

THE RELATIONSHIP OF JOB STRESS AND PSYCHOLOGICAL WELL-BEING WITH SELF-EFFICACY AMONG CHINESE LANGUAGE TEACHERS IN THAILAND

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Abstract

The purpose of this study was to determine whether job stress and psychological well-being (as independent variables) were significantly related to self-efficacy (as dependent variable) among Chinese language teachers in Thailand. A convenience sample of 115 Chinese language teachers from six regions of Thailand participated in this study. For the data collection, the Questionnaire on Teachers' Job Stress, the Psychological Well-Being Scale, and the Teacher Self- Efficacy Scale were used.

From analyzing means and standard deviations on the collected data, it was found that the overall levels of participants' job stress and psychological well-being were low, while self-efficacy level was moderate. A correlational analysis on the whole sample revealed no significant correlations between the independent variables and the dependent variable, while subgroup correlational analyses revealed two significant, negative and weak correlations: for Chinese language teachers in Bangkok, psychological well-being was inversely related to self-efficacy, whereas for teachers outside Bangkok, job stress was inversely related to self-efficacy. Based on the research findings, recommendations for Chinese language teachers, school administrators, and future researchers are provided.

Keywords: Chinese Language Teachers, Job Stress, Psychological Well-Being, Self-Efficacy

Introduction

China's growing global influence has increased the demand for Chinese language learning worldwide (Wang, 2022). In Thailand, over one million students learn Chinese in more than 3,000 schools, which creates a strong demand for qualified teachers (Center for Language Education and Cooperation [CLEC], 2024). As Chinese language education expands globally and in Thailand, understanding the professional and psychological experiences of Chinese language teachers working overseas is essential for sustaining teaching quality (Zeng, 2023).

Teaching is a highly stressful profession (Kyriacou, 2001). Job stress (i.e., the pressure teachers experience in relation to income and benefits, time management, student behavior,

workload, school management, school environment, career development, social support, and cross-cultural teaching, and communication) can affect teachers' motivation, performance, and health, leading to burnout (Li, 2023). For overseas Chinese teachers, additional challenges such as cultural differences, and institutional constraints further intensify stress (Wang, 2022).

Psychological well-being refers to positive functioning in relation to self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff et al., 2010), and is associated with resilience and teaching satisfaction (Kong, 2021). However, factors such as career advancement opportunities, limited training, and job security may hinder well-being among Chinese teachers in Thailand (Ye, 2011).

Teachers' self-efficacy is defined as their belief in their ability to effectively carry out instructional strategies, student engagement, and classroom management (Tschannen-Moran & Woolfolk Hoy, 2001). Teachers' self-efficacy is linked to successfully perform teaching tasks and handle classroom challenges, and lower burnout (Alibakhshi et al., 2020).

The first author's teaching experience at a government junior high school in Chachoengsao Province revealed several challenges faced by overseas Chinese language teachers. These teachers seem to experience an increasing workload due to the wide variation in students' Chinese proficiency, which demands extensive lesson preparation and may lower teachers' self-efficacy and heighten job stress (Ye, 2017). They also appear to face limited professional development opportunities and institutional support, which may undermine self-efficacy and contribute to job stress due to a lack of resources and guidance (Chuenchit & Wu, 2022). Moreover, restricted interaction with colleagues and relatively small social networks are commonly reported by overseas Chinese language teachers, which may have negative implications for their psychological well-being (Lü & Ru, 2012). These challenges were noted by three other Chinese language teachers in Thailand (personal communication, March 2025).

Previous studies on Chinese language teachers in Thailand have mainly focused on cross-cultural adaptation and job stress, with limited attention to psychological well-being and self-efficacy. For instance, Lü and Ru (2012) identified adaptation difficulties such as language barriers and heavy workloads, while Chuenchit and Wu (2022) emphasized the role of cultural, contextual, and institutional factors in shaping teachers' experiences. In terms of job stress, Wang (2022) highlighted teaching demands and institutional constraints as key stressors, whereas Ye (2017) indicated challenges related to student diversity and limited school support. Although these studies provide valuable insights, they tend to examine job stress, psychological well-being, and self-efficacy separately. Limited research has explored the relationship among these three factors for Chinese language teachers in Thailand.

For these reasons, the researchers decided to conduct a study to determine whether job stress and psychological well-being were significantly related to self-efficacy

among overseas Chinese language teachers working in Thailand.

Objectives of this Research

The following were the specific research objectives addressed in this study.

1. To determine the level of job stress of Chinese language teachers in Thailand.
2. To determine the level of psychological well-being of Chinese language teachers in Thailand.
3. To determine the level of self-efficacy of Chinese language teachers in Thailand.
4. To determine whether there is a significant relationship of job stress and psychological well-being with self-efficacy among Chinese language teachers in Thailand.

Research Methodology

In this section, the key aspects of the study's research design are described.

1. Research Design

A quantitative correlational research design was adopted to achieve the study purpose, which was to determine whether there was a significant relationship between job stress and psychological well-being (serving as independent variables) with self-efficacy (serving as independent variables) among Chinese language teachers in Thailand.

2. Population and Sample

The study population consisted of 652 Chinese language teachers from 111 schools across 41 provinces and six regions of Thailand. From this population, a sample of 115 teachers (33 working in Bangkok, and 82 outside Bangkok) was selected using convenience sampling, distributed as follows: Northern Region (n = 12), Northeastern Region (n = 14), Eastern Region (n = 22), Central Region (n = 53), Western Region (n = 4), and Southern Region (n = 10).

3. Research Tools

This study was conducted using the Questionnaire on Teachers' Job Stress (QTJS), the Psychological Well-Being Scale (PWBS), and the Teacher Self-Efficacy Scale (TSES).

3.1 Questionnaire on Teachers' Job Stress (QTJS). This instrument, developed by Ye (2011), had 52 items measuring nine subscales of job stress (see Table 2): income and benefit (Items 1-2), time management (Items 3-7), student behavior (Items 8-14), workload (Items 15-19), school management (Items 20-25), school environment (Items 26-32), career development (Items 33-37), social support (Items 38-44), and cross-culture teaching and communication (Items 45-52). Items were rated on a 5-point Likert-type scale (1 = no stress, 2 = quite stressful, 3 = stressful, 4 = highly stressful 5 = very highly stressful). The scale mean scores were interpreted on a continuum from 1.00 (very low) to 5.00 (very high job stress).

3.2 Psychological Well-Being Scale (PWBS). This instrument (Ryff et al., 2010) had 18 items measuring six psychological well-being subscales (see Table 3): self-acceptance (Items 1, 2, and 5), positive relations with others (Items 6, 13, and 16), autonomy (Items 15, 17, and 18), environmental mastery (Items 4, 8, and 9), purpose in life (Items 3, 7, and 10), and personal growth (Items 11, 12, and 14). Items were rated on a 7-point Likert scale (1 = strongly disagree, 2 = somewhat disagree, 3 = disagree a little, 4 = neither agree nor disagree, 5 = agree a little, 6 = somewhat agree, 7 = strongly agree). The scale mean scores were interpreted on a continuum from 1.00 (very low) to 7.00 (very high psychological well-being).

3.3 Teacher Self-Efficacy Scale (TSES). This instrument (Tschannen-Moran & Woolfolk Hoy, 2001) had 12 items measuring three self-efficacy subscales (see Table 4): self-efficacy for implementing instructional strategies (Items 9-12), for student engagement (Items 5-8), and for classroom management (Items 1-4). Items were rated on a 5-point scale (1 = not at all, 2 = very little, 3 = some, 4 = quite a bit, 5 = a great deal). The scale mean scores were interpreted on a continuum from 1.00 (very low) to 5.00 (very high self-efficacy).

4. Data Collection

Data were collected in September 2025 through the online survey platform WenJuanXing. Participants were recruited through WeChat. A total of 125 responses were received, of which 10 were excluded due to incomplete information. Consequently, 115 valid questionnaires were retained, yielding a valid response rate of 92.0%.

5. Data Analysis

Before performing descriptive statistics analysis and hypothesis testing, a reliability analysis was conducted on the collected data, by computing the Cronbach's alpha coefficient for each instrument's construct and subscales. Values ranging from .65 to .97 were obtained (see Table 1), indicating that the QTJS, PWBS, and TSES were reliably measuring participants' levels of teachers' job stress, psychological well-being and self-efficacy, respectively.

Table 1 Reliability Coefficients of the QTJS, PWBS and TSES for the Current Study

Dimension	Cronbach's α
Questionnaire on Teachers' Job Stress (QTJS)	
Income and benefit	.84
Time management	.82
Student behavior	.87
Workload	.82
School management	.89
School environment	.88
Career development	.90
Social support	.88
Cross-culture teaching and communication	.91
Overall questionnaire (Teachers' job stress)	.97
Psychological Well-Being Scale (PWBS)	

Self-acceptance	.83
Positive relations with others	.74
Autonomy	.65
Environmental mastery	.81
Purpose in life	.67
Personal growth	.84
Overall questionnaire (Teachers' psychological well-being)	.93
Teacher Self-Efficacy Scale (TSES)	
Implementing instructional strategies	.70
Student engagement	.77
Classroom management	.73
Overall questionnaire (Teachers' self-efficacy)	.88

After ensuring the reliability of the three instruments, collected data were analyzed by descriptive statistics (using means and standard deviations) and correlational analysis (using the multiple correlation coefficient), with the support of a statistical software package.

6. Ethical Considerations

Participants were informed of the study's purpose, procedures, and their rights prior to joining the study. Participation was voluntary, and responses were kept confidential and used solely for research purposes. Contact information was provided for further inquiries.

7. Research Validity

7.1 Questionnaire on Teachers' Job Stress (QTJS). Ye (2011) confirmed both the content and construct validity of the Chinese version of the QTJS using expert review, pilot testing, exploratory and confirmatory factor analyses on 528 overseas Chinese language teachers. Wei (2016) also obtained expert validation before administering the QTJS to 291 volunteer Chinese teachers in Thailand.

7.2 Psychological Well-Being Scale (PWBS). Li (2014) validated the Chinese version of the PWBS with confirmatory factor analysis, finding support for its structural validity. In the present study, negatively worded items were rephrased into positive statements to ensure consistent scoring direction and reduce potential confusion (Li, 2014).

7.3 Teacher Self-Efficacy Scale (TSES). Klassen et al. (2009) established the scale's construct validity across multiple countries using confirmatory factor analysis. For the current study, the TSES was translated into Mandarin Chinese by a certified translator, using a back-translation procedure to ensure equivalence across languages.

Research Results

The research findings obtained from the data collection and analysis follows.

1. Findings from Research Objective 1

The mean scores, standard deviations, and interpretations of the participants' answers to all 52 items comprising the QTJS are shown in Table 2.

Table 2 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the QTJS

Item N ^o	Item statement	M	SD	Interpretation
Income and benefit				
1	My income is not high	2.54	1.05	Moderate
2	I don't get many benefits	2.63	1.09	Moderate
1-2	Overall (Income and benefit)	2.59	1.07	Moderate
Time management				
3	I spend a long time preparing for my lessons.	2.45	1.03	Low
4	Administrative work occupies my class time.	2.55	1.17	Moderate
5	I spend a lot of time adjusting teaching plans to suit students' ability levels.	2.70	.90	Moderate
6	I spend more time on administrative work and social activities than teaching.	2.52	1.10	Moderate
7	I spend more time organizing students' extracurricular activities than teaching.	2.40	1.13	Low
3-7	Overall (Time management)	2.52	1.07	Moderate
Student behavior				
8	The students disagree with the content that I taught.	2.35	1.04	Low
9	I have no effective method to evaluate students' performance.	2.30	.99	Low
10	The students are disrespectful and impolite to me.	2.52	1.13	Moderate
11	The students do not co-operate and follow the class rules.	2.69	1.02	Moderate
12	The students are not interested in what I'm teaching.	2.75	1.00	Moderate
13	The students have no motivation to study Chinese.	2.62	1.04	Moderate
14	The students are often absent from Chinese class due to extra-curricular activities.	2.30	1.12	Low
8-14	Overall (Student behavior)	2.50	1.05	Moderate
Workload				
15	I am always so busy with my work that I don't have enough time for my personal life.	2.50	1.05	Moderate
16	There are too many trivial matters at work.	2.68	1.11	Moderate
17	My teaching tasks are too heavy. I have to teach several grades at the same time	2.68	1.07	Moderate
18	I can't find suitable textbooks and teaching materials.	2.49	1.03	Low
19	I don't have enough knowledge and skill to do my work.	2.54	1.01	Moderate
15-19	Overall (Workload)	2.58	1.05	Moderate
School management				
20	I don't get any support from a school leader.	2.64	1.09	Moderate
21	The school conducts too many teacher evaluations.	2.70	1.14	Moderate
22	The school leader observes my class at irregular times.	2.39	1.15	Low
23	There are too many evaluations, inspections and assessments in the school.	2.64	1.11	Moderate
24	There are too many meetings to attend.	2.73	1.20	Moderate
25	I have too many teaching demonstration classes.	2.69	1.14	Moderate
20-25	Overall (School management)	2.63	1.14	Moderate
School environment				
26	I can't participate in the school's decision-making	1.97	1.18	Low
27	I can't get timely teaching feedback	2.40	1.06	Low
28	I don't get enough support from my colleagues and leader.	2.41	1.03	Low
29	My school does not support the Chinese program.	2.61	1.17	Moderate
30	I lack necessary equipment and teaching materials in my work	2.70	1.11	Moderate

31	There are conflicts between me and my colleagues	2.55	1.23	Moderate
32	I don't have a good relationship with the school leaders	2.62	1.27	Moderate
26-32	Overall (School environment)	2.47	1.15	Low
Career development				
33	The school did not provide me with training opportunities to improve my teaching skills.	2.51	1.12	Moderate
34	I feel that my work does not reflect my full potential and ability.	2.48	1.03	Low
35	I don't think my teaching ability has improved much.	2.49	1.09	Low
36	In my school there are very few opportunities for promotion.	2.56	1.14	Moderate
37	There are no experienced teachers to support me and help me improve my teaching skills.	2.52	1.12	Moderate
33-37	Overall (Career development)	2.51	1.10	Moderate
Social support				
38	Parents have a very high expectation of the teacher.	2.57	1.16	Moderate
39	The social status of teachers is too low.	2.37	1.18	Low
40	Society has increasingly higher requirements for teachers.	2.53	1.06	Moderate
41	I don't get the support of the community	2.37	1.10	Low
42	I think the local people are biased against me because of my nationality or cultural background	2.43	1.09	Low
43	I have limited socialization in the local.	2.08	1.15	Low
44	Some parents don't agree with my teaching method.	2.34	1.05	Low
38-44	Overall (Social support)	2.38	1.11	Low
Cross-culture teaching and communication				
45	It is difficult to communicate with student effectively due to the difference in language and culture.	2.33	1.04	Low
46	My personality conflicts with school culture.	2.30	1.15	Low
47	My teaching method is incompatible with that of the entire school	2.56	1.64	Moderate
48	It is difficult to communicate with colleagues and school leaders due to the difference in language and culture.	2.37	1.11	Low
49	It is difficult to communicate with local people effectively due to the difference in language and culture.	2.16	1.04	Low
50	Students don't agree with my teaching method.	2.49	1.08	Low
51	The students ask me some sensitive questions that I cannot answer.	2.35	1.04	Low
52	It is difficult to communicate with parents effectively due to the difference in language and culture.	2.14	.97	Low
45-52	Overall (Cross-culture teaching and communication)	2.34	1.08	Low
1-52	Overall (Teachers' job stress)	2.48	1.09	Low

2. Findings from Research Objective 2

The mean scores, standard deviations, and interpretations of the participants' answers to all 18 items comprising the PWBS are shown in Table 3.

Table 3 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the PWBS

Item N ^o	Item statement	M	SD	Interpretation
Self-acceptance				
1	I like most parts of my personality	2.43	1.39	Low
2	When I look at the story of my life, I am pleased with how things have turned out so far.	2.42	1.28	Low
5	In many ways I feel proud about my achievements in life.	2.36	1.17	Low
1-2, 5	Overall (Self-acceptance)	2.40	1.28	Low
Positive relations with others				
6	Maintaining close relationships has been easy and encouraging for me.	2.66	1.40	Moderately low
13	People would describe me as a giving person, willing to share my time with others.	2.11	1.07	Low
16	I have experienced many warm and trusting relationships with others.	2.13	1.14	Low
6, 13, 16	Overall (Positive relations with others)	2.30	1.25	Low
Autonomy				
15	I tend to be influenced by people with strong opinions.	3.09	1.47	Moderately low
17	I have confidence in my own opinions, even if they are different from the way most other people think.	2.36	1.20	Low
18	I judge myself by what I think is important, not by the values of what others think is important.	2.25	1.15	Low
15, 17-18	Overall (Autonomy)	2.57	1.28	Moderately low
Environmental mastery				
4	The demands of everyday life often encourage me.	2.50	1.13	Moderately low
8	In general, I feel I am in charge of the situation in which I live.	2.23	1.14	Low
9	I am good at managing the responsibilities of daily life.	2.16	1.10	Low
4, 8-9	Overall (Environmental mastery)	2.40	1.07	Low
Purpose in life				
3	I walk through life with a very clear aim.	2.43	1.24	Low
7	I live life always thinking about the future.	2.18	1.07	Low
10	I often feel as if I still have a lot to do in life.	1.98	1.07	Low
3, 7, 10	Overall (Purpose in life)	2.20	1.13	Low
Personal growth				
11	For me, life has been a continuous process of learning, change, and growth.	1.77	1.09	Low
12	I think it is important to have new experiences that challenge how I think about myself and the world.	1.75	0.98	Low
14	I keep trying to make big improvements or changes in my life.	2.06	1.05	Low
11-12, 14	Overall (Personal growth)	2.58	1.05	Moderately low
1-18	Overall (Psychological well-being)	2.27	1.19	Low

3. Findings from Research Objective 3

The mean scores, standard deviations, and interpretations of the participants' answers to all 12 items comprising the TSES are shown in Table 4.

Table 4 Mean Scores, Standard Deviations, and Interpretations of the Participants' Responses to the TSES

Item N ^o	Item statement	M	SD	Interpretation
Self-efficacy for implementing instructional strategies				
1	How much can you do to control disruptive behavior in the classroom?	3.38	0.92	Moderate
2	How much can you do to motivate students who show low interest in schoolwork?	2.94	0.89	Moderate
3	How much can you do to get students to believe they can do well in schoolwork?	3.21	1.00	Moderate
4	How much can you do to help students value learning?	2.99	0.80	Moderate
1-4	Overall (Self-efficacy for implementing instructional strategies)	3.13	0.91	Moderate
Self-efficacy for student engagement				
5	How much can you do to craft good questions for students?	3.56	0.73	High
6	How much can you do to get children to follow classroom rules?	3.39	0.92	Moderate
7	How much can you do to calm a student who is disruptive of noisy?	3.14	0.95	Moderate
8	How much can you do to establish a classroom management system with each group of students?	3.25	1.07	Moderate
5-8	Overall (Self-efficacy for student engagement)	3.34	0.93	Moderate
Self-efficacy for classroom management				
9	How much can you do to implement a variety of assessment strategies?	3.29	0.75	Moderate
10	How much can you do to provide an alternate explanation when students are confused?	3.82	0.88	High
11	How much can you do to assist families in helping their children do well in school?	3.15	0.89	Moderate
12	How much can you do to implement alternative strategies in your classroom?	3.65	0.81	High
9-12	Overall (Self-efficacy for classroom management)	3.48	0.84	Moderate
1-12	Overall (Teachers' self-efficacy)	3.31	0.90	Moderate

4. Findings from Research Objective 4

Table 5 shows the bivariate correlations between job stress, psychological well-being and self-efficacy held by the whole group of Chinese language teachers from six regions in Thailand, and for those Chinese language teachers working in and outside Bangkok.

Table 5 Results of the Correlational Analysis Between the Job Stress, Psychological Well-Being and Self-Efficacy Held by Chinese Language Teachers in Thailand (Overall and by Bangkok vs. non-Bangkok Groups)

Variable	Overall (n = 115)			In Bangkok (n = 33)			Outside Bangkok (n = 82)		
	1	2	3	1	2	3	1	2	3
1. Job stress	—			—			—		
2. Psychological well-being	.145 (.121)	—		.247 (.165)	—		-.105 (.348)	—	
3. Self-efficacy	-.150 (.110)	-.091 (.336)	—	-.050 (.780)	-.391* (.025)	—	-.217* (.050)	.120 (.918)	—

Note. p-values appear within parentheses below the correlation coefficients.

* denotes a significant relationship (significance level set at $p = .05$, two-tailed).

The results in Table 5 revealed that, for the group of 115 teachers from six regions in Thailand, there was no significant correlation between either their job stress ($p = .110$) or psychological well-being ($p = .336$) with their self-efficacy. For participants working in Bangkok, their psychological well-being was significantly, negatively and weakly correlated to their self-efficacy ($r = -.391$, $p = .025$), explaining 15.3% of its behavior ($r^2 = .153$). For participants working outside Bangkok, their job stress was significantly, negatively and weakly correlated to their self-efficacy ($r = -.217$, $p = .050$), explaining 4.7% of it ($r^2 = .047$).

Research Discussion

In this section, a discussion of the research findings from this study is provided.

Job Stress Held by Overseas Chinese Language Teachers in Thailand

The study results revealed an overall low level of job stress held by the participants (Table 2). Therefore, it can be concluded that the participants' level of tension, both physical and psychological, from an overwhelming work environment, was found to be low. This result was not in line with Wei (2016), who reported a moderate level of job stress among 282 volunteer Chinese teachers working in Thailand. One possible explanation is that teachers may have gradually adapted to their work roles and environments in recent years. Stress arises from individuals' appraisal of situational demands relative to their coping resources (Lazarus & Folkman, 1984), and increased levels of adaptation may lead teachers to perceive challenges as less stressful, and then experience lower job stress.

Psychological Well-Being Held by Overseas Chinese Language Teachers in Thailand

The study results revealed an overall low level of psychological well-being held by the participants (Table 3). Therefore, it can be concluded that the participants' level of positive psychological functioning, personal growth, and fulfillment when teaching Chinese in

Thailand, was low. This finding was not in line with Kong (2021), who found a high level of work-related psychological well-being in a sample of 304 Chinese EFL instructors working in China. This result could be due to the multiple adjustment challenges faced by overseas Chinese language teachers (e.g., unfamiliar living conditions, loneliness, language barriers, and cultural gaps; Wang, 2022), which may contribute to lower psychological well-being.

Self-Efficacy Held by Overseas Chinese Language Teachers in Thailand

The study results revealed an overall moderate level of self-efficacy among participants (Table 4). Thus, it can be concluded that their overall level of beliefs in their ability to be effective teachers and successfully accomplish specific instructional tasks, was moderate. This result may reflect the interplay between teachers' professional competence and the contextual challenges of working overseas. While prior teaching experience is known to strengthen self-efficacy (Bandura, 1997), cross-cultural demands (e.g., language barriers, cultural differences, and limited institutional support) may hinder the development and reinforcement of efficacy beliefs (Wei, 2016), resulting in a moderate overall level.

The Relationship of Job Stress and Psychological Well-Being With Self-Efficacy Held by Overseas Chinese Language Teachers in Thailand

The findings indicated that, among teachers working in Bangkok, psychological well-being was significantly and negatively associated with self-efficacy, although the relationship was weak. This finding may be related to the intensive demands of metropolitan teaching contexts, where overseas teachers often face greater time constraints and adaptation challenges (OECD, 2019). Under such conditions, teachers may compensate by investing greater effort in their teaching, thereby maintaining or even enhancing their self-efficacy perceptions despite emotional strain resulting in reduced psychological well-being. This imbalance may partially explain the weak negative association observed.

For teachers working outside Bangkok, job stress was significantly and negatively associated with self-efficacy, although the relationship was also weak. This result may be associated with contextual constraints in less urban areas, where limited resources and institutional support are common (OECD, 2019), and can increase job stress in such environments. Heightened stress may undermine teachers' confidence in their instructional capabilities, resulting in a negative association between job stress and self-efficacy.

Research Body of Knowledge

The study results show that psychological well-being weakly but significantly predicts self-efficacy among Chinese language teachers in Bangkok, explaining 15.3% of its variance. For those outside Bangkok, job stress has a similarly weak yet significant effect, accounting for 4.7% of its variance. The remaining variance in both groups may be explained

by other factors identified in the literature, and not considered in this study (see Figure 1).

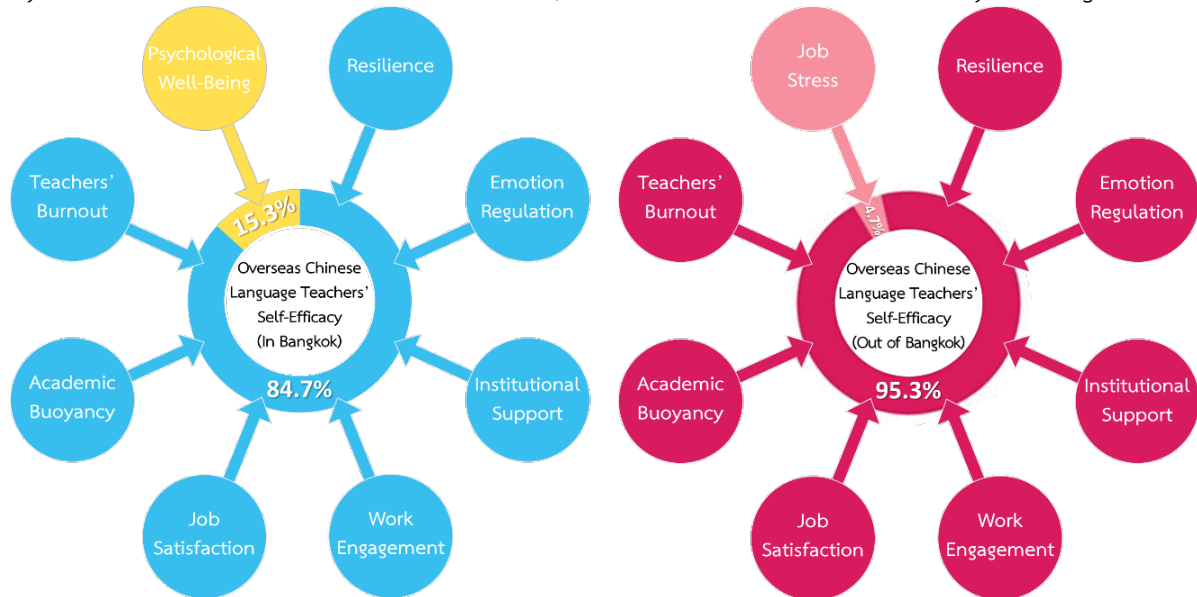


Figure 1 Body of Knowledge Regarding Participants' Self-Efficacy

Previous studies have reported that teacher self-efficacy can be influenced by teachers' burnout (e.g., Ding & He, 2022; Li, 2023), academic buoyancy (Ding & He, 2022), job satisfaction (Wei, 2016), work engagement (Kong, 2021), institutional support (OECD, 2019), emotion regulation (Li, 2023), and resilience (Li, 2023). Considering these factors can guide future studies to further understanding on overseas Chinese language teachers' self-efficacy.

Research Suggestions

1. Suggestions in Practice

1.1 The study findings showed that QTJS Item 26 (see Table 2) received the lowest mean score among participants. This reflects a limited involvement in decision-making of Chinese language teachers in Thailand. The researchers recommend that teachers proactively communicate with school leaders (e.g., contributing to decision-making discussions and seeking professional feedback), as this may strengthen collegial relationships, enhance mutual understanding, and ultimately help alleviate job stress through increased support and integration within the school environment (Chuenchit & Wu, 2022; Wang, 2022).

1.2 The study findings showed that PWBS Item 12 (see Table 3) received the lowest mean score among participants. To address this, teachers are encouraged to engage in cross-cultural interactions (e.g., communicating with colleagues, building social connections, and participating in local cultural activities), as these experiences may promote openness and self-reflection, facilitate cultural adaptation, and ultimately enhance psychological well-being (Chuenchit & Wu, 2022; Ye, 2011).

1.3 The study findings showed that TSES Item 2 (see Table 4) received the lowest mean score among participants. Thus, the researchers suggest that teachers should to adopting engaging instructional approaches, foster positive teacher–student relationships, promote active participation, and design meaningful, student-centered learning activities, thereby enhancing their self-efficacy for instructional strategies (Sun, 2015).

2. Suggestions for Research

2.1 Data were collected from 115 Chinese language teachers across 111 schools in six regions of Thailand. Future studies may use larger samples and include interviews to gain deeper insights into teachers' experiences.

2.2 The combined effect of job stress and psychological well-being was not significantly related to self-efficacy. Future research may include other variables influencing self-efficacy, such as burnout, emotion regulation, and resilience (Ding & He, 2022; Li, 2023).

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