

"I Was Surprised by Their Culture": Emotional Antecedents for Indonesian English Teachers in Thailand

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ARTICLE INFO	ABSTRACT
<p>Keywords: Teachers' emotions, emotional antecedents, non-local teachers, Indonesian English teachers, Thai educational context</p> <p>DOI: http://dx.doi.org/10.21093/ijeltal.v10i1.1802</p> <p>How to cite: Haryadi, D. & Wilang, J.D. (2025). "I Was Surprised by Their Culture": Emotional Antecedents for Indonesian English Teachers in Thailand. <i>Indonesian Journal of English Language Teaching and Applied Linguistics</i>, 10(1), 1-20</p>	<p>Emotions are pivotal in shaping teaching behavior and quality, especially in the English Language Teaching (ELT) context. While prior research has largely focused on teachers within their home environments, the emotional experiences of non-local teachers, such as Indonesian English teachers in Thailand, remain underexplored. This study investigates the antecedents of these teachers' emotional experiences, considering the unique challenges of language barriers and cultural differences. Using semi-structured interviews with 10 Indonesian English teachers in Thai elementary and secondary schools, the researchers conducted a thematic analysis to identify key emotional triggers. Our findings reveal that student-related factors, such as positive interactions and academic achievements, evoke happiness, pride, and satisfaction. Conversely, negative behaviors and comprehension issues lead to frustration, annoyance, and stress. Teacher-related factors, including teaching proficiency, significantly influence their emotional landscape. Additionally, other factors like collegial relationships, school culture, workload, and parental involvement further shape their emotional experiences. The implications of this study are critical for educational psychology, teacher education, and communication within international contexts. For educators, engaging in cultural adaptation and continuous professional development is essential for enhancing emotional resilience and teaching effectiveness. Schools should aim to create inclusive environments that support non-local teachers and offer tailored professional development. Training programs should focus on cultural competence and effective communication strategies to better prepare teachers for international teaching assignments.</p>

1. Introduction

Schutz & Lanehart (2002) stated that "emotions are intimately involved in virtually every aspect of the teaching and learning process, and therefore, an understanding of the nature of emotions within the school context is essential" (p. 67). Particularly in the English Language Teaching (ELT) context, emotions significantly influence teachers' decision-making, future choices, and classroom actions, affecting their use of English during teaching, the type of feedback they provide to students, and their overall satisfaction with teaching (Richards, 2020). Therefore, the development of research studies focusing on English language teacher emotions has steadily increased (e.g., Cowie, 2011; Akbari et al., 2017; Heydarnejad et al., 2021; Derakhshan et al., 2023). The findings consistently indicate that teachers experience many emotions while teaching (Hargreaves, 1998; Sutton & Wheatley, 2003). These emotions are significant factors influencing teaching behavior, teaching quality, and student outcomes (Frenzel et al., 2009; Richards, 2020; Frenzel et al., 2021).

Previous studies have predominantly focused on language teachers' emotions in classroom teaching contexts within their home countries. Examples include English teachers' emotion regulation behavior in classrooms in Iran (Akbari et al., 2017), emotional experiences of English teachers in a large public university in Saudi Arabia (Alzaanin, 2021), Iranian English teachers' emotions related to assessment at the university level (Derakhshan et al., 2023), and homework-related emotions in secondary schools in Switzerland (Feiss et al., 2023). However, these studies have yet to examine overall teaching experiences in contexts where teachers are non-local. Additionally, research on non-local teachers' emotional experiences has yet to be widely explored, especially in Southeast Asia. In particular, there needs to be more studies on the emotional experiences of Indonesian English teachers in Thailand. Therefore, our study investigates explicitly the antecedents of emotional experiences among Indonesian English teachers working in Thailand with the specific emotions entailed. This includes various teaching-related factors such as students, teachers, and contextual elements, all contributing to the teachers' emotional experiences in their unique settings.

Recent research has emphasized the complex emotional dimensions by non-local English teachers in diverse cultural and institutional contexts. For instance, (Chen et al., 2024) investigated the psychological challenges of Chinese teachers working in international schools and revealed how cultural dissonance, linguistic differences, and teaching expectations impact their emotional well-being. Furthermore, a study conducted by Jantadej & Charubusp (2018) examined the teaching experiences of Thai teachers working in rural areas and found how systematic constraints and intercultural interactions influenced their emotional states. These studies highlight the significance of context-specific emotional antecedents, yet there remains limited research on how these dynamics unfold for non-local teachers working in overseas. In southeast Asia, where educational systems are characterized by cultural pluralism and diverse linguistic practices, focusing on how non-local educators regulate their emotions becomes critical for enhancing quality of instructions and student outcomes. This is specifically true for Indonesian English teachers working in Thailand, a context where cultural and linguistic barriers may significantly shape their teaching experiences and emotional responses.

To gain a deeper understanding of the antecedents of Indonesian English teachers' emotional experiences and the specific emotions involved, the researchers conducted preliminary

interviews with two Indonesian English teachers teaching in Nakhon Ratchasima and Bangkok, Thailand. The interviews revealed several antecedents experienced while teaching in Thailand, including positive interactions and behaviors from students, such as receiving heartfelt letters, challenging behaviors, like students not paying attention, and conflicts with other non-local teachers and Teaching Assistants (TAs). These antecedents evoke specific emotions, both positive, such as feelings of affection, and negative, such as frustration and anxiety. These emotional triggers indicate the complexities of teaching in foreign countries like Thailand.

The researchers, therefore, have chosen to focus on the antecedents of the emotional experiences of Indonesian English teachers and the specific emotions entailed in Thai schools, as these topics have yet to be adequately explored for decades. Understanding that language barriers and cultural differences may significantly impact their teaching effectiveness and quality, our study aims to address this gap in the literature (Cowie, 2011; Jantadej & Charubusp, 2018). Teaching abroad can be an emotionally turbulent experience, making it crucial to examine the factors contributing to teachers' emotional states (Wang & Chen, 2022; Cowie, 2011; Alzaanin, 2021; Barcelos & Aragão, 2018; Shen, 2022). Non-local teachers face unique challenges and stressors that differ from those of local language instructors, such as navigating unfamiliar environments, communicating with students and staff, and adjusting to new educational systems and social norms. Previous research has highlighted that non-local teachers may experience heightened anxiety, boredom, and burnout, negatively impacting their pedagogical effectiveness and overall well-being (Shen, 2022). Despite the recognition that emotions play a crucial role in teachers' professional competence (Frenzel et al., 2021), there is currently a lack of research addressing the emotional experiences of EFL teachers in Asian contexts (Li et al., 2024). Using an exploratory approach, the researchers examine the antecedents of the emotions non-local teachers experience concerning their teaching experiences abroad and which specific emotions arise from these antecedents.

To address this, the present study explores the following research questions: What are the antecedents of Indonesian English teachers' emotions when teaching in Thailand, and which specific emotions do these teachers experience about these antecedents?

2. Literature Review

2.1 Teacher Emotions

John Marshal Reeve (2010, as cited in Macintyre & Gregersen, 2012: 194) offers a clear description of emotions: "Emotions are short-lived, feeling-arousal-purposive-expressive phenomena that help us adapt to the opportunities and challenges the researchers face during important life events." Emotions are temporary, subjective feelings associated with physiological changes that serve a purpose and are often expressed outwardly. For instance, while teaching a challenging lesson, a teacher might feel anxious (feeling), experience a racing heart (arousal), use the anxiety to stay alert and focused (purposive) and display this anxiety through body language (expressive). Conversely, during a successful lesson, a teacher might feel joyful (feeling), experience an increased heart rate (arousal), use the joy to engage and motivate students (purposive) and display this joy through enthusiastic gestures and smiles (expressive). Emotions guide us to adjust, seize positive opportunities, and confront challenges during significant life events, enhancing our ability to navigate these moments successfully.

The complexity of emotions has led many theorists (e.g., Frijda, 1986; Planalp, 1999) to conceptualize their definition, viewing emotions as complex processes. According to (Sutton & Wheatley, 2003), emotions comprise componential processes, including appraisal, subjective experience, physiological change, emotional expression, and action tendencies. These components, although partially independent, do not always influence each other. Different individuals may exhibit different components when experiencing the same emotions. For example, some individuals may experience fear with higher heart rates, while others may have lower heart rates (Cacioppo et al., 1993).

Understanding these emotional processes is crucial for predicting how individuals' emotions become evident daily. Teachers probably encounter these emotional processes in the context of teaching, which in turn provide insights into how their emotions manifest in their instructional practices in the classroom (Sutton & Wheatley, 2003). This understanding is essential for comprehending the broader impact of teachers' emotions on their teaching effectiveness and classroom dynamics.

Emotions significantly shape interactions between teachers and their teaching contexts (Richards, 2020). Both positive and negative emotions influence teachers' self-perceptions, relationships with colleagues and students, classroom activities, teaching contexts, resources, and their feelings about the benefits and rewards of teaching. Emotions also impact teachers' decision-making, future choices, and actions.

Richards (2020) illustrates how teachers' personal and professional lives intertwine, particularly in teaching English as a Foreign Language (EFL). Teachers' emotions can significantly affect how they use English during instruction, especially when they adjust their engagement with students based on their emotional states, responding to unplanned events in the classroom. The emotional climate of the classroom influences classroom management, determining how teachers adhere to procedures and rules.

Emotions also affect classroom activities. Teachers' emotional experiences influence their use of games, music, personal stories, and humor, impacting student engagement and learning outcomes. Additionally, teachers' emotions determine their preference for cooperative versus competitive learning activities and the type and quality of feedback they provide. This highlights the close relationship between emotional experiences and instructional strategies.

Throughout their careers, teachers encounter a range of positive and negative emotions. Dewaele and Alfawzan (2018) affirm that positive emotions, such as confidence, curiosity, engagement, enjoyment, enthusiasm, interest, amusement, gladness, gratitude, happiness, joy, passion, pleasure, pride, and satisfaction, will likely facilitate teaching and learning. Negative emotions, including anger, annoyance, anxiety, boredom, concern, depression, disgust, dissatisfaction, exhaustion, frustration, jealousy, madness, nervousness, sadness, stress, tension, unease, and worry, also significantly influence teaching decisions (Sutton, 2004; Richards, 2020). Despite these emotional experiences, the unpredictable nature of classroom interactions means teachers cannot always foresee what students might say or do, which can provoke various emotional responses (Sutton & Wheatley, 2003).

This investigation is grounded in the appraisal theory of emotions, which highlights the role of culture in shaping emotional responses (Sutton & Wheatley, 2003). The theory suggests that cultural differences in emotional reactions arise from systematic variations in how events

are perceived and interpreted across cultures (Mesquita & Ellsworth, 2001). For example, if students and teachers from different cultural backgrounds appraise a classroom event differently, their emotional experiences will likely diverge. This divergence can significantly influence teachers' perceptions and student interactions (Sutton & Wheatley, 2003).

In light of these dynamics, this study aims to provide an in-depth understanding of the emotional complexities experienced by Indonesian English teachers in the cross-cultural context of Thailand.

2.2 Antecedents of Non-Local Teachers' Emotions – Empirical Findings

Teachers experience emotions for various reasons related to achieving and not achieving goals (Sutton & Wheatley, 2003; Sutton, 2007; Frenzel, 2014). Non-local teachers, in particular, frequently find themselves in unique classroom situations that evoke a wide range of emotions (Yip, 2023). One such instance involves cultural differences in student behavior and expectations, as highlighted by Caravatti et al. (2014) and Reid et al. (2014). These cultural differences can surprise, confuse, or even frustrate non-local teachers as they need help understanding and appropriately react to diverse classroom dynamics.

A substantial body of research examines the challenges and perspectives of English teachers teaching abroad, particularly in Thailand, highlighting significant emotional implications. A recurrent theme is a noticeable differentiation in the treatment of Native English Speaker Teachers (NESTs) and Non-Native English Speaker Teachers (NNESTs) (Ulla, 2018). For instance, Hickey (2014) discusses salary discrepancies and workplace discrimination faced by teachers from non-English-speaking nations, including Africa and Asia. These inequities can evoke frustration, resentment, and demotivation among NNESTs. Additionally, Thai students often prefer NESTs over NNESTs, as corroborated by the experiences of Filipino teachers (Songsirisak, 2015), which can lead to feelings of inadequacy and lowered self-esteem for NNESTs. Further exacerbating the issue, Filipino teachers frequently face differential treatment compared to white NESTs in Thai schools (Perez-Amurao & Sunanta, 2020), contributing to a sense of isolation and injustice. These studies collectively highlight the pervasive discrimination and disparities encountered by non-local English teachers, particularly NNESTs, within the Thai educational landscape, significantly impacting their emotional well-being and professional satisfaction.

Language limitations in managing student discipline also contribute to emotionally intense situations (Collins & Reid, 2012; Jhagroo, 2016). Student misbehavior and discipline issues can generate strong emotional responses. While these challenges are universal, non-local teachers might need clarification on their cultural roots, leading to emotions like anger and frustration. Language barriers complicate communication and disciplinary actions, causing feelings of anxiety, powerlessness, and even shame (Yip, 2023). Effective communication is crucial for classroom management and teaching, but it also elicits emotions that impact teacher-student relationships and the overall learning environment.

Adapting teaching methods to fit a different educational system presents additional challenges. Students accustomed to other teaching methods may resist foreign teachers, eliciting feelings of doubt and frustration as teachers balance conforming to local standards with incorporating their practices (Bense, 2014; Virta, 2015). However, cross-cultural interactions and understanding can also spark positive emotions. Non-local teachers may feel fulfilled and connected when students accept and respect different viewpoints (Pappa &

Hökkä, 2021). These moments highlight the transformative role of education in promoting peace, harmony, and global awareness, fostering a sense of well-being in the classroom. These circumstances create a complex emotional environment for non-local teachers. Cultural differences, language limitations, and pedagogical adjustments shape their teaching experiences, generating a dynamic and emotionally charged setting.

Within the context of this study, which examines the antecedents of non-local teachers' emotions in Thailand, it is evident that the unique intersection of cultural diversity, linguistic variations, and pedagogical landscapes introduces a dynamic emotional dimension to their teaching experiences. These non-local teachers grapple with various emotions as they navigate unfamiliar classroom situations, cultural adjustments, and language barriers. The complexities of teaching within a foreign context amplify their emotional responses, shaping their interactions with students, colleagues, and the educational environment. This study aims to uncover the complex emotional intricacies faced by non-local teachers, shedding light on the antecedents they encounter while teaching in Thailand.

3. Research Methodology

3.1 The Present Study

Many studies have investigated the emotions teachers experience while teaching (Sutton & Wheatley, 2003; Frenzel, 2014; Frenzel et al., 2021). However, little research has focused on non-local teachers, particularly in Asian contexts, such as Indonesian English teachers working in Thai schools. This study aims to fill that gap by examining the emotional experiences of non-local teachers in a foreign context. Previous research suggests that teaching abroad, especially in Thailand, can create various antecedents that evoke teachers' emotions. For example, positive emotions like joy may be triggered by students' curiosity about the teachers' cultures, enhancing student motivation to learn English through cross-cultural discussions. Thus, perceived student motivation and engagement can significantly influence a teacher's emotions when teaching abroad. However, there is currently no empirical evidence on the antecedents of teachers' emotions and the specific emotions they experience in cross-cultural teaching contexts.

3.2 Context of The Study

The current study focuses on the emotional experiences of Indonesian English teachers working in elementary and secondary schools in Thailand. Teaching English as a foreign language in Thailand presents unique challenges and opportunities, influenced by the host country's distinct cultural, linguistic, and educational environments. Thailand's education system places significant emphasis on English proficiency, necessitating the recruitment of non-local teachers to meet this demand.

As non-native English-speaking teachers, Indonesian English teachers navigate a complex landscape characterized by language barriers, cultural differences, and varied educational practices. With its unique societal norms and values, the Thai educational context creates a distinctive environment that can significantly influence teachers' emotions. Understanding these emotions is crucial, impacting teaching effectiveness, job satisfaction, and overall well-being.

Cultural adaptation is a significant aspect of this study, as Indonesian teachers must adjust to the Thai way of life, which includes different approaches to student behavior, communication styles, and expectations. The teachers' professional experiences are shaped by their interactions with students, colleagues, parents, and the broader school community. These interactions are further complicated by the need to teach in a language that is not their native tongue, adding a layer of complexity to their emotional experiences.

This study explores the antecedents of these emotions and the specific emotional responses elicited by various situational triggers within the Thai educational context. By examining these factors, the research seeks to provide insights into the emotional landscape of Indonesian English teachers in Thailand, offering implications for teacher education, professional development, and support systems to enhance their teaching experience and effectiveness.

3.3 Research Design

This current study employed a qualitative-exploratory design to address the research question. This design is specifically well-suited for studies that aim to uncover intricate, context-specific phenomena, where limited prior research exists (Creswell & Poth, 2018). By adopting qualitative methods, this investigation offers an in-depth exploration of participants' lived experiences (Bhangu et al., 2023), highlighting the nuanced emotional antecedents and responses unique to teaching in unfamiliar cultural and educational settings. The exploratory nature allows for flexibility in uncovering emergent themes and patterns, providing a comprehensive understanding of the participants' emotional experiences that might not be achievable through predetermined frameworks or quantitative methods. Therefore, this approach supports this current study's objective to provide new insights and inform future research and practice in this underrepresented area.

3.4 Participants

A total of 10 Indonesian English teachers (see Table 1) from elementary and secondary schools in Thailand participated in this study. They were selected through purposive sampling to ensure diverse insights into their teaching experiences. Participants needed Indonesian passports and a bachelor's degree in education. Besides teaching English, some taught other subjects, highlighting their adaptability and reflecting the demand within Thai schools. Their increased workload impacts their emotional well-being and stress levels. Participants were initially contacted via WhatsApp and Instagram, where they consented to join the study, enriching the findings with their varied experiences.

Table 1: Demographic information of the participants

No	Participants (Pseudonyms)	Gender	School Location	Teaching Experience in Thailand (Years)	Subjects Taught
1	Ann	F	Uthai Thani	2	English, Science
2	Bob	M	Bangkok	3	English, Arabic
3	Chan	M	Patthalung	6+	English, Arabic
4	Dela	F	Chonburi	2	English (Public Speaking English)
5	Emir	M	Bangkok	2	English
6	Fam	F	Chonburi	1.5	English

7	Gigi	F	Chonburi	4	English, Science, Physical education, Islamic Studies
8	Han	F	Songkhla	4+	English, Malay language, Math, Computer Science
9	Ito	M	Chonburi	1.25	English, Science
10	Jo	M	Songkhla	1.08	English, Math, Physical Education

3.5 Instruments

Given the relatively unexplored nature of the emotions of non-local teachers teaching English abroad, the researchers adopted a qualitative-exploratory approach to address our research question. The researchers used an interview guideline adapted from Sutton (2004) on emotion regulation strategies, which included questions about participants' backgrounds, emotions experienced while teaching in Thailand, and the antecedents of these emotions. Sample questions include: "When you think about emotions and your English language teaching in Thailand, what comes to your mind?" "Please describe a situation where you experienced these emotions." "Is there anything else you want to say about your emotions and teaching English in Thailand?" These interview questions were validated for their relevance to the context of this study by two university teachers from different institutions in Thailand. Additionally, a pilot study was conducted with two female Indonesian English teachers in Bangkok and Nakhon Ratchasima to ensure the questions were appropriate and understandable to the participants in the main study. The validation process and pilot study confirmed that the interview questions were suitable and understandable for the participants, resulting in no changes to the instrument.

3.6 Data Collection and Analysis Procedures

Furthermore, semi-structured interviews were the primary data collection method due to their flexibility and ability to delve deeper into the subject matter (Cohen et al., 2011). The data collection process involved multiple steps. The researchers first inquired about the participants' interview availability, scheduled the sessions, and then conducted them. Each interview, guided by a pre-designed interview outline, lasted between 45 to 70 minutes. The interviews were conducted online via Zoom, Google Meet, WhatsApp, and Instagram, offering convenience, familiarity, and asynchronous communication. All sessions were recorded using mobile phones for subsequent transcription and data analysis. Although the interviews were primarily conducted in Indonesian, they were also open to being conducted in English. The semi-structured interviews took place from November 2023 to January 2024.

The data analysis followed a systematic process, including transcription, member-checking, and a four-stage coding process (open, analytical, axial, and selective coding) (Cohen et al., 2011; Creswell, 2014). First, audio recordings were transcribed word-for-word, and participants reviewed these transcriptions to ensure accuracy. Then, thematic analysis using the coding, as mentioned earlier, was employed to identify, analyze, and report patterns within the data, providing a comprehensive understanding of the teachers' experiences and emotional landscapes. In addition, peer debriefing with two independent researchers helped validate our coding themes and results, enhancing the reliability and validity of our analysis (Janesick, 2007). This rigorous approach allowed us to identify specific and broader themes, addressing our research questions comprehensively.

3.6 Ethical Considerations

After obtaining the IRB ethics approval from the university, the researchers started recruiting the participants. The researchers provided all prospective participants with extensive information about the objectives and methods of the study, as well as the risks and benefits. All participants gave informed oral and written consent that highlighted voluntarism and the right to withdraw without consequence. The confidentiality of data was guaranteed, and all reports and publications produced were rendered anonymous. Participants were informed that their participation would not affect their professional recognition. Data were stored securely and were only available to the research team.

4. Results and Discussion

Based on the interview findings, triggers of teachers' emotions were identified into three categories: student-related factors, teacher-related factors, and other factors.

4.1. Student Related Factors

Student-related factors profoundly influence these teachers' emotional experiences and classroom effectiveness. The following subthemes emerged from the data analysis.

4.1.1. Positive Students' Interactions and Behavior

Positive student interactions promote a supportive classroom environment, raising emotions such as respect, happiness, love, pride, and gratitude. For instance, Ann's narrative of students showing respect showcases cultural norms that exemplify feelings of pride. She expressed "They are sweet; they often say things like, 'Teacher, you're so beautiful, you're so cute.' Although they do not listen in class, they respect us. Even if they come to the office, they sit on the floor while we sit on chairs. So, the positive thing is I feel respected so much." This finding is supported by Xie & Derakhshan (2021) and Zembylas (2004). Similarly, other participants, Bob and Emir, emphasized the role of students' curiosity and collaboration in creating positive teaching experiences. Emir explained "The excitement comes from the students seeing us as new people. They're curious about the teacher, how we teach and want to hear our stories.", aligning with Prosen et al. (2011) and Poulou et al. (2022) which underscore the impact of student appreciation on teacher overall satisfaction. Comparatively, our findings expand on Hagenauer et al. (2015) by demonstrating how cultural expressions of respect in Thai schools uniquely contribute to teachers' emotional experiences. This cultural nuance differs from findings revealed in Western contexts, where positive feelings are often related to student autonomy and initiative (Prosen et al., 2011).

4.1.2. Negative Students' Interactions and Behavior

Negative student behaviors, such as disengagement and disrespect, elicit frustration, anger, and burnout. In the interview, Ann experienced an overwhelming situation triggered by disengaged students, exacerbated by isolation as the only foreign teacher in the school. Furthermore, Ann also highlighted her point, stating, "Some classes were favorites, as some tried even though they found it hard. Others gave up, thinking English was difficult. Outside the classroom, they would run or hide if I tried to greet them. It made me feel sad and emotionally drained." This mirrors findings by Becker et al. (2014) who found disruptions as a significant stressor for teachers. However, our study emphasizes regional nuances, noting fewer behavioral challenges among rural students compared to urban counterparts. This

contrast is linked to Hofstede's (2011) cultural dimensions theory, which suggests that collectivist rural environments may promote greater conformity and respect, mitigating disruptive behaviors.

Feeling exhaustion arises from dealing with disruptive behavior, as seen with Fam. Different negative emotions, such as anger and annoyance, result from disrespect and disobedience experienced by Bob, Dela, and Jo. For example, Jo stated, "Students are disrespectful, causing burnout." These behaviors drain teachers' energy and contribute to feelings of burnout, highlighting the need for effective classroom management and support. Negative student interactions, such as disruption or disrespect, trigger negative emotions like frustration, annoyance, anger, and stress, consistent with Becker et al. (2014). Regional differences are noted, with fewer behavior challenges among rural students than urban counterparts. These differences may stem from contextual nuances, such as school support systems and methodological considerations, influencing teachers' perceptions and responses to student behaviors.

4.1.3. Students' Comprehension

The level of student comprehension deeply influences teachers' emotional states, evoking joy and fulfillment when students actively engage with lesson material. This is supported by Hagenauer et al. (2015), who underscore the emotional rewards of effective teaching methods. For example, Dela's pride and happiness in student active participation and Han's joy when students understand new concepts showcase the universal importance of student comprehension in teacher satisfaction. Dela mentioned, "When students understand new vocabulary and make sentences, it feels like a success. Seeing their happiness makes me happy, too." Fam experiences joy when students show genuine interest and understanding, validating her teaching efforts. Han feels fulfilled when students grasp the material, reflecting on her role in facilitating learning. Han shared her emotion, stating, "The common emotion is happiness. Especially when you see the kids understand, it's happy." Conversely, our findings also reveal that teachers like Ito encounter anger and frustration due to communication barriers, a challenge not extensively discussed in existing literature. This divergence from findings in more linguistically homogenous contexts (e.g., Alzaanin, 2021) emphasizes the unique challenges faced by non-local teachers in multilingual classrooms.

4.1.4. Students' Success and Achievement

Students' success and achievement encompass the positive strides and accomplishments observed in students' learning journeys, evoking pride, satisfaction, joy, gratitude, and surprise. Situational triggers such as progress in English and competition wins prompt emotions in teachers. Ann feels grateful for the validation of her efforts, while Chan experiences joy and pride when students exceed expectations. Dela feels proud of students' achievements and growth. Similarly, Emir finds satisfaction in students' personal development and dedication, and Fam takes pride in students' competition wins, affirming her teaching effectiveness. These emotional responses underscore the meaningful impact of effective teaching practices on students' growth and accomplishments. Dela's and Fam's sense of pride in students' achievements reflects on Zhang & Sihe's (2023) findings that noted the emotional impact of student success can trigger teachers' positive emotions, such as pride, joy, and satisfaction. Furthermore, Ito experiences a mix of surprise, worry, and pride. In the interview, he explained, "Worried during competitions, hoping students remember

their speeches despite nervousness." In addition, other studies have suggested a similar case to Ito's, which asserts that mentoring students for English-related competitions fosters positive and mixed emotions, leading to stronger teacher-student relationships (Wiradarsia et al., 2017).

While existing research such as Akbari et al. (2017) and Derakhshan et al. (2023) Derakhshan et al. (2023), has explored teacher emotions in specific settings, our study contributes by addressing the unique challenges by non-local teachers in Southeast Asia. Unlike studies conducted in more culturally homogenous environments, our findings stress the compounded effects of cultural and linguistic disparities on teachers' emotional experiences. Moreover, the emphasis on both positive and negative emotions offers a more comprehensive understanding of how student-related factors shape teaching experiences. This nuanced perspective aligns with recent calls for more context-specific research in non-Western educational contexts (Wang & Chen, 2022).

4.2. Teacher Related Factors

In addition, teacher-related factors also play a crucial role in shaping these teachers' emotional experiences and overall effectiveness in teaching English in Thailand. The following subthemes surfaced from the data analysis.

4.2.1. Teachers' Teaching Proficiency

Teachers' teaching proficiency profoundly contributes to the participants' emotional well-being and effectiveness in the teaching environments. Generally, we found that positive emotions such as happiness and confidence arise from successful teaching strategies, while negative emotions like stress and exhaustion emerge from challenges. For example, Dela expressed satisfaction in implementing certain teaching methods, while Emir found confidence in his proficiency despite facing classroom management difficulties. Gigi experienced mixed emotions, noting, "Stress, frustration... I couldn't return to Indonesia from 2019 until 2021 because of the lockdown. Everything [teaching] was online, and it made me feel stressed." These participants' voices align with Zembylas (2004), who underscored the impacts of effective teaching strategies on positive teacher emotions such as pride and joy. Conversely, Gigi's experiences of exhaustion mirror the findings of Pekrun et al. (2007), who highlighted the emotional toll of mitigating new teaching contexts. The transition to online teaching, while a global challenge (Richards, 2020), indicated the situational and contextual triggers unique to these teachers' experiences in Thailand. Compared studies like Hagenauer et al. (2015), which focused on Western settings, this study underscores the compounding effects of cultural adaptation and limited institutional support.

4.2.2. Teachers' Personal and Professional Growth

This sub-theme pertains to the evolution and advancement of teachers personally and professionally while teaching English in Thailand. This growth encompasses skill enhancement, confidence building, overcoming challenges, and embracing learning opportunities. Situational triggers related to this growth evoke gratitude, satisfaction, and happiness. For instance, despite initial apprehensions, Bob feels grateful for the opportunity to teach young children, leading to immense enjoyment and gratitude for his profession. Bob admitted, "I feel thankful. I never taught young children initially, but it added to my experience. Teaching them is far more enjoyable even though there are obstacles." Similarly,

Dela experiences satisfaction from personal growth and overcoming self-doubt, leading to a sense of accomplishment. Fam expresses gratitude for the transformative impact of teaching experiences, fostering a sense of appreciation for growth opportunities. Lastly, Ito reflects on his journey and experiences happiness associated with improved student engagement, highlighting the rewarding nature of personal and professional growth in teaching. Ito noted, "From the beginning, there were many challenges, but students became more enthusiastic about learning English over time. It made the journey more enjoyable."

These reflections align with Noom-Ura (2013) and Ulla (2018), who emphasize growth as critical aspect to teacher well-being. Further, the findings resonate with Termprayoon (2020), who underscored the role of professional development opportunities enhancing teacher morale. However, cultural and economic variations may explain differences in the perceived benefits of growth. For instance, while Noom-Ura (2013) highlighted competitive salaries as a motivating factor, this was less emphasized in the current study, potentially reflecting regional economic differences.

4.2.3. Teachers' Teaching Preparation and Materials

Preparation demands, particularly bilingual lesson planning and material sourcing, trigger complex emotional responses, including fear, exhaustion, and happiness. Chan, described his fear, expressing "Not being ready is scary when going into the classroom." Emir experienced fatigue from preparation demands, while Gigi reflected on her evolving strategies. She explained "Last year, I had to prepare a lot of detailed materials. Now, I am more relaxed and focus on resting at night, which makes me happier." These instances emphasize the emotional importance of preparation, consistent with findings by Richards (2020) and Pekrun et al. (2007). Teachers with effective planning strategies tend to experience reduced anxiety and heightened satisfaction. The impacts of English proficiency on preparation-related stress also aligns with the findings of Xie & Derakhshan (2021), who stated that self-efficacy mediates the emotional influence of instructional demands.

4.2.4. Teachers' recognition

Teachers' recognition refers to acknowledgment and appreciation of educators' efforts and achievements. Situational triggers evoke pride, satisfaction, and validation among teachers. Gigi feels proud when congratulated by the director, validating her dedication. Gigi admitted, "When the director congratulates us, it feels happy; there's a sense of pride." This recognition boosts her self-esteem and affirms her competence. Similarly, Jo experiences pride triggered by acknowledgment of his capabilities and contributions. Being chosen for specific roles reflects an acknowledgment of his achievements. Recognition fosters a positive work environment, motivating teachers and promoting professional fulfillment. Furthermore, recognition from the school community, encompassing teaching proficiency, preparation, personal growth, and acknowledgment, significantly impacts teachers' emotional experiences.

Recognition fosters professional fulfillment, consistent with Feiss et al. (2023), who noted its role in promoting positive teacher-student relationships. However, the variations in the frequency and form of recognition suggest contextual differences. For instance, in rural Thai schools, recognition may be less formalized compared to urban institutions, a pattern observed in previous studies (Termprayoon, 2020). While these findings underscore the

universal importance of recognition, they also highlight the need for culturally responsive acknowledgment mechanisms tailored to teachers' values and motivations.

4.3. Other Factors

Furthermore, other factors also play a significant role in shaping these Indonesian English teachers' emotional experiences and overall effectiveness in their teaching journey in Thailand. The subsequent findings from the data analysis include these subthemes.

4.3.1. Teaching Context (Schools)

The school environment presents multiple triggers that evoke diverse emotions among teachers. Ann feels overwhelmed by cultural dissonance and limited resources in rural Thailand but finds happiness in cultural celebrations like Christmas and Wai Khru, which foster connection and appreciation. Ann explained, "English is not considered important for those in rural areas in Thailand, where the kids are mainly from farming families." Chan feels happiness aligning personal interests with students' preferences for English education, while Dela experiences stress adapting to new environments and managing expectations. Emir feels excitement and surprise teaching in a new environment but encounters challenges with unfamiliar systems. Emir described, "We always desire a new atmosphere; it's exciting because it's new, not the same as before. Here, the atmosphere is different in terms of language, making it difficult but exciting to learn something new." Ito experiences anger due to communication difficulties and student reluctance in IEP classes. These experiences highlight the diverse emotional responses shaped by the teaching context. These experiences highlight the diverse emotional responses shaped by the teaching context (Buonomo et al., 2019). The teaching context, including school culture and events, impacts teachers' emotional states. Cultural events foster happiness and belonging, aligning with Buonomo et al. (2019) and Maier et al. (2023). However, language barriers and program implementation challenges cause stress, emphasizing the importance of understanding and adapting to the school's working culture (Toraby & Modarresi, 2018).

4.3.2. Colleagues

Interactions with colleagues significantly influence teachers' emotions. Ann, for instance, feels isolated as the only foreign teacher, hindered by language barriers and cultural differences. Additionally, Bob experiences annoyance from misinformation and negative perceptions, emphasizing the need for clear communication. Dela feels uneasy due to language barriers and cultural adjustments, highlighting the necessity for support programs. Conversely, Han feels trusted and confident in a collaborative work environment, boosting her sense of value. Han shared her experience, stating, "Positive emotions arise because colleagues who understand Thai make it easier for me. I feel confident and trusted, which makes me happy and grateful." Positive relationships and colleague support foster a supportive work environment, while challenges can lead to feelings of isolation and unease. Collegial interactions are significant situational triggers for various emotions. Camaraderie and support are vital, while challenges with uncooperative colleagues can lead to uneasiness and confusion (Hagenauer et al., 2015; Liyanage et al., 2021). Contextual factors like school structures and cultural norms shape these interactions, impacting teachers' emotional experiences.

4.3.3. Language Barriers

Language barriers pose significant challenges, affecting emotional well-being and teaching effectiveness. Ann feels lonely, relying on translation tools to connect with colleagues. Dela experiences frustration, sadness, and exhaustion due to communication barriers, impeding effective instruction. Dela elaborated, "There's also sadness because we don't want to be emotional, but we must explain using English words again, which feels exhausting." Emir and Ito feel nervous and confused in the classroom, fearing errors. Jo feels less appreciated, attributing it to cultural differences affecting teaching methods amidst language barriers. Jo expressed, "We feel less appreciated by the students because we're foreign teachers, and all Indonesian teachers feel the same way when compared to Thai teachers." The findings emphasize how cultural disparities and language barriers impact the emotional experiences of non-local English teachers in Thailand. These triggers contribute to negative emotions like anger and feelings of disrespect but also foster positive emotions such as inclusivity and cultural appreciation. Yi et al. (2020) similarly found that language obstacles intensified emotional job demands for non-local teachers, leading to stress and frustration. These barriers highlight the need for improved language support and communication strategies.

4.3.4. Cultural Differences

As mentioned previously, cultural differences evoke surprise and fear. Dela experiences culture shock at an Islamic private school: "I teach at an Islamic private school, and the norms are stricter here." Emir feels fearful due to students' diverse backgrounds, while Han is surprised by Thai cultural practices: "I was surprised by their culture, especially the daily ceremonies." These experiences underscore the importance of cultural sensitivity. Cultural disparities and language barriers impact non-local English teachers' emotional experiences in Thailand, contributing to negative emotions like anger and disrespect and fostering positive emotions like inclusivity and cultural appreciation (Yi et al., 2020). The complexity of teaching in multicultural settings underscores the importance of effective emotion regulation strategies to navigate these challenges.

4.3.5. Workload

Workload significantly impacts emotional well-being. Bob feels frustrated and exhausted: "I feel frustrated and tired because of the high demands at school." Dela and Gigi experience sadness and exhaustion, while Jo feels happiness and relaxation when the workload decreases. Fam feels nervous due to unexpected responsibilities, while Ito feels stressed from unfair workload distribution. Jo feels happiness and relaxation when the workload decreases. These experiences highlight the need for support and effective workload management. Workload intensification in Thai educational contexts, consistent with Sribayak (2017) and Srihong (2018), leads to negative emotions like annoyance, nervousness, and stress. Tasks such as creating administrative documents and coaching students for competitions contribute to this burden. Variations in experiences may stem from teaching assignments, school policies, and institutional support.

4.3.6. Unfair Treatment

Perceived differential treatment evokes negative emotions like jealousy and anger. Dela feels jealousy due to a perceived disparity in responsibilities, leading to feelings of inadequacy and resentment. Han experiences anger triggered by students' disrespectful comments and feels

unappreciated. Ito feels sadness from being overwhelmed with specific responsibilities, leading to demotivation. Han admitted, "There's a new teacher with fewer responsibilities, which makes me feel jealous and sad." These experiences emphasize the importance of fairness and recognition. These experiences emphasize the importance of fairness and recognition. As highlighted by Srihong (2018) and Ulla (2018), unfair treatment is a persistent challenge for non-native English teachers in Thailand. In their studies, salary discrepancies, workplace discrimination, unequal distribution of responsibilities, and feelings of undervaluation by students are common experiences. Differences in perceptions and interpretations from the non-local teachers may contribute to variations in experiences of unfair or differential treatment.

4.3.7. Students' Parents

Interactions with students' parents significantly impact teachers' emotional experiences. Bob, for example, feels love and affection for his students due to positive engagement and appreciation from both students and their parents. Bob stated, "Parents tell the principal about their children's progress, and I feel close and loved by the kids and their parents." Fam feels gratitude for supportive relationships with her students' parents, who actively participate in their children's education and provide encouragement. Fam explained, "Despite the stress, I feel grateful for the supportive parents of my students." These experiences highlight the importance of parental involvement in fostering positive teacher-student relationships and creating a supportive learning environment. Positive emotions like love and affection are evoked by support from students' parents, aligning with Vandenbroucke et al. (2017) and Lei et al. (2018). Parental involvement contributes to appreciation and validation, enhancing teachers' well-being and job satisfaction. Cultural norms of respect and cooperation further reinforce these positive emotional experiences.

Various situational triggers, including student interactions, teaching proficiency, preparation demands, recognition, the teaching context, cultural disparities, language barriers, collegial interactions, workload, unfair treatment, and parental involvement, shape the emotional experiences of these Indonesian English teachers in Thailand. Understanding these antecedents and emotional responses is crucial for enhancing teacher well-being and effectiveness.

6. Conclusion and Recommendation

This research examines the antecedents impacting the emotional experiences of Indonesian English teachers in Thailand. The results reveal a range of aspects influencing their emotions, such as positive interactions with students, academic achievements, and professional growth, which promote happiness and satisfaction. On the other hand, challenges including negative student behaviors, language barriers, cultural disparities, and increasing workloads evoke frustration and stress. Additionally, school culture, collegial interactions, and parental involvement further impact their emotional experience. Understanding these emotional triggers is critical for supporting non-local teachers in unfamiliar educational settings. This study highlights the significance of promoting supportive school environments, improving communication, and offering professional development to enhance teacher well-being and job satisfaction. Despite its contributions, this research's focus on individual emotions and its context-specific nature may limit the generalizability of the findings.

From a practical perspective, the results provide implications for Indonesian English teachers, Thai educational institutions, and future research. Indonesian teachers should engage in cultural adaptation and language training to improve competence and resilience. Continuous professional development through workshops and seminars can enhance teaching proficiency and adaptation to local methodologies. Establishing strong support networks with local and foreign colleagues can provide essential emotional and professional support. For Thai educational institutions, fostering a supportive and inclusive school culture is crucial. Schools should acknowledge non-local teachers' contributions, providing mentorship and guidance to help them adapt. Regular professional development programs tailored to foreign teachers' needs, including workshops on Thai culture, educational practices, and classroom management, are essential. Encouraging positive interactions between parents and foreign teachers can build a supportive community through organized events fostering mutual respect and understanding.

Further research should focus on longitudinal studies to explore the long-term emotional experiences of non-local teachers and their adaptation over time. Comparative studies between foreign teachers in different countries can identify universal challenges and best practices. Investigating teachers' emotions' interconnectedness and sequential nature can offer a comprehensive understanding of emotional dynamics in teaching, informing effective emotion regulation strategies. Addressing these recommendations can create a more supportive and effective teaching environment for Indonesian English teachers in Thailand. However, the study is limited by its reliance on a small sample size and the specific context of Indonesian teachers in Thailand, which may not fully capture the experiences of non-local teachers in other regions or cultures.

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