

Classroom Management Practices and Challenges of ESL Teachers in International Schools in Bangkok, Thailand: Basis for a Professional Development Program

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ABSTRACT

Effective classroom management is essential in promoting student engagement and successful learning outcomes in multicultural and multilingual educational settings. This study examined the classroom management practices and challenges encountered by English as a Second Language (ESL) teachers in international schools in Bangkok, Thailand, and served as the basis for a proposed Professional Development Program. Using a quantitative descriptive-correlational design, data were collected from 54 purposively selected ESL teachers through a validated survey questionnaire. Data were analyzed using frequency and percentage distributions, weighted mean, Spearman Rank Correlation, and Chi-Square Test of Independence.

The findings revealed that ESL teachers demonstrated highly effective classroom management practices in classroom organization and learning environment, classroom rules and expectations, student engagement and participation, behavior management and discipline, and time management. Despite these strengths, teachers experienced highly serious challenges related to workload, stress and time management, language proficiency and communication barriers, and student behavioral issues. Results further indicated a significant relationship between classroom management practices and the challenges encountered by ESL teachers. However, no significant relationship was found between teachers' profile variables and either classroom management practices or challenges encountered.

The study was limited to ESL teachers in selected international schools in Bangkok, Thailand. Based on the findings, a Professional Development Program was proposed to strengthen classroom management competencies and address priority challenges. The study provides insights into ESL classroom management in international school settings and highlights the need for continuous professional support to enhance teacher effectiveness and well-being.

Keywords: Classroom Management, English as a Second Language (ESL) Teachers, International Schools, Professional Development, Thailand

INTRODUCTION

The increasing diversity of student populations in international schools has created both opportunities and challenges for educators, particularly for English as a Second Language (ESL) teachers. Multicultural and multilingual classrooms provide rich opportunities for intercultural learning and global awareness; however, they also require teachers to address differences in language proficiency, cultural backgrounds, learning styles, and classroom expectations. In such

settings, effective classroom management plays a vital role in creating supportive learning environments that promote student engagement, positive behavior, and academic success.

Classroom management is widely recognized as a key factor influencing teaching effectiveness and student learning outcomes. Effective classroom management practices help establish clear expectations, maintain classroom order, encourage active participation, and maximize instructional time. In ESL classrooms, these practices become even more important because teachers must simultaneously support language development while managing diverse learner needs. Previous studies have consistently shown that effective classroom management contributes to improved student engagement, motivation, and academic performance, particularly in culturally and linguistically diverse educational settings.

Despite its recognized importance, classroom management remains a complex responsibility for ESL teachers. Research has identified several challenges that may affect instructional effectiveness, including language proficiency and communication barriers, student behavioral issues, cultural diversity and intercultural differences, classroom discipline concerns, student motivation, and workload-related stress. While these studies provide valuable insights into the challenges faced by teachers, many have focused either on classroom management practices or on teacher challenges independently. Consequently, limited evidence is available regarding how classroom management practices relate to the challenges encountered by ESL teachers in actual classroom settings.

A review of the literature further reveals several gaps. Much of the existing research has been conducted in public schools, mainstream classrooms, or general education contexts, with comparatively less attention given to ESL teachers working in international schools. In addition, studies conducted in multicultural and multilingual environments have frequently emphasized instructional strategies, language acquisition, and student outcomes, while classroom management practices and the challenges associated with their implementation have received less attention. Although previous studies have highlighted the importance of culturally responsive teaching, student engagement, and teacher professional development, few have examined how classroom management practices and teacher challenges interact within international school settings. In the context of Bangkok, Thailand, empirical studies addressing these variables remain limited. Furthermore, little evidence is available to guide the development of professional development initiatives that directly respond to the classroom management needs of ESL teachers in multicultural and multilingual environments.

Addressing these gaps is important because effective classroom management is closely linked to student engagement, instructional effectiveness, and teacher well-being. A clearer understanding of the relationship between classroom management practices and the challenges encountered by ESL teachers can provide valuable evidence for developing targeted interventions and professional development programs that support teachers in diverse educational settings.

Therefore, this study examined the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand. Specifically, it sought to determine the level of effectiveness of classroom management practices, assess the degree of seriousness of the challenges encountered by ESL teachers, and examine the relationships among the variables of the study. The findings served as the basis for a proposed

Professional Development Program designed to strengthen classroom management competencies and support ESL teachers in addressing the challenges encountered in multicultural and multilingual learning environments.

Statement of the Problem

This research study aimed to examine the classroom management practices and challenges encountered by English as a Second Language (ESL) teachers in international schools in Bangkok, Thailand, and used the findings as the basis for a proposed Professional Development Program.

Specifically, it seeks to answer the following questions:

1. What is the profile of the ESL teachers in terms of:
 - a) age;
 - b) gender;
 - c) marital status;
 - d) nationality;
 - e) highest educational attainment;
 - f) monthly income;
 - g) years of ESL teaching experience;
 - h) teaching level handled; and
 - i) number of classroom management seminars and trainings attended within the last five years?
2. What is the level of effectiveness of the classroom management practices of ESL teachers, in terms of:
 - a) Establishment of Classroom Rules and Expectations;
 - b) Behavior Management and Discipline Strategies;
 - c) Classroom Organization and Learning Environment;
 - d) Student Engagement and Participation Management Strategies; and
 - e) Time Management and Lesson Flow?
3. What is the degree of seriousness of the challenges encountered by ESL teachers, in terms of:
 - a) Student Behavioral Issues;
 - b) Language Proficiency and Communication Barriers;
 - c) Cultural Diversity and Intercultural Differences;
 - d) Classroom Discipline and Student Motivation; and
 - e) Workload, Stress, and Time Management?
4. Is there a significant relationship between the level of effectiveness of classroom management practices and the degree of seriousness of the challenges encountered by ESL teachers?
5. Is there a significant relationship between the profile variables of ESL teachers and the level of effectiveness of classroom management practices?

6. Is there a significant relationship between the profile variables of ESL teachers and the degree of seriousness of the challenges encountered?
7. What Professional Development Program may be proposed based on the results of the study?

Scope and Delimitations

This study examined the classroom management practices and challenges encountered by English as a Second Language (ESL) teachers in international schools in Bangkok, Thailand. Specifically, it described the profile characteristics of ESL teachers, assessed the effectiveness of their classroom management practices, determined the seriousness of the challenges they encountered, examined the relationships among the study variables, and developed a proposed Professional Development Program based on the findings.

The study was limited to ESL teachers teaching English language and mainstream English classes in selected international schools in Bangkok, Thailand. Teachers from public schools, private non-international schools, and international schools outside Bangkok were excluded from the study. A quantitative descriptive-correlational research design was employed, and data were collected using a validated researcher-developed survey questionnaire.

The investigation focused on three major variables: ESL teachers' profile characteristics, classroom management practices, and challenges encountered. Classroom management practices were examined in terms of classroom rules and expectations, behavior management and discipline strategies, classroom organization and learning environment, student engagement and participation, and time management and lesson flow. The challenges were examined in terms of student behavioral issues, language proficiency and communication barriers, cultural diversity and intercultural differences, classroom discipline and student motivation, and workload, stress, and time management.

The study relied solely on the self-reported responses of participating ESL teachers and utilized purposive sampling in selecting respondents. As a result, the findings may reflect participants' perceptions and experiences and may not fully represent all ESL teachers in different educational contexts. The perspectives of students, parents, and school administrators were not included. Likewise, the study did not investigate other educational factors such as curriculum development, instructional practices, teacher performance evaluation, or student academic achievement. Because the study was conducted exclusively in international schools in Bangkok, Thailand, the findings should be interpreted within this context and may not be fully generalizable to other educational settings.

Review of Related Literature

This section presents the theoretical, conceptual, and empirical literature relevant to the classroom management practices and challenges encountered by English as a Second Language (ESL) teachers in international schools. The review focuses on the major dimensions of classroom management, including classroom rules and expectations, behavior management and

discipline strategies, classroom organization and learning environment, student engagement and participation, and time management and lesson flow. It also examines the challenges encountered by ESL teachers, such as student behavioral issues, language proficiency and communication barriers, cultural diversity and intercultural differences, classroom discipline and student motivation, and workload, stress, and time management. Relevant literature on teacher professional development is likewise reviewed to provide a foundation for the proposed Professional Development Program. The section concludes with a synthesis of the literature and studies that identifies existing gaps and establishes the rationale for the present investigation.

Related Literature

This section explores the literature that provides the foundation for understanding classroom management in ESL education. It examines key concepts related to classroom organization, behavior management, student engagement, time management, teacher challenges, and professional development. The review also highlights the importance of creating supportive and inclusive learning environments that address the diverse needs of learners in multilingual and multicultural classrooms. Through these discussions, the literature provides a framework for understanding the factors that influence classroom management effectiveness and the professional development needs of ESL teachers in international schools.

Classroom Management in ESL Education

Classroom management is a fundamental component of effective teaching and learning. It refers to the strategies and practices teachers use to establish an organized learning environment, maintain appropriate student behavior, maximize instructional time, and promote student engagement. According to Emmer and Sabornie (2023), classroom management involves creating conditions that support academic achievement, positive social interactions, and productive classroom experiences.

In English as a Second Language (ESL) classrooms, classroom management is particularly important because learners come from diverse linguistic, cultural, and educational backgrounds. Differences in language proficiency, learning styles, and communication patterns require teachers to implement strategies that promote inclusion, participation, and meaningful communication. Effective classroom management supports both language acquisition and student engagement by creating learning environments that foster academic language development and active participation among multilingual learners (de Oliveira, 2023).

Several theories provide a foundation for understanding classroom management in ESL settings. Kounin's Classroom Management Theory emphasizes proactive management through careful planning, smooth lesson transitions, and continuous monitoring of student engagement (Emmer & Sabornie, 2023). Similarly, Bandura's Social Learning Theory and Vygotsky's Sociocultural Theory highlight the importance of observation, collaboration, and social interaction in learning (Schunk & DiBenedetto, 2020; Thorne & Tasker, 2022).

The importance of classroom management is particularly evident in multilingual and multicultural learning environments such as international schools. Clear expectations, organized

learning experiences, and positive classroom relationships help create conditions that encourage participation and support student learning. Research indicates that supportive classroom environments and culturally responsive teaching practices contribute to greater student engagement, positive classroom interactions, and improved learning outcomes (Huttayavilaiphan, 2024).

Overall, classroom management remains an essential element of effective ESL instruction. Through proactive strategies and supportive learning environments, teachers create conditions that promote student participation, language development, and academic success. These findings provide a foundation for examining the classroom management practices of ESL teachers in international schools in Bangkok, Thailand.

Classroom Organization and Learning Environment

Classroom organization and learning environment are important components of effective classroom management. They influence student engagement, participation, and overall learning experiences. In ESL classrooms, a well-organized and supportive learning environment promotes communication, collaboration, and positive classroom behavior.

Physical and Social Learning Environment

The physical and social aspects of the classroom play an important role in supporting learning. An organized classroom, clear routines, and positive teacher–student relationships help create a productive environment where students feel supported and engaged. Wu and Dong (2024) emphasized that supportive teacher–student interactions and positive peer relationships contribute to students’ psychological well-being, participation, and engagement in language-learning environments.

Classroom Climate and Student Learning

Classroom climate refers to the overall atmosphere created through classroom interactions, expectations, and relationships. A positive classroom climate is characterized by respect, fairness, inclusion, and mutual support among teachers and students. Research suggests that students are more likely to participate actively, develop positive learning behaviors, and achieve better academic outcomes when they perceive their classroom environment as welcoming and supportive. Supportive teacher–student interactions, positive peer relationships, and autonomy-supportive teaching practices contribute significantly to students’ engagement, motivation, and psychological well-being in language learning environments (Wu & Dong, 2024; Nguyen & Nguyen, 2023).

Psychological Safety in ESL Classrooms

Psychological safety refers to students’ perception that they can express ideas, ask questions, and make mistakes without fear of embarrassment or negative judgment. This is particularly important in ESL classrooms where learners may experience anxiety when communicating in a second language. Supportive classroom environments encourage greater confidence, participation, and willingness to engage in language-learning activities. Hammond

(2021) emphasized that culturally responsive and inclusive learning environments foster trust, respect, and student engagement, enabling learners to participate more confidently in classroom interactions. When students feel valued and supported, they are more likely to communicate, take risks in language use, and actively engage in learning activities.

Similarly, Huttayavilaiphan (2024) emphasized the importance of cultural awareness and diversity-responsive teaching practices in promoting positive classroom interactions and supporting learners from diverse cultural backgrounds. These practices contribute to creating learning environments where students feel respected, included, and encouraged to participate.

Inclusive Learning Environments

Inclusive learning environments ensure that all students have equitable opportunities to participate and succeed regardless of their linguistic, cultural, or educational backgrounds. Teachers who implement inclusive practices create classrooms where learners feel valued, respected, and encouraged to contribute to learning activities. According to UNESCO (2020), inclusive education promotes participation, belonging, and equal learning opportunities by recognizing and responding to the diverse needs of all learners.

Overall, classroom organization and learning environment contribute significantly to effective classroom management and student learning. An organized classroom, positive classroom climate, psychological safety, and inclusive practices support participation, engagement, and academic success. These findings provide a foundation for examining classroom organization and learning environment among ESL teachers in international schools in Bangkok, Thailand.

Establishment of Classroom Rules and Expectations

The establishment of classroom rules and expectations is an essential aspect of effective classroom management. Classroom rules provide guidelines for appropriate behavior, while expectations communicate the standards students are expected to follow during classroom activities. Clear and consistently implemented rules help create an orderly learning environment and support positive student behavior (Emmer & Sabornie, 2023).

Classroom Rules and Procedures

Classroom rules and procedures provide structure and guide students' behavior during learning activities. When expectations are clearly communicated, students are more likely to understand their responsibilities and participate appropriately in classroom tasks. Clear procedures also help reduce disruptions and maximize instructional time.

Consistency and Predictability

Consistency and predictability contribute to a stable learning environment. When rules and routines are applied fairly and consistently, students know what to expect and are better able to manage their behavior. In ESL classrooms, predictable routines provide additional support for learners who are still developing language proficiency and adapting to classroom expectations.

Student Participation in Rule Setting

Recent literature highlights the value of involving students in establishing classroom rules and expectations. Student participation in rule-setting promotes ownership, responsibility, and commitment to maintaining a positive learning environment. When students are given opportunities to contribute to classroom expectations, they are more likely to understand their purpose and demonstrate greater responsibility in following them (Emmer & Sabornie, 2023).

Impact on Classroom Behavior

The establishment of clear rules and expectations contributes to positive classroom behavior and effective learning. Well-defined expectations help reduce disruptive behavior, encourage self-discipline, and create an environment conducive to learning. In ESL classrooms, clear expectations provide the structure needed to support communication, participation, and language development.

Overall, classroom rules and expectations play a significant role in creating a structured and supportive learning environment. Through clear communication, consistency, and student involvement, teachers can promote positive behavior and meaningful participation. These findings provide a foundation for examining the effectiveness of classroom rules and expectations among ESL teachers in international schools in Bangkok, Thailand.

Behavior Management and Discipline Strategies

Behavior management and discipline strategies are essential components of effective classroom management. These strategies help teachers maintain an orderly learning environment, address behavioral concerns, and promote positive student conduct. Effective behavior management focuses not only on responding to inappropriate behavior but also on preventing disruptions and encouraging students to develop self-discipline and responsibility (Emmer & Sabornie, 2023).

Preventive Classroom Management

Preventive classroom management emphasizes establishing clear expectations, maintaining consistent routines, providing engaging learning activities, and monitoring student behavior before problems occur. Proactive management strategies help reduce classroom disruptions and promote student engagement by creating a structured and predictable learning environment. Research suggests that effective classroom management supports positive classroom behavior, student participation, and productive learning experiences (Yasin et al., 2022; Emmer & Sabornie, 2023).

Positive Reinforcement

Positive reinforcement involves recognizing and encouraging desirable behaviors to increase their occurrence. Verbal praise, encouragement, and constructive feedback help promote appropriate behavior and strengthen teacher–student relationships. Positive reinforcement is widely used as part of behavior support strategies that encourage appropriate student behavior and contribute to positive classroom environments.

Restorative Practices

Restorative practices focus on accountability, communication, and relationship-building rather than punitive disciplinary measures. Through reflection, dialogue, and collaborative problem-solving, students are encouraged to understand the impact of their actions, take responsibility for their behavior, and repair relationships within the classroom community. Gregory and Evans (2020) emphasized that restorative approaches contribute to improved teacher–student relationships, reduced disciplinary issues, and the development of a more positive and supportive learning environment. These practices promote respect, inclusion, and shared responsibility, which are essential components of effective classroom management.

Positive Behavioral Interventions and Supports (PBIS)

Positive Behavioral Interventions and Supports (PBIS) is a proactive framework that promotes positive behavior through clear expectations, consistent reinforcement, and targeted support. The approach emphasizes teaching appropriate behavior and providing interventions for students who require additional assistance. PBIS aims to create supportive learning environments that encourage positive student behavior, increase engagement, and contribute to a productive classroom climate (Emmer & Sabornie, 2023).

Overall, behavior management and discipline strategies play an important role in maintaining classroom order and supporting student learning. Preventive classroom management, positive reinforcement, restorative practices, and PBIS provide teachers with practical approaches for promoting positive behavior and creating supportive learning environments. These findings provide a foundation for examining the behavior management and discipline strategies employed by ESL teachers in international schools in Bangkok, Thailand.

Student Engagement and Participation Management Strategies

Student engagement and participation are essential elements of effective teaching and learning. In ESL classrooms, engagement is particularly important because language acquisition develops through active communication, interaction, and meaningful participation. Engaged students are more likely to participate in learning activities, collaborate with peers, and demonstrate positive language learning outcomes. Research has shown that supportive teacher–student interactions, autonomy-supportive teaching practices, and goal-oriented learning activities significantly contribute to student engagement, motivation, and participation in language learning contexts (Soongpankhao et al., 2023; Wu & Dong, 2024).

Student Motivation

Student motivation influences learners' willingness to participate in classroom activities, complete learning tasks, and persist despite challenges. Ryan and Deci (2020) emphasized that students are more likely to engage in learning when they experience autonomy, competence, and meaningful connections within the learning environment. Motivated learners tend to participate more actively in language-learning activities and classroom discussions.

Active Learning

Active learning involves instructional approaches that require students to participate directly in the learning process through discussions, collaborative activities, and problem-solving tasks. Such approaches encourage greater involvement, deeper understanding, and meaningful language use among learners. Through active participation, students are provided with opportunities to apply knowledge, interact with peers, and develop communication skills that support language learning.

Classroom Participation

Classroom participation provides learners with opportunities to express ideas, ask questions, and interact with teachers and peers. According to de Oliveira and Jones (2021), meaningful participation supports both language acquisition and academic development among English language learners. Teachers play an important role in creating conditions that encourage active involvement in classroom activities.

Teacher–Student Interaction

Positive teacher–student interaction contributes significantly to student engagement and learning. Supportive relationships help establish trust, improve communication, and increase students' willingness to participate in classroom activities. Ding and Wang (2024) emphasized that positive teacher interpersonal behaviors and supportive teacher–student relationships contribute to greater academic engagement, motivation, and participation among language learners.

Engagement in Language Learning

Language learning develops through communication, interaction, and meaningful practice. ESL learners benefit from classroom activities that encourage collaboration, discussion, and authentic language use. Opportunities for active engagement support the development of language proficiency, communication skills, and academic success.

Overall, student engagement and participation management strategies play an important role in supporting effective ESL instruction. Student motivation, active learning, classroom participation, teacher–student interaction, and engagement in language-learning activities contribute to increased learner involvement and positive learning outcomes. These findings provide a foundation for examining the effectiveness of student engagement and participation management strategies among ESL teachers in international schools in Bangkok, Thailand.

Time Management and Lesson Flow

Time management and lesson flow are important aspects of effective classroom management. Effective use of instructional time allows teachers to maximize learning opportunities, maintain student engagement, and achieve lesson objectives. In ESL classrooms, efficient time management is particularly important because learners require sufficient opportunities to practice language skills and participate in meaningful learning activities.

Instructional Time Management

Instructional time management refers to the effective use of available classroom time to support learning. Teachers who manage instructional time efficiently can minimize disruptions, maintain lesson momentum, and provide students with greater opportunities for participation. Research indicates that effective use of instructional time contributes positively to student engagement and academic achievement (Stronge, 2020).

Lesson Pacing

Lesson pacing refers to the speed and sequence with which instructional activities are delivered. Appropriate pacing allows students sufficient time to understand concepts, complete tasks, and participate in learning activities while maintaining their attention and interest. Effective lesson pacing helps create a balanced and productive learning experience by maximizing instructional time and supporting student engagement throughout the lesson (Emmer & Sabornie, 2023).

Classroom Transitions

Classroom transitions occur when students move from one activity to another during instruction. Smooth and well-planned transitions help maintain classroom order, reduce lost instructional time, and keep students focused on learning. Teachers who establish clear routines and procedures are better able to manage transitions efficiently (Emmer & Sabornie, 2023).

Efficient Use of Learning Resources

The effective use of learning resources supports lesson flow and instructional efficiency. Learning resources such as instructional materials, technology, and teaching aids help facilitate learning and reduce interruptions during instruction. The appropriate selection and organization of instructional resources can enhance student engagement, support classroom management, and contribute to more effective teaching and learning experiences (Emmer & Sabornie, 2023).

Overall, time management and lesson flow contribute significantly to effective classroom management and student learning. Instructional time management, appropriate lesson pacing, smooth classroom transitions, and efficient use of learning resources help create organized and productive learning experiences. These findings provide a foundation for examining the effectiveness of time management and lesson flow among ESL teachers in international schools in Bangkok, Thailand.

Challenges Encountered by ESL Teachers

ESL teachers encounter various challenges that influence classroom management, instructional effectiveness, and student learning. In multilingual and multicultural classrooms, teachers must address diverse learner needs while maintaining a productive learning environment. Common challenges include language proficiency and communication barriers, student behavioral issues, cultural diversity and intercultural differences, and workload, stress, and time management.

Classroom Discipline and Student Motivation

Classroom discipline and student motivation are important factors that influence teaching effectiveness and classroom management. Maintaining discipline while sustaining student interest and participation can be challenging, particularly in multilingual and multicultural classrooms. Student motivation affects learners' willingness to participate, complete tasks, and engage in language-learning activities. According to Ryan and Deci (2020), motivated learners are more likely to demonstrate persistence, engagement, and positive learning behaviors. Effective classroom management strategies that promote positive behavior, meaningful participation, and supportive teacher–student relationships contribute to improved classroom discipline and student motivation. Teachers who establish clear expectations, provide positive reinforcement, and implement engaging instructional activities are better able to maintain productive learning environments and encourage active student participation.

Language Proficiency and Communication Barriers

Language proficiency and communication barriers are common challenges in ESL classrooms. Students often possess varying levels of English proficiency, which may affect their ability to understand instructions, participate in discussions, and complete learning tasks. De Oliveira and Jones (2021) noted that communication difficulties can influence both learning and classroom management when students struggle to comprehend expectations or express their ideas effectively. To support learners, teachers often use visual aids, modeling, simplified language, and differentiated instruction.

Student Behavioral Issues

Student behavioral issues may include off-task behavior, lack of participation, classroom disruptions, and difficulties maintaining attention during instruction. These behaviors can interfere with teaching and reduce instructional time. Research suggests that behavioral concerns may be influenced by motivation, classroom climate, and communication difficulties (Emmer & Sabornie, 2023). Consequently, teachers must implement appropriate classroom management strategies that encourage positive behavior and active participation.

Cultural Diversity and Intercultural Differences

Cultural diversity is a common characteristic of international school classrooms. Students from different cultural and linguistic backgrounds may demonstrate varying communication styles, learning preferences, and classroom expectations. While diversity enriches the learning environment, it may also create challenges related to communication and classroom interactions. Hammond (2021) emphasized that culturally responsive teaching helps teachers address diverse learner needs while promoting inclusion and mutual respect. Similarly, Huttayavilaiphan (2024) emphasized the importance of cultural awareness and diversity-responsive teaching practices in promoting positive classroom interactions and supporting learners from diverse cultural backgrounds.

Workload, Stress, and Time Management

Workload, stress, and time management continue to be significant concerns among teachers. ESL teachers are responsible for lesson preparation, assessment, classroom management, administrative duties, and communication with parents. Balancing these responsibilities while addressing diverse learner needs may increase workload and professional stress. Recent studies have reported that teachers frequently experience stress related to instructional demands, classroom management responsibilities, and time constraints (Boonmoh et al., 2022; Paschal, 2023).

In addition to instructional responsibilities, many teachers are expected to perform administrative tasks, prepare reports and documentation, attend meetings, and participate in school activities. These additional responsibilities may reduce the time available for lesson preparation and individualized student support. Excessive workload has been identified as a major factor contributing to occupational stress among teachers and may negatively affect both instructional effectiveness and job satisfaction (Paschal, 2023).

Teacher burnout is another concern associated with prolonged workload and workplace stress. Burnout is characterized by emotional exhaustion, reduced professional efficacy, and feelings of fatigue resulting from sustained work demands. According to Madigan and Kim (2021), high levels of workload and stress are associated with increased risks of teacher burnout, which may affect teaching performance, motivation, and overall well-being. Teachers experiencing burnout may find it more difficult to maintain effective classroom management and sustain positive interactions with students.

Work-life balance is also an important aspect of teacher well-being. Teachers often face challenges in balancing professional responsibilities with personal and family commitments. When work demands extend beyond regular working hours, teachers may experience difficulties maintaining a healthy balance between their professional and personal lives. Research has shown that poor work-life balance can contribute to increased stress, reduced job satisfaction, and decreased professional well-being (Burić & Kim, 2021).

Teacher well-being has gained increasing attention in educational research because of its influence on teaching effectiveness and student outcomes. Teachers who experience positive well-being are generally better able to manage classroom challenges, maintain positive relationships with students, and create supportive learning environments. Conversely, excessive stress and workload may negatively affect teachers' emotional health and professional performance. Supporting teacher well-being through professional development, institutional support, and effective workload management can contribute to improved instructional effectiveness and more positive educational experiences for both teachers and students (Hascher & Waber, 2021).

Overall, workload, stress, and time management remain significant challenges that influence teacher effectiveness, classroom management, and professional well-being.

Addressing issues related to workload demands, burnout, work-life balance, and teacher well-being is essential in supporting ESL teachers and promoting effective teaching and learning in multicultural and multilingual educational settings. These findings provide a foundation for examining workload, stress, and time management challenges among ESL teachers in international schools in Bangkok, Thailand.

Professional Development of ESL Teachers

Professional development plays a vital role in enhancing teachers' instructional competence, classroom management skills, and overall effectiveness. For ESL teachers, ongoing professional learning is particularly important because they work with learners from diverse linguistic, cultural, and educational backgrounds. Effective professional development helps teachers strengthen instructional practices, address classroom challenges, and improve student learning outcomes.

Continuous Professional Development

Continuous Professional Development (CPD) refers to the ongoing process through which teachers enhance their professional knowledge, skills, and competencies throughout their careers. Effective CPD is sustained, collaborative, and closely connected to classroom practice. Taşdemir and Karaman (2022) emphasized that continuous professional development strengthens teachers' professional competencies, improves instructional practices, and enables educators to respond effectively to changing educational demands. For ESL teachers, CPD supports the development of classroom management, language instruction, and learner engagement strategies.

Teacher Training

Teacher training provides educators with practical knowledge and skills that enhance classroom instruction and management. Professional development activities help teachers improve their instructional practices, address classroom challenges, and respond effectively to the diverse needs of learners. Taşdemir and Karaman (2022) emphasized that continuous professional development enables English language teachers to strengthen their professional competencies and improve instructional effectiveness. In ESL settings, training related to classroom management, differentiated instruction, and intercultural communication is particularly beneficial.

Mentoring and Coaching

Mentoring and coaching support professional growth by providing guidance, feedback, and opportunities for reflective practice. These approaches help teachers refine instructional strategies and address classroom challenges more effectively. Biasutti et al. (2021) found that collaborative support systems contribute positively to teacher confidence and instructional effectiveness.

Professional Learning Communities

Professional Learning Communities (PLCs) encourage collaboration, knowledge

sharing, and collective problem-solving among teachers. Through professional dialogue and shared experiences, educators gain insights that contribute to instructional improvement and continuous learning. PLCs also promote reflective practice and support teachers in addressing common classroom challenges. Research on teacher professional learning highlights the value of collaborative learning opportunities in strengthening professional competencies, improving instructional practices, and supporting continuous professional growth (Koellner et al., 2022).

Capacity Building

Capacity building focuses on strengthening teachers' competencies, adaptability, and professional skills. It supports educators in responding effectively to diverse learner needs and evolving classroom demands. Effective capacity-building initiatives contribute to instructional improvement, professional confidence, and long-term professional growth. Research on teacher professional learning emphasizes the importance of continuous learning opportunities in developing teachers' knowledge, skills, and instructional expertise needed to address evolving educational challenges (Koellner et al., 2022).

Classroom Management Training

Classroom management training equips teachers with strategies for establishing classroom expectations, managing student behavior, promoting engagement, and maintaining productive learning environments. Teachers who receive classroom management training are generally better prepared to address behavioral challenges and support positive learning outcomes (Emmer & Sabornie, 2023).

Overall, professional development contributes significantly to teacher effectiveness and classroom management competence. Through continuous learning, training, mentoring, collaboration, and classroom management development, ESL teachers can strengthen their professional practice and respond more effectively to classroom challenges. These findings suggest that continuous professional development remains essential in helping ESL teachers address classroom management challenges and strengthen instructional effectiveness. Consequently, the literature supports the development of a Professional Development Program that responds to the challenges encountered by ESL teachers in international schools in Bangkok, Thailand.

Review of Related Studies

Foreign Studies

Studies on Classroom Management Practices

Recent foreign studies have consistently emphasized the importance of effective classroom management in promoting student learning, engagement, and positive classroom behavior. Emmer and Sabornie (2023) examined contemporary classroom management practices and found that proactive strategies such as establishing clear expectations, maintaining consistent routines, and fostering positive teacher-student relationships contribute significantly to productive learning environments. Their findings suggest that effective classroom management

extends beyond maintaining discipline and serves as a foundation for academic achievement and student engagement.

Huttayavilaiphan (2024) emphasized the importance of culturally responsive teaching in promoting inclusion and engagement, the study focused primarily on teachers' perceptions rather than actual classroom management practices. This suggests a need for further investigation into how cultural responsiveness influences classroom management effectiveness in multilingual learning environments.

Studies on Student Engagement and Language Learning

Student engagement has been widely recognized as a critical factor influencing language learning success. Soongpankhao, Aubrey, and Lambert (2023) examined the impact of goal-tracking on language-learning engagement among Thai university students enrolled in an online task-based language learning module. The findings revealed that learners demonstrated significant improvements in behavioral, social, and cognitive engagement when goal-tracking strategies were incorporated into instruction. The study highlighted the importance of structured learning activities in promoting active participation and language development. However, the study focused on university students in an online learning environment and did not specifically examine engagement in multicultural ESL classrooms. Nevertheless, the findings suggest that clear learning goals, structured activities, and active participation strategies may contribute to increased learner engagement, which remains an important component of effective classroom management in ESL settings.

Studies on Cultural Diversity and Intercultural Differences

The growing diversity of student populations has generated increasing interest in research related to cultural diversity and intercultural competence. Huttayavilaiphan (2024) explored English language teachers' attitudes and practices regarding cultural diversity in language education. The findings indicated that teachers recognized the importance of integrating cultural perspectives into instruction and promoting intercultural understanding among learners. The study emphasized that culturally responsive teaching practices contribute to more inclusive and supportive learning environments.

Huttayavilaiphan (2024) likewise reported that teachers who demonstrate cultural awareness and incorporate cultural diversity into classroom instruction are better able to support learners from diverse backgrounds. The findings suggest that culturally responsive teaching practices contribute to positive classroom interactions, greater student engagement, and more inclusive learning environments in multicultural educational settings.

Studies on Teacher Stress and Professional Challenges

Several recent studies have examined the challenges encountered by teachers in contemporary educational settings. Boonmoh et al. (2022) investigated the experiences, challenges, and professional development needs of EFL teachers during emergency remote teaching. The study found that teachers encountered difficulties related to technology

integration, student engagement, instructional adaptation, and increased workload. Participants also expressed a need for additional professional development opportunities to address emerging instructional challenges.

Similarly, Ulla and Espique (2022) explored teachers' experiences with hybrid teaching and found that teachers experienced increased workload, stress, and difficulties maintaining student engagement across different learning environments. The study emphasized the importance of institutional support and professional development in helping teachers adapt to changing educational demands.

Paschal (2023) examined the relationship between emotional intelligence and teacher burnout and found that workload demands, occupational stress, and classroom responsibilities contributed significantly to emotional exhaustion and reduced professional well-being. The findings suggest that support systems and stress-management strategies are important in sustaining teacher effectiveness and job satisfaction.

Studies on Professional Development of ESL Teachers

Professional development has consistently been identified as a key factor influencing teacher effectiveness and professional growth. Biasutti et al. (2021) found that teachers who participated in sustained and collaborative professional development programs demonstrated improved classroom management skills, greater instructional competence, and increased professional confidence. The study highlighted the value of reflective practice, collaboration, and continuous learning in supporting teacher development.

Similarly, Taşdemir and Karaman (2022) reported that ongoing professional development contributes to teachers' professional growth, instructional improvement, and ability to respond to diverse learner needs. Their synthesis of studies highlighted the importance of continuous professional learning in helping English language teachers adapt to changing educational demands and enhance their teaching practices.

Overall, the reviewed foreign studies indicate that classroom management, student engagement, cultural responsiveness, teacher well-being, and professional development are closely related. The findings highlight the importance of effective classroom management in supporting positive learning environments and instructional effectiveness. These studies provide relevant insights for understanding the classroom management practices and challenges encountered by ESL teachers.

Local Studies

Studies on Classroom Management Practices

Recent studies conducted in Thailand have highlighted the importance of effective classroom management in supporting student learning and teaching effectiveness. Takong and Wichaidit (2022) explored the challenges and opportunities experienced by Thai EFL teachers during emergency remote teaching. The study found that teachers faced difficulties related to

technology integration, instructional adaptation, student engagement, workload, and time management. The findings highlight the importance of continuous professional support and capacity-building initiatives to help teachers effectively respond to changing educational environments. The study is relevant to the present research because it demonstrates how classroom management remains a critical factor influencing instructional effectiveness despite changes in teaching modalities.

Sukkasem and Mongkolhutthi (2023) found that effective communication, collaborative planning, and shared classroom management practices were essential for successful co-teaching between Thai and foreign teachers. The study revealed that effective classroom management, communication, and collaborative planning were essential for maintaining productive learning environments. Teachers reported that clear instructional roles and coordinated classroom management strategies contributed to improved student participation and classroom organization. These findings support the importance of classroom management practices in multilingual and multicultural educational settings similar to international schools in Bangkok.

Studies on Student Engagement and Language Learning

Student engagement has been identified as a significant factor influencing language-learning success in Thailand. Soongpankhao, Aubrey, and Lambert (2023) examined the impact of goal-tracking on engagement in language use among Thai university students enrolled in an online task-based language learning module. The study found significant improvements in behavioral, social, and cognitive engagement among students who participated in goal-tracking activities. The researchers concluded that structured learning activities and clear learning goals encourage active participation and support language development. However, the study focused on university students in an online learning environment and did not specifically examine engagement in multicultural ESL classrooms. Nevertheless, the findings suggest that strategies promoting active participation and learner engagement may contribute to more effective classroom management and improved language-learning outcomes.

Studies on Cultural Diversity and Intercultural Differences

The growing diversity of learners in Thailand has generated increased interest in intercultural competence and culturally responsive teaching. Huttayavilaiphan (2024) explored Thai teachers' attitudes and practices regarding cultural diversity in English language teaching. The study found that teachers recognized the importance of integrating cultural awareness into instruction and believed that culturally responsive practices contributed to more inclusive learning environments. The findings further indicated that cultural understanding supports positive classroom relationships and student engagement.

Saikham (2025) discussed the challenges and opportunities associated with linguistic diversity and language policies in Thai multilingual classrooms. The study found that diverse linguistic backgrounds continue to influence communication, participation, and learning experiences among students. The researcher emphasized the need for educational practices that

recognize and support linguistic diversity while promoting equitable learning opportunities. The findings highlight the importance of intercultural awareness and inclusive classroom practices in multilingual educational settings.

Studies on Teacher Stress and Professional Challenges

Several studies conducted in Thailand have examined the challenges encountered by teachers in contemporary educational environments. Boonmoh, Jumpakate, Saengmanee, and colleagues (2022) investigated the experiences, challenges, and professional development needs of Thai EFL teachers during emergency remote teaching. The findings revealed that teachers experienced increased workload, technology-related difficulties, student engagement concerns, and challenges adapting instructional practices. Participants identified professional development and institutional support as important factors in addressing these challenges.

Ulla and Espique (2022) explored Thai university teachers' experiences with hybrid teaching. The study found that teachers experienced increased workload, stress, and challenges in maintaining student engagement across both online and face-to-face learning environments. The findings highlighted the importance of institutional support and professional development in helping teachers manage changing instructional demands.

Paschal (2023) reported that emotional intelligence was associated with lower levels of teacher burnout and improved professional well-being among teachers. The findings revealed that occupational stress, workload demands, and classroom responsibilities contributed to emotional exhaustion and professional burnout. The study emphasized the importance of support systems and professional well-being programs in promoting teacher effectiveness and job satisfaction.

Studies on Professional Development of ESL Teachers

Professional development continues to be recognized as an important factor influencing teacher effectiveness in Thailand. The study titled *Situation and Professional Development Needs of Foreign Teachers in Thai Educational Settings* (2023) investigated the professional experiences and development needs of foreign teachers working in Thailand. The findings revealed that teachers identified classroom management, intercultural communication, and instructional strategies as priority areas for professional development. Participants also expressed a need for sustained professional learning opportunities that address the realities of multicultural educational environments.

Boonmoh and Kulavichian (2025) examined self-directed professional development among Thai pre-service English teachers. The study found that teachers actively sought opportunities to improve their instructional competencies through independent learning, technology integration, and professional reflection. The findings highlighted the importance of continuous professional learning in preparing educators to address evolving classroom challenges and diverse learner needs.

Overall, the reviewed local studies indicate that classroom management, student engagement, cultural diversity, teacher well-being, and professional development remain important concerns in Thai educational settings. The findings provide contextual support for understanding the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand.

Synthesis of Related Studies

The reviewed foreign and local studies consistently demonstrate that effective classroom management is a critical factor in promoting student engagement, positive classroom behavior, and successful learning outcomes. Across various educational settings, researchers emphasized the importance of establishing clear classroom rules and expectations, implementing proactive behavior management strategies, maintaining organized learning environments, encouraging active student participation, and managing instructional time effectively. These classroom management practices contribute to creating productive, supportive, and inclusive learning environments that enhance both academic achievement and student development.

The reviewed studies likewise reveal that teachers continue to encounter a range of challenges that influence classroom management effectiveness and instructional delivery. Among the most frequently reported challenges are language proficiency and communication barriers, student behavioral issues, cultural diversity and intercultural differences, classroom discipline and student motivation, and workload, stress, and time management concerns. These challenges are particularly evident in multilingual and multicultural educational settings where teachers must respond to diverse learner needs while maintaining effective classroom environments.

Another significant finding across the reviewed studies is the role of professional development in strengthening teachers' competencies and improving classroom management effectiveness. The literature consistently indicates that continuous professional development, teacher training, mentoring, coaching, and collaborative learning opportunities contribute positively to instructional practices, classroom management skills, teacher confidence, and professional growth. Teachers who engage in sustained and relevant professional learning experiences are generally better prepared to address classroom challenges and support diverse groups of learners.

However, a critical review of the literature reveals several limitations. While previous studies consistently highlight the importance of classroom management and identify common challenges experienced by teachers, most investigations have examined these variables independently rather than exploring the relationship between them. As a result, there remains limited empirical evidence explaining how classroom management practices may influence, or be influenced by, the challenges encountered by teachers in actual classroom settings.

Furthermore, much of the existing research has been conducted in public schools, higher education institutions, or general education settings. Comparatively fewer studies have focused on ESL teachers working in international schools, where classrooms are characterized by greater

linguistic, cultural, and educational diversity. Although previous studies have emphasized the importance of culturally responsive teaching, student engagement, and teacher professional development, limited evidence is available regarding how classroom management practices relate to the challenges encountered by ESL teachers in multicultural and multilingual international school environments.

In the context of Bangkok, Thailand, research examining both classroom management practices and challenges encountered by ESL teachers remains limited. Moreover, no study identified in the reviewed literature simultaneously examined classroom management practices, challenges encountered, and their relationship among ESL teachers in international schools in Bangkok, Thailand, while also considering teacher profile variables and using the findings as a basis for a Professional Development Program. This gap in the literature suggests the need for empirical evidence that can inform targeted interventions and professional learning initiatives responsive to the realities of international school classrooms.

Therefore, the present study was undertaken to examine the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand, determine the relationship between these variables, and provide a basis for a proposed Professional Development Program. By addressing the identified gaps in the literature, the study contributes to a deeper understanding of classroom management in multicultural and multilingual ESL contexts and offers practical implications for teacher development and institutional support.

Theoretical Framework

This study is anchored on two major theories that explain learning and classroom behavior management: Social Learning Theory developed by Albert Bandura (1977) and Behaviorism Theory associated with B. F. Skinner (1953). These theories provide a relevant framework for understanding the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand.

In international schools, ESL teachers work with students from diverse linguistic, cultural, and educational backgrounds. These differences influence classroom interactions, communication patterns, learning preferences, and student behavior. As a result, teachers must implement effective classroom management practices that promote engagement, cooperation, and inclusivity while addressing various classroom challenges.

Social Learning Theory, introduced by Bandura (1977), explains that learning occurs through observation, imitation, modeling, and social interaction. Students learn not only through direct instruction but also by observing the behaviors, attitudes, and responses of teachers and peers. This process is particularly important in ESL classrooms where language acquisition develops through meaningful interaction and authentic communication. Teachers who model respectful communication, cooperation, and confidence in language use provide students with behavioral and linguistic examples that support both social and academic development.

Recent studies support the importance of positive teacher-student relationships and culturally responsive teaching practices in promoting student engagement, participation, confidence, and language development (Huttayavilaiphan, 2024). In multicultural classrooms, culturally responsive teaching helps create supportive learning environments where students feel valued, respected, and encouraged to participate actively in language-learning activities.

Behaviorism Theory, associated with Skinner (1953), explains how behavior is shaped through reinforcement and consequences. The theory emphasizes that desired behaviors can be strengthened through positive reinforcement, while inappropriate behaviors can be reduced through consistent behavioral interventions. In classroom management, behaviorist principles are reflected in the use of clear expectations, established routines, reinforcement strategies, and consistent classroom procedures that encourage positive student behavior and minimize disruptions.

In ESL classrooms, structured management practices help create predictable learning environments where students understand classroom rules, behavioral expectations, and learning procedures. Such structure is particularly beneficial for learners who may be adjusting to a new language, curriculum, or educational culture. Contemporary studies have shown that effective classroom management practices contribute to improved student motivation, engagement, self-discipline, and academic achievement. Yasin et al. (2022) emphasized that well-managed EFL classrooms support student participation and productive learning environments, while Nguyen and Nguyen (2023) found that effective classroom management positively influenced student motivation and academic performance in English language classes. These findings suggest that effective classroom management contributes significantly to student engagement, academic success, and overall classroom effectiveness.

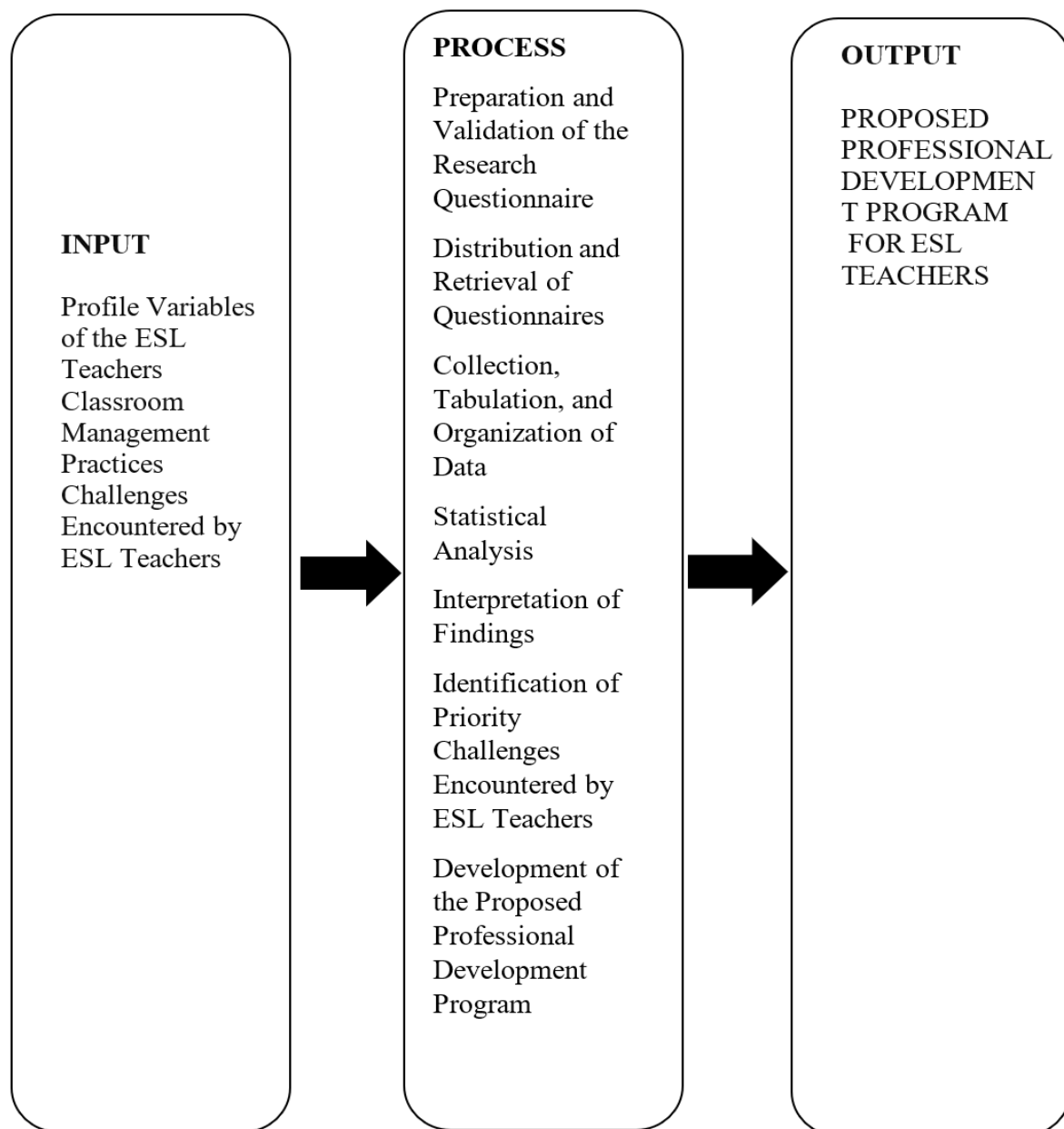
The integration of Social Learning Theory and Behaviorism provides a comprehensive framework for understanding classroom management in multilingual and multicultural ESL classrooms. While Social Learning Theory emphasizes the role of observation, modeling, and social interaction in shaping student behavior and language learning, Behaviorism highlights the influence of reinforcement, routines, and structured classroom procedures in promoting desirable behaviors and minimizing disruptions. Together, these theories explain how effective classroom management is achieved through both social interaction and behavioral support mechanisms.

The two theories are directly aligned with the variables examined in the present study. Social Learning Theory provides a foundation for understanding student engagement and participation, language learning through interaction, and the influence of cultural diversity on classroom behavior. In contrast, Behaviorism supports the dimensions of classroom rules and expectations, behavior management and discipline strategies, classroom organization, and time management by emphasizing the importance of reinforcement, consistency, and clear behavioral expectations. These theoretical perspectives help explain how ESL teachers manage diverse classroom environments while responding to the challenges associated with language, behavior, and

cultural differences.

Taken together, Social Learning Theory and Behaviorism offer a strong theoretical basis for examining the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand. Furthermore, the framework supports the development of the proposed Professional Development Program by highlighting the importance of positive teacher-student interactions, culturally responsive practices, proactive behavior management, and structured classroom environments. These theoretical principles provide guidance for strengthening classroom management competencies and addressing the challenges identified in the study.

Conceptual Framework



METHODOLOGY

This section presents the methods and procedures used in conducting the study. It includes the research design, respondents of the study, research instrument validation, data collection procedure, ethical considerations, and statistical treatment of data. These methodological procedures were employed to ensure the validity, accuracy, and relevance of the findings. Furthermore, this section provides the framework for examining the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand.

Research Design

This study employed a quantitative descriptive-correlational research design to examine the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand. The descriptive component was used to determine the profile variables of ESL teachers, assess the level of effectiveness of their classroom management practices, and determine the degree of seriousness of the challenges they encountered. The correlational component was utilized to examine the relationships between classroom management practices and challenges encountered, as well as the relationships between the profile variables of ESL teachers and the major variables of the study.

This research design was regarded appropriate because it enabled the researcher to describe existing conditions and determine relationships among variables without manipulating the study environment. Data were gathered through a researcher-developed survey questionnaire that underwent content validation by a panel of experts to ensure its relevance, clarity, and alignment with the objectives of the study. The design provided a systematic approach to generating quantitative data necessary for examining the variables under investigation and addressing the research questions.

Research Steps

This research commenced with an extensive review of related literature and studies on classroom management, ESL instruction, teacher challenges, and professional development. The review provided the theoretical and empirical foundation of the study and guided the development of the research framework and survey questionnaire.

Following the review of literature, a researcher-developed questionnaire was prepared based on the variables and indicators identified in the literature. The instrument was subjected to content validation by seven experts in educational research, English language teaching, and classroom management. The validators evaluated the questionnaire in terms of clarity, relevance, appropriateness, content coverage, and alignment with the objectives of the study. Their comments and recommendations were carefully reviewed and incorporated into the instrument. Necessary revisions were made to improve the wording, organization, and suitability of the questionnaire prior to its administration, thereby strengthening the validity of the instrument.

After securing the necessary approvals from the school administrators, the validated questionnaire was administered to qualified ESL teachers in international schools in Bangkok, Thailand. The completed questionnaires were collected, checked for completeness, coded, and

organized for statistical analysis. The findings were interpreted according to the objectives of the study and served as the basis for the development of a proposed Professional Development Program for ESL teachers.

Data Collection and Sample Selection

The respondents consisted of 54 ESL teachers employed in international schools in Bangkok, Thailand. Purposive sampling was utilized to select participants who possessed the characteristics relevant to the objectives of the study. To qualify for participation, respondents had to be currently teaching English language or mainstream English classes in international schools located in Bangkok and willing to participate voluntarily in the study. This sampling technique was considered appropriate because it enabled the researcher to obtain data from individuals with direct experience and relevant knowledge regarding classroom management practices and challenges in ESL classrooms.

Data were collected through a validated researcher-developed survey questionnaire administered online. The instrument consisted of three parts: (1) profile variables of the respondents, (2) level of effectiveness of classroom management practices, and (3) degree of seriousness of the challenges encountered. Prior to administration, the questionnaire underwent content validation by seven experts in educational research, English language teaching, and classroom management to ensure its relevance, clarity, appropriateness, and alignment with the objectives of the study. After the administration of the questionnaire, the responses were retrieved, checked for completeness, tabulated, coded, and prepared for statistical analysis.

Data Analysis Methods

The collected data were analyzed using appropriate statistical tools. Frequency counts and percentage distributions were used to describe the profile variables of the ESL teachers. Weighted mean was utilized to determine the level of effectiveness of classroom management practices, the degree of seriousness of the challenges encountered, and the identified professional development needs of ESL teachers. Rank was employed to determine the priority professional development needs based on the responses of the participants.

Spearman Rank Correlation was used to determine the significant relationship between the level of effectiveness of classroom management practices and the degree of seriousness of the challenges encountered, as well as the relationship between selected profile variables and the major variables of the study. This statistical tool was considered appropriate because the variables were measured using ordinal data derived from Likert-scale responses. The Chi-Square Test of Independence was employed to determine the relationship between nominal profile variables and the major variables of the study. This test was appropriate for examining associations between categorical variables. All hypotheses were tested at the 0.05 level of significance.

The selection of these statistical tools ensured that the data were analyzed in accordance with the nature of the variables and the objectives of the study, thereby providing an appropriate

basis for the interpretation of the findings.

Research Hypotheses and Validation

The primary data-gathering instrument used in this study was a researcher-developed survey questionnaire designed to assess the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand. The questionnaire consisted of three parts: (1) profile variables of ESL teachers, (2) classroom management practices, and (3) challenges encountered by ESL teachers.

To establish content validity, the instrument was evaluated by seven experts with backgrounds in educational research, English language teaching, and classroom management. The validators assessed the questionnaire in terms of clarity, relevance, appropriateness, content coverage, and alignment with the objectives and variables of the study. Their comments and recommendations were carefully reviewed and incorporated into the final version of the instrument. Revisions were made to improve the wording, organization, comprehensiveness, and suitability of the questionnaire prior to its administration.

The content validation process ensured that the questionnaire adequately represented the constructs being measured and that the items were appropriate for gathering data related to the classroom management practices and challenges encountered by ESL teachers. Through expert evaluation and revision, the instrument was strengthened to enhance its suitability for the target respondents and its alignment with the objectives of the study.

The validated questionnaire was subsequently administered to the target ESL teachers and served as the primary source of data for the study.

Study Limitations and Ethical Considerations

The study was limited to ESL teachers employed in international schools in Bangkok, Thailand. The findings were based solely on self-reported responses obtained through a survey questionnaire; therefore, the results may be subject to response bias and reflect the participants' perceptions and experiences at the time of data collection. The study did not include the perspectives of school administrators, parents, or students, which may have provided additional insights into classroom management practices and challenges.

In addition, purposive sampling was utilized in selecting the respondents. While this sampling technique enabled the researcher to obtain data from participants with relevant experience and knowledge, the findings may not fully represent all ESL teachers working in different educational settings. Furthermore, the study was conducted exclusively in international schools located in Bangkok, Thailand. Consequently, the findings should be interpreted within the specific context of the study and may not be fully generalizable to ESL teachers in other regions, school types, or educational environments.

Ethical considerations were strictly observed throughout the research process. Permission to conduct the study was secured from the concerned school administrators. Participation was voluntary, and informed consent was obtained from all respondents. Confidentiality and

anonymity were maintained by ensuring that no personally identifiable information was disclosed. Participants were informed of their right to withdraw from the study at any stage without penalty, and all data collected were used solely for academic and research purposes.

RESULTS AND DISCUSSION

SOP 1. What is the profile of the ESL teachers?

The findings revealed that the respondents were predominantly female, Filipino, and between 31 and 40 years old. Most held a bachelor's degree, had less than five years of ESL teaching experience in international schools in Thailand, taught at the lower primary level (P1–P3), and had attended classroom management seminars and training programs within the last five years. These findings indicate that the respondents represented a diverse group of ESL teachers with varying professional backgrounds and experiences in multicultural and multilingual educational settings.

The profile suggests that the participants possessed relevant educational qualifications and professional exposure that may have contributed to their classroom management practices and ability to address the demands of the international school environment. The findings also provide important contextual information for understanding how classroom management practices and challenges are experienced within international school settings. The diversity of professional backgrounds among the respondents reflects the multicultural nature of international schools and highlights the need for adaptable classroom management approaches that respond to varied learner needs and classroom situations.

SOP 2. What is the level of effectiveness of classroom management practices of ESL teachers?

The findings revealed that ESL teachers demonstrated a highly effective level of classroom management practices, with an overall weighted mean of 4.40. Among the dimensions examined, classroom organization and learning environment obtained the highest rating, followed by establishment of classroom rules and expectations, student engagement and participation management strategies, behavior management and discipline strategies, and time management and lesson flow.

These findings suggest that ESL teachers effectively implement classroom management strategies that support positive learning environments and facilitate student engagement in multicultural classrooms. The results further imply that teachers recognize the importance of creating structured, organized, and inclusive learning environments that promote participation, positive behavior, and meaningful language learning experiences. The high ratings across all dimensions indicate that respondents consistently employ practices that support both classroom order and language learning. This finding is consistent with the literature emphasizing that effective classroom management contributes to student engagement, positive behavior, and improved learning outcomes, particularly in multilingual and multicultural educational contexts.

SOP 3. What is the degree of seriousness of the challenges encountered by ESL teachers?

<https://myeduheart.com/publications/journals/ARJE>

The findings revealed that ESL teachers experienced a highly serious degree of challenges, with an overall weighted mean of 3.53. The most serious challenges identified were workload, stress, and time management; language proficiency and communication barriers; and student behavioral issues.

These findings indicate that despite demonstrating effective classroom management practices, ESL teachers continue to encounter substantial challenges associated with teaching diverse groups of learners in multilingual and multicultural educational settings. The results suggest that classroom management effectiveness alone may not eliminate the complexities of teaching in international schools, where teachers must simultaneously address linguistic diversity, cultural differences, varying student needs, and increasing professional responsibilities. The findings further highlight that effective teaching in ESL contexts requires not only classroom management competence but also institutional support, professional development opportunities, and resources that help teachers manage instructional and non-instructional demands effectively.

SOP 4. Is there a significant relationship between the level of effectiveness of classroom management practices and the degree of seriousness of the challenges encountered by ESL teachers?

The results revealed a significant relationship between the level of effectiveness of classroom management practices and the degree of seriousness of the challenges encountered by ESL teachers ($p < .05$). This finding suggests that classroom management practices and classroom management challenges are interconnected.

The significant relationship indicates that classroom management remains a dynamic process in which teachers continuously adjust their strategies in response to classroom conditions, student needs, and instructional demands. Teachers who encounter various challenges may be required to employ a wider range of classroom management practices to maintain productive learning environments. Conversely, the presence of classroom challenges may influence how teachers implement and refine their management strategies. This finding highlights the importance of equipping teachers with practical, flexible, and context-responsive classroom management skills that enable them to address emerging challenges while sustaining student engagement and positive learning environments.

SOP 5. Is there a significant relationship between the profile variables of ESL teachers and the level of effectiveness of classroom management practices?

The results indicated no significant relationship between the profile variables of ESL teachers and the level of effectiveness of their classroom management practices ($p > .05$). This finding suggests that classroom management effectiveness is not significantly influenced by age, gender, marital status, nationality, educational attainment, income, teaching experience, teaching level handled, or participation in classroom management seminars and trainings.

The result implies that effective classroom management may be developed through professional practice, reflection, continuous learning, and adaptation to classroom situations rather than being determined primarily by demographic or professional characteristics. The finding further suggests that teachers from diverse backgrounds can successfully implement effective classroom management strategies when provided with appropriate opportunities for

professional growth and support. This emphasizes the importance of focusing on competency development and reflective practice rather than relying solely on demographic characteristics as indicators of classroom management effectiveness.

SOP 6. Is there a significant relationship between the profile variables of ESL teachers and the degree of seriousness of the challenges encountered?

The findings revealed no significant relationship between the profile variables of ESL teachers and the degree of seriousness of the challenges encountered ($p > .05$). This indicates that the challenges experienced by ESL teachers may be influenced more by the demands and characteristics of the teaching environment than by their demographic and professional characteristics.

The finding suggests that classroom challenges are common experiences among ESL teachers regardless of age, gender, educational attainment, teaching experience, or other profile variables. The shared nature of these challenges highlights the complexity of teaching in multicultural and multilingual educational settings. Consequently, interventions designed to address these challenges should focus not only on individual teacher characteristics but also on strengthening school support systems, professional development opportunities, collaborative learning initiatives, and access to classroom management resources.

SOP 7. What Professional Development Program may be proposed based on the findings of the study?

Based on the findings, a Professional Development Program was proposed to strengthen classroom management competencies and address the priority challenges encountered by ESL teachers. The proposed program focuses on workload, stress, and time management; language proficiency and communication barriers; and student behavioral issues.

The program is intended to support continuous professional growth, enhance instructional effectiveness, and improve classroom management practices in multicultural and multilingual international school settings. By addressing the specific needs identified in the study, the proposed program may help ESL teachers develop practical strategies for managing classroom challenges, promoting student engagement, and maintaining positive learning environments. Furthermore, the program may contribute to teacher well-being, professional confidence, and overall instructional effectiveness. The proposed intervention also serves as a practical response to the identified needs of teachers and provides a framework for strengthening professional support systems within international school environments.

While the findings provide valuable insights into the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand, several limitations should be considered when interpreting the results. First, the study relied exclusively on self-reported data obtained through a survey questionnaire. As such, the responses may have been influenced by the participants' perceptions, experiences, and personal interpretations, which could introduce response bias.

Second, purposive sampling was employed to select respondents who met the criteria of the study. Although this sampling technique enabled the researcher to gather data from participants with relevant experience and knowledge, the sample may not fully represent all ESL teachers working in different educational contexts. Consequently, caution should be exercised when generalizing the findings to broader populations.

Third, the study was limited to ESL teachers employed in international schools in Bangkok, Thailand. The unique characteristics of international schools and the specific educational context of Bangkok may differ from those of other regions and school settings. Therefore, the findings may not be fully generalizable to ESL teachers working in public schools, private non-international schools, or international schools located outside Bangkok.

Despite these limitations, the study provides meaningful evidence regarding the classroom management practices and challenges encountered by ESL teachers in multicultural and multilingual learning environments. The findings offer useful implications for professional development, teacher support initiatives, and future research aimed at strengthening classroom management competencies among ESL educators.

SUMMARY

This study examined the classroom management practices and challenges encountered by ESL teachers in international schools in Bangkok, Thailand, as the basis for a proposed Professional Development Program. Using a quantitative descriptive-correlational design, data were collected from 54 purposively selected ESL teachers through a validated researcher-developed survey questionnaire.

The findings revealed that ESL teachers demonstrated highly effective classroom management practices across the dimensions of classroom organization and learning environment, classroom rules and expectations, student engagement and participation, behavior management and discipline, and time management and lesson flow. These results indicate that ESL teachers are generally capable of creating structured, supportive, and inclusive learning environments that promote student participation and learning in multicultural and multilingual classrooms.

Despite the effectiveness of their classroom management practices, the teachers experienced highly serious challenges, particularly in workload, stress and time management, language proficiency and communication barriers, and student behavioral issues. These findings suggest that teaching in international school settings involves complex demands that extend beyond classroom instruction and require continuous professional support.

The study further revealed a significant relationship between classroom management practices and the challenges encountered by ESL teachers, indicating that classroom management is a dynamic process that requires teachers to continuously adapt to classroom demands and changing learning environments. However, no significant relationship was found between the profile variables of ESL teachers and either classroom management practices or the challenges encountered. This suggests that these factors may be influenced more by the realities of the teaching context than by teachers' demographic or professional characteristics.

Based on the findings, a Professional Development Program was proposed to strengthen classroom management competencies and address priority challenges related to workload management, communication barriers, and student behavior. While the findings provide valuable

insights into ESL teaching in international school settings, they should be interpreted within the limitations of the study, including the use of self-reported data, purposive sampling, and the focus on international schools in Bangkok, Thailand.

CONCLUSIONS

- The findings revealed that ESL teachers in international schools in Bangkok, Thailand demonstrated highly effective classroom management practices across the areas of classroom organization and learning environment, classroom rules and expectations, student engagement and participation, behavior management and discipline, and time management and lesson flow. These practices contributed to the creation of structured, supportive, and inclusive learning environments that facilitate student participation and learning in multicultural and multilingual classrooms.
- Despite demonstrating effective classroom management practices, ESL teachers experienced highly serious challenges, particularly in workload, stress and time management, language proficiency and communication barriers, and student behavioral issues. These findings indicate that teaching in international school settings involves complex instructional and professional demands that require continuous adaptation and support.
- A significant relationship was found between classroom management practices and the challenges encountered by ESL teachers, suggesting that classroom management and classroom challenges are interconnected aspects of teaching. As classroom demands increase, teachers continually adjust and apply management strategies to maintain productive learning environments.
- No significant relationship was found between the profile variables of ESL teachers and either classroom management practices or the challenges encountered. This suggests that classroom management effectiveness and teaching challenges may be influenced more by contextual and environmental factors than by teachers' demographic and professional characteristics.
- The findings underscore the importance of continuous professional development and institutional support for ESL teachers. The proposed Professional Development Program provides a practical framework for strengthening classroom management competencies and addressing priority challenges related to workload management, communication barriers, and student behavior, thereby supporting teacher effectiveness, well-being, and positive learning environments in international school settings.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are offered:

Based on results and conclusions of this research, it is recommended that international schools and school administrators implement professional development initiatives aimed at strengthening classroom management competencies and addressing the priority challenges encountered by ESL teachers, particularly in workload, stress and time management, language proficiency and communication barriers, and student behavioral issues. Schools may provide

continuous professional development opportunities focusing on teacher well-being, differentiated instruction, communication strategies for multilingual learners, positive behavior management, and effective student engagement practices. School leaders may likewise strengthen support systems through professional learning communities, mentoring programs, collaborative planning opportunities, and access to instructional resources that support effective classroom management and reduce work-related stress.

ESL teachers are encouraged to engage in continuous professional learning and collaborative practices that promote the sharing of effective classroom management strategies, reflective teaching practices, and culturally responsive approaches to teaching diverse learners. Such initiatives may help teachers respond more effectively to the demands of multicultural and multilingual learning environments while enhancing their professional competence and well-being.

Furthermore, the proposed Professional Development Program may be implemented and evaluated to determine its effectiveness in enhancing classroom management competencies and addressing the challenges encountered by ESL teachers. Future researchers may conduct similar studies involving larger and more diverse samples from different educational settings to improve the generalizability of the findings. They may also utilize multiple sources of data, such as classroom observations, interviews, and perspectives from students or school administrators, to complement self-reported responses and provide a more comprehensive understanding of classroom management practices and challenges. In addition, future studies may examine other factors influencing classroom management and investigate the long-term effects of professional development initiatives on teacher effectiveness, well-being, and student learning outcomes.

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study.

AI DECLARATION STATEMENT:

AI-supported tools were utilized for language editing, grammar checking, manuscript organization, and the refinement of statistical interpretations based on the official statistical results of the study. The statistical analyses and results were derived from the research data and were reviewed and cleared by the Statistics Center of Pangasinan State University. AI tools were not used to collect data, generate data, perform statistical analyses, or determine the findings and conclusions of the study. All interpretations, conclusions, and scholarly judgments were reviewed, verified, and approved by the author, who assumes full responsibility for the content of this article.

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