

## Demotivating factors and coping strategies among Filipino EFL teachers in Thailand

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### ABSTRACT

Teaching demotivation may negatively affect teachers' performance in English language teaching. This present study investigated the demotivating factors and coping strategies of seven Filipino English as a foreign language (EFL) teacher in Thailand. Using qualitative design, semi-structured interview was used to elicit the views of teachers. Findings have shown five demotivating factors: administration-demotivational factor, colleague-demotivational factor, student-demotivational factor, self-demotivational factor, and parent-demotivational factor. Moreover, self-regulation strategy and pedagogical strategy are useful for the teacher to cope with those factors. Implications were discussed to help foreign EFL teachers in Thailand become aware of teaching challenges in Thailand.

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## 1. INTRODUCTION

Globalization ushered the momentum of teaching English in many parts of the world. Various factors encourage foreigners to teach abroad, including personal and professional development. Previous studies explored the reasons for expatriate teachers migrating to different parts of the world. For instance, teachers needed to have better living conditions for their family in their home countries [1], teachers are not satisfied with the educational conditions of their own country [2], teachers wanted to escape from political issues from their own country [3], teaching abroad can increase cultural awareness, develop teaching skills, expose innovative learning styles, educational materials, and curricula to help develop the teacher's teaching performance [4]. Additionally, teachers can gain new skills and knowledge which can be integrated into teaching techniques and methods [5].

On the other hand, though there is a positive outlook on teaching abroad, numerous challenges were also reported to demotivate teachers. Several factors were found in different investigations that could affect the demotivation of EFL teachers. For example, the unexpected gap between expectations and authentic experience of teachers [6]; overused instructional materials and low chances for professional development [7]. Other reported challenges are culture shock and cultural contradictions within the classroom and work environment [8], dialect boundaries [9], stressful working conditions [10], and racial discrimination [11]. These complexities have been continuing and driving much tension on the teachers that affect their teaching performances, accomplishments, well-being, and others.

The ELT industry in Thailand has attracted thousands of foreign teachers. Thousands of native and non-native (except Thais) English-speaking teachers are employed in primary, secondary, and tertiary private and public institutions. As of 2020, more than 11,200 foreign teachers were teaching in various programs -

normal, bilingual, trilingual, among other programs [12]. According to the recent announcement from the Ministry of Education in Thailand, the top five nationalities are Filipinos (4,360), British (1,569), United States (1,143), Chinese (778), and Japanese (351).

Among foreign teachers in Thailand, like the Filipinos, there has been growing dissatisfaction among the prevailing working conditions in different schools for an extended period. There have been continuous complaints about school administration, relations with colleagues, students, parents, academic issues (e.g., school policy and curriculum), and others. According to teachers' perceptions [13], some negative feedback includes Thailand's complex visa system, school facilities, and the relationship between teacher and employer. Moreover, others include discrimination among non-native English speakers against native English speakers concerning salary and job preference, unpredictable government policies concerning visa process for both native speakers and non-native English teachers, double pricing for foreigners against local and many more. Furthermore, there is a preference of native English speakers (United Kingdom, United States, Canada, Australia, and New Zealand) over non-native English speaker teachers from Asia, for example, the Philippines. Numerous teaching demotivation factors may exist among foreign teachers teaching English, and it remains a highly unexplored area of research [14]. Demotivated teachers can result in poor educational outcomes. Thus, the present study would investigate the demotivating factors in teaching English and coping strategies among Filipino EFL teachers, the largest teaching workforce in Thailand.

## **2. LITERATURE REVIEW**

### **2.1. Demotivation defined**

Research on demotivation culminated after Ryan and Deci's proposed Self-determination theory (SDT) [15]. It focuses on the intrinsic and extrinsic motivational factors. Intrinsic motivation is related to internal feelings, while extrinsic motivation is externally prompted by instrumental values such as avoiding favors and acquiring valuable future returns to create satisfaction. Furthermore, SDT is associated with three psychological needs such as autonomy, relatedness, and competence. In terms of autonomy, the feeling of ownership of one's behavior is needed. In relatedness, people tend to accept their values and practices of whom they feel, connected, and a sense of belongingness in every human being. Finally, concerning competence, a person gained mastery of tasks to learn different skills [16].

Labeled as the "Dark side of motivation", demotivation refers to "specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action" [17]. "The relative absence of motivation that is not caused by a lack of initial interest but rather by the individuals experiencing feelings of incompetence and helplessness when faced with the activity" [15]. In general, the definition implied that demotivation occurs because of internal and external factors that decrease one's motivation to do a specific task.

### **2.2. Demotivating factors**

The importance of teacher demotivation has become a research topic for scholars from different countries [18], [19]. Most of these previous studies have suggested that teacher demotivation can cause the loss of momentum and the loss of driving force that generates teacher motivation to develop teaching performance effectively. In the European context, specifically in England, a previous study examined the motivation and demotivation of primary teachers. The study highlighted that in terms of religion, the teachers who are more likely to get demotivated were teachers without any religious faith and Muslim teachers compared to teachers with other religious beliefs. In addition, long working hours, too much workload, and lack of students' interest were the main demotivating factors [20].

In the Asian context, Sugino explored the sources of demotivation of ninety-seven Japanese college teachers using a five-point Likert scale questionnaire. The findings revealed the following factors: teaching materials and curriculum, such as changing materials frequently; working conditions such as long meeting hours and much paperwork, individual differences of students' abilities in one class; and human relationships. Also, students' negative attitudes include using a cellphone during the discussion, sleeping in the class, showing no interest in the subject, showing aggressive behaviors, and showing different attitudes towards female teachers [21]. In another study, an unexpected gap between authentic experience in the profession and expectations of EFL teachers before starting their job was the determinant of losing motivation [6]. In Turkey, the factors causing demotivation in the EFL industry were the teaching profession, curriculum, working conditions, students and their parents, colleagues and school administration, and physical condition [19]. Working conditions include financial problems, exceeding working hours, lack of social activities, and regular duties. Besides, lack of teachers' understanding in the profession and lack of competence in teaching is the main problem that highly contributes to teachers' demotivation. Another study among two native English speakers (NES) teachers in Turkey showed miscommunication with school administration, colleagues, and parents; students' lack of interest, attention, and respect; working conditions,

low salary, and working hours negatively affect EFL teachers' motivation [22]. In Iranian EFL teachers, the study discussed that having a lack of respect, high social status, low salary, and lack of parents' interest were the demotivating factors [23].

In Sri Lanka, Hettiarachchi explored the factors that demotivate 54 English language teachers. The findings showed that the most demotivating factor was limited facilities, overcrowded classrooms, school-based assessments, and colleagues' unwillingness to work collaboratively [24]. In Thailand, Ulla studied the experiences and perspectives of nine Filipino English university and college teachers. The findings showed that Filipino teachers find it challenging to teach English in Thailand because of students' lack of interest in the English language, lack of exposure and support for an English-speaking environment, unclear and suitable English language curriculum, and lack of teacher professional development [25]. In addition, a case study of seventy Thai teaching staff in one university revealed that heavy workload and low salary were the demotivating factors that can lead to job dissatisfaction [26].

In the African context, in public schools in Kenya, the study revealed that the lack of teacher's developmental programs and training such as seminars and workshops was the primary source of demotivation [27]. In Nigeria, Ololube studies the job satisfaction and motivation of 680 secondary teachers, and the findings discovered that the leading cause of dissatisfaction and demotivation was the feeling of bias treatment by the administrators, being forced to work in an unsecured environment, and no advancement opportunity in the workplace [28].

In other contexts, Lynch revealed four sources of teacher demotivation in teaching and learning the English language: lack of learner motivation, insufficient time, resources and materials, and overcrowded classrooms [29]. The demotivating factors mentioned in the study of Kasimi and Hangisi were inappropriate content of books, students' bad attitudes towards native EFL teachers, high expectations of parents, the low process of students' language learning. Hence, lack of communication with colleagues, not being awarded, low salary, lack of discipline, long workhours, crowded classroom, duties, and students' unwillingness to learn English are the demotivating factors on foreign EFL teachers [30].

Based on the studies, several demotivating factors are related to students, administrators, working environment, parents, curriculum, and the like [20], [21]. Despite the findings of previous studies, the nature of demotivation remains an insufficiently and under-investigated issue [31], as demotivation is believed as a highly new concept in the second language (L2) motivation studies [32]. To the best of researchers' knowledge, there is lacking empirical shreds of evidence concerning the demotivation of Filipino teachers in Thailand. Therefore, this study sheds light on this gap in the research literature by examining the demotivation factors among Filipino EFL teachers in Thailand.

### 2.3. Coping strategies

Numerous demotivating factors negatively affect teachers' teaching performance which can interfere with learners' development. Therefore, there is a need to find coping strategies. Although previous studies explored some solutions to cope with teacher's demotivation, the findings discussed that teachers need to work in better working conditions, practical cooperation among teachers must be fostered, and appreciate teachers' effort and respect teachers' autonomy [33]. Also, Simpson concludes that it is essential for EFL teachers to acquire knowledge of students' historical, philosophical, and cultural backgrounds to avoid any conflict because being a native speaker does not guarantee teacher success [14].

In another study, there were solutions to handle large class sizes to lessen stress, such as training students to work in a small group, making simple rules for class management, and using technology to ease the teaching and learning process [34]. In addition, Barin, Han, and Sari stated that self-motivation increases teachers' motivation [35]. Furthermore, the best way to motivate teachers is to be successful [36]. Lastly, Han and Mahzoun revealed that well-communicated teachers and administrators effectively motivate teachers [22]. It remains unknown what coping strategies EFL or ESL teachers use when experiencing demotivation in Thailand.

## 3. RESEARCH METHOD

Mix method was used in the study. The quantitative part used a checklist of demotivating situations to select the participants in the qualitative aspect. A semi-structured was used to investigate deeper insights concerning the demotivating factors of Filipino foreign EFL teachers in Thailand.

### 3.1. Research setting

The study was conducted in Thailand, a country where English is primarily taught as a foreign language. In the ELT industry, foreign teachers can teach in a public or private school. Moreover, as of 2020, more than 11,000 foreign teachers were teaching in various programs (normal, bilingual, trilingual, among other programs) [37]. Thailand allows foreign teachers to work in the country by following regulations set by

the government. Typically, to be able to teach in Thailand, a foreign teacher must have a job offered by a recognized educational institution. It is a must to acquire a valid visa approved by the Bureau of Immigration (for example, Non-Immigrant Visa or Non-B), a work permit issued by the Ministry of Labor, and teaching license (temporary or permanent) provided by the Teachers Council of Thailand (except for university lecturers).

### **3.2. Participant**

There were 99 Filipino teachers who participated in the online survey, but only seven teachers were purposely chosen to join the semi-structured interview. Only seven participants were chosen as they indicated the highest number of demotivating situations in the online survey. The online survey is a checklist of demotivating experiences elicited from the pilot study. Experts validated the questionnaire before it was posted online. The participants were chosen based on the following: i) They must be employed full-time as a secondary or primary teacher in a public or private school in Thailand; ii) At least one year of teaching experience and teaching English or using English as a medium of instruction; and iii) Having the highest number of demotivating situations. Concerning the number of demotivating factors, teachers Heaven and Primo had seven demotivating situations. Teachers (pseudo name) Kimpoy, Ulap, and Marian had five, and teacher Anghet had four demotivating situations. Regarding experience, teacher Kimpoy, Anghet, Ulap, and Primo have worked in public schools with two to three years of teaching experience, while teacher Heaven, Madonna, and Marian have worked in private schools. Teacher Heaven had eight to ten years of experience, Teacher Madonna had one year of teaching experience, and Teacher Marian has four to five years of teaching experience in Thailand.

### **3.3. Semi-structured interview**

The semi-structured interview was conducted to gain more in-depth information regarding the demotivating situations among Filipino teachers chosen in the online survey. Their thoughts, feelings, and beliefs about the demotivation factors were explored. The sample questions were “Could you tell me more about why you are demotivated in this situation?”, “What are your strategies to cope up with these demotivating situations?”, and “What are the other situations that demotivate you in your teaching practice?” Probing questions were also asked.

### **3.4. Data collection procedures and analysis**

Data collection, which is qualitative, was conducted after the online survey results were known. Initially, volunteers were contacted separately to schedule an appointment for the semi-structured interview. Meanwhile, the Consent Form was given to each prospective participant to ensure that they were aware of the objective of the study, their alternatives in participation, and recording the interview. During the interview, the participants were asked about the online survey and other probing questions. After the interview, the researcher extends gratitude to each participant.

In the data analysis, inductive coding was used to analyze the qualitative data to answer the two research questions about teaching demotivation's and coping strategies of Filipino EFL teachers in Thailand. In data coding, searching concepts or themes, including coding, categorizing, and meaning making, were conducted. Hence, 20% of the codes were presented for interrater agreement, and the result was acceptable at 84 percent. Modifications were done to agree on the other codes.

## **4. RESULTS**

### **4.1. What are the factors that demotivate Filipino EFL teachers in Thailand?**

There are four main themes excerpts from the interview to highlight the experiences of these teachers, these including: i) Administration-demotivational factor; ii) Colleague-demotivational factor; iii) Self-demotivational factor; iv) Student-demotivational factor; and v) Parent-demotivational factors.

#### **4.1.1. Administration-demotivational factor**

The first factor was administration-demotivational. It refers to administration-related situations such as unfair labor practices, unfair treatment, unfair evaluation. Furthermore, the teacher received lack of appreciation, lack of support, frequent changes of activities and announcements, and controlling administration behavior.

Many teachers mentioned unfair labor practices (e.g., unfair distribution of salary, unpaid extra works), unfair treatment, unfair evaluation, lack of appreciation, lack of support, frequent changes of activities and announcements, preference over teachers' race, and controlling behaviors towards the teachers (e.g., the teacher had to follow non-contract obligations, a teacher had to follow administrators like, the

teacher cannot defend himself to the administrators, the teacher had to follow curriculum without any changes, the teacher had to use second language (L2) only in the school, the teacher cannot justify his decision) are the teaching demotivation that teachers experienced from the administration.

There were seven teachers thought that administrators' unfair labor practices affect their motivation; for example, teachers are not paid based on the signed contract and having a low salary. To elaborate, Teacher Anghet said:

*"I observed during my previous school and today in my currently school because I signed the contract 12 months, and they will just pay us ten months."*

The teachers discussed that being forced to follow non-contract obligations affects their motivation in teaching negatively. To exemplify, Teacher Kimpoy explained:

*"It's like there are a lot of insertions of jobs which are not particularly state that with my job description... Some of these are the duties that we need to have the morning duty in the gate to greet the students, I start with some sort of like that."*

There were six teachers mentioned that following administrators' like would kill teachers' autonomy and creativity in the teaching process, for example, preference in teaching techniques used in the classroom. Teacher Ulap shared:

*"We're forced we're forced to agree because it's what the administrators want us to do. We don't have power to do our I mean, our discretion to do whatever we want. In order for our students to learn fast from us."*

In addition, the administration's lack of support can decrease teachers' interest and motivation, as five teachers argued during the interview. For example, Teacher Heaven mentioned about *"The unsupportive and unappreciative function from the coordinator..."* Perceived unfair treatment can significantly affect teacher's performance in the classroom, for example, unfair treatment between NES and NNES. Five teachers revealed that administrators' unfair treatment demotivated them. According to Teacher Heaven, he remarked:

*"I guess, some other privileges. Like for example housing allowances, of the white person will always receive higher. I don't know why they will always receive higher. They always had ... to be given priorities. I don't know. So those are the things that demotivate me as a teacher."*

Also, three teachers considered that following the curriculum without any changes demotivated them. For instance, Teacher Ulap said:

*"We're bound to follow this school curriculum, without any changes because we don't have any discretion there to change it."*

#### **4.1.2. Colleague-demotivational factor**

The second factor was colleague demotivational factor, which refers to colleagues related situations. It is including unhelpful, competitive, domineering, untruthful, egocentric, envious, humorless, lack of appreciation, superficial relationship, and unhappy working environment. The data shows five teachers mentioned that the competitiveness of colleagues at work harmed teacher's motivation. They have colleagues who will take actions against the teacher to show that they are better than others. In the interview, Teacher Anghet stated:

*"Mostly, there are some like...they see it as a competition, not ... the one that we are in school to teach, but they are seeing this as competition and they're doing things like I'm doing better than you..."*

There were three teachers claimed that superficial relationship with colleagues destructively affects teacher's feeling of belongingness in a certain group in the school. Teacher Heaven remarked:

*"Well, I don't know, there really are some "kababayans" (fellow countrymen) ... who are I don't know, how should I state this? talking behind your back? It's not that you are well, that would also be one but the very, the horrible experience I had..."*

The teachers who revealed that unhelpful and envious colleague also demotivated their teaching performance. Teacher Marian expected help from colleagues. However, she said:

*“So, you're supposed to help each other. For example, if there's a problem with this student... right a complaint... complaint...because the teacher... he will not help you. You're the one... who is only in trouble.”*

Teacher Anghet observed that:

*“She's happy if she sees me work...work... work... work... work, and she see me holding my phone and calling and chatting to my friend. Maybe she's envy.”*

Other teacher emphasized the domineering colleagues can kill teacher's motivation to do better in teaching career. Teacher Anghet remarked:

*“She is very bossy, no, yeah I mean she keep on suggesting just keep on saying, you do like this one, you do like this one....”*

#### **4.1.3. Student-demotivational factor**

The third factor was the student factor. It refers to student-related aspects such as lacking the competence to follow instructions and answering the questions, lack of comprehension, negative behaviors, and overcrowded classrooms. Seven teachers complained about students' negative behavior. It can adversely affect teachers' concentration in the teaching process. Teacher Madonna explained that:

*“Some or most of them are disrespectful to foreign teachers. I only don't know if I am the only foreign teacher, who is experiencing how disrespectful students are especially if you've already started teaching them.”*

Three teachers considered students' lack of comprehension as a demotivating situation. To elaborate, Teacher Anghet mentioned that:

*“Even though, you will cut, you will jump there, they cannot understand. So, it is very useless. You are just wasting your saliva.”*

#### **4.1.4. Self-demotivational factor**

The next demotivating factor was the teacher-demotivational factor. It refers to teacher-related conditions such as their expectation, somatic disorders, lack of competence in speaking students' native language and lack of competence in classroom management. The findings demonstrated that six teachers experienced interpersonal conflict in their teaching performance. Four teachers felt demotivated in lack of competence to speak students' native language because they cannot thoroughly explain the subject matter to the students. Teacher Heaven told that:

*“I don't understand I cannot really speak the language well and whenever I see blank expressions on their faces, I cannot let them understand.”*

Three teachers encountered specific problems about lack of competence in managing the class effectively. Teacher Anghet stated:

*“As a kinder teacher it's very hard to control them also because they cannot even though if you're shouting, if you're at the point that you are very stressed... you cannot control them because they cannot understand you of course.”*

One teacher stated that her high expectations can affect her motivation in her teaching performance. She expected to become better. However, Teacher Anghet mentioned that:

*“...you are expect that you are gonna improve your language proficiency, but it's the other way around. It's like, it's lowering down your professional.”*

#### 4.1.5. Parent-demotivational factor

The last factor was parent-related actions which include parents' hostile acts towards the teacher. There was only one teacher who encountered a specific problem with the student's parent. Teacher Madonna exemplified, *"Here it's like whatever you do them there are always parents who will take actions."*

#### 4.2. What are the coping strategies?

##### 4.2.1. Self-regulation strategy

The most highlighted strategy that the participants mentioned in the interview is the self-regulation strategy. The strategy refers to controlling the teacher's behavior, emotion, thoughts which includes finding inspiration, thinking positively, reinforcing oneself, negotiating with the administration, and managing time and money wisely. Five teachers stated that thinking positively is one way to cope with teaching demotivation. Teacher Kimпой told that:

*"I am an optimist person, so I am looking for the positive side of the story always... whatever kind of situation whether it's work related or personal thing, I am always looking for the positive side of the situation."*

There were four teachers said that negotiation with the administrators was their technique to cope with teaching demotivation. For example, Teacher Anghet said that:

*"Of course, I tried to ask them. I tried to tell them that the student doesn't know what I'm talking about in front, I need, I need to translate in Thai, so that they can understand me."*

One teacher uttered that reinforcing oneself is their way to cope with teaching demotivation. Teacher Kimпой stated that:

*"I do self-reinforcement. Whenever I felt that I did something great. I never wait for someone to acknowledge it. I'll go out and treat myself for doing great."*

##### 4.2.2. Pedagogical strategy

The next coping strategy was pedagogical strategy. It refers to teaching methods that include being well-prepared, creating a relaxing environment, and helping students in the teaching process. Creating a relaxing work environment was also a way to cope with teaching demotivation, as six teachers agreed that it could help them regain motivation. To elaborate, Teacher Ulap said:

*"I tried to smile. I tried to smile walking in the hall I tried to smile at them while walking into corridor saying good morning, Sawadee kha."*

They told that helping students was their way to cope with some of the student demotivating factors. According to Teacher Marian, she explained that:

*"For me...what I did to that student... focus to that student... help her every time. How to read example in mathematics, I'm explaining how, how they get the answer, a during break time, because I don't have the... I don't have time to teach him. During class or during break time after lunch. I let him sit together, we will sit together and help him. That's my way."*

According to five teachers, being well-prepared was their way to cope with demotivation in teaching. For instance, Teacher Kimпой expressed:

*"I always prepare my lessons ahead of time, for example, Sunday tomorrow... I will need to prepare a PowerPoint."*

## 5. DISCUSSION

The present study investigated the demotivating factors and coping strategies of Filipino EFL teachers in the Thai context. The findings have shown that the administration led to demotivation because of perceived unfair labor practices, being forced to follow non-contract obligations, following administrators' like, administration's lack of support, perceived unfair treatment, and following the curriculum without any changes. This is not surprising as several studies in the EFL context reported similar results [19], [22], [28]. For instance, unfair treatment is in line with the previous findings in the Nigerian context [28]. Moreover,

*Demotivating factors and coping strategies among Filipino EFL teachers ... (Christopher Molingit Balintag)*

perceived unfair labor practices match with the previous findings regarding salary issues [22], [23], [28]. In this study, Filipino teachers pointed out unfair labor practices such as unpaid extra works, and some payments are not based on the contract. The administrators who demand employees to accomplish goals without recognizing teachers' feelings resulted in losing motivation to perform to the fullest potential. For example, Teacher Anghet noted that the administrator let her sign a 12-month contract; however, only 10 months of the salary were given. The decision of the administrator to cut the salary without the consent of the teacher resulted in demotivation. Added to this is that native English speakers was paid a higher salary than non-native English speakers like the Filipinos.

The second leading cause of demotivation pertained to colleague-demotivational factors such as unhelpful, competitive, domineering, untruthful, egocentric, envious, humorless, lack of appreciation, superficial relationship, an unhappy working environment. Colleagues related factor is in line with the previous studies [19], [22], [24], [29]. In this context, Filipino teachers in the present study highlighted competitive colleagues such as comparing outputs and taking actions against another teacher. For instance, Teacher Anghet noted that her colleagues find the work as a competition in her school as if they are better than anyone else. She also mentioned that a bossy colleague could negatively affect her motivation. It is noteworthy that Filipinos are competitive while abroad. Another, the participants stressed out unhelpful colleagues, and superficial relationships from colleagues greatly negatively impacted their motivation. In Concerning the superficial relationship between Filipinos and Thais, this could be explained by Thais who tend to have an indirect communication style in which they cannot say what they want to say in face to face; thus, they will keep it, or they will share to other people instead.

The student-demotivational factor is the third leading cause of demotivation. The experiences of Filipino teachers proved several demotivational factors from students, such as lacking the competence to follow instructions and answering the questions, lack of comprehension, negative behaviors, and overcrowded classrooms. Students related factor is the same finding as reported by previous studies [20]–[22], [30]. Herein, Filipino teachers experienced negative behavior of students, for example, showing disrespect to foreign teachers, not listening in the discussion, unwillingness to learn, speaking bad words, walking, chatting, and making face. For instance, Teacher Madonna stated that students show disrespectful acts towards a foreign teacher in her working place. In Thai classrooms, respect might still be the most important behavior needed by teachers to deliver lessons efficiently in English teaching classrooms. However, students' negative behavior towards learning the English language can be cultural and personal. Historically, Thailand is one of the countries in Southeast Asia which was not colonized by the Anglophone countries. The students perceived English as a less important subject as they might have no plans to work abroad or live abroad. Also, students might show negative behaviors towards learning English because of the difficulty of the subject, and they tend to focus more on Science and Math subjects. Those negative behaviors coming from students affect here teaching performance causing demotivation.

Next, the teachers' personal experiences revealed the demotivational factor were expectations, somatic disorder, lack of competence in classroom management, and lack of competence in speaking students' native language. The result about dialect boundary is in line with Abramova's study [9]. Also, the gap between expectations from Filipino teachers is related to the previous study [6]. In the present findings, Filipino teachers overstated their lack of competence in speaking students' native language. For instance, the participants stated that they could not understand and speak the language well, as they want to use students' L1 fully to explain the subject matter clearly. Foreign teachers may have to learn recent concepts in ELT such as Englishes, translanguaging, and accommodation strategies to be better prepared in teaching English in foreign language settings.

Lastly, the experience of Teacher Madonna with some parents was surprising. Previous study showed parents related as one of the demotivational factor [19], [22], [23], [30]. This could be explained by the high expectations of parents who pay expensive fees to put their kids in private schools. Moreover, one of the expectations is the demand for perfection from non-native EFL teachers in terms of their teaching performance, specifically, a native-like accented speech.

Despite the experiences of demotivation, two coping strategies were found. Self-regulation is the major coping strategy of the participants, such as thinking positively, negotiating with the administrators, and reinforcing oneself are the essential way to cope with teaching demotivation. The results are in line with previous studies [22], [35]. Teachers who are optimistic and do self-reinforcement can overcome teaching demotivation. Perhaps, teachers are trained to cope up with adversities in the teaching curricula.

The pedagogical strategies of teacher-participants, specifically, creating a relaxing work environment, being well prepared, and helping students, agreed that it helps them regain motivation. The result matched with Baniasad-Azad and Ketabi's study [33]. Like Thai culture, Teacher Ulap tried to smile and greet his students and colleagues in a more relaxing environment.



## 6. CONCLUSION

This study presented the different demotivating factors and coping strategies for teaching English as a foreign language in Thailand. Demotivating factors were, administration-demotivational factor, colleague-demotivational factor, student-demotivational factor, self-demotivational factor and parent-demotivational factor. Coping strategies elicited were self-regulation strategy and pedagogical strategy. These experiences of Filipino teachers provided an empirical shred of evidence regarding the employment issues affecting foreign EFL teachers in this country. More steps must be taken to ensure the well-being of teachers as it affects the teaching and learning processes. The administration may support the teachers continuously, appreciate their efforts, practice fair labor, and equal treatment for non-native and native English speakers in the country. Good relationships between colleagues, students, and parents must be promoted, while students' attitudes towards English must grow, and teacher's interpersonal skills must be improved.

For teachers who are experiencing demotivational factors, they may use the two suggested coping strategies. For example, they experience frustration, dissatisfaction, or disappointment. They may have to shift negative thoughts into positive by applying self-regulation strategies by surrounding themselves with people with the right attitudes, adapting to the environment, and reinforcing themselves. When the teachers encounter some low proficient and demotivated students, pedagogical strategies could help teachers act positively. This includes being flexible in teaching, giving direct feedback to students, integrating activities, and being well prepared in the lesson.




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