

# Factors Related to Professional Pressure among Thai Teachers Teaching Chinese at the Higher Education Level

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## Abstract

*This study investigates the correlation, obstacles, and opinions related to professional pressures among Thai teachers of Chinese in higher education. A sample of 108 teachers was selected using the accidental sampling method, and data were collected through a four-part questionnaire comprising: (1) General Information of the Respondents, (2) Factors Affecting Professional Pressure, (3) Obstacles and Opinions, and (4) Proposed Methods for Reducing Pressure. Data were analyzed using descriptive statistics and Pearson's product-moment correlation. The findings indicate that the overall mean level of professional pressure is 3.41, with the mean values across six categories as follows: Job Descriptions (3.06), Roles and Duties (3.76), Interpersonal Relationships (2.78), Professional Advancement (3.57), Organizational Structures (3.61), and Course and Teaching Development (3.70). The correlational analysis revealed a significant positive relationship between professional pressures and quality of life, with notable correlations observed between Job Descriptions and Roles and Duties ( $r = .746, p < .001$ ), Roles and Duties and Professional Advancement ( $r = .697, p < .001$ ), and Professional Advancement and Organizational Structures ( $r = .658, p < .001$ ). These results indicate interconnected relationships among the variables, suggesting that changes in one aspect of professional pressure may significantly influence others. All correlations are statistically significant, supporting the validity of these associations. Key stressors were heavy workloads, language demands, and cultural differences. Teachers with Chinese university backgrounds faced less pressure. The study highlights how these challenges affect teaching and offers recommendations to improve well-being.*

**Keywords:** Professional pressure; Thai teachers; Chinese language teaching; Higher education.

## Introduction

The rapid expansion of Chinese language teaching in Thailand is a clear reflection of its growing global importance, with a substantial increase in universities offering Chinese language programs alongside traditional English studies. This growth has been driven by Chinese government initiatives, including scholarships for Thai students, facilitating research, cultural exchanges, and higher education at Chinese institutions from the undergraduate to doctoral levels (Wang & Lin, 2017). Consequently, there has been a steady rise in the number of Thai graduates from Chinese universities, many of whom now serve as Chinese language teachers in higher education institutions across Thailand.

Despite the promising growth in Chinese language programs, there is a considerable gap in the availability of qualified Chinese language educators to meet the increasing demand. While universities across Thailand have expanded their Chinese language curricula, the number of Thai teachers who hold academic positions in this field remains disproportionately low. This shortage has, in some instances, led to the inclusion of Chinese professors in key curriculum roles to fulfil academic standards. However, language barriers, coupled with differences in educational systems and institutional expectations, often prevent these Chinese professors from fully contributing to curriculum development. As a result, Thai teachers are burdened with additional responsibilities, requiring them to continuously update their teaching methods and subject matter expertise to meet both curriculum requirements and the dynamic demands of higher education (Zhao, 2020).

Additionally, the relative novelty of Chinese language teaching in Thailand presents unique challenges. The limited availability of mentorship in this emerging field leaves Thai teachers without adequate guidance, particularly when navigating the significant differences between Thai and Chinese academic writing styles.

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This disparity complicates the process of producing scholarly work, as Thai teachers must dedicate substantial time and effort to meet academic standards that differ between the two countries (Chen & Li, 2019). Furthermore, the increasingly stringent quality assurance frameworks within Thai universities require teachers to meet elevated qualifications, adding yet another layer of pressure. These systemic challenges collectively contribute to an overwhelming workload for Thai teachers, leaving them with insufficient time to engage in the research necessary for academic advancement (Tang, 2021).

The cumulative effect of these pressures was highlighted by Naris Wasinanon (2016), who noted that the heavy teaching load, combined with other academic responsibilities, leaves Thai teachers teaching Chinese with limited time for research and academic publication. This imbalance has resulted in fewer teachers achieving academic positions in Chinese language teaching compared to other disciplines. In response, universities have implemented measures to incentivize academic advancement by linking employment contracts to the attainment of higher academic positions and degrees. These contracts, often set within strict 2–5-year timelines, require teachers to secure an academic position within the specified period or face the possibility of non-renewal. This pressure to comply with institutional requirements adds to the overall stress faced by educators in this field (Su & Li, 2020).

Excessive professional pressure has far-reaching implications for both the mental health and work performance of teachers. According to Zhenliang Liu and Rixin Tang (2024), when professional pressure surpasses normal thresholds, it can reduce work efficiency and impair behavioral functioning, as individuals under significant stress struggle with self-regulation. For Thai teachers teaching Chinese at the higher education level, this stress manifests in a variety of ways, from reduced teaching effectiveness to a diminished ability to engage in academic research. The consequences of this professional pressure extend beyond individual well-being, affecting the broader educational environment and the long-term development of Chinese language education in Thailand.

To address these challenges, it is essential for educational institutions and associated organizations to identify the key factors contributing to professional pressure. By understanding these influences, policymakers and administrators can develop targeted interventions that reduce stress, support professional development, and improve overall teacher performance and job satisfaction. For instance, mentorship programs, collaborative research opportunities, and workload management initiatives could alleviate some of the burdens faced by teachers in this field, allowing them to focus on both their professional growth and the continued advancement of Chinese language education in Thailand (Li & Zhou, 2022).

This research aims to identify the specific factors influencing the professional pressure of Thai teachers teaching Chinese at the higher education level. The findings will offer valuable insights into the challenges faced by these educators and will serve as a foundation for developing supportive measures that enhance teaching performance, foster academic success, and promote teacher well-being.

### *Objective*

1. To investigate professional pressures among Thai teachers of Chinese in higher education.
2. To examine the correlation of professional pressures among Thai teachers of Chinese in higher education.
3. To examine obstacles and opinions affecting professional pressure on Thai teachers teaching Chinese in higher education

## ***Scope of the Study***

### *Geographical Scope*

The study focuses on universities across Thailand, encompassing state universities, private universities, Rajabhat universities, and Rajamangala universities. These institutions represent a diverse range of higher education environments where Chinese language instruction is offered.

### *Content Scope*

The research examines the various factors contributing to the professional pressure experienced by Thai teachers who are engaged in teaching Chinese at the higher education level. Key areas of focus include workload, institutional demands, curriculum responsibilities, and cross-cultural challenges in teaching.

### *Sample Scope*

The study was conducted using a purposive sample of 108 Thai teachers who teach Chinese at the higher education level. This sample includes educators from a range of institutions across Thailand, providing a broad perspective on the pressures faced within this profession.

## **Research Methodology**

### *Sample Selection Process*

The purposive sampling method was employed to select 108 Thai teachers teaching Chinese at the higher education level. This selection is based on research by Asst.Prof.Dr. Naris Wasinanon (2016), who identified 82 higher education institutions in Thailand offering Chinese language courses, with each course requiring at least five responsible instructors. Given this estimation and a survey of Thai teachers teaching Chinese at the higher education level, it was inferred that there are currently over 500 Thai teachers in this field. Consequently, a sample size of 108 teachers, representing approximately 1 in 5 of the total population, was deemed appropriate for this study.

### *Research Tools*

This study utilized a quantitative research methodology, with the primary research tool being a structured questionnaire. The questionnaire was designed based on theoretical frameworks, concepts, and a review of relevant literature, focusing on factors influencing the professional pressure experienced by Thai teachers teaching Chinese at the higher education level. The questionnaire was divided into four main sections:

1. General Information of the Respondents: Demographic data and background information.
2. Factors Affecting Professional Pressure: A set of evaluative questions covering six domains of professional pressure, with responses measured on a 5-point Likert scale, ranging from 5 (highest pressure) to 1 (lowest pressure).
3. Obstacles and Opinions: Ten closed-ended evaluative questions aimed at identifying specific obstacles and personal opinions on professional pressure.
4. Proposed Methods for Reducing Pressure: Open-ended questions allowing respondents to suggest solutions for reducing professional pressure.

### *Research Tool Quality Assessment*

The content validity of the questionnaire was ensured through consultation with three field experts. These experts evaluated the questions to guarantee alignment with theoretical concepts and literature. Reliability was measured using the Index of Item-Objective Congruence (IOC), with scores ranging between 0.6 and 1.00, indicating satisfactory reliability.

### *Statistics Used*

Descriptive statistics, including means and percentages, were used to analyse the collected data and Pearson's product-moment correlation.

### *Data Collection and Analysis*

Data collection involved distributing questionnaires to the purposively selected 108 Thai teachers teaching Chinese at the higher education level. The data were analysed using descriptive statistics and Pearson's product-moment correlation.

### *Summary and Discussion of Research Results*

The results of the study will be summarized and discussed in relation to the literature review and theoretical framework, providing insights into the professional pressure experienced by Thai teachers teaching Chinese at the higher education level and suggesting possible interventions for reducing this pressure.

## **Literature Review**

### *Concepts and Theories*

Wendy Treynor (2009) defines "peer pressure" as a powerful force that compels individuals to modify their behavior, attitudes, or core values to conform to their social environment, often against their will. This phenomenon is deeply rooted in the Identity Shift Effect theory, which suggests that individuals adjust their behavior and beliefs to align with group norms to maintain social harmony. However, this alignment can result in internal conflict, as individuals may feel they are betraying their true selves. The discomfort arising from this forced conformity is referred to as "pressure." In a professional context, this pressure manifests when individuals are required to conform to the expectations and norms of their workplace, even if these expectations conflict with their personal values.

Professional pressure refers to the physical and psychological stress experienced by individuals due to internal and external stimuli while working. This pressure often arises from the desire to achieve specific goals, but excessive pressure can lead to dissatisfaction, resistance to organizational demands, and adverse effects on both mental and physical health. Watthana Manopiniwet (1993) emphasizes that professional pressure can induce abnormal psychological states, resulting in cognitive and physical changes that detract from work performance. This notion is echoed by Robbins and Judge (2013, pp. 597-600), who argue that professional pressure is multifaceted, stemming from organizational structures, roles, responsibilities, and personal aspirations for career advancement.

The comprehensive study by Jiranuch Yuangthong, Kanyanat Rattanaphatham, and Jiraphan Chorruk (2014) identifies six primary factors contributing to professional pressure among educators: 1) Job Descriptions, 2) Interpersonal Relationships, 3) Working Environment, 4) Professional Advancement, 5) Organizational Structure, and 6) Course and Teaching Development. These factors collectively contribute to the stress experienced by educators, particularly those working in higher education.

### *Related Research and Documents*

Despite the wealth of research on stress and professional pressure in various fields, there is a notable gap in studies specifically focusing on Thai teachers teaching Chinese at the higher education level. This study aims to fill that gap by examining the factors influencing professional pressure in this unique context.

#### *Work Stress in State Universities*

Jessada Koo-ngammak and Pachitjanut Siripanich (2014) studied work stress among university instructors in Bangkok and nearby regions, finding that the majority experienced low to moderate levels of stress. The primary organizational factors contributing to this stress were excessive workloads, strict rules, and regulations, particularly in relation to educational quality assurance. Inadequate compensation for academic positions and unbalanced salary promotion systems also emerged as significant sources of stress. Furthermore, the demanding teaching and research workload, which prioritized quantity over quality, compounded the stress faced by instructors.

#### *Effects of Professional Pressure on Job Efficiency*

Jiranuch Yuangthong et al. (2014) explored how professional pressure impacted the job efficiency of bookkeepers in Khon Kaen province. Their research revealed that while professional advancement was linked to increased workloads and diminished job efficiency, interpersonal relationships and job descriptions had little impact on job performance. The study highlights the importance of management in reducing professional pressure by enhancing employee knowledge and competencies.

#### *Factors Influencing Academic Positions*

Janthanan Jarunopatham and Sanya Kenaphoom (2016) identified key factors influencing the accession of academic personnel at Rajabhat Maha Sarakham University, including salary, educational attainment, tenure, and gender. Their research suggests that universities should implement policies to promote academic advancement, such as mentoring systems that encourage career development but also create pressure through performance evaluations.

#### *Stress among Lecturers at Ramkhamhaeng University*

Jindaporn Moonkunta et al. (2019) focused on the stress levels of lecturers at Ramkhamhaeng University, finding that excessive workloads, unclear roles, and responsibilities, as well as a demanding working atmosphere, were significant contributors to stress. The study calls for immediate interventions to alleviate the pressure faced by lecturers to improve their well-being.

#### *Factors Affecting Research Output*

Suangkena Moungyang and Suppachock Maneemai (2022) studied the research output of lecturers at Phranakhorn Rajabhat University, identifying excessive workloads as a major obstacle to research productivity. They recommend that universities should provide continuous support for faculty development through training in research methodologies, statistical analysis, and proposal writing to foster academic growth and reduce professional pressure.

### *Conclusion*

The existing literature emphasizes the pervasive issue of stress and professional pressure across various academic settings, particularly in higher education. However, few studies have directly addressed the professional pressure experienced by Thai teachers teaching Chinese at the higher education level. This study aims to contribute to the understanding of this unique professional group by identifying the key factors influencing their professional pressure and offering insights for reducing it. Future research should

continue to explore these issues, with a focus on developing effective interventions to mitigate the negative impacts of professional pressure on educators.

## Results

The data were collected using a questionnaire with a sample of 108 Thai teachers teaching Chinese at the higher education level; the questionnaire was complete and could be used for data analysis as follows.

### *General Information of the Respondents*

**Table 1:** Participant demographics

Characteristic	Numbers	Percentage
<b>Genders</b>		
Male	38	35.18
Female	70	64.81
<b>Ages</b>		
Between 25-35 years	63	58.33
Between 36-45 years	41	37.96
More than 45 years	4	3.70
<b>Marital Status</b>		
Single	77	71.29
Married	24	22.22
Married and Childbearing	7	6.48
<b>The Number of Children</b>		
1-2 children	15	13.88
3-5 children	1	0.92
None of Children	92	85.18
<b>Highest Academic Qualification</b>		
Doctoral Degree	41	37.96
Doctoral Degree	41	37.96
Master's Degree	49	45.37
Master's Degree and Currently Studying Doctoral Degree Abroad	6	5.55
Master's Degree and Currently Studying Doctoral Degree in Domestic Country	12	11.11
<b>Monthly Income (Thai Baht)</b>		
17,500-20,000 Bath	10	9.25
20,001-30,000 Bath	33	30.55
30,001-40,000 Bath	31	28.7
40,001-50,000 Bath	19	17.59
More than 50,000 Bath	15	13.88
<b>Employment Status</b>		
Civil Servant under the institution	5	4.62
1-to-5-year employee	50	46.29
6-to-10-year employee	13	12.03
Up-to-60-year-old employee	40	37.07
<b>Types of Higher Education Institutions</b>		
Rajamangala Universities of Technology	4	3.70
Private Universities	16	14.81
State Universities	54	50

Rajaphat Universities	34	31.48
<b>Academic Positions</b>		
Assistant Professor	9	8.33
Instructors	99	91.66
<b>Position in Organizational Structure</b>		
Head of the Program	11	10.81
Program Lecturer	24	22.22
Curriculum Lecturer	40	37.03
Lecturer	32	29.62
Visiting Lecturer	1	0.92
<b>Length of Working Period</b>		
Less than 5 years	35	32.40
5-10 years	46	42.59
11-15 years	18	16.66
16-20 years	7	6.48
More than 21 years	2	1.85
<b>Teaching Hours per Week</b>		
Less than 20 hours	84	77.77
20-29 hours	22	20.37
30-39 hours	2	1.85
<b>Countries of Graduating (for Doctoral Degree)</b>		
Graduated from Domestic Universities	8	7.47
Graduated from China	32	29.62
Graduated from Taiwan	1	0.92
<b>Period Terms Set for Apply for Academic Positions or Higher Degree</b>		
No Period Terms set	36	33.33
Within 2-5 years	48	44.44
Within 6-8 years	19	17.59
Within 9-11 years	5	4.62
<b>Do you have enough pieces of work to apply for an academic position?</b>		
Yes	32	29.62
No	76	70.37
<b>Do you have health problems caused by professional pressure?</b>		
Yes	59	54.62
No	49	45.37

From the analysis of the participant demographics, the majority of Thai teachers teaching Chinese at the higher education level were female, aged 25 to 35, single, and without children. Most earned between 20,001 and 30,000 baht per month. In terms of educational qualifications, a significant number held master's or doctoral degrees obtained from universities in China, reflecting the continuing value placed on studying abroad, supported by Chinese government scholarships for international students.

In the professional realm, most respondents were employed by public universities, with 5 to 10 years of teaching experience. Their weekly teaching hours were typically fewer than 20, and they were primarily employed as curriculum lecturers. Their employment status was often contractual, with universities setting

the terms of employment, including the requirement to obtain a higher degree or academic position within 2 to 5 years of signing the contract.

Regarding professional pressure, Table 1 highlights that many lecturers faced significant pressure related to applying for academic positions. This pressure varied by institution type:

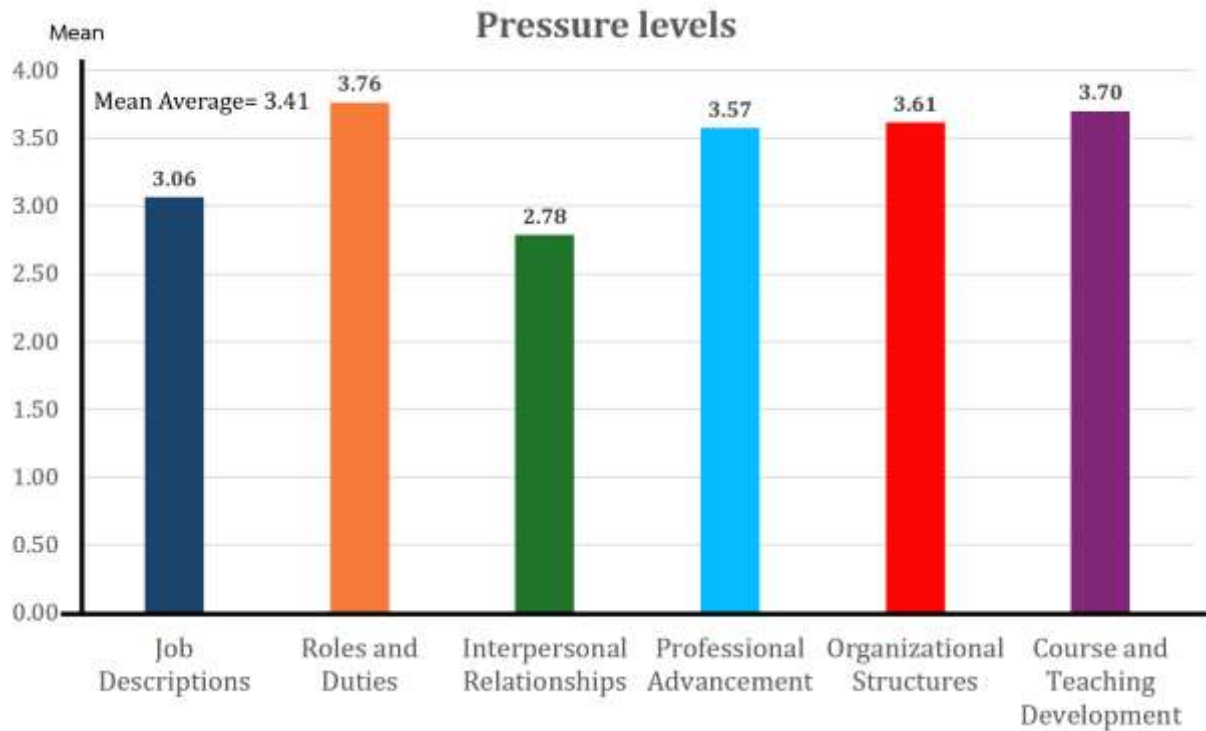
- **Public Universities:** Out of 54 respondents, 32 reported professional pressure, accounting for 59.25%.
- **Rajabhat Universities:** of 34 respondents, 20 experienced professional pressure, accounting for 58.82%.
- **Private Universities:** Among 16 respondents, 5 felt professional pressure, representing 31.25%.
- **Rajamangala University of Technology:** Out of 4 respondents, 3 reported professional pressure, a significant 75%.

In conclusion, professional pressure among Thai teachers teaching Chinese at the higher education level stemmed from their diverse responsibilities, which extended beyond teaching to include administrative tasks, academic services, and the submission of academic work. The degree of pressure varied by institution type, with state universities exhibiting the highest levels of professional pressure, followed by Rajabhat Universities, Rajamangala Universities of Technology, and private universities.

#### **The investigate professional pressures among Thai teachers of Chinese in higher education.**

The data was collected and analysed as follows.





**Figure 1:** Means and Standard Deviation of Pressure Levels

As can be seen in bar chart above illustrates "Pressure Levels" presents the mean values of pressure across six categories: Job Descriptions (3.06), Roles and Duties (3.76), Interpersonal Relationships (2.78), Professional Advancement (3.57), Organizational Structures (3.61), and Course and Teaching Development (3.70). The overall mean pressure level is 3.41. The highest pressure is observed in Roles and Duties, followed closely by Course and Teaching Development, while the lowest pressure is reported in Interpersonal Relationships. This indicates that responsibilities and teaching-related tasks are key contributors to overall pressure, whereas interpersonal dynamics cause the least stress.

**Table 2:** The correlation of professional pressures among Thai teachers of Chinese in higher education

Variable	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>
X <sub>1</sub>	1.00					
X <sub>2</sub>	.663***	1.00				
X <sub>3</sub>	.746***	.634***	1.00			
X <sub>4</sub>	.657***	.580***	.697***	1.00		
X <sub>5</sub>	.527***	.612***	.629***	.658***	1.00	
X <sub>6</sub>	.545***	.546***	.541***	.597***	.550***	1.00

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

The table 2, shows the correlations among six variables related to professional pressures faced by Thai teachers of Chinese in higher education. Significant positive correlations are observed between most variables, with the strongest correlation between Job Descriptions and Roles and Duties ( $r = .746$ ,  $p < .001$ ). Other notable correlations include Roles and Duties and Professional Advancement ( $r = .697$ ,  $p < .001$ ) and Professional Advancement and Organizational Structures ( $r = .658$ ,  $p < .001$ ). These results indicate interconnected relationships among the variables, suggesting that changes in one aspect of professional pressure may significantly influence others. All correlations are statistically significant, supporting the validity of these associations.

## The Obstacles and Opinions Affecting Professional Pressure on Thai Teachers Teaching Chinese in Higher Education

**1. Professional Development Obstacles:** Among 99 respondents, the key challenges included excessive workload related to changing quality assurance (62.62%), unclear formats for research funding applications (26.26%), rigorous academic position application processes (8.08%), and internal organizational disagreements (3.03%).

**2. Scholarly Work:** Of 108 respondents, 65.74% had academic works, while 34.25% did not. A total of 248 scholarly works were produced, comprising academic conference papers (12.90%), TCI-base-1 articles (13.30%), TCI-base-2 articles (60.08%), international articles (5.24%), and textbooks/teaching materials (8.46%).

**3. Obstacles in Writing Teaching Materials:** Out of 100 respondents, 48% lacked knowledge in writing materials related to the Chinese language due to differing Thai and Chinese writing styles, 33% were overburdened with workload, 11% needed more in-depth Chinese language knowledge, and 2% required mentoring.

**4. Differences in Research Writing Styles:** 95 respondents noted significant differences between Thai and Chinese research writing, with Thai articles being more complex in format and structure.

**5. Academic Position Application Timeline:** Among 99 respondents, 17.17% planned to apply within 1-2 years, 54.54% within 3-5 years, 12.12% beyond 5 years, and 16.16% were uncertain.

**Obstacles in Applying for Academic Positions:** Of 101 respondents, 46.34% cited lack of knowledge in academic writing, 27.72% pointed to excessive workload, 20.79% struggled with time allocation, and 4.95% found review standards too high.

**Opinions on Application Policies:** Out of 90 respondents, 54.44% agreed with current policies, 38.88% disagreed, and 6.66% were ambivalent.

**Working with Chinese Colleagues:** Among 98 respondents, 44.89% reported no issues, 35.71% felt workload inequality, and 19.38% experienced cultural and organizational differences.

**Workload Inequality:** 96 respondents indicated that Thai teachers handled more administrative tasks and curriculum-related activities, while Chinese teachers focused on teaching.

**Areas for Professional Skill Development:** Of 82 respondents, 45.12% emphasized research and academic work, 32.92% focused on Chinese language teaching, 19.51% needed deeper knowledge of Chinese language and culture, and 3.65% identified other areas like English and technology skills.

The primary sources of professional pressure for Thai teachers teaching Chinese in higher education stem from workload, quality assurance demands, and academic responsibilities that their Chinese colleagues often do not share. Additionally, teachers faced challenges in writing scholarly works and applying for academic positions due to limited experience and support. These pressures were compounded by differences in Thai and Chinese research writing styles and the limited financial support for publishing research.

### *Methods to Reduce Professional Pressure*

**Reduce Workload:** 39.32% of 89 respondents advocated for reducing curriculum-related workload, simplifying quality assurance, and focusing on personnel development.

**2. Develop Chinese Writing Skills:** 28.08% emphasized the need for better training in writing Chinese-language academic materials.

**3. Extend Academic Position Application Periods:** 19.10% suggested extending the application timeline and involving more experts.

**4 Change Work Attitudes:** 13.48% recommended fostering a growth mindset, increasing compensation, and encouraging teamwork between Thai and Chinese teachers.

Most Thai teachers teaching Chinese in higher education proposed measures to reduce professional pressure, including workload reduction, flexible academic position applications, and fostering a supportive work environment. These strategies aim to turn pressure into motivation, creating a more collaborative and productive atmosphere among Thai and Chinese colleagues.

## Conclusions

The research highlights significant professional pressure on Thai teachers teaching Chinese at the higher education level, primarily due to increased workloads from implementing the AUN-QA model, challenges in creating teaching materials, and the competitive, rigid organizational structures. Additional pressure stems from a lack of skills in producing research papers, insufficient compensation, and extensive job responsibilities. Despite generally positive interpersonal relationships with Chinese colleagues, these factors collectively create a demanding environment, with high expectations for academic advancement and inadequate support contributing to overall stress.

## Discussions

The discussion of the research results has been divided into six key areas:

**Excessive Workload:** Thai teachers teaching Chinese at the higher education level are burdened with heavy workloads beyond teaching, particularly in quality assurance, which grows more complex yearly. Additionally, there is an unfair distribution of work between Thai and Chinese teachers, with Thai teachers shouldering more responsibilities. The compensation does not reflect this workload, leading to dissatisfaction and decreased work efficiency. To address this, administrators should implement incentives, such as increased compensation tied to performance, to boost morale. Thitaree Kunlavanit (2016) referenced Victor Vroom's expectancy theory, emphasizing that clear goals and the promise of rewards for hard work can enhance motivation and performance.

**Working with Chinese Colleagues:** Thai teachers teaching Chinese can collaborate effectively with their Chinese colleagues, overcoming language and cultural barriers due to a shared emphasis on teamwork. The "Guanxi" culture in Chinese workplaces, rooted in Confucian values, emphasizes relationships and mutual support, similar to Buddhist principles in Thailand. Ma Guitong et al. (2018) highlighted the Confucian notion of "天下一家," which promotes the idea that all people are akin to siblings, fostering a supportive work environment. This cultural compatibility allows Thai and Chinese teachers to work harmoniously together.

**Different Writing Patterns in Thai and Chinese Articles:** Thai teachers, often educated in China, are more familiar with Chinese article formats, which differ significantly from Thai standards. Thai articles are more structured, with detailed research methodologies and rigorous statistical analysis, while Chinese articles prioritize brevity and the researcher's ideas. Pornchanok Thonglard (2018) noted that Thai articles demand precise methods and thorough documentation, whereas Chinese articles often lack the extensive use of statistics and references. Understanding these differences is crucial for Thai teachers transitioning to writing in the Thai academic style.

**Writing Academic Works:** The pressure to produce academic works for career advancement is significant, with universities setting strict deadlines for contract renewals based on academic output. However, the focus on quantity over quality is problematic. Jittiphon Chaisaengmongkol (2021) argued that universities should emphasize qualitative assessments of research, aligning academic work with local needs rather than merely counting publications. To support this shift, universities should offer more qualitative evaluation methods, organize competitions for high-quality research, and provide academic writing support.

**Impact of Academic Position Applications on Employment Contracts:** The pressure to apply for academic positions within a set timeframe is exacerbated by the rapid growth of Chinese language programs in Thailand. Strict policies linking academic positions to contract renewals create significant stress for teachers. Universities should review these policies, allowing teachers more flexibility and opportunities to provide feedback. Kulaya Sukphongthai and Panita Demanop (2014) suggested that involving staff in strategic planning and decision-making fosters a more inclusive environment, potentially leading to innovative solutions and better workplace relationships.

**Guidelines for Course and Teaching Development:** The selection of Chinese textbooks for higher education requires a more systematic approach to avoid the current disjointed method based on yearly student proficiency. A comprehensive evaluation of textbooks aligned with curriculum objectives and pedagogical effectiveness is needed to improve continuity in learning. Wu Qiong and Li Chuangxin (2001) noted that using inconsistent textbooks hampers students' ability to link grammatical knowledge effectively. To address this, Chinese teachers should develop teaching materials tailored to various proficiency levels, integrating technology and innovative media. Regular training in Chinese language teaching and active learning strategies, as Adirek Nuansri (2023) recommended, is essential for teachers to stay current and effective in their roles.

## Suggestions

**Workload Allocation:** To promote fairness and efficiency, the university should ensure a balanced distribution of workload between Thai and Chinese teachers. Clear delineation of duties and responsibilities will enable Chinese teachers to focus fully on curriculum-related tasks, while also ensuring that both Thai and Chinese teachers' contributions are valued equally.

**Quality Assurance Training:** The university should regularly organize quality assurance training programs for all teaching staff. These sessions should include opportunities for idea exchange between institutions and the integration of more efficient systems, such as electronic quality assurance platforms where evidence can be submitted and reviewed online. This approach will enhance the confidence and competence of teachers in maintaining educational standards.

**Support for Academic Position Applications:** The university should establish a dedicated project to assist Thai teachers in applying for academic positions. This project would provide guidance on writing scholarly works and track progress quarterly. By monitoring both mentors and applicants, the university can help teachers meet the necessary criteria within the specified timeframes, thereby fostering academic advancement.

**Compensation and Performance Evaluation:** The university should revise its compensation structure to ensure it is based on clear criteria, including years of experience, qualifications, and performance. Reducing activities that do not align with the university's strategic goals and offering fair salary increases based on teaching performance will enhance morale and encourage professional development.

**Development of Academic Writing Skills:** The university should focus on developing the academic writing skills of Chinese language teachers by organizing training sessions led by experts in Chinese language and research. Setting quarterly goals and requiring regular progress reports will help teachers gradually improve their writing proficiency and produce high-quality scholarly work.

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