) argues that Maslow's hierarchy of needs operate on a wide concept. Thus, it created difficulties when the researcher attempted to categorizes all the responses into the five hierarchies of needs. More than that, in order to give responses to the needs hierarchy, the researcher must be aware of subjectivity of the researcher herself in order to distinct relationship between needs and behaviours. To solve these challenges, the definition of each need according to Maslow's model have to be adapted especially regarding the relationship between individual behaviour and needs. The researcher modified the concept of the five hierarchy based on the data emerged in this study and existing literature reviews. Besides, the researcher did not focus only on the key words or key phrase to classify the responses to the level of hierarchy, the researcher also read through whole transcription with the purpose of linking the relationship between the behaviours.

Second, the responses did not precisely correspond to the hierarchical structure. Though participants have reported every need in Maslow's theory, the hierarchical seems to be different from the original theory. Regarding the motivation to enter into the teaching profession, the strongest motivator is belongingness need, followed by esteem, safety, self-actualization and physiological (basic) needs. This finding may be explained by the collectivism culture of Thailand. Hofstede (1991) suggests that Thai culture falls to collectivism which highly values the relationship within group. This notion was supported by the study in Thailand on construction workers by Ogunlana & Chang (1998) which shows an interesting finding. The result shows that though, physiological needs (money) were the most important motivator, belongingness needs (good relationship) were the second. The similar findings were found in the collective countries such as China and Korea (Gambrel & Cianci

2003; Raymond, Mittelstaedt & Hopkins 2003) that the most powerful motivation is belongingness needs. In fact, this kind of results have been concerned by Maslow (1968) himself. He acknowledged the influence of culture on people, he wrote that “...inner nature is not strong and overpowering and unmistakable like the instincts of animals. It is weak and delicate and subtle and easily overcome by habit, culture pressure, and wrong attitude toward it (Maslow 1968: 4)”.

Regardless of the challenges, Maslow’s hierarchy of needs is a useful theory to explain people’s motivation. To adjust definition of needs and the different hierarchical of needs do not mean that Maslow’s theory is completely invalid. It can be said that Maslow’s theory may need some modifications to better reflect people’s attitude and values from different cultures.

6.5 Implications of the findings

6.5.1 Implication for policy

Special education policy is addressed towards the rights of children; children with difficulties have the right to be educated which is a good policy and beneficial to children who need it. However, the policy should take account of the teachers who are working with these children as well. From the findings, it may be reasonable for the policy makers to concern themselves with the retention of human resources in special education teaching.

According to the findings of this study, teachers still place emphasis on the issues of income and security. It seems that most of the respondents are able to satisfy these two needs as a teacher in the government service as this is considered a lifelong career with a stable income.

Also, the Thai government has put in measures to ensure increases in teachers' wages and enhance their status by providing extra allowances for teachers who teach pupils with SEN. Thus, it can be said that the government is moving in the right direction by satisfying teachers' physiological and safety needs. Nevertheless, the findings suggest that this may attract teachers to start teaching pupils with special educational needs, but it cannot keep those teachers in the special education field. The government should consider improving their skills and enhancing their confidence to work with pupils with SEN.

The knowledge and skills required to teach pupils with SEN are important. The SEN teacher will gain positive experiences as a result of effective training as it provides the teacher with knowledge, skills and networking opportunities with other teachers. Teachers can gain knowledge, skills, confidence and even social support through the training sessions. However, these training programmes should be practical, realistic and be made specific for special education teachers because of the multiple roles that they will be expected to fill when working at school. Well-trained teachers will feel secure and confident when dealing with their pupils and this may increase the chance of making a difference for their pupils.

Apart from teaching skills, teachers also need to be taught strategies to deal with the pressures in the workplace. So, helping teachers deal with their stress is a useful strategy to undertake. Lessons on this should be incorporated into the teacher training programme so that teachers will have more strategies to deal with stress as well as knowing where they can seek help. This can be taught during their professional training, preparing these teachers for the pressure to come. Making teachers aware of the unique challenges ahead and arming them with techniques to deal with these challenges should ease the transition into teaching.

The government should focus on ways to raise teachers' esteem and to fulfil their self-actualization needs. In order to achieve this aim, the message that must be projected is that the teaching profession is highly respected and while it is challenging, the prospect of career advancement is positive. It is thus important that a link be made to an equitable amount of compensation which will correspond to the status of the profession.

In the Thai context, government should show concern about teachers' workload. The results of this study show that teachers in Thailand carry an extra burden due to the other administrative duties that they have to perform apart from teaching. The government should provide more administrative staff to perform these functions so that teachers can focus more on their teaching and be more effective in their work.

Focusing on just one or two aspects of teachers' work life will probably still be insufficient to keep all effective teachers in the SEN field. A more holistic evaluation should be made based on factors such as the teachers' aptitude before they are allowed to enter the SEN field, looking at ways to promote the positive aspects of SEN work, and how to minimize difficulties combined with how these difficulties can be dealt with may help sustain these specialized educators' involvement and commitment to their work.

6.5.2 Implication for practice

The result of this study show that teachers who voluntarily enter the field of SEN, or are more prepared to teach pupils with SEN, will face less stress compared to teachers who enter the field based on instructions from authority. Therefore, administrators should first ask for opinions and provide opportunities for teachers to share their opinions and decisions. This could increase these teachers' sense of belonging, esteem, and self-actualization.

Establishing good relationships in the workplace can create positive working environments for teachers in schools. Administrators play an important role in this aspect. Administrators should establish functional relationships between colleagues. Based on the findings, administrators should treat all teachers fairly and encourage them to support each other instead of competing with each other. Also, given the opportunity, teachers should be allowed to express their opinions and have their decisions respected.

In essence, ensuring that teachers develop awareness and self-acceptance of the challenges that they face in teaching pupils with SEN, having a positive attitude and realistic goals in teaching and also using active coping strategies may serve to increase their esteem which will then reduce the stress that leads to burnout.

6.6 Recommendations about future research

While the research reported in this study was exploratory in nature, several issues will require additional exploration.

6.6.1 Longitudinal study

Based on the findings of this study, I am convinced that the fulfilment of human needs relating to esteem and self-actualization will play an important role in minimizing stressful situations which can lead to the phenomenon of burnout among Thai SEN teachers. In line with this perspective, it will be interesting if a longitudinal study can be conducted to observe the effectiveness should any of the recommendations from this research be implemented. Coincidentally, my sponsors in Thailand had previously requested that I publish an information booklet on the theme of burnout to be disseminated to the country's SEN

teachers at the conclusion of this research. The booklet will not only generate awareness of the phenomenon, it will also provide information, inclusive of all relevant contact details, for those seeking assistance. If, based on the subsequent response, a support group comprising teachers who suffer from a high level of burnout can be formed and an intervention programme which focuses on increasing these teacher's level of esteem and self-actualization be implemented, such longitudinal studies can perhaps be initiated. Of course, this will be subject to consent given by these teachers.

6.6.2 Including administrators in the research

During the field research, teachers tended to express that administrators play a crucial role in ensuring the system of inclusion in school runs smoothly. However, when I was visiting schools in Thailand, I was not provided with the opportunity to talk to the administrators as I had not included them in my original design. As a consequence, I found that I was clearly missing some essential data. From this experience comes the recommendation for a future study.

6.6.3 Including burned-out teacher who already left teaching profession

My original research design was planned to interview teacher of pupils with SEN who already left teaching profession or who turned over to teach regular pupils. However, there were some limitations that have changed my plan. The information of teachers who left teaching or turned over was scattered in many places. To obtain those data, I had to ask each school in ChiangMai personally. However, with respect to the privacy of retired teachers, many schools hesitated to give me their data to contact them. At the end, with a time limitation to visit every school in ChiangMai, a lack of channel to contact those teachers and respecting the teachers' privacy, I decided to exclude the teachers of pupils with SEN who left teaching

profession or who turned over to teach regular pupils. Though, including those teachers may provide important data of teacher burnout phenomenon.

6.7 Researcher's Personal Reflections

As a psychologist, I was trained to conduct research based on an empirical approach. I believed that knowledge should be proved by experiment and test. However, in undertaking research method training for my doctorate and in particular issues of : epistemology and ontology challenged my position of using just an empirical approach when researching socially constructed issues while examining the best methodology to use in my research , many questions had come up.. Is it appropriate to study humans based only on what researcher can observe and measure? Do individual beliefs and interprets situations in the same way?

Also my supervisor raised a simple but powerful question “why do some teachers burnouts while other do not?” This question and what I had learned have shifted my interest from positivism to interpretivism. I was convinced by its notion that social reality is something that is constructed and interpreted by people rather than something that exists objectively “out there” (Denscombe 2002).

Having said that, all approaches have their limitations, sticking with the label of ,positivism' or ,interpretive' may lead to a loss of important information. .

In my study, I need participants who are relevant to the research topic. Two teachers who are in similar situations but one is the teacher who experience burnout, another is not suffering from burnout. To do this, I have to find an appropriate and standard measurement such as a questionnaire to evaluate the extent of each teacher's burnout. It enabled me to collect data from large number of people, but spend less time so I can get a big picture of burnout in teachers. It also meant I could use a standard test such as the Maslach Burnout Inventory (MBI) as a tool to collect the data. This collection of numeric data is associated with a empirical positivistic approach.

In order to answer the research question and understand teachers' perceptions toward their professional role, I had used interview as a tool to collect data. Open-ended interview will allow me to explore teachers' perception. Baron (1999) said that the responses to stressors of people are different depend on whether they interpret a specific event as stressful. At this point, my method seems to be lead by interpretivism. As I believe that people are not just natural elements but social persons, acting individuals with their own wishes, perceptions and interests so using only standardized tools is not enough to inquire knowledge about burnout. As a result I gained data on why teachers who have similar problems are affected by burnout differently.

A researcher's goal is to improve knowledge of some phenomena. For my personal view, however, I no longer want to be labelled as a positivist researcher or an interpretive researcher. Even though, my research seems to apply more interpretive than positivism, it does not mean that I will always apply only interpretive for doing the research. I believe that there is no perfect approach to conduct research since all approach has their limitations. As Denscombe (2002) says good research depends on adopting a mixture of approaches that is suitable for the topic or phenomena being studied.

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Appendix (1): Interview Schedule

The opening phase

- Aims of interviews
- Ethical issue (confidentiality, right to withdrawn)
- Ask permission to recording and note taking

The main body of the interview

Before being a teacher: Motivate of being a teacher

1. Please tell me what influenced your decision to become a teacher?
 - a. If participant said “graduated from school of education” ask what influenced your decision to study in school of education?
2. Please tell me what influenced your decision to become a teacher of pupils with special educational needs?

During being a teacher: positive aspects

3. Please tell me about positive aspects about being a teacher of pupils with special educational needs.

During being a teacher: negative aspects, personal concept of burnout and coping strategies

4. Please tell me about negative aspects of being a teacher of pupils with special educational needs
5. Have you ever heard about burnout?
6. What does burnout meant to you?
7. Have you ever felt burnout?
 - a. Yes
 - i. can you describe the experience?
 - ii. How could you cope with this situation?
 - b. No
 - i. Have you ever met friend or colleague who felt burnout?
 - ii. What’s happened?
 - iii. How your friend or colleague cope with this situation?

The closing phase

- Is there anything you want to supply?
- Asking permission to contact the participant again (asking for mobile phone, e-mail address)

Appendix (2): Example of interview transcription

Interviewer (researcher): I Teacher interviewee: T

Date/ time: January, 2008/ 55 minutes

Place of interviewing: Staff meeting room at the interviewee's school

Teacher (interviewee): B7, female Thai teacher in middle age, short hair, dress in shirt and skirt. Look confidence, speak in Kum Muang (Northern Thai dialect). Willing to participate, smiley face. When she talk seems to full with emotion (happy, excited, sad etc.)

Starting interview by interviewer introduced herself, the purpose of research, ethical issue, Q and A before starting the actual interview.

I: How long have you been teaching?

T: Khru (literally means „teacher’ in Thai but in this context refers to the interviewee herself. She used “Khru” and „we’ refer to herself throughout this interview) started to teach here since B.E. 2536 (1993) before that, I’d been teaching at a private school for 19 years. In total year of teaching is 34 years.

I: How about teaching pupils with SEN?

T: Teaching pupils with SEN? About 5-6 years ago. When was I started to teach pupils with SEN? Em...I’ve started in B.E 2548 (2005) but I’ve taught those pupils before that.

I: Emm...you told me that you’ve been a teacher for 34 years, could you tell me about why you choose to be a teacher?

T: I graduated undergraduate from Radchapat (Teaching College) in Primary school subject, and master degree in administrative department from Ramkamhang University. Totally different from bachelor degree (laugh).

I: So, why you chose to study pedagogy in bachelor degree?

T: First of all (high tone of voice), I admired one of the teachers when I was studying at primary school. She is a teacher in my heart. I’m still remembering her name. She took care of me like she was my mother. Well..well..well..She liked to let me to do many things. Thinking again, she used me (laugh). Can you imagine, teachers in the past time, like to tell pupils to massage for them, work for them, right? But I love it. So, I have Khur (teacher) (name) as the teacher in my heart.

I: How old are you at that time?

T: Emm..she had taught me since I was in grade 1 but I started to love her when I was in grade 4 so, I was around ten years old.

I: Why do you love her?

T: She...took care of me. She paid attention on my, told me to do this do that for her, in return, she gave pencil, rural, rubber etc. Though it seemed she used me, I gained experience of working, I obtained knowledge. She took cared me like my mother. For example, my previous name didn't sound nice so she kindly gave me a new name.

I: Emm...it was a starting point.

T: Yes, later, I thought that being a teacher must be comfortable. Think about it, being a teacher, pupils will give you a massage; help you to run the classroom, writing a report. Ha! Being a teacher must be very comfortable. Well...I was young at that moment so that's all the idea of being a teacher. Work started at 8am and finished at 3pm. All pupils went home, teachers at that time didn't have extra responsibility which is totally different from present (laugh). Now I think, I shouldn't choose to be teacher (high voice and big laugh).

I: After you graduated, did you become a teacher straight away?

T: Yes, straight away.

I: Never though about entered to other professions?

T: Never, I still thought that it is a comfortable profession. Can you imagine? People in community would say "Oh..teacher, please come and sit down here please" Wow, it is something.

I: Sound like it is a respectful profession.

T: Yes, yes people will welcome you and say something like "please come to our home"

I: What made teaching a respectful profession?

T: My view is ... I think...teacher in the past time is..... Think about it, at that time, being a teacher wasn't easy at all, also very rare. How many people in village can be a teacher? It was rare. So, teacher status was similar to knowledgeable person. Teacher knows everything. People in the village will ask teacher when they need information. So, teacher is a knowledgeable and knows everything.

I: I know that being a government officer seems to have a privilege but why teacher seems to be more privileged?

T: Yes, teacher is more privileged

I: Yes, why?

T: My view is teaching is a profession that educates pupils whom were son or daughter of people in the community. Those pupils grown up and have a good life because of teacher. Teacher makes a different of pupils' life. When I was taught at (Name) school, one of my

pupils are now living in USA now. This boy always asks about me. His mother also, when we meet, she always tell me about her son. She also said that she impress by me. I taught her son and make him getting better.

I: How about pupils with SEN? What influences you to become a teacher of pupils with SEN?

T: Well...this...first of all, I am a very sensitive and sympathetic person is the main reason. I really don't know when it happened (feeling of compassion towards pupils with SEN). When I see them (pupils with SEN) from the news or experienced myself, I feel compassion. For example, when school has activities, and I saw them...(silent)..some of my colleagues don't like to teach those pupils, they said it's too stressful. It reflects the situation of teaching now a day. If I were graduated in SEN field, I would teach them better but I am not. However, I've attend the SEN training which allow me to work sufficiently.

I: So, you've taught them before the policy of SEN enacted then?

T: Of course, I taught them as much as my knowledge and my ability allow me. I taught them because I feel compassion on them.

I: You've mention compassion several times. Where this compassion come from?

T: I am not exactly know but I think it is inside me (it is my personality). For example, when I saw people whom are in needed, old person, I feel so sorry for them. I wish they have a better life, wishing them have a normal like. I used to talk to my daughter that if I were rich, I will take care of those people. So back to what influenced me to become a teacher for pupils with SEN. It is empathy and compassion. Why those kids can't be normal like the other kids.

Another reason is my brother is disabled too. He has speech difficulties. He has hearing impairment and he can't speak at all. He is now 56-57 years old. After training, I've been teaching him for a while, step by step. He is getting better. He can read and write some words, about speaking, still has many things to do. At least he can tell his name now. Sometime, I think I know about people with difficulties when my brother is old and it does take time to understand and know how to help him. If I learn about people with difficulties earlier, I could help my brother since he was younger than this. Now he is old and it takes time for him to progress.

I: Which class do you teach?

T: I teach kindergarten children. I guess, because of my personality. I love to work with young children. Most of my colleagues say I am a kind person. So, lots of children like to come close to me. Even the grown up pupils who cannot read or write like to study with me. I normally talk to them and teach them. So, I could say that I started to teach them three-four years before I was assigned to teach pupils with SEN. Since the SEN project started in this school, I've been assigned to be the project manager.

I: How many pupils with SEN do you taking care of?

T: At kindergarten level 2, I teach one pupil. But at the kindergarten level 1, I used to teach one pupils with SEN but that pupil seems not improve and not be in pupils with SEN group anymore. However, in grade 4 – 6 , I have taught five of them.

I: What type of their difficulties?

T: Em...learning difficulty. They are slow learner and have short attention. I screened them and checked their family background, I found that one of them come from poor family, his(her) father die from severe disease...severe disease.. (B7 seems don't want to mention that disease). My little pupils will die from the same disease too...(silent).... His mother married again, has new family, he was ignored. Actually, as far as I concern, if we encourage him, he seems to have a good respond. For example, today I meet him and assign him to read some words, he can do it but when he go back home and nobody pay attention. As a consequence... I think, for pupils with SEN, we have to work as a team, teacher and parent and pupil must work as a team, pupils with SEN will progress.

I: How many pupils with LD and other type of difficulties have you taught?

T: Short attention...I teach two pupils with short attention...well...apart from that are pupils with LD. They are slow thinker, slow learner. For example, when we present, we teach them, regular pupils will understand after one time, pupils with SEN need at least two or three time but the pupils with SEN whom I teach need many time, again and again. He can read today but he forgets tomorrow.....(sigh).....

I: You've been teaching for 34 years, could you tell me what's keep you teaching for this long?

T: Pride. It likes I accomplish to ferry my pupils to another „bank' (In Thailand, teacher is consider as a ferryman. Ferrying pupils for crossing from one „bank' to another is a metaphor of progression of pupils' life). I am proud of myself, my pupils. Partly is my responsibility and part is my needs. My responsibility is educated them but my wishes is beyond my responsibility. This is my own perspective, teacher may just teach and doesn't concern the quality of his/her pupils. For me, I always concern about the quality of my pupils, they must learn something, they must be better.

I: why work makes you proud?

T: Well..for example..I promote pupils to the upper grade and they do a good job. The parents feedback that “my children can do this, can do that. They are very good” well, I am delighted.

I: You are delighted

T: Yes, because I teach them from knowing nothing until they progress a lot. Also their parent recognize and admire our teaching that make me proud to be part of their children's successes.

I: So, teaching is not only provides compensation but also provides proud for you.

T: Yes, my person view, even teaching profession is compared as a ferryman... For example, the day before yesterday, I was awarded to be the best teacher. In the stage, it was decorated with a lot of boats Origami. People may think that teacher as a ferryman but some idealistic teachers may share the similar thought with me. After we ferry pupils across the other bank, we still keep looking that our pupils will go far enough and have a good life. However, some teacher might not think like this. They've just ferried the pupils, when the pupils arrive the shore, their job are done. So, the metaphor of teacher as a ferryman might not right. It is partly true that after the ferrymen finish ferry the passengers, they will come back to ferry another group of passenger. However, there won't be a ferryman who keep watching the passenger and thinking how to make the passenger getting better and better, right? Therefore, teacher as a ferryman might to suitable. I keep thinking what metaphor to refer to teaching profession.

I: Do you have one?

T: No, not for now.

I: Ok, could you tell me what the positive aspect of teaching pupils with SEN is?

T: There is no positive aspect.

I: Emm...(nodded, and silent)

T: I will be proud of myself if I can help my pupils to be successful, I guess. I can make differences on them. From the beginning that they cannot read, cannot do anything, and cannot communicate until they become a man (mean getting better, like regular children: researcher). Some of them graduated and get a job. Their communities accept them. It is...(make me proud).

I: Could you tell me about your experience of working with pupils with SEN?

T: Oh...when the head teacher assigned me to be a project manager of special education in this school, I was so anxious. "Oh no, there are a lot of things to do but I don't know what to do". There are many forms to report, new evaluation to study, screening processes to do, have to do this thing, have to do that things..oh... It is different from the regular class I use to teach. After I've run this project for a year, I told my colleagues in the project that I'll give up being a project manager but I want to be only a teacher. I felt discourage, liked no..no.. not anymore. We didn't receive collaboration from some colleagues, teachers who didn't understand our work. They didn't aware of the important of screening process. Some of them even misunderstand the purpose of screening process and told parents that the result

from this process will be the stigma for the children. Some teacher wrote down “pupils with SEN” on head of teacher report that makes the parent so upset. Can you imagine? Misunderstand from teacher lead to misunderstand with parents. It goes too far. Their children need special educational attention but they don’t collaborate with us. Even for the sake of their own children. They said my children aren’t children with SEN, they won’t accept. When the parent doesn’t collaborate, it becomes a problem in the classroom.

However, my colleagues who work the project try to support me. They said “come on, don’t give up. We will help you”. Ok, at least I have somebody understand and help me, better than nothing. So, I have seven colleagues who work with pupils with SEN in this school.

I: Emm....those are the challenging things in working pupils with SEN

T: Indeed. I am quite of disappointed when I promote my pupils to upper grade and the teacher feedback to me that my pupils are not ready. Oh...I lost my confident. What’s happened? The kid can do very well at my class but why they can’t do that well in other class. For example, last year I promoted one pupil with SEN, Miss.(teacher name) will take care of that pupil. Only an early of term, she hadn’t know the pupils that well but she complained a lot about the pupils and me. I have to calm her down and tell her the strategy to approach the pupil. She still complained so I said in that case, after lunch time sent him back to me, I will give an extra tutor. It’s really upset. You have to understand, I already told her about the pupil, he needs time to learn things, and I’ve passed information to her. I even talked face to face with her about the pupil...(sigh)...

When this pupil studies with me, I tell him to sit down next to me. He seems happy though. I don’t have to rush him to finish his work. I tell him “I will do my work beside you, you do your own work, ok?”. I’m not sure what’s make us different? It may be due to the SEN teacher training. I’ve attended the training and learn how to approach those pupils. After the instruction, we shouldn’t rush them, they need time to process. If we give them a time, they can accomplish a task. Having said that some colleagues don’t believe that those pupils can do that, I have to prove that that is possible. When I teach this pupil, I asked one of my colleague to be a witness that if we use to adequate approach, the pupils with SEN can learn. Therefore, I think, every teacher in this school must have knowledge in special education, otherwise they will complain or blame us. Such behaviours make me unhappy. Also, teachers of pupils with SEN must perform their best to prepare pupils for the next level as well.

Actually, there are several obstacles in teaching pupils with SEN. As I mentioned, first, with teachers (colleagues: researcher). Pupils’ parents play the role too and also school as well. However, I don’t have much problem with parent though, very rare. It even less problem with pupils because I can handle them. For example, I’ve asked for a room to teach pupils with SEN for a while but I’ve never gotten it. They may...(silent)..don’t see how important it is or...(silent again)...I don’t understand their perception (who? Researcher ask) People who run the school. Every day, I teach pupils with SEN as much as the facilities provided. There is

no room. And you can imagine, teaching pupils with SEN, we use a lot of teaching material. I have a lot of materials. Sometime, I teach them in kindergarten room which is inadequate as kindergarten kids need to sleep but I talk a lot while I am teaching pupils with SEN. It is a problem, administrator may pay less attention....

I: You've experienced with several challenging? Have you ever heard about burnout?

T: Burnout? Yes, I know

I: Have you experienced burnout?

T: ..(laugh)...only once. My burnout symptom is I don't want to do this anymore, I'll give up. All teaching material, all document that I invent, if anybody want them, take them away.

I: What's happened?

T: Lack of collaboration and misunderstanding as I mentioned before.

I: So how do you deal with those challenging?

T: Well, after this situation, I received the fund from Special Educational Region 8. I used that money to run the project of building understanding and giving knowledge of pupils with SEN for regular teachers and parents. Because if we quit, who will want to continue this project. Everybody say "no no no" for being a project manager. I've asked many colleagues to replace my position (a project manager), everybody said no. So, I will try again.

Apart from that, if I didn't run this project, what will happen with those pupils (pupils with SEN). If this project failed, who will take care of those pupils. This idea is in my head. Nobody has to tell me, I know what will happen.

For example, on that day (Name of pupil) asked me „Miss (Name), will you teach me after lunch?”. I have two extra class to run at 12:30 (after lunch time, pupils in Thailand generally have lunch at 12.00 pm.), and another class at 16:30 (school generally finish at 16:00). I still remember that when he asked me, I was thinking to quit from this project (SEN project manager) so I was in the bad mood. I said “No, no more study today, go out to play”. Then, he left. I followed him and I saw him walk depressingly. I thought to myself, “if nobody teaches you, what you are going to do. Will you learn anything?”. I concerned that he won't progress as much as he could. As a result, I am in this position since then (laugh).

Do you know, this school, every March, I sit down with my laptop writing reports. I have to report about this project since it has been started, what we have taught the pupils, what are the outcomes, what are the difficulties, what sources of budget we got. There is an issue about SEN coupon (pupils with SEN whom have approved from government agency will received educational coupon worth 2000 baht (approximately 40 pound/academic year. The government agency (in this case is Special Educational Region 8 (SER 8)) will provide budget to parent or school) I want to talk. After we screen pupils and found pupils with SEN,

we develop IEP (individual educational plan) for each of them. Then, we send all IEPs to the SER 8 to claim to SEN coupon. This year we receive the coupons for eight pupils, from sixteen pupils. You see, it doesn't mean that every pupils with SEN that we sent IEPs will receive the coupon. For example, if you send all the IEP, the SER 8 will consider that which pupils are more in needs, then not every IEP will be approved to claim this support (SEN coupon). After receiving the budget, I divided the money to all teachers in this project and buy teaching materials. Every teacher seems happy with this management. Some teachers sent the IEP but they hadn't been approved, but every teacher work hard. So, we must have a fair management.

I: Have you thought about quit this profession?

T: No, I am sure.

I: You seem very confident.

T: Yes, I am. I may change a job but I won't quit teaching. This is the reason why I continue my master degree in Education Administration. I want to run my own school. My friends wonder why I still want to be a teacher. Come on, I have knowledge and experience, I can do something for parent. You think about it, there are not many school for pupils with SEN. Some of my friends asked "are you sure you want to continue teaching those pupils (pupils with SEN)? You don't have to, you status is high, don't need to deal directly with those pupils". I don't mind, you know. At least, I can help them to dress cleaner, have a good food to eat. I don't care what people said. I won't quit teaching.

T: Is there anything you want to add on?

I: (Laugh) No, I don't have.

Ending section

I: It's been pleasure to talk to you. Thank you very much. May I have you number or your email address in case I may have something to ask.

T: Yes, my number is 08xxx xxxxx. But I don't check email that often (smile). The convenient way is you can send letter to me using this school address.

I: Thank you very much. And if you have any questions or anything to add please let me know. My contact is provided on the letter.

(Small talk after interview)

Appendix (3): T-score of the Job Burnout Inventory

T-score Emotional Exhaustion dimension

raw score	f	cf	percentile	Norm-T
47	1	418	99.78	78.52
44	2	417	99.42	75.27
41	2	415	98.95	73.07
40	2	413	98.47	71.62
38	2	411	97.99	70.52
37	2	409	97.51	69.62
36	6	407	96.56	68.19
35	3	401	95.48	66.93
34	4	398	94.64	66.11
33	7	394	93.33	65.01
32	9	387	91.42	63.67
31	8	378	89.39	62.47
30	8	370	87.47	61.49
29	7	362	85.68	60.66
28	7	355	84.01	59.95
27	10	348	81.98	59.14
26	7	338	79.95	58.40
25	9	331	78.03	57.73
24	18	322	74.81	56.68
23	23	304	69.91	55.22
22	11	281	65.84	54.08
21	19	270	62.26	53.12
20	19	251	57.72	51.95
19	18	232	53.30	50.83
18	18	214	49.00	49.75
17	20	196	44.45	48.61
16	17	176	40.03	47.47
15	31	159	34.30	45.96
14	32	128	26.77	43.80
13	11	96	21.63	42.15
12	24	85	17.45	40.63
11	20	61	12.19	38.34
10	18	41	7.65	35.71
9	22	23	2.87	30.99
7	1	1	0.12	19.63
high	58.90-78.52			
medium	39.27-58.89			
Low	19.63-39.26			

T-score Depersonalization dimension

raw score	f	cf	percentile	Norm-T
23	2	418	99.66	77.09
22	1	416	99.30	74.60
21	7	415	98.35	71.32
20	5	408	96.91	68.68
19	6	403	95.60	67.06
18	9	397	93.81	65.39
17	15	388	90.94	63.37
16	15	373	87.35	61.43
15	16	358	83.65	59.80
14	23	342	78.99	58.06
13	37	319	71.82	55.77
12	29	282	63.93	53.57
11	66	253	52.58	50.65
10	34	187	40.63	47.63
9	38	153	32.03	45.33
8	28	115	24.14	42.98
7	35	87	16.61	40.30
6	26	52	9.32	36.79
5	26	26	3.11	31.35
high	61.86-77.1			
medium	46.61-61.85			
Low	31.35-46.6			

T-Score reduced Personal Accomplishment dimension

raw score	f	cf	percentile	Norm- T
39	1	418	99.78	78.52
37	2	417	99.42	75.27
36	1	415	99.07	73.52
35	2	414	98.71	72.28
34	4	412	97.99	70.52
33	4	408	97.03	68.86
32	8	404	95.60	67.06
31	5	396	94.05	65.59
30	5	391	92.85	64.65
29	11	386	90.94	63.37
28	5	375	89.03	62.28
27	8	370	87.47	61.49
26	17	362	84.49	60.15
25	6	345	81.74	59.05
24	13	339	79.47	58.23
23	17	326	75.88	57.03
22	20	309	71.46	55.67
21	23	289	66.32	54.21
20	21	266	61.06	52.81
19	18	245	56.40	51.61
18	20	227	51.86	50.47
17	24	207	46.61	49.15
16	24	183	40.87	47.69
15	16	159	36.09	46.44
14	26	143	31.07	45.06
13	22	117	25.33	43.36
12	19	95	20.43	41.74
11	26	76	15.06	39.66
10	14	50	10.28	37.34
9	19	36	6.33	34.73
8	17	17	2.03	29.53
high	62.20-78.52			
medium	45.87-62.19			
Low	29.53-45.86			

Appendix (4): Inter-rater reliability

Low Group

Item	L-group	The first different codes disagreement		total diff.	The second different codes	total diff.
		Coder 1	Coder 2			
Career choice	L2		Pass exam, can support sister's education	2		1
	L3		Wish to be a teacher, happy to be a teacher	2	happy to be a teacher	1
	L5	Fail entrance exam		1	-	0
	L6	Admired teacher		1	-	0
	L8		Accepted by society	1	-	0
	L9		Happy to work with kids	1	-	0
	L11	No place to study	Social problem, happy to be a teacher	3	happy to be a teacher	1
	L14		choose to be a teacher	1	choose to be a teacher	1
	L15	Fail entrance exam		1	-	0
	L16		Have to be a teacher, Enjoy with teaching	2	-	0
(SEN) Career choice	L1	Mentor exist		1	-	0
	L2	Agreement among colleagues		1	-	0
	L5		Good deed	1		1
	L6		School implement SEN policy	1	-	0
	L7		Has SEN brother	1	-	0
	L10		school accept SEN policy, attend SEN training	2	-	0
	L13		Case exist, has evaluation process	2	-	0
Positive aspects	L2		Pupils as teacher, lesson of life	1	Pupils as teacher	1
	L3		Learn a good strategy to teach, emotionally calm	2	-	0
	L9		Aware of oneself ability, to make pupils happy	2	Aware of oneself ability	1
	L14		Pay more attention on SEN pupils	1	-	0
	L15		Pupils are more developed	1	-	0
	L16	Satisfaction	Pupil can live with others	2	-	0

(continue)

Item	L-group	The first Different codes		total diff.	The second different codes	total diff.
		Coder 1	Coder 2			
Negative aspects	L2		Book (teaching material)	1	-	0
	L5		Teachers don't understand, teachers don't want to teach SEN	2	teachers don't want to teach SEN	1
	L9		Have to learn by ownself	1	-	0
	L14		Teaching materials are expensive, couldn't create by ownself	2	-	0
	L15	Time to teach	Pupils' behaviours	2	-	0
Coping strategy	L1		Looking good thing from pupils, start with own	2	-	0
	L2	challenging	Give 100% to work, pupils are valuable	3	-	0
	L3		Have short term goal	1	-	0
	L4		Standard between old-new teacher	1	-	0
	L5		Sense of teaching	1	-	0
Total				49		8

High Group

Item	H-group	The first Different codes		total diff.	The second different codes	total diff.
		Coder 1	Coder 1			
Career choice	H1		Passed the exam	1	Passed the exam	1
	H2	Accepted by people		1	-	0
	H3	Social value	Family member are teacher	2	Family member are teacher	1
	H4	Passed the exam		1	-	0
	H5	Love to teach, good at teaching, not good at science subjects		3	-	0
	H6		Passed the exam	1	-	0
	H8	Fail entrance exam		1	-	0
	H9	Lack of information	Social value, noble profession	3	-	0
	H14		Mother's support	1	-	0
	H15	Fail entrance exam		1	-	0
	H16		Living in teaching atmosphere, teacher is kind person	2	teacher is kind person	1
(SEN) Career choice	H1		Influence by friends, school adopt SEN policy	1	-	0
	H2	Sense of responsibility		1	-	0
(SEN) Career choice	H3		Sympathy with pupils	1	-	0
	H5		There is a position available at SEN school	1	-	0
	H6		Director's supporting, Receive coupon	2	-	0
	H11		School recruited teacher to be trained, obtain knowledge	2	-	0
	H12		Teacher recommendation, passed the exam	2	Teacher recommendation	1
	H13	Influence by friends		1	Influence by friends	1
Positive aspects	H5		Develop great patient	1	-	0

(continue)

Item	H-group	The first Different codes		total diff.	The second different codes	total diff.
Negative aspects	H12		There are any SEN teacher,	2	-	0
	H13		pupils' behaviour		-	
Coping	H2		Let it go	1	-	0
	H6	Leave work at school		1	-	0
	H10		Distinguish between work and personal life	1	-	0
	H11		Nature of the world	1	-	0
	H14		Spend what one earn	1	-	0
	H15		avoiding	1	-	0
	H16	Focus on ownself, meeting		2	-	0
Total				39		5

Appendix (5): Process of coding

Career choice to be a regular teacher

Sub-theme	Theme	L Group	f	H group	f	Example of coding
1.holiday	physical	L4	1	-	-	„My mother told me that, being a teacher, I will have the weekends off. If I went into nursing, I would have to work weekends. Thus, I decided to be a teacher.’ (L4)
2. able to earn income		-	-	H4	1	„I could earn money while I was studying.’ (H4)
			1		1	
3.job security	Safety	L15, L16	2	H9	1	„Another reason is security, pension benefit. Well, it isn’t much but it’s enough.’ (H9)
4. Easy to get employment		-	-	H1, H3, H8	3	„Being a teacher means I could get a job after I graduated. It’s easy to get a job.’ (H3)
5. Failed entrance exam		L1, L5, L11, L15	4	H3, H8, H15	3	„Actually, I wanted to study at ChiangMai University but I couldn’t pass the entrance exam.’ (H15) -,I couldn’t pass the entrance examination to university, so I went for Teaching college.’ (L5)
6. lack of career information		L5, L14, L16	3	H1, H3, H4, H7, H8, H9	6	-,It was 30 years ago. I had few options and no guidance. Generally, there were only a few options: teaching, nursing or other vocational work.’ (H1) -,Thirty years ago in rural area, there didn’t have any educational guidance. I didn’t know much. If you were good at study, the first choice would be teacher or nurse, that’s it.’ (L14)
7. Not good at studying		L3, L5	2	-	-	„Personally, I wasn’t good at study. And it seemed physical education wasn’t difficult for me. So, I decided to study physical education. Another subject would be too difficult for me.’ (L3)
8. Suitable vocation for females		-	-	H7	1	„It’s good because it’s suitable for women. It’s not too difficult and not too heavy job, if you could adapt with.’ (H7)
9. Relative wanted her to study near home	Belonging	L5, L6	2	-	-	„And I am the only daughter so my grandmother didn’t allow me study far away.’ (L5)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
10. Influenced by family	Belonging	L2	1	H7, H8, H13, H15	4	<p>-,I followed my relatives' recommendations. My grandfather was a teacher, as were the majority of my relatives.</p> <p>When I graduated from Matayom 3 (Grad 9), they recommended that I study pedagogy.' (H13).</p> <p>-,My mom wanted me to study teaching. She told me that it easy to get employment, then I could support my younger sister to continue her studying.' (L2)</p>
11. Parent or/and relative are teachers		L4, L9, L10, L11, L12	5	H2, H3, H5, H7, H9, H11, H12, H13	8	<p>„My parent was teachers. My grandmother was a teacher too. I didn't know anything else. I was familiar with the teaching atmosphere: my parents took me into school with them from a very young age.' (H5)</p> <p>-,My father was a teacher. When I was young, I saw him walked to school. Sometime, I walked to school with him, I saw him taught pupils to read and write. This was a kind of help. So, I thought, I wanted to be a teacher like my father.' (L10)</p>
12. Influenced by friends	Belonging	L2	1	H1, H4, H6	3	<p>„All my friends whom have played volleyball together, all of them went to take exam for teaching college at Kampangpet province. So, I went with them and I passed the exam.' (L2)</p> <p>-,My friends, they entered to teaching college. I took the examination with them and I passed it. Ok, I don't mind. At least, I studied with my friends.' (H1)</p>
13. Admired a teacher who taught		L1, L3, L6, L7, L12, L13	6	H10, H11, H14, H16	4	<p>„When I was studying in Pratom (primary), I like one of my teachers. She was kind. I loved to volunteer to work with her. When she needed help, she asked me to help. So, I thought that being a teacher would be an enjoyment.' (H10)</p> <p>-,„First of all, I admired one of the teachers when I was studying at primary school. She is a teacher in my heart. I'm still remembering her name. She took care of me like she was my mother.' (L7)</p>
14. Received a good relationship from pupils	Belonging	L1, L7	2	-	-	<p>„Teachers look after pupils then pupils will love their teachers. Take me as Example of coding, when I was pupils, I loved my teacher. So, I thought if I was a teacher and care of pupils, pupils will love me.' (L1)</p>

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
14. Received a good relationship from pupils (continue)	Belonging	L1, L7	2	-	-	-,I thought that being a teacher could give a sense of comfort. Thinking about teacher in previous time you could tell them to work for you. Take me as Example of coding; I worked for my teacher, help her to write down a score in worksheet.' (L7)
			12		16	
15. Social acceptance	esteem	L8, L14	2	H3, H9	2	-,„Actually, it is a social value. People considered teaching as a noble profession, good job. In my community, people wanted their children to be teachers. It was an acceptant profession.' (L8) -,„In my village, people who went for teaching college, will consider as the best.' (H9)
16. Perceive teacher as a source of knowledge		L1, L7	2	H2	1	„When people need information or they have problem, they will come to ask teacher.' (H2)
17. Perceived teaching as a noble profession		L1, L4, L7, L8, L10	5	H2, H9	2	„Teaching was a noble profession at that time' (L10).
			6		3	
18. Wish to educate/develop pupils	Self-actualization	L3, L6, L10, L11, L12	5	H14, H16	2	„I wish to educate them so they will able to read and write.' (L6) „I like to give them knowledge and educate the children.' (H14)
19. wish to help others		L4	1	-	-	„I like to be a teacher because I want to help other. I always wish to work in help profession so I can help people.'(L4)
20. Teaching as a preferred vocation		L3, L6, L10, L12, L13, L14	6	H5, H9, H11, H12, H14, H16	6	-,I have wanted to be a teacher since I was young. I admire other professions, but being a teacher has made me so happy. There are many factors that made me want to become a teacher; thus, I became a teacher, even though my family ran a business' (H14). -I really don't know. Since I was a child. I loved to teach younger kids, had a role play as teacher. My neighbour used to call me „little teacher'. When I grew up, I still wanted to be a teacher. I like it (teaching).' (L12)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
21. Loves or/and happy to work with children	Self-actualization	L6, L9, L15	3	-	-	„Second reason is I love children. I like to work with them even sometime they have unpleasant behaviours. Working with them makes me happy.’ (L9)
22. Teaching as a virtuous intention or good deed		L8	1	H8	1	„It’s good deed to working for children. It likes we are doing a good deed, educating pupils to be able to read and write is a good deed.’ (H8) -„It is a kind of making a good deed.’ (L8)
23. Awareness of the importance of education		L11	1	-	-	„Education is important. People have to learn so they will obtain the knowledge and experience for living in the future.’ (L11)
24. Personality suit for teaching		-	-	H5		„I wasn’t good at study science but good at social science. When I studied science, I fail many times but I got many „A’ in social science subject. And I love teaching, I love playing with kids. Even my teacher told me that I could be a good teacher in the future.’ (H5)
			11		7	

Career choice to be a teacher for pupils with SEN

Sub-theme	Theme	L Group	f	H group	f	Example of coding
1.Opportunity to increase an extra income	physical	-	-	H6, H9	2	- School offered several things to teacher such as an extra money for teacher who teach pupils with SEN.(H9)
			0		2	
2. Instructed by school policy	Safety	L2, L3, L6, L9, L10, L11, L12, L13, L14, L15, L16	11	H1, H2, H3, H6, H7, H8, H11, H14	8	-„I moved to this school in 1984 and later there was a project for promoting pupils with SEN. The school adopted this projected and sent teachers whom had pupils with SEN in their class for training.’ (L15) -„It seemed to be a school policy and also more and more people focus on pupils SEN so the school said all teachers have to teach pupils with SEN.’ (L2) -„It seemed to be a school policy and also more and more people focus on pupils SEN so the school said all teachers have to teach pupils with SEN.’ (L2)
3. Instructed to teach SEN by head teacher		-	-	H3, H7, H8, H11, H13, H16	6	„This school is small, not many choices. When a head teacher asked English teacher to attend the training for SEN, I have to go as I am an English teacher. We attended the training because of an instruction from the head teacher.’ (H13)
4. There is a space at SEN School		-	-	H5	1	- There was a place available in school for hearing impaired. That’s the reason why I became a teacher for pupils with SEN here.(H5)
5.Recieve “Bun” (good deed)		L3	1	-	-	„Helping pupils with SEN, we will receive Boon (good deed).’ (L3)
6. Realised the need of SEN after school screening process		L13	1	H8	1	„There was a project to screen pupils with SEN. We found out that a number of our pupils may be pupils with SEN. Since then, school was more focused on pupils with SEN.’ (L13) -„There was a SEN screening project. And the result showed that there were a lot of pupils with learning difficulties (LD).’ (H8)
			11		11	
7.SEN is already an established programme in the school	Belonging	L1	1	H10	1	-„The SEN policy has already established at this school since 1995. It was the same year I moved to this school.’ (H10)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
8.Sense of compassion	Belonging	L2, L4, L5, L7, L9	5	H15	1	„I „song san’ (sympathy) them, nobody wants to take care of them. If I don’t take them, who else will?’ (H15)
9. Most of colleagues agreed to work with pupils with SEN		L2, L3	2	-	-	„Most of teachers agreed to accept this policy (SEN). If pupils want to study at our school, how could we push them away?’ (L2)
10.Persuaded by colleagues		L5	1	H1, H3, H13	3	„One of my colleague, who closed to me pursued me to join. She said my personality is suitable for educating pupils with SEN.’ (L5)
11. Influenced by parent and teacher		-	-	H12	1	-,„My family. It was a first year that the teaching college in Chiangmai opened a major in SEN. So, they suggested me to try. And also my classroom teacher suggested me to try too.’ (H12)
12. Having brother with SEN		L7	1	-	-	-,„My brother is disabled too. He has hearing impairment and he can’t speak at all. After training, I’ve taught him for a while nearly. He can tell his name now.’ (L7)
13. Head teacher supported to work with pupils with SEN		-	-	H6	1	„A head teacher encouraged teachers to attend the training.’ (H6)
			7		7	
14. Experienced in teaching pupils with SEN before	esteem	L2, L8, L10, L12, L13, L14, L16	7	H1, H9, H11	3	„I have met pupils with SEN since I started teaching. I’ve educated them and helped them before the SEN policy has been implemented.’ (L8) -,„I think, I met pupils with SEN since I started to work as a teacher. There were some pupil with SEN every school and every class I had been taught.’ (H11) -,„I have taught them (pupils with SEN) before. When pupils can’t learn, I felt frustrated. It was stuck in my head. So, I tried to use various ways to teach them, like trial and error. It’s been 20 years already that I’ve taught those pupils.’ (L16)
15. A mentor is present		L1, L3	2	-	-	„There was a teacher from school for visual impaired pupils came along to teach the pupils with us. She gave a tutorial for pupils and be a mentor for us.” (L1)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
16. Sense of Responsibility	esteem	L8, L9, L10, L16	4			- „Second reason is sense of responsibility. One year that pupils stay with me. I have to do something, more or less to teach them. It's teacher's responsibility.' (L9) -„I didn't know they are SEN. I found that some pupils can't read or write so I gave them a tutorial after class. Then, the school adopted SEN policy. So, I attended the SEN training and can help them more.' (L10)
			10		3	
17. Teaching as a virtuous intention or good deed	Self-actualization	L5, L8	2	-	-	„I'm Buddhist. I believe that educating is a kind of giving, and it is a good deed.' (L8)
18. Gaining knowledge after training		-	-	H11	1	-„It is a government policy, asking teacher to attend SEN training. I attend the training (SEN training) and it (the training) provided me knowledge in many aspects, so I'm please to attend.' (H11)
19. Interested in SEN		L14	1	H4, H9, H15, H16	4	„It is interesting. It is different from the subject I've ever known.' (H4) -„I had pupils in my class that couldn't learn as much as their friends. I attended the SEN training because I want to know what are they and how could I help them, it is interesting.' (L14) „I volunteered, because I thought, it was very interesting. I thought, I can educate pupils with SEN whom were studying at primary level.' (H9)
20. Preference for teaching students with SEN		-	-	H14	1	„The school asked teachers to attend the training (SEN) during a school holiday. Surely, I attended it. I was happy to do it. I like to teach them. So, I and other colleagues attended the training.' (H14)
			3		6	

Positive aspects of teaching pupils with SEN

Sub-theme	Theme	L Group	f	H group	f	Example of coding
1. Able to earn own living	Safety	L1, L3, L12,	3	H2, H12, H14, H15	4	-, „I get a job which let me able to earn my living.’ (L1) - Work is profession. Working makes us earning money. We have to taking care of family.(L12) -, „A main positive aspect of teaching pupils with SEN is income and also pupils.’ (H12)
			3		4	
2. leading to a secured life		L3, L8, L11, L14	4	H2, H12, H14, H15	4	-, „My life is secure because of the salary I earn from being a teacher. Even though it is not a lot of money, it is enough to live, if we spend carefully.’ (L14)
3. Able to support own children for their studies		-		H15	1	-, „The salary from teaching enables me to support my own children in their studies.’ (H15)
4. Lesser preparation required for teaching SEN pupils		-	-	H13	1	- „I don’t have to prepare a complicated lesson. The lessons need to be simple.’ (H13)
			4		5	
5. learning to adapt with different people	Belonging	-	-	H5	1	- „It is about how to live in society, adjustment. We’ve learnt to be flexible. Teaching is a profession that works with people; thus, I’ve learnt to adapt to my colleagues and my pupils.’ (H5)
6. Avoid to get be bore		L13	1	-	-	-, „If we retired, there would be nothing to do. I don’t want to be lonely and bored.’ (L13)
7. Able to develop positive relationships with pupils		L6	1	-	-	-, „They (pupils) love us. They seem to love us; for Example of coding, I have become close to my pupils. We always have games or activities prepared for them and they love it. Sometimes, they ask me to read to them and I say: „I’m not sure, can you help me?’ and then they start to read.’ (L6)
			2		1	
8. Being accepted by the community	esteem	L13	1	H9	1	- „...and we can live in society with dignity. We are seen as being in a noble profession in our communities.’ (H9) -, „Another is teaching is a noble profession, people respects teacher, it is an acceptable profession.’ (L13)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
9. Taking pride in pupils' achievements	esteem	L7, L10	2	H1, H7, H10	3	- „I will be proud of myself if I can help my pupils to be successful.’ (L7) - „When I see my pupils' successes, I am proud.’ (H7)
10. Pride in progression of pupils' learning		L1, L2, L4, L16	4	H2, H8, H11, H14, H16	5	- Love, I love children. I love to educate them. For instance, I teach them to do something and then they can do it. Even it's just a little response, I'm proud anyways. (H14) - „While I am teaching, I receive satisfied feedback, which makes me want to teach more. More than that, witnessing pupils' improvement makes me proud.’ (L2) - „I delight to see them live in society.’ (L16) - I am happy when pupils obtained knowledge. (H2)
11. able to educate pupils		L1, L6, L12, L13	4	H1, H3, H11, H14, H16	5	- „Being a teacher means you are able to teach pupils.’ (H3)
12. Able to apply what had been taught at university		L1	1	H11	1	- I can use my knowledge which I have learnt at university. (L1)
13. Pride in helping pupils		L1, L4, L7, L10	4	H10	1	- I can help pupils and it made me proud. (L4) - „I am proud to able to help children. My work is based on pupil's individual. If I can help them to achieve their potential, I am pleased.’ (L1)
14. Able to develop pupils		L12	1	H1	1	- Teaching makes me able to help some pupils. (H1)
15. Able to transfer knowledge to pupils		L13	1	-	-	- „We transfer our knowledge to pupils through our teaching.’ (L13) - „I have gained many things from being a teacher. I can pass the knowledge to pupils. I want them to be a good person.’ (H11)
16. Able to lessen pupils feelings of inferiority		L5	1	-	-	- „I enable to help them to lessen their feeling of inferiority.’ (L5)
17. Be a source of psychological support		-	-	H16	1	- „At least, I can be a psychological supporter for them.’ (H16)
			10		10	

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
18. Develop teaching skills	Self-actualization	L2, L3, L8, L9, L14	5	H4, H6, H7, H8, H9, H13, H16	6	- „I learn about their specialities. So, I know about and can solve their problems’. (H8) - I learn many new strategies to teach pupils.(H9) - I gain more knowledge about how to deal of pupils.(L14) „It improved my job in the area of my responsibility. It improves skills of teaching. Because we have to keep improve our job. For Example of coding, we should invent lessons or activities for pupils.’ (L9) -,It (being a teacher) gives me a life, experience and knowledge. We are learning whilst we are working.’ (L8)
19. Develop teaching skills		L2, L3, L8, L9, L14	5	H4, H6, H7, H8, H9, H13, H16	6	- „At least, I learn to know my pupils better. I know that they are innocent. They are determined to study. However, they are forgetful and having a short memory so we have to repeat the lesson again and again.’ (H8)
20. Personal Improvements		L3, L9, L11	3	H5, H6, H11, H12	4	- I improve my thinking, from a normal employee who works day by day to be a teacher. It is different. It makes me more kind and gentle. I’m more sympathetic.(L11) - „I used to be a self-centred person, but now I am more sympathetic and calmer; not only with my pupils, but also with their families.’ (H6) - „I am more generous, teaching gives me a chance to show mercy. Teaching makes me want to shape pupils to be a good man for society.’ (H11) - „I also understand myself better. I used to be self-centred. I want everything to be as I expected but since I teach pupils with SEN. I learn that I can’t make everything to be like I want it to all the time. Simple said that I’m more steadied.’ (L3) - Teaching develops a great patience in teaching and transferring knowledge.’ (H5)
21. Being happy/enjoyment		L3, L5, L8, L9, L11, L14, L15, L16	8	H9, H12	2	- Working makes me happy.(L3) - „We teach them from the heart and we are happy to help them.’ (L8) -,Teaching gives me many things. It gives me a good life, secure

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
21. Being happy/enjoyment (continue)	Self-actualization	L3, L5, L8, L9, L11, L14, L15, L16	8	H9, H12	2	life, and also happiness. The happiness comes from being to give and teach children.' (H9)
22. challenging job		L1, L6	2	H13	1	- „The word “Khru” (teaching in Bali language) means hard. Teaching is always tough. Teaching pupils from illiteracy to literacy is really challenging.’ (L1) - „The meaning of „Khru” (teaching in Bali language) is come from the word “Kha-ru” (hard or significant). I had known that teaching is a highly demanding profession even before I started teaching.’ (L6) - „I think, the meaning of teaching is literally explained by its own word. “Khru” means teaching in Bali language. I knew that my duty will be very demanding, very challenging.’ (H13)
23. Teaching as a virtuous intention or good deed		L1, L15	2	-	-	„Teaching is performing a good deed. We educate pupils, we give them love and we make them happy.’ (L15)
24. To contribute to the school		L5	1	-	-	- „Now my expectation is far beyond salary. I hope that the school will be developed. The pupils in this school can compete with pupils from other school.’ (L5)
25. to use the knowledge to improve society		L16	1	-	-	- „I think we do something good for society. We use our knowledge to benefit society.’ (L16)
26. able to help others		-	-	H2	1	- Teaching gives me a chance to help people. For Example of coding, I can share my opinion or give people some advices.’ (H2)
27. Develop teaching skills		L2, L3, L8, L9, L14	5	H4, H6, H7, H8, H9, H13, H16	6	- „At least, I learn to know my pupils better. I know that they are innocent. They are determined to study. However, they are forgetful and having a short memory so we have to repeat the lesson again and again.’ (H8)
			11		11	

Negative aspects of teaching pupils with SEN

Sub-theme	Theme	L Group	f	H group	f	Example of coding
1.Getting old	physical	L3, L8, L11	3	H4, H8, H9, H10	2	- I'm getting older. I can't work hard as I used to work before.(H9) - „Teachers who are older than fifty have been through many things. Some of them aren't active anymore and are forgetful: when we have a meeting, they will say: „let the young ones do it'. (L8) - „We have health problems and feel exhausted. Many teachers complain that their backs and wrists ache, due to their ages'. (L11) - Teachers who are older than fifty years old have been through many things. Some of them aren't active anymore, forgetful. When we have meeting, they will say let the young one do it.(L8)
2.Health problem		L10, L12, L13	3	-	-	- I want to come to school, if I in good health condition. But when I was ill, I couldn't teach. I got stomach ache, it's terrible. I even couldn't stand up.(L12) - Some teachers have chronic illness.(L10)
3.Financial problem		L3, L13, L14	3	H7, H8, H9, H13, H14	5	- „I worry about family problems and financial problems. Actually, financial problems cause trouble within the family. Money is the most important factor'. (H13) - Financial problem, they pay more than they earn. Teachers lose their concentrations of teaching because they worried about their debts. Instead of thinking about teaching, they have to worry about the financial problem.(H14) - „Some teachers think that they haven't got extra money.' (H7) - „Financial, a lot of teachers have debt and they only have a little money left after paying their debts. Thus, they worry that they won't have enough money to live on or to give to their children'. (L3) - „Conflict of the benefits. I say, working together, we should be generous and sacrifice.' (H9)
			7		7	
4. School didn't see SEN as an important issue	Safety	L5, L7	2	H3	1	- „Even the Educational Act covers SEN. Yet, the school system doesn't seem support teachers to work with pupils with SEN.' (L5) - „Also school have to take SEN seriously and be consistent.' (H3)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
5. Fed-up with policies	Safety	-	-	H1	1	- „I bored with policy.’ (H1)
6. Pressured by bureaucratic system		-	-	H11	1	- „There are pressures within the bureaucratic system.’ (H11)
7. Pressure due to school reform		-	-	H5, H16	2	- „In the past, it wasn’t strict like this. Teacher didn’t have to prepare much because they remember everything. But now there is a lot of pressure for them to prepare lesson, create activities.’ (H16)
8. Unfairness of administrator		L3	1	-	-	- „Administrators aren’t fair. They like to work with people who fawn over them. They don’t seem to care if a person has worked hard.’ (L3)
9. Unstable of curriculum		-	-	H6	1	- „They change the curriculum all the time. In the past, the curriculum included lesson plans and all the equipment we needed to teach, but now we have to create lessons ourselves.’ (H6)
10. Competition among teachers		L3	1	H9	1	- „We used to have a peaceful atmosphere in school. Now there is the motivation for teachers to work hard, but this causes them to take advantage of each other.’ (H9) - „Their colleagues take advantage of them; some are selfish. For Example of coding, the (SEN) teacher took pupils on an outside-school activity for the day. Some colleagues came along in the afternoon, took some photos, and then pretended that they had been present the whole day.’ (L3)
			3		7	
11. Lack of parent’s cooperation	Belonging	L1, L6, L10	3	H3, H6	2	- „Parent expected that their kids will good at study like others. But they don’t give much cooperation.’ (H6)
12. Lack of cooperation from colleagues		L2, L8, L9	2	H2	-	- Teacher in the middle age, I think we must educate them about SEN. Not only they don’t understand pupils but some of them are also prejudice. No matter how well we teach or prepare pupils, if teacher who have to take care them after us don’t pay attention, it’s nothing.’ (L2) - „Another is lack of cooperation from classroom teacher. For screening system, we need classroom teacher to help. Some of pupils didn’t receive any screening because their classroom teacher

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
12. Lack of cooperation from colleagues (continue)	Belonging	L2, L8, L9	2	H2	-	<p>didn't do it.' (L8)</p> <p>- It wasn't a continual process. For Example of coding, we help them for one or two years and then when they move to other grad, some of teachers didn't help them.(H2)</p> <p>- Also colleagues don't give attention on pupils with SEN.(H2)</p>
13. Lack of attention/determination from administrator		L2, L3, L9	3	H1	1	<p>- „The administrator doesn't pay attention enough.' (L9)</p> <p>- I bored with administrator who is shallow.(H1)</p> <p>- „An administrator doesn't support them even they had worked hard. So, they end with burned out.' (L3)</p>
14. Lack of acceptance from SEN pupil/parent		L8	1	-	-	<p>- Problem is acceptance from parent and pupils themselves.(L8)</p>
15. Lack of acceptance from colleagues		L1, L7, L8	3	H12	1	<p>- „Acceptance from your colleagues is one of the factors.'(H12)</p> <p>- „The most important thing is administration and colleagues. We want some moral support while we are working. More than the money, we need moral support, acceptance, support and co-operation'. (L8)</p> <p>- „It is the vision of administrator. S/he is self-centred, never listened. No matter whose suggestion, s/he will follow only her/his own idea.' (L1)</p>
16.Lack of understanding from pupils' parents		L7, L13	2	-	-	<p>- „Parents are often misunderstanding us; we have good intentions but they misinterpret our wishes'. (L13)</p>
17.Relationship problem with colleagues		L2, L5, L7, L9, L12, L14	6	H2, H6, H7, H9, H11, H12	6	<p>- „Colleagues were gossiping about the extra money I earn from being a SEN teacher. They said „you get extra money, so you work with them.' (L2)</p> <p>- „Colleagues are important. In the past, we used to support each other. Now they don't care other so much and they are insincere.' (H9)</p> <p>- It could be problems with colleagues.(H7)</p> <p>- Environment that teachers experience can make them exhausted.(H2)</p>

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
18. Relationship problem in family	Belonging	L3, L6, L8, L10, L11, L13, L14, L16	8	H7, H13, H15	3	- „They may have family problem, with their spouse or children.’ (L14) - „My husband died. We had an accident. I was throwing off a car but I’m survived. When I realized that he had gone, I didn’t want to do anything. I cried, all my energy was drain.’ (L11) - „Some of them have family problem.’ (H15) - There have family problems. (L16)
19. Relationship problem with pupils		L9	-	H6	1	- „Maybe they don’t like kids. They may like to teach pupils (regular pupils). But not for this kind of pupils (pupils with SEN).’ (L9) - „I’m getting bored with pupils.’ (H6)
			14		10	
20. Lack of teaching materials	Esteem	L1, L9, L14	3	H7, H8, H14	3	- „Teaching materials are not enough and also I don’t know how to find an appropriated material or where to buy them?’ (H8) - „Others are lack of teaching materials, budget and also cooperation from parents.’ (L1)
21. Lack of funds		L1	1	-	-	- Others are lack of teaching materials, budget and also cooperation from parents.(L1)
22. Inadequate school’s facilities		L3, L7, L11	3	-	-	- „We don’t have room for teaching pupils with SEN. Every day of teaching pupils with SEN, I have to check the room that available. Sometime I have to teach them at kindergarten classroom. You know, it’s quite noisy and sometime it happen to be a bedtime, other pupils (kindergarten pupils) have to sleep.’ (L7) - „There hasn’t got toilets near by the classroom for pupils with SEN. Also, there isn’t fence around school.’ (L3)
23. There isn’t teacher whom graduated from SEN field		-	-	H12	1	- We don’t have a teacher who graduated in special educational needs. So, some teachers couldn’t understand pupils with SEN.(H12)
24. Insufficient/ineffective SEN training course		L2, L9	2	H4, H12	2	- „SEN training should be arranged at least once a year.’ (H12) - „Sometime, the training provides only a lecture. We only listened to them.’ (L2)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
25.Lack of a skill for teaching SEN	Esteem	L2	1	H5	1	- I encounter communication problems with my pupils; I'm not an expert in sign language.' (H5) -,Because of my poor computer skills, I can't use a computer. Today, everything seems to be printed off the computer but I can't use it'. (H5) -,We don't understand SEN very well'. (L2)
26. Decreasing of standard of teaching		L4	1	-	-	- „The standard of teaching is declining, compared to in the past'. (L4)
27. Don't have any special skill apart from teaching		-	-	H5	1	- „Some teachers don't have extra or special skills, apart from teaching. So, when the school arrange some events, some of them don't join in. They are shy and try to stay away'. (H5)
28. Decreasing of standard of teaching		L4	1	-	-	- „The standard of teaching is declining, compared to in the past'. (L4)
29. Don't have any special skill apart from teaching		-	-	H5	1	- „Some teachers don't have extra or special skills, apart from teaching. So, when the school arrange some events, some of them don't join in. They are shy and try to stay away'. (H5)
30. Behavioural /emotional problem of SEN pupils		L8, L15	2	H2, H16	2	- Some pupils don't want to attend the class because they feel embarrass if they have to attend extra class. Or they like to play instead of study.(L8) -,We meet pupils who are unpleasant and we don't want to teach them'. (H2) - Pupils, they didn't cooperate with teacher. (H16) - Pupils' behaviours. They don't have responsible. They don't submit homework or assignment many times. While teacher are teaching, they don't pay attention, they are chatting.(H16) - One thing is their emotion. If they aren't ready to learn, we have to wait or try to manage classroom atmosphere. But it's take time.(L11)
31.Academic problem of SEN pupils		L3, L6, L15, L16	4	H1, H3, H11, H13, H15, H16	6	- Severe learning difficulties pupils have slow progression. (L16) - „Pupils with SEN are slow learners. It takes time to teach them. We have to employ many strategies, in order to teach them.' (H11) -,When the lesson is too hard, they give up.' (H1)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
31. Academic problem of SEN pupils (continue)	Esteem	L3, L6, L15, L16	4	H1, H3, H11, H13, H15, H16	6	- „Pupils can't remember what I have taught. I repeat it many times, but they still don't get it.' (L3)
32. Pupils are not properly prepared for school life		-	-	H12	1	- Pupils should be prepared before they come to school. At least, they should know how to help themselves in daily life.(H12)
33. Pupils did not meet teacher's expectations		L15	1	H13, H15	2	- „Pupils can't reach the goals that have been set for them.' (H15)
34. Work load		L1, L3, L6, L8, L10	5	H4, H5, H6, H7, H10, H13	6	- I have a lot of work to finish, I feel tired and exhausted. Sometime, I feel like, “oh, I have to go to teach those pupils with SEN again.”(H13) - „The director assigned me in charge of the primary level, which is as big as a school, and I have to teach too. I work full time as a teacher but also have an administrative role to carry out. This makes me exhausted'.(H5) - I have a lot of work to finish, I feel tired and exhausted. Sometime, I feel like, “oh, I have to go to teach those pupils with SEN again.”(H13) - „The director assigned me in charge of the primary level, which is as big as a school, and I have to teach too. I work full time as a teacher but also have an administrative role to carry out. This makes me exhausted'.(H5)
35. Extra work apart from teaching		-	-	H3, H8, H9, H13, H16	5	- „There is not only teaching, but extra work that makes teachers want to leave'. (H3) - Getting bored with extra activities that no relevant with teaching, urgent work.(H8)
36. Lack of recognition		-	-	H7	1	- „Others receive rewards but I haven't. Some of them got a promotion but I didn't. I wonder why? Or haven't I worked hard enough? Or haven't they seen me working?' (H7)
37. Too much paper work		L8, L9	2	H6, H9	2	- Now, there is a lot of paper work. Instead of teaching, I have to do paper work. I don't want to do it.' (L9)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
38. large class size	esteem	L4	1	H7, H10	1	- „I have responsibility to teach kindergarten level 1 and 2 in summer and the head teacher said, they will find another teacher to help me but when a term started they couldn't.' (H10) -They may have to teach a big class size.(H7)
39. Teach many subjects		-	-	H7	1	- „Maybe they have to teach too many subjects'. (H7)
			14		16	
40. Teacher's emotion	Self-actualization	-	-	H13	1	- Sometime is due to my emotional condition.(H13)
41. Working in a serious way		-	-	H10	1	- I'm the kind of person who likes to get all my work done. I arrive at school before 7.30am and leave after 5.30pm. I take my job seriously; for Example of coding, if pupils can't read, I will try everything to get them to read. However, this makes me stressed.' (H10)
42. Can't meet own expectation		L6, L8, L14	3	H7, H11	2	- I couldn't reach my goal.(L14) - we set goal but can't reach the goal.(L8) - I couldn't reach my goal.(L14) „I had set my goal but I couldn't reach it.' (H11)
43. Feeling teaching as an inferior job		L12	1	-	-	- „It likes lower class profession. There was a reunion party. Some of my friends run business and now they are executives. One of them is a police chief. When they asked me "what do you do?" I said "I am teacher." They replied "Teacher? Well.. teacher....", it seems to be an inferior job.(L12)
44. Characteristic/attitude		-	-	H10, H11, H14	3	- It depends on their personalities and habits.' (H14) -„It is strengthens of their psychological characteristic. Some people will let it go but somebody are too serious or too sensitive.' (H16)
45. Lack of motivation		L4, L5, L7, L11	5	H4, H11	2	- My view is they are lacking in spirit and commitment of teaching. They feel exhausted, due to their personality, attitudes and values. It is about them; they themselves are the main factor'. (L5) -„A burned out teacher may be a person who fails so many times that

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
45. Lack of motivation (continue)	Self-actualization	L4, L5, L7, L11	5	H4, H11	2	s/he is discouraged or less motivated to work'. (H11)
46. Tediousness of teaching		L10, L13	2	H8, H16	2	- Probably tediousness, it isn't an adventurous job. I teach the same subject over and over'. (L13) - Generally, they said, they bored, bored to teach, bored to go to school.(L10) - They've been teachers for long time.(H16)
			10		8	

Coping strategies

Sub-theme	Theme	L Group	f	H group	f	Example of coding
1. Spend money carefully	physical	-	-	H14	1	- We should adopt a theory of sufficient economics: we live on what we earn, we eat what we have and we shouldn't apply for any loans.' (H14)
2. Involving with other activities		L16	1	-	-	- "I'm not really feeling stressed, I just feel exhausted sometime. When I feel exhausted, I go out, for shopping, travelling, and I also play golf." (L16)
3. Bear to work because of debt		-	-	H11	1	- „If I quit, I will not any work to do. I'll feel lonely and, also, I have a debt to pay... so I have to work.' (H11)
			1		2	
4. escape from a situation	safety	L12	1	H10	1	- I resigned my position as a head of academic section.' (L12) - „First, I asked for assistant but as you know, the work was increasing. I couldn't cope with it. So, I turned over to this school. (H10)
5. avoid a situation		L4, L14	2	-	-	- „When I felt frustrated, I walked away. If they (colleagues) don't want to work, I do it myself.' (L14)
6. ignore a situation		-	-	H4, H7	2	- „I'm not bother. I'm not paying attention on them. (H7)
7. Accept a situation		-	-	H2, H8, H11	3	- We have to stop. If we stop, I won't be so stressed. It isn't healthy if we are stressed. And, if we are stressed, we are not in the mood to teach. I think: „come on, they have special educational needs, so they do not know any better'. We'll try again next year.' (H8)
			3		6	
8. Seeking support from family or friend	Belonging	-	-	H2, H12	2	- I talked to my husband or my children. They said that Thailand didn't revolve around me'. (H2)
9. Meet Psychiatrist		-	-	H6	1	- If I'm still bored and frustrated, I'll go to see my psychiatrist.' (H6)
10. Keep working for avoiding boring		L10	1	H11	1	- „If I retired, I do know what I would do. I can do housework in the morning, but what about the rest of the day? I would be bored' (L10).
			1		4	
11. Distinguish between work and personal life	esteem	-	-	H6, H10	2	- I have a solution; I distinguish between work and my personal life.' (H10)

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
12. Focus on determination to study of pupils	esteem	L6	1	-	-	- After the class, they came to me, showed me the picture they had drawn, and asked: „miss, is it beautiful?’ Suddenly, my spirit came back. My pupils still wanted to learn, so how could I be burned out?’ (L6).
13. Pupils are children, immature		L1, L13	2	-	-	- Sometime, I was really angry. But I kept telling myself that they are children so they are immature. Having this thought make me calm down.’ (L13)
14. Brainstorm		-	-	H16	1	- „We, colleagues have a meeting, in order to find a solution to the problem and to see if we face the same problems’. (H16)
15. Aware of being a government officer		L1	1	-	-	- “All my siblings are government officers. I always tell my family that we must work hard. We are government officers, we work for the King. Being a government officer implies that we should focus on our work, and do our best.” (L1)
16. Sense of responsibility		L2, L5, L7	3	H13	1	- „First of all, I think this is my duty. We have duty to teach pupils. This is my responsibility.’ (H13)
17. Adopt strategies to manage work		L8	1	-	-	- I try to manage the work. Some jobs are better to distribute to others. And keep on working step by step or try to do easy job first and then the difficult one later.”(L8)
18. Work regularly		L4, L9	2	-	-	- No, I do not feel exhausted. No matter what they ask me to do, I am always up for it. Most teachers feel work loaded, claimed that they cannot keep up with the administrative work and paper work. For me they are not workload. If we keep doing it regularly, it’s fine. But if you do it in the last minutes, it’s workload.” (L9)
19. Take a short break	esteem	L3, L6, L8, L15	4	H8, H10, H15	3	- „I walked away from the classroom and let the children to carry on with their work. Walking away from the classroom helped me to calm down before continuing my work.’ (L15)
20. Explain when needed		-	-	H4	1	- In that case, I will explain and discussing about that problem.’ (H4)
21. Negotiated with director	esteem	-	-	H5	1	- I negotiated with the director and asked him to reduce my teaching hours; thus, I will stop thinking about early retirement and focus on my teaching and administrative jobs.’ (H5).

(continue)

Sub-theme	Theme	L Group	f	H group	f	Example of coding
21. Negotiated with director	esteem	-	-	H5	1	- I negotiated with the director and asked him to reduce my teaching hours; thus, I will stop thinking about early retirement and focus on my teaching and administrative jobs.' (H5).
19. Take a short break	esteem	L3, L6, L8, L15	4	H8, H10, H15	3	-, I walked away from the classroom and let the children to carry on with their work. Walking away from the classroom helped me to calm down before continuing my work.' (L15)
20. Explain when needed		-	-	H4	1	- In that case, I will explain and discussing about that problem.' (H4)
21. Negotiated with director	esteem	-	-	H5	1	- I negotiated with the director and asked him to reduce my teaching hours; thus, I will stop thinking about early retirement and focus on my teaching and administrative jobs.' (H5).
22. Focus on progression of pupils		L1	1	-	-	- „When we see pupils' developments. I feel like it brings me a deep happiness. It's an abstract thing, I couldn't explain(L1)
			11		7	
23. adopt Buddhist beliefs and practices	s-actual	L1, L5, L11	3	H11, H12	2	- I saw how some teachers blamed pupils when problems occurred. Being a teacher, you should start with yourself, thinking: why are pupils not learning and what can I do to solve the problem?' They shouldn't blame pupils' (L5). - „Yes, I have to let it go. We have to understand and accept it, right? And we have to understand the nature, understand that it is a cycle of life. Nobody can avoid it.' (L11) -, It is the nature of the world. Sometime it is up, sometime it is down. It is not consistency.' (H11) -I do believe that, if we do good things, we will receive good things. Some of my colleagues thought that we were labelling pupils in return for money, but, sooner or later, they will know the truth.' (H12)
24. Adopt positive thinking		L1	1	-	-	- We have to adopt positive thinking. There are problems within every organisation. We have to be open-minded and understand that everyone is different. We have to look for the good in each other'(L1).
25. Teaching is challenging		L2	1	-	-	- It (teaching pupils with SEN) is challenging for me. I have taught many pupils for many years. Some challenging pupils come into my class and I think: „why don't we try?' (L2)

