
Self-Efficacy of Chinese Language Teachers in a Private Tutoring Institution

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Abstract

This study aimed to examine Chinese language teachers' self-efficacy and cultural dimension levels in a private tutoring educational institution in Bangkok, Thailand. A concurrent mixed-method design was applied in the study by quantitative results from 20 Chinese language teachers and qualitative interview findings of 14 participants (four teachers, six students, and four parents). The 9-point Likert scale instrument used in the study was based on Tschannen-Moran et al. (2001) teachers' self-efficacy scale (TSES) and additional questions about cultural dimension derived from GLOBE research's theory on culture and leadership. The study provided important insights into foreign language teachers' self-efficacy when teaching in Thailand. More importantly, it addressed the issues faced by Chinese private tutoring institutions in Thailand and increased awareness for school leaders to improve their school's management and interaction with parents. The questionnaire and interview findings indicated that Chinese language teachers in the selected institution had high self-efficacy and cultural dimension levels. However, interviews with the parents showed additional concerns for school leaders.

Keywords: Self-efficacy, Cultural perspective, Chinese language, Private tutoring, Teachers

Introduction

With the steady growth of China's economic power and the increasing demand for communication in Chinese, the Ministry of Education (MOE) in Thailand saw the importance of incorporating the Chinese language in the nation's curriculum. Recently in September 2020, Dumrongkiat (2020) presented an article about the latest increment recruitment figures of Chinese teachers from MOE to implement Chinese in the Thai educational reform plan. Chinese language classes are offered in Thailand's mainstream schools as early as in the primary level. Chinese language is a popular foreign language offered in private tutoring institutions that support learners besides regular school hours due to the lack of Chinese environment and parents' little knowledge in Chinese language, many families in Thailand

send children to extra lessons or send children to weekend institutions. Kim et al. (2019) defined shadow education as a supplementary curriculum outside of schooling provided by educational business industries to improve academic success among individual students in formal education. (p. 150). Many studies indicated the increase in student achievement when attending additional support outside main school. Shadow education offers a wide variety of program ranging from main school cores such as mathematics, languages, sciences to extra curriculums like musical instruments or sports (Wei & Guan, 2021; Kim et al., 2019). Given the Chinese language has offered both in mainstream and non-mainstream educational institutions, it creates a vast array of different curriculums, diverse student levels, textbooks, recruiting standards, and moreover, Thai cultural differences contribute to challenges for the native Chinese teachers and school administrators (Ye, 2017).

The Chinese language has rooted in Thailand since 1782 when the first Chinese language private school was founded on an island of Ayuttaya Province known as "Ko Rain". However, 200 years later, in 1992, the study of Chinese in Thailand has gained popularity among learners. Manomaiviboon (2004) stated several reasons for the increasing popularity of learning Chinese. Firstly, after Thailand's financial crisis, employees with Chinese knowledge survived the turmoil unhurt and indeed, thrived. Secondly, Her Royal Highness Princess Sirindhorn went to Beijing University to pursue her Chinese language studies, and this was highly advertised in Thai media. Thirdly, the Chinese language was offered as a language option for university students back in 1998. Fourthly, China entered WTO in 2001 when the nation started to open its doors for more economic opportunities. The last reason was that Thailand and China's initiation of the Free Trade Area (FTA) in 2003 boosted both nations' interaction. It is not surprising to conclude that Thailand and China's relationship has been tightly bound together in both economic and educational aspects for a long history.

Many existing studies focused on students' motivation level and student engagement of learning second language with their academic achievements (Cai & Lynch, 2019; Li & Rafael, 2021; Zee & Koomen, 2016), communicative interaction with teachers and positive attitude toward language (Karnchanachari, 2020). Some studies focused on teachers' competencies and challenges faced in teaching Chinese in the Thailand context (Wang, 2018; Ye, 2017). Phan and Locke (2016) has mentioned that the studies examining the impact of culture on teachers' self-efficacy beliefs are rare. Most research focused on the potential role of cultural factors on self-efficacy taken as a cross-cultural perspective in mainstream schools. Little studies focused on teachers' self-efficacy in private tutoring institutions context within Thailand. Phan and Locke (2016) furthermore indicated that collectivist participants from non-Western cultures tend to rate their self-efficacy lower than those from the Western culture. Teachers with a high level of efficacy exhibit remarkable planning and organizing skills; they are open to new ideas and willing to experience new teaching methods. They are more persistent and resilient when things fail and less critical to students when they make errors (Protheroe, 2008). Therefore, school leaders must promote teachers' self-efficacy levels for the benefit of the greater school (Wang, 2018). With the rising trend of Chinese language in private

tutoring classes outside mainstream schools, the language teacher's attitude and perspectives need to be taken in consideration alongside with regular schools (Wei & Guan, 2021).

This study aimed to examine the relationship between Chinese language teachers' self-efficacy level and their cultural dimension levels teaching in a private tutoring institution in Thailand. This study contributed to the Asian literature on the teaching efficacy levels of teachers in non-mainstream education. Furthermore, it provided school administrators and leaders a broader perspective of understanding Chinese language teachers' self-efficacy in the cultural context to improve educational quality and students' academic achievements of learning Chinese as an additional language.

Research objectives and questions

The objectives of the study included the following: (1) to identify the teachers' self-efficacy level in teaching Chinese as a foreign language in a private institution; (2) to describe the cultural dimension level of the native Chinese language teachers when living and teaching in Thailand; and (3) to explore the challenges issues teachers faced when conducting a mixed ability class with native and non-native Chinese students.

In short, the research questions for this study were as follows:

1. What was the level of self-efficacy of the teachers teaching the Chinese language in the private tutoring institution in Bangkok, Thailand?
2. What was the cultural dimension level among these Chinese language teachers in the private tutoring institution in Bangkok, Thailand?
3. What were the challenges faced when teaching Chinese in the private tutoring school in Bangkok, Thailand?

Literature review

This section of the paper covers the basic understanding of the theories applied for this research. It is divided into three major parts: teacher's self-efficacy, culture dimensions, and brief background information about the institution studied.

Teacher's self-efficacy

Teacher self-efficacy refers to teachers' perception or judgment of his or her teaching capabilities that may generate the desired outcome of the class. Two strands of studies influenced the history of efficacy development; one based on Rotter's social learning theory and another from Bandura's social cognitive theory. (Tschanne-Moran & Hoy, 2001). Based on Rotter's (1996) theory, teacher efficacy is determined by external and internal control over their teaching environment. External or general teaching efficacy refers to the degree to which the teacher has believed that the environmental factors overwhelm their power to impact their student's learning. Internal or personal teaching efficacy refers to the confidence in teachers' ability to teach difficult yet unmotivated students to impact students' learning. RAND organization applied this theory and developed an instrument to measure teachers' efficacy using these two strains. (Armor et al., 1976). Teachers with solid internal control believed that

they had the right skills and adequate training to overcome obstacles. (Tschannen-Moran et al., 1998).

The second strand of the study was an idea grounded in Bandura's social learning theory back in 1986, later changed to social cognitive theory. He mostly agreed with the behavioral psychology of classical conditioning by Pavlov and operant conditioning by Skinner; however, he included what he believed that environmental and cognitive factors influence human behavior and learning. (Bandura, 1977). Bandura (1977) defined perceived self-efficacy as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3). This self-efficacy is essentially a future-oriented idea about self-perception of competence level rather than the actual level of competence. Bandura suggested four primary sources of expectations: mastery experiences, physiological and emotional states, vicarious experiences, and social persuasion. Mastery experiences are considered the most powerful source of efficacy because they directly contribute to the performance's expectation of failure or success. Physiological and emotional states enhance one's efficacy level. Vicarious experiences are those skills that observer models or projects themselves to be. The closer the observer identifies with the model, the stronger will be the impact of the efficacy level. Lastly, social persuasion indicates that the feedback or small talk from supervisors or colleagues about teachers' ability impacts or influences the students.

Gibson and Dembo (1984) developed a teacher efficacy scale that applied Rotter's social learning theory of RAND instrument but incorporated Bandura's social cognitive theory as the conceptual framework of self-efficacy and outcome efficacy. They predicted that teachers who scored high on both general teaching efficacy and personal teaching efficacy would provide stronger academic focus in the classroom than those who had a lower expectation on their ability to influence student learning. Conversely, teachers who scored lower marks were expected to give up if they did not see students' results.

Many researchers made no clear distinctions among these two strands of efficacy theory and even to the extent of reconciling both concepts. Many researchers based on the Gibson and Demo instrument showed that teachers' beliefs served as good indicators related to teachers' success and students' outcomes in achievement and motivation for learning. While developing various instruments to measure teachers' sense of efficacy, Bandura (1997) still finds most measurements too general. He denoted that teacher efficacy measures need to tap teachers' competence assessment across the wide range of activities and tasks they are asked to perform to get generalizable findings. Tschannen-Moran et al. (1988) came up with a model of teacher efficacy advice, a valid measure of teacher efficacy that accesses both the personal competence and the analysis of tasks in terms of resources and constraints in specific teaching contexts. Grounded in Gibsons and Demo's instrument (1984) and Taschannen-Moran et al.'s model (1998), Tschannen-Moran et al. (2001) developed an instrument, namely Teacher's self-efficacy scale (TSES), that corresponded to task what teachers faced in school. The instrument measures three factors which include efficacy in instructional strategy, classroom management, and student engagement. TSES is a good measurement of teacher efficacy compared to other measures because it covers multidimensional perspectives of the teacher's teaching. There are

two forms; the extended version consists of 24 items and the shorter form of 12 items. TSES has been tested or validated with pre-service and in-service teachers in correlations with different factors from many countries such as Turkey (Atalay, 2019); Myanmar (Htang, 2018); Taiwan (Liaw, 2017); and United States (Duffin et al., 2012).

Based upon Bandura's theory, this study applied Tschannen-Moran et al. (2001) Teacher Self-Efficacy Scale (TSES) short form of 12 items to examine the three factors of teachers' perceived competencies in instructional strategy, classroom management, and student engagement.

Culture and leadership theory

The GLOBE research program's primary purpose is to increase understanding of cross-cultural relationships or interactions and the impact of culture on leadership effectiveness across various organizations in different cultures around the world. GLOBE researchers based their study on Hofstede's five cultural dimensions. They added four more to a total of nine cultural dimensions: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation. They used the nine cultural dimensions to analyze the attributes of 62 different countries' approaches to leadership (Northhouse, 2019).

Uncertainty avoidance refers to the extent to which the society, organization, or group relies on establishing social norms or procedures to avoid uncertainty. The United States is an example of high tolerance for uncertainty, fostering a thriving entrepreneurial culture where individuals are willing to take risks and make decisions. *Power distance* relates to the degree to which group members expect and agree that power should be shared unequally. In this dimension, culture divides power into levels between people based on ability, authority, status, prestige, wealth, and even material possessions. *Institutional collectivism* describes the degree to which an organization encourages collective societal action, such as in North Korea, where people are ruled by one Supreme Leader who oversees all development of the nation. *In-group collectivism* means the degree to which people express their pride, loyalty, and cohesiveness in their organizations or families. Consensus and collaboration are regarded as more valuable than individual actions. Asian cultures tend to score high in this dimension. *Gender egalitarianism* measures the degree to which an organization reduces gender differences and promotes gender equality. *The assertiveness dimension* implies the point to which people in a culture are determined, confrontational, and aggressive in their societal relationships. In other words, society encourages people to be forceful, aggressive, and tough as opposed to being timid or submissive. *Future orientation* indicates the extent to which people engage in future-oriented behaviors such as planning, future investments, and delayed gratification. *Performance orientation* suggests to which extent an organization or society rewards group members for excellence or improved performance. *Humane orientation* denotes a culture that encourages and rewards people for being fair, caring, generous, and kind to others. This dimension emphasis on social support and community values (GLOBE, 2020).

According to the GLOBE research's characteristics of clusters, southern Asian countries, including Thailand, unveiled high scores on humane orientation and in-group collectivism. This indicates that these countries show strong family bonding and deep concerns for communities around them (Northouse, 2019). Some studies expressed concerns with the unclear scope of the term "others" used under humane orientation in the GLOBE study. It could result in a different understanding of the word "others," for instance, respondents could refer to friends, family, or other minority groups. (Schloesser et al., 2012). Schloesser et al. (2012) proposed dividing humane orientation into in-group and out-group members to provide a distinction when analyzing the results. Furthermore, the other related constructs taken into consideration in their study included personality trait agreeableness, the relationship between humane orientation with the welfare state, religiosity as a cultural system promoting humane orientation, authoritarianism, GDP, and patriotism into measurements account. Though the result of the study revealed the same findings as GLOBE, their additional measures bring a better understanding of alternative variables for future researchers.

Out of all the nine dimensions introduced by the GLOBE research team, this research applied only in-group collectivism and humane orientation dimensions to examine the relationship with teachers' self-efficacy scale. Based on GLOBE findings, Thailand scored high on both dimensions.

Background of the shadow educational institution

This institution is located in Bangkok, Thailand, and was founded in 1992, shortly after the Thai government promoted Chinese culture learning. The purposes of the institution are to enhance Chinese and Thai cultural exchanges; to learn the Chinese language; to promote Chinese culture; to assist students with the enrollment process to higher education level in the home country, and increase employment opportunities. The institution has different Chinese language levels ranging from primary to secondary level. All announcements from the institution are in bilingual messages (Chinese and Thai), which ease communication to students and parents from various backgrounds. Over the recent years, this institution gained popularity among non-native students due to its long-standing history of teaching Chinese to native Chinese-speaking students, resulting in an active Chinese-speaking learning culture. Most importantly, qualified teachers are from Taiwan. Currently, the institution offers Chinese languages classes to students and even adults on weekends, evenings and provides summer classes for intensive daily courses.

Methodology

This study addressed the teachers' self-efficacy in teaching the Chinese language and their cultural dimension working at a private tutoring institution. A convergent mixed-methods design was applied, which involved collecting quantitative data from the questionnaire and explaining the findings with in-depth qualitative data (Creswell, 2015). The convergent design helps offset the weakness of the small number of quantitative data collected and provides a clearer understanding of the variables studied.

The first part, the quantitative study, consisted of collecting data through questionnaires from teachers at a Chinese language institution in Bangkok, examining teachers' self-efficacy related to student engagement, instructional strategies, and classroom management and their cultural dimension level related to collectivism and humane orientation aspect of culture and leadership theory. The second phase, the qualitative phase, was conducted as a follow-up to help explain the quantitative findings and investigated further the teaching challenges and cultural barriers during the class lessons. The interviews explored the foreign language teachers' self-efficacy and culture dimension in teaching Chinese to students. The duration of the study was from November 2020 to January 2021.

Population

The respondents of the study consisted of all the Chinese language teachers in the selected institution. The chosen institution to be studied was one of the early pioneer institutions that teach the Chinese language in Bangkok, Thailand. The institution has Chinese language courses for students from the foundation level to the secondary level (K1-12). On average, the ratio is 20:1 in the primary level and by the secondary one, the number has dropped to 10:1. The ratio of students per teacher decrease as the level gets harder. The main reason is due to the heavier burden and extra activities in mainstream schools for elder students. The institution has 25 native Chinese speaking teachers and which 20 of them answered the questionnaire forms. The response rate was 80% and is considered a high response rate. The school administration department was responsible for the distribution and collection of the questionnaires.

A total of 14 participants (four teachers, six students, and four parents) within the private institution took part in the semi-conducted interview. A snowballing sampling method was used for the study because the research was conducted during the time that the teachers were busy with exams and; therefore, the method via participants' introduction was preferred (Check & Schutt, 2017). The interview data were all gathered within a week via LINE calls. All four teachers (2 male and 2 female) were all native Chinese speakers from Taiwan with teaching experiences ranging from 3 years to 6 years. Six students with 3 boys and 3 girls, aged between 8 to 16 years old took the place in the interview and the other four Chinese native speaker parents were interviewed.

Instrumentation

The study used the short questionnaire version developed by Tschannen-Moran et al. (2001) to measure teachers' self-efficacy scale (TSES) by including the three factors: teachers' instructional strategy, classroom management, and student engagement levels that influence teachers' competence perception. The shorter version has 12 questions in total, with four questions under each of the three factors. An example of a classroom management question was: How much can you *control disruptive behavior in the classroom?* For student engagement, *How much can you motivate students who show low interest in schoolwork?* The instructional strategy asked was to what extent can you provide alternative explanations or

examples *when students are confused*. In addition to the 12 TSES questions, four cultural dimension questions included in-group collectivism and humane orientation, which made 16 questions. Under in-group collectivism and humane orientation of cultural dimension, questions were as follows; *How much can you teach students about society contribution importance?* And *To what extent can you share your problems with colleagues or leaders?* Respectively. The questionnaire is a 9-points Likert scale ranging from Never to Always for responders to respond. The study applied the short version questionnaire due to the time constraints consideration for the teachers. The instrument was written in English and in Chinese with the Chinese translation validated by a native bilingual speaker. All the collected data were analyzed by SPSS 26. The descriptive statistic mean is based on Pimentel (2010) with adjusted intervals of means. The interpretation of 1.00 to 1.79 is very low, 1.80 to 3.59 is low, 3.60 to 5.39 is moderate, and 5.40 to moderate 7.19 is high, and 7.20 to 9.20 is very high. The Cronbach Alpha coefficient (α) of all 16 items of the questionnaire yielded 0.849 which indicated a good internal consistency (George & Mallery, 2003).

Semi-structured interviews from teachers, students, and parents were collected two weeks after the questionnaires. The snowballing sampling interviews were made from all three groups to understand the quantitative results better. This triangulation of sources with concurrent validity gave more authentic meaning to the phenomenon studied. (Creswell et al., 2018). Cohen et al. (2018) stated that snowball sampling is best used when population access is difficult for various reasons such as sensitive topics, suspicion about the researcher, or where contact is difficult. Interviews conducted for this paper were during the Covid-19 outbreak, and interviews had to shift to online via the LINE application software. Mainly the interviews were conducted in English. However, depending on the language comfort level, some interviews were conducted in Chinese. All interview answers were first transcribed to English, and the ones in Chinese later translated to English. Translations were validated by one native bilingual speaker and one Master student in Education major. Thematic analysis was used in the study to analyze the transcribed data. Thematic analysis is a useful method widely used in qualitative research because it provides flexibility for researchers to examine the perspectives of different respondents, highlights the similarities and differences or generates unexpected insights from the collected data. Moreover, thematic analysis is useful in summarizing key features of the large set of data (Nowell et al., 2017). Researcher created themes and provided the key summaries from the interview data given.

Research findings

Demographic profile

A total of 20 respondents completed the survey questionnaire of the study. The demographic profile of respondents indicated more female (80%) and male (20%). The age of the respondents averagely spread across ages between 20 to 40 years old. However, there are a slightly higher number of respondents aged above 51 years old (45%). Among all respondents, 60% hold a Bachelor's degree, and 35% with a Master's degree. The years of teaching the

Chinese language of all the respondents were balanced with more than four years of working experience. Table 1 provides a detailed presentation of the demographic profile findings.

Table 1 Demographic profile

Question	Descriptions	Frequency	Percentage %
Gender	Male	4	20.0
	Female	16	80.0
Age	20 to 25	2	10.0
	25 to 30	1	5.0
	31 to 35	2	10.0
	36 to 40	3	15.0
	41 to 45	0	0
	46 to 50	3	15.0
	51 above	9	45.0
Education degree	Bachelor	12	60.0
	Master	7	35.0
	Others	1	5.0
Teaching experience	1 to 3 years	5	25.0
	4 to 6 years	7	35.0
	7 years above	8	40.0

The descriptive statistical analysis of mean and standard deviation was used to answer the research question of teachers' self-efficacy and culture dimension level. The teachers' self-efficacy (TSES) level of the teachers studied indicated an overall mean score of 7.06 ($M=7.06$, $N=20$). According to the data result, the Chinese teachers' self-efficacy level was overall high. Among all the Chinese language teachers, respondents indicated the highest sense of efficacy in their classroom management compared to the handling of student engagement and their instructional strategies.

The result of the culture dimension level of the respondents indicated an overall very high level, the mean score of 7.45 ($M=7.45$, $N=20$), with in-group collectivism ($M=7.70$) and humane orientation ($M=7.20$) as seen in Table 2.

Table 2 Chinese language teachers' self-efficacy scale level (TSES) and culture dimension (CD) in teaching Chinese

	N	Mean	Standard Deviation	Interpretation
Teachers' self-efficacy scale				
Classroom management	19	7.30	1.17	Very High
Student engagement	20	7.03	0.92	High
Instructional strategies	19	6.86	1.16	High
Culture dimension level				
In-group collectivism	20	7.70	1.03	Very high
Humane orientation	20	7.20	1.13	Very high

Findings from interviews

All participants for the interview are currently teaching or learning from the same Chinese language institution. Four teachers (2 females and 2 males) participated, and the interview time ranged between 15 to 30 minutes to answer five questions. Six students - three boys and three girls, participated in the interview process, ages 8 to 16. The students came from diverse ethnicity with a mixed mainstream school type and with some from international schools and others from Thai bilingual schools. The languages of spoken at home categorized into two major types: the first, a mixed Chinese and English and the second was a mixed of English and Thai. The students were all second-generation migrants to Thailand and many of them were born in Bangkok. Four parents (three females and one male) participated, mostly the parents of the participated students. All four parents were from Taiwan and had been living and working in Bangkok, Thailand for more than 10 years. They were eager to participate in the study in hoping to express their concerns to their child's learning progress. All participant interviewees were briefed about the studied topic and gave verbal consent before conducting the interview. Below are the summaries of the interview findings-directly quoting statements from interviews without alteration for grammatical changes.

Teachers

The first part of the questionnaire asked about challenges teachers faced. Many of the interviews with the teachers expressed deep concerns about the challenges faced when teaching Chinese in Bangkok, Thailand. The reasons ranged from students' behavior problems, background differences to attitude toward the Chinese language.

It is hard for me to control behavior when two kids start to distract the class simultaneously. Verbally asking them to stop the behavior is not hard but taking the time to calm them and explain the reasons for such unwanted behavior is hectic.

I've been in situations that the child just does not understand, no matter how hard I tried to explain. I had to ask someone sitting next to the child to explain it to the child. Maybe children speak their own language.

As teaching overseas, and students in the class are from different countries, the background of financial and culture influenced, so that makes students may not be easy to follow what the teacher required for their study or caused a significant difference present of students to study.

If the child is afraid of the language itself, it is easier to encourage and teach the child than the child who rejects the Chinese language. It is tough to motivate kids like that.

The second part of the questionnaire queried the cultural challenges encountered when teaching the students. Some did not find culture as an obstacle because teaching is teaching regardless of the content. However, most teachers mentioned that different education systems' upbringing affects the students' attitude toward the teacher. Students from Thai schools showed more respect and politeness to the teachers than students coming from international schools. The drastic difference in student behavior was apparent. A teacher mentioned that many Thai students are more laid-back in their studies, which could be a reason for Thai culture influence.

Students

Sample questions from the study for students included overall impression questions like: Do you think your teacher is good at teaching Chinese? Can they explain well? How does your teacher handle disruptive behaviors in class? Do you look forward to going to learn Chinese?

Among the students, all agreed that their respective teachers are good at teaching Chinese and are knowledgeable in the subject. Teachers' instructional strategies were perceived as high among students. Teachers were able to explain well when new context or vocabularies that were introduced in the textbooks. Students answered:

My teacher explains to me things I do not understand. Sometimes he draws and explains both in English and Thai translation with many examples.

She makes extra sure most of us get the meaning before moving on to the next subject. She will give good examples that we can relate to.

As all students interviewed agreed that their teachers are good at teaching, not all students agreed on how well some teachers explained. Some comments made from students:

Kind of, because he explains, and most of us still do not understand. He explains only two times. He will not cross-check if all of us understand. When I do not understand, I don't ask and let it be.

She is good, but she cannot explain well, and students in class barely ask questions. I will ask her only after class when I really do not understand, and the teacher will repeat the definition explanation again, which means I must find my own understanding. Her explanation is not concrete enough with real-life examples.

Regarding the aspect of classroom management, five students agreed that the teachers asked different questions among various students in class. Teachers randomly asked students

questions, and everyone had the opportunity to speak up and participate. In the eyes of the students, their teachers responded to naughty, misbehaved students well. Teachers were able to control all behaviors and manage to continue with class lessons. Some responses from students:

The teacher shouts at the boys if they do not listen or play on their phones, and she will take away their phones. Sometimes the students cry, but the teacher will ignore them and continue with the class.

I think we have four boys in our class who are very naughty. My teacher will tickle the boys when they do not listen, and he is always nicer to girls.

The students' perspectives on teachers' ability to encourage student engagement were low. Classes were described as relatively quiet, with mostly question and answer sections where students listen to the teacher. However, one student explained with excitement:

My class is fun and active, with lots of games that are related to the subject. The game we played pretty often was matching games for Chinese character words. Teachers sometimes reward us with Taiwanese candies that we all love.

Most of the students wished their class would be more engaging and active with some games or interaction.

My class is not active at all. The teacher is very old, and she does not like us to play games.

We have very loud boys in class, and the teacher does not play games. I remember only playing twice since the beginning of this term.

Quiet. We just sit and listen to the teacher.

Lastly, the researcher asked students their motivation to learn Chinese, and they all answered with various reasons. Five out of six students all look forward to going to Chinese lessons for different reasons. Most students knew the importance of learning Chinese for their future benefits and viewed school as a socializing place. Among the interview, only one student stated that she does not like to learn Chinese at all.

Parents

There were four main questions under the parent's interview asking the relationship with teachers, the perceived educational quality offered from school, their child's Chinese learning progress, and the challenges faced.

All interviewed parents mentioned that the teacher-parents relationship in the institution was low, and they believe the school did not emphasize encouraging this aspect to support children's learning. Even though they joined the classroom LINE group, it was one-way communication of the teacher informing about homework or reminder of tests. Most interactions with the teachers were formal greetings to them. However, some teachers offer quick feedback on children's learning progress when parents pick children after class.

Parents considered the institution to learn Chinese one of the top places in Bangkok, Thailand, due to its curriculum, textbooks, and native Chinese teachers' qualification

backgrounds. However, one parent did express her concerns with some inaccurate cultural content from the textbook.

Parents were overall content with their children's Chinese learning progress. Even though the progress is not fast, they see the gradual improvement of their children's Chinese language. Some parents declared that due to the change of different teachers, their child's Chinese got worse. Below are some comments parents made.

I have seen excellent progress from my son since the start of learning Chinese. Within three months from zero level of Chinese, he could not recognize some phonetic alphabets (Bo, Po, Mo, Fo).

It is slow, but it is better than nothing because Chinese is offered only once a week, and it is the only time when my children get to speak Chinese among other Chinese-speaking students and teachers.

All parents agreed that it is challenging to learn Chinese in a third country environment where regular school time is either in English or Thai. Children do not have the chance to speak Chinese except in this institution or at home. Some children can read and write Chinese, but they lack a proper understanding of the meaning behind the vocabulary.

My sons lack the environment to practice speaking Chinese. He only speaks Chinese with me, but they speak English throughout the day in school, and he speaks Japanese with his mom.

The environment to speak Chinese is a challenge. Home is the only place my son uses Chinese. But once we go outside, there is no chance to use Chinese at all.

Parents considered that because of the lack of a Chinese-speaking environment, children might not see the importance of learning a complex language like Chinese. They feared that if they pressured their children a bit more, children would accumulate negative connotations with Chinese.

Discussion

The result from the current study found out that both Chinese teachers' self-efficacy level (TSES) and their culture dimension (CD) under in-group collectivism and humane orientation scored high and very high accordingly. Moreover, these two variables have a positive relationship. Teachers' self-efficacy resulted in high competencies meant that they had an increased perception of their teaching capabilities under all three sub-categories: classroom management, instructional strategies, and student engagement. This outcome had similar findings as Ye's (2017) study of Chinese teachers teaching in international schools in Bangkok. Though these two studies examined both Chinese teachers in different institutions, the result yielded the same conclusion - the Chinese teachers were all highly competent in their skills. In contrast to the study from Zee & Koomen (2016), the finding of the study showed that teacher's high self-efficacy level did not positively link with students' motivation and achievement because from students perspective; many stated that although they believe the teachers are competent, their passive teaching styles were unmotivating to learn Chinese. The very high

level of the cultural dimension of both dimensions indicated the same findings as Thailand's GLOBE study (Schloesser et al. 2012; GLOBE, 2020).

Additional in-depth interviews from teachers, students, and parents provided a better picture of teachers' scores of self-efficacy and culture dimension. Overall, the challenges faced by the teachers were minor issues, and they seemed to be able to handle the problem. Students' interview data confirmed that teachers could tackle disruptive classroom behaviors and manage the overall class professionally. The measurement of student engagement reported high meaning teachers believed they successfully engaged in learning in the class. From the students' perspective, some teachers implement active learning into the classroom, resulting in fun games that boost learning and motivation to learn Chinese. However, some teachers tended to be very textbook-oriented.

In comparison to classroom management and student engagement, instructional strategies scored lowest. This finding was backup by interviews from teachers and students. More than one student confirmed that the teacher mainly used a textbook curriculum, and they did find it a bit boring and lost their concentration in class. Some teachers mentioned that they did not use different teaching strategies in class or used mixed teaching tools. Parents' perception confirmed the overall high teacher's self-efficacy level by their satisfactory progress of their child's Chinese language skills. Some saw a drastic improvement, and all had confidence in the qualifications of the Chinese teachers in the institution.

Chinese teachers are marked high in in-group collectivism and humane orientation of cultural dimension. The plausible explanation could be the similarity of their home culture to Thai culture or the number of years living in Thailand. Cultural integration or assimilation process could explain such findings. A few teachers during the interview did mention that cultural differences were minimal.

Additional challenges that most parents expressed concern about was the lack of a Chinese-speaking environment while learning Chinese in Bangkok, Thailand. Some families have a Chinese speaking environment at home, but children who do not have an opportunity would have a significant drawback. However, a practice speaking language environment challenge exists worldwide when a third language is taught in school. The students' progress is much slower without immersing in the cultural context. Therefore, learning the language is not enough to help students improve the language faster; parents need to find opportunities to let the child use the language learned.

Finally, it was surprising to explore students' perspectives toward Chinese and how parents worried about their child not wanting to learn Chinese. Interview results from students showed that almost all of them want to go to school to learn Chinese. Most understood deep within themselves that Chinese would be essential for them in the future, and some go to school for other reasons. However, from parents' perception, they worried and stressed too much about their child thinking that they do not like to learn Chinese.

Conclusion and recommendation

This study focused on Chinese language teachers' self-efficacy and cultural dimension in a private tutoring educational institution in Bangkok, Thailand. The findings of this study revealed that the Chinese teachers' self-efficacy level was high, and the cultural dimension level scored very high. Even though these teachers faced challenges during the classroom and culture difference challenges, they could handle situations and were confident in themselves with their high self-efficacy level. With the conclusion from all interviews, motivation was the key to uniting teachers, students, and parents. Teachers need to find ways to motivate students and engage them in learning Chinese, so students do not lose interest. Collaborative projects of culture differences are good and effective methods to learn new languages (Karnchanachari, 2020). From parents' perspective, the fear of over-stressing children to pressure them to learn Chinese were immense yet many parents do not know how to deal with such complexity. Children need to learn many subjects or skills to cope with this 21st-century world, parents worry with additional pressure, the real happiness in learning a new language might back-fire and so hinder the child's interest in learning. If students' self-motivation is high, they will know that they need to learn the new language for their future benefit. Therefore, parents should not increase the pressure on students but instead inspire and know them the importance of learning an additional language would open more doors for the students.

Based on the findings of this study, school leaders should (1) provide trainings of new and creative teaching methods to engage student learning (2) provide better teacher-parent relationships to support the students' learning. Parents will be able to be updated with their child's progress and support them when needed. Many would like to support their children's learning, but some do not know how to help. School leaders could work together by improving teacher-parent relationships to enhancing Chinese learning among students. The research recommends the development of mid-term parents-student-teacher (3-way) conference, where student can explain and reflect their Chinese knowledge to their parents and parents are able to ask teachers for the child's learning progress and behaviors in class. Conferences should be conducted in the middle of the term because teachers are able to report to parents and receive parental support before the term ends.

Ethical consideration

The study was explained in both English and Chinese for respondents on the questionnaire and was voluntary based. The study received verbal consent from all interviewees before conducting the interview. Moreover, anonymity was treated throughout the study and all data remained confidential.

Limitations

This study was based on a single institution, and thus, generalization of the findings could not be applied. Moreover, the snowball sampling method applied for interviews could create a certain bias. The literature reviewed were based on English literature, therefore Thai literatures were excluded. However, it would be interesting for future studies to apply it on a

larger scale to measure Chinese language teachers in non-mainstream educational institutions in Thailand.

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