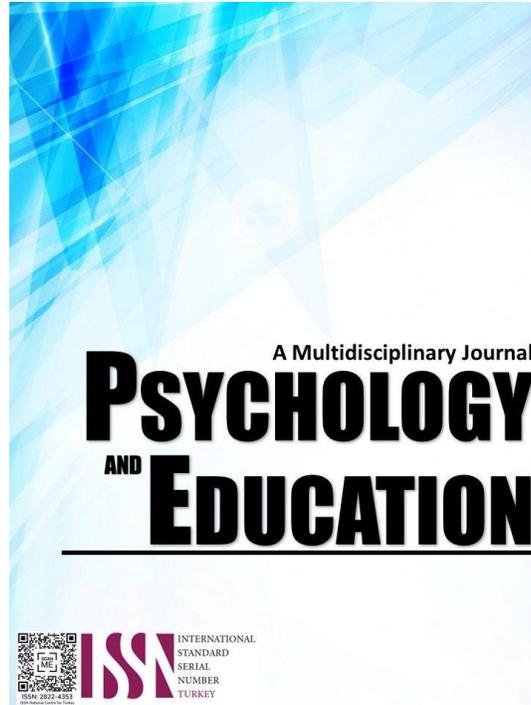


# DEMOGRAPHIC PROFILE, CULTURAL AWARENESS, AND ATTITUDE OF THAI STUDENTS TOWARDS FILIPINO ENGLISH TEACHERS



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## Demographic Profile, Cultural Awareness, and Attitude of Thai Students towards Filipino English Teachers

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### Abstract

English, as a global language, plays a vital role in international communication. In Thailand, Filipino English teachers significantly contribute to bilingual education by bridging cultural gaps and enhancing learning experiences. This study employed a predictive correlational design to examine how Thai students' cultural awareness of Filipino culture influences their attitudes toward Filipino teachers. It aimed to determine whether greater cultural awareness fosters more positive attitudes and to identify specific cultural factors shaping these perceptions. The study involved 125 Grade 6 bilingual students from a public primary school in Chonburi, Thailand, who completed validated questionnaires addressing their demographic profiles, cultural awareness, and attitudes. Data were analyzed using one-way ANOVA to explore differences in attitudes based on demographic factors and multiple regression to identify predictors of attitudes. The results revealed a strong positive correlation between cultural awareness and attitudes, with cultural adaptability, sensitivity, and teaching passion identified as key predictors of favorable perceptions. Students expressed positive views on Filipino teachers' teaching abilities and language skills, while demographic factors such as age and gender showed no significant influence. This study highlights the importance of fostering cultural awareness to improve student-teacher relationships in multicultural settings, emphasizing culturally responsive teaching to enhance effective and inclusive education.

**Keywords:** *cultural awareness, filipino teachers, thai students, attitudes, bilingual education*

### Introduction

English is widely recognized as an international language and is used by many countries worldwide. While some individuals use English as their first language, others adopt it as a second language, making English a vital tool for global communication and connection. Despite its importance, English is not an official language in Thailand, as the country has never been colonized by English-speaking nations (Ngonkum & Deerajviset, 2024). English is considered a foreign language due to the prominence of the Thai language as the national language.

English has played a significant role in Thai education for over a century. The Thai government recognizes its importance, incorporating English as a fundamental subject in the national curriculum. After the educational reform of 1999, English became a compulsory subject from the first grade, spanning twelve years of formal education (Phulthong & Sonthirak, 2024). However, the exposure of Thai students to English remains limited, leaving their English proficiency below that of students in other ASEAN countries (Ngonkum & Deerajviset, 2024). To address this issue, the Ministry of Education has emphasized the inclusion of English-speaking teachers in schools (Kawattipa & Tangkiengsirisin, 2024).

Learning English with foreign teachers provides students with the opportunity to practice natural language use and engage in cross-cultural exchange (Esteban & Palawatwichai, 2024). However, cultural differences between teachers and students can lead to misunderstandings. Teachers' cultural standards may inadvertently cause challenges in the classroom, requiring both students and teachers to navigate these dynamics (Trakulkasemsuk & Oculares, 2024). Effective teaching in cross-cultural contexts necessitates an understanding of students' cultural backgrounds (Sakmiankaew, Nguyen, & Dai De Nguyen, 2024).

In Thailand, international English teachers come from both English-speaking and non-English-speaking countries. Native English-speaking teachers are often perceived as models of correct pronunciation and language use, while non-native teachers excel in grammar and share cultural similarities with students (Phisutthangkoon, 2024). Filipino teachers, constituting a significant group in Thailand, bring their own unique teaching styles but face challenges such as differences in accent and teaching methodologies (Trakulkasemsuk & Oculares, 2024). With technological advancements, students increasingly appreciate teachers who integrate digital tools into their teaching (Mahakaew & Na-songkhla, 2024).

Given this context, this study, led by a Filipino non-native English teacher, aims to quantitatively examine Thai students' attitudes towards Filipino English teachers. This research is crucial in understanding and addressing the perceptions of Thai students regarding non-native English teachers in Thailand.

### Research Questions

This study aimed to quantitatively examine the relationship between cultural awareness and the attitudes of Thai students towards Filipino English teachers. It sought to determine whether higher levels of cultural awareness among Thai students were associated with more positive attitudes towards their Filipino English teachers and to identify specific cultural factors that might have influenced these attitudes. Specifically, it endeavored to answer the following questions:

1. What is the demographic profile of the Thai students in terms of:
  - 1.1. age;
  - 1.2. gender;
  - 1.3. grade; and
  - 1.4. socio-economic status?
2. What is the level of cultural awareness among Thai students regarding Filipino culture?
  - 2.1. language;
  - 2.2. hospitality;
  - 2.3. adaptability;
  - 2.4. cultural sensitivity; and
  - 2.5. passion for teaching?
3. What is the attitude of Thai students towards their Filipino teachers in terms of:
  - 3.1. personality;
  - 3.2. teaching ability;
  - 3.3. listening;
  - 3.4. speaking;
  - 3.5. reading; and
  - 3.6. writing?
4. Which specific aspects of cultural awareness most significantly influence Thai students' attitudes towards Filipino English teachers?
5. Are there significant differences in attitudes based on demographic variables such as age, gender, and socioeconomic status among Thai students with respect to their Filipino English teachers?

## Methodology

### Research Design

This study used the descriptive correlational design. According to Judith Quaranta (2016) descriptive research is a study in which the researcher is primarily interested in describing relationships among variables, without seeking to establish a causal connection. Correlation research is a type of nonexperimental research in which the researcher measures two variables and assesses the statistical relationship (i.e., the correlation) between them with little or no effort to control extraneous variables.

Consequently, this study is descriptive. It aimed to quantitatively examine Thai students' attitudes toward Filipino English Teachers. As such, it sought to determine whether higher levels of cultural awareness among Thai students were associated with more positive attitudes toward their Filipino English teachers and to identify specific cultural factors that might have influenced these attitudes.

### Respondents

The sampling procedure in this study followed a probability sampling approach, specifically employing the simple random sampling method to ensure fairness and equal representation of participants. The target respondents were bilingual Grade 6 students enrolled in a public primary school in Chonburi, Thailand, participating in the Junior 21st Century Program (JCEP). The JCEP is a bilingual (English-Thai) program with a total of 140 students distributed across four sections, each consisting of 35 students. These students were selected as they received instruction in multiple subjects, including English, Mathematics, Science, Arts, and Physical Education, all taught by Filipino English teachers.

The study focused on students who met the inclusion criteria: those enrolled in Grade 6, willing to participate voluntarily, and with parental consent. Students lacking parental consent were excluded to adhere to ethical research standards. To determine the appropriate sample size for this study, the RAOSOFT sample size calculator was utilized. This ensured that the sample size was statistically adequate for reliable analysis using methods such as multiple regression, one-way ANOVA, and t-tests.

Once the sample size was established, simple random sampling was implemented to select participants from each section. This method provided each student an equal chance of being chosen, reducing selection bias and enhancing the representativeness of the sample. By stratifying the population into the four sections and then randomly selecting participants within each, the procedure ensured a balanced distribution of respondents across the bilingual program, aligning with the study's objectives to examine cultural awareness and attitudes towards Filipino English teachers.

Distribution of the Participants of the Study

Section	Population Size (N)	Sample Size (N)
Junior 21st Century English Program (JCEP)	140	125
Total	140	125

The study's sample size of 125 participants were drawn from a population of 140 primary bilingual students across 4 sections. To

ensure a balanced representation, the study employed a simple random sampling method according to each section.

### **Instrument**

The research instruments used in this study were questionnaires. These questionnaires combined a researcher-made questionnaire with an adapted version from the studies of Thunnayok (2015) and Rattanawilaisakul (2002). The questionnaires aimed to explore the relationship between cultural awareness and Thai students' attitudes toward Filipino English teachers. All respondents were asked to complete the questionnaire. To prevent misunderstandings and help students answer more accurately, the questionnaires were translated into Thai.

The research-made questionnaire was categorized into five sections, and the adapted questionnaire was divided into two parts. The research-made questionnaire included questions about Thai students' cultural awareness towards Filipino English Teachers, focusing on aspects such as language, hospitality, adaptability, cultural sensitivity, and passion for teaching. The adapted questionnaire from the studies of Thunnayok (2015) and Rattanawilaisakul (2002) consisted of two parts. The first part included the demographic profiles of the students, while the second part contained close-ended questions about the students' attitudes toward Filipino English teachers. These questions were categorized into six sections: (1) teachers' personality, (2) teaching ability, (3) listening skill ability, (4) speaking skill ability, (5) reading skill ability, and (6) writing skill ability. A Likert scale was used to measure these questions.

### **Procedure**

The data-gathering procedure for this study was designed with a strong emphasis on ethical considerations and research rigor. Initially, approval was obtained from the Office of the Dean of the School of Teacher Education, followed by the submission of the proposal to the Research Ethics Board for a thorough review to ensure compliance with ethical guidelines. Once approval from the Dean was secured, the researcher sought permission from the school principal to administer the survey to bilingual primary students. A formal letter was delivered, outlining the study's objectives, schedule, and ethical considerations.

The inclusion criteria focused on bilingual primary students, as the study aimed to quantitatively examine the relationship between cultural awareness and the attitudes of Thai students towards Filipino English teachers. Specifically, it sought to determine whether higher levels of cultural awareness among Thai students correlated with more positive attitudes towards Filipino teachers and to identify cultural factors that might influence these attitudes. Exclusion criteria were established to omit students who did not fit this profile or lacked parental consent, ensuring data relevance and the protection of vulnerable individuals.

Participants were informed of their right to withdraw from the study at any time without consequences, reflecting respect for their autonomy and voluntary participation. Transparency was maintained throughout the process: participants and their guardians were fully informed about the study's purpose, data usage, and their involvement. Any potential conflicts of interest were disclosed to ensure impartiality. The study presented minimal risk, with its primary benefit being the contribution to a broader understanding of the relationship between cultural awareness and the attitudes of Thai students towards Filipino English teachers, which could inform future educational policies. Privacy and confidentiality were prioritized, with participant identities anonymized and data securely stored in encrypted files accessible only to the researcher. The data protection plan ensured that only aggregated, non-identifiable information was shared with the statistician for analysis, further safeguarding participant privacy.

Recruitment was conducted through the school, with participation being entirely voluntary and free of coercion. Parents were informed through consent letters, and participants received a small token of appreciation for their involvement, ensuring no undue influence on voluntary participation. The researcher considered community values, particularly the cultural and educational context of Chonburi, to ensure the study approach was respectful and aligned with local priorities. The dissemination of the study's findings will follow through academic channels, adhering strictly to confidentiality. No identifying data will be disclosed in reports or publications, and any data shared with the academic community will be fully anonymized. This comprehensive approach to data gathering ensured ethical integrity while advancing academic knowledge on the relationship between cultural awareness and the attitudes of Thai students towards Filipino English teachers.

Before collecting the data, one of the most challenging tasks I faced was translating the questionnaire from English to Thai. As someone who is not fluent in Thai, I initially struggled with ensuring the accuracy and cultural relevance of the translation. Fortunately, my Thai co-teacher generously assisted me in translating the questionnaire. Her help was invaluable, as it ensured that the questions were both grammatically correct and easily understood by the respondents. Since I teach Grade 2 students, I do not have regular interactions with Grade 6 students, who were my intended respondents for the study. To address this, I coordinated with my co-Filipino English teachers and requested permission to use their teaching periods to conduct my research. They were understanding and accommodating, allowing me to administer the questionnaires during their classes. This collaboration was essential in facilitating my data collection process and ensuring the smooth implementation of my study.

### **Data Analysis**

The statistical techniques utilized in this study were carefully selected based on their suitability for addressing each specific research question. Descriptive statistics, including the mean and standard deviation, were applied to summarize the demographic profile of Thai students, their level of cultural awareness, and their attitudes toward Filipino English teachers. These tools were used to address the

problem of describing the general characteristics of the respondents and their perspectives. Kaur, Stoltzfus, and Yellapu (2018) emphasize the role of descriptive statistics in simplifying complex datasets, while Field (2018) highlights their importance in identifying patterns and trends before proceeding to inferential analyses.

To explore the relationship between cultural awareness and students' attitudes toward Filipino English teachers, multiple regression analysis was employed. This technique was chosen to examine the extent to which different aspects of cultural awareness influenced students' attitudes. By analyzing multiple independent variables simultaneously, regression analysis facilitated the identification of significant predictors and their relative contributions to shaping students' perceptions. Hair, Black, Babin, and Anderson (2019) highlight multiple regression as a robust tool in educational research for understanding complex variable interactions, and Frost (2021) supports its application in identifying significant predictors of outcomes.

For determining whether significant differences existed in students' attitudes based on demographic factors, either one-way ANOVA or T-tests were utilized, depending on the number of groups being compared. One-way ANOVA was applied when comparing students' attitudes across more than two groups, such as those categorized by age or socioeconomic status, ensuring that variations among multiple categories could be detected. T-tests, on the other hand, were used for binary comparisons, such as analyzing differences in attitudes between male and female students. Tabachnick and Fidell (2019) note the effectiveness of one-way ANOVA in comparing group means, while Gosling and VanderStoep (2020) advocate for the robustness of T-tests in comparing two groups.

The combination of descriptive statistics, regression analysis, and one-way ANOVA/T-tests provided a comprehensive and structured approach to data analysis. Descriptive statistics established a foundational understanding of the dataset, regression analysis revealed predictive relationships, and group comparison techniques facilitated the examination of significant differences among respondents. This methodological framework ensured a thorough and systematic investigation of both simple and complex interactions within the study.

## Results and Discussion

In this section, the findings are presented, analyzed, and interpreted. The problem statement was clearly outlined, providing a foundation for the presentation of the results. The answers are presented based on the sequence of the problems stated in Chapter 1.

### Problem 1. The demographic profile of Thai students was described in terms of age, gender, and socio-economic status.

Table 1. Frequency and Percentage Distribution of demographic profile of the Respondents

	Profile	f	%
Age	11 Years Old	69	55.2
	12 Years Old	56	44.8
	Total	125	100.0
Gender	Male	67	53.6
	Female	58	46.4
	Total	125	100.0
Socio-Economic Status	Scholarship	2	1.6
	Family Support	120	96.0
	Work-Study Program	3	2.4
	Total	125	100.0

Table 1 presents the Frequency and Percentage Distribution of demographic profile of the Respondents. As shown in the Table, 55.2% of the respondents are 11 years old and 44.8% are 12 years old. As to their gender, 53.6% are males and 46.4% are females. In terms of socio-economic status, 96.0% are supported by family, 2.4 % are under work-study program, and 1.6% are supported by scholarship. The data revealed that the respondents are statistically distributed in terms of their demographic profile.

### Problem 2. The level of cultural awareness among Thai students regarding Filipino culture was described in terms of language, hospitality, adaptability, cultural sensitivity, and passion for teaching

Table 2 presents the Level of cultural awareness among Thai students regarding Filipino culture in terms of Language. As shown in the Table, item number 1 "I think a Filipino English teacher is fluent in English language" obtained the highest mean score of  $M=4.56$ ,  $SD=.613$  and a lowest mean score of  $M=3.91$ ,  $SD=.803$  for item number 4 "I think a Filipino English teacher is capable of explaining English literature to students". The overall mean score is  $M=4.19$ ,  $SD=.79$  described as agree and interpreted that the Thai students have a high level of cultural awareness regarding Filipino culture in terms of Language. The overall mean for  $SD=.79$  implied that the data are more scattered around the mean.

Thai students have consistently recognized and appreciated the linguistic abilities of Filipino English teachers, reflecting a high level of cultural awareness. However, they appeared to have slightly less confidence in more specialized areas, such as English literature. For instance, Perez-Amurao and Sunanta (2020) found that Thai students perceived Filipino teachers as competent and fluent in English. This study highlighted the positive reception of Filipino teachers' language proficiency, underscoring Thai students' high level



of cultural awareness regarding Filipino teachers' language skills.

Table 2. Level of cultural awareness among Thai students regarding Filipino culture in terms of Language

Indicators	Mean	SD	Description	Interpretation
1. I think a Filipino English teacher is fluent in English language.	4.56	.613	Strongly Agree	Very High
2. I think a Filipino English teacher is trained to teach English as a second language.	4.10	.859	Agree	High
3. I think a Filipino English teacher is able to teach English grammar effectively.	4.12	.866	Agree	High
4. I think a Filipino English teacher is capable of explaining English literature to students.	3.91	.803	Agree	High
5. I think a Filipino English teacher is skilled in helping students improve their English speaking and writing skills.	4.24	.807	Agree	High
<b>Over-all Mean</b>	<b>4.19</b>	<b>0.79</b>	<b>Agree</b>	<b>High</b>

Legend: 4.50-5.00 - Strongly Agree / Very High | 3.50-4.49 - Agree / High | 2.50-3.49 - Neutral / Moderately High | 1.50-2.49 - Disagree / Low | 1.00-1.49 - Strongly Disagree / Very Low

Meanwhile, Ulla's (2018) research supported this finding by indicating that Filipino teachers were perceived positively for their general language teaching abilities. However, Ulla also highlighted challenges in adapting to the specific learning needs of Thai students, suggesting that, despite their high proficiency, Filipino teachers faced difficulties in more specialized areas, such as literature.

In addition, Nomnian and Arphattananon (2018) found that Filipino teachers were often preferred by Thai students because of their cultural alignment and teaching capabilities. Their study emphasized the cultural proximity between Filipino and Thai teachers, making Filipino teachers more relatable and effective in teaching English. This finding reinforced the high level of cultural awareness that Thai students held regarding Filipino teachers.

Table 2.1. Level of cultural awareness among Thai students regarding Filipino culture in terms of Hospitality

Indicators	Mean	SD	Description	Interpretation
1. I think a Filipino English teacher is known for creating a welcoming classroom environment.	4.12	.903	Agree	High
2. I think a Filipino English teacher is likely to be understanding and supportive of their students.	4.00	.906	Agree	High
3. I think a Filipino English teacher is skilled at building relationships with students and colleagues.	4.18	.901	Agree	High
4. I think a Filipino English teacher is able to make students feel at home in the classroom.	3.48	1.14	Neutral	Moderately High
5. I think a Filipino English teacher is willing to go the extra mile to help students succeed.	4.05	.900	Agree	High
<b>Over-all Mean</b>	<b>3.97</b>	<b>0.95</b>	<b>Agree</b>	<b>High</b>

Legend: 4.50-5.00 - Strongly Agree / Very High | 3.50-4.49 - Agree / High | 2.50-3.49 - Neutral / Moderately High | 1.50-2.49 - Disagree / Low | 1.00-1.49 - Strongly Disagree / Very Low

Table 2.1 presents the Level of cultural awareness among Thai students regarding Filipino culture in terms of hospitality. As shown in the Table, item number 6 "I think a Filipino English teacher is known for creating a welcoming classroom environment" obtained the highest mean score of M=4.12, SD=.903 and a lowest mean score of M=3.48, SD=1.14 for item number 9 "I think a Filipino English teacher is able to make students feel at home in the classroom". The overall mean score is M=3.97, SD=.95 described as agree and interpreted that the Thai students have a high level of cultural awareness regarding Filipino culture in terms of hospitality. The overall mean for SD=.79 implied that the data are more scattered around the mean.

Malubay and Mercado (2015) highlighted that Filipino institutions, such as Lyceum of the Philippines University, emphasized the importance of international exposure in hospitality education. According to their findings, this emphasis aligned with the development of cultural awareness among Thai students as they encountered Filipino hospitality practices, in which creating a welcoming environment remained a key aspect.

Meanwhile, Anar and Petersen (2017) documented the experiences of Filipino pre-service teachers in Thai schools, highlighting their ability to foster a multicultural, hospitable classroom environment. These experiences reflected Filipino teachers' efforts to create an inclusive and welcoming space, which Thai students recognized as an integral part of their cultural awareness.

In summary, these studies supported the conclusion that Filipino educators and hospitality professionals contributed significantly to fostering cultural awareness among Thai students. Filipino teachers' strong emphasis on creating a welcoming, inclusive classroom environment resonated with Thai students' perceptions of hospitality, as observed in both educational and professional settings. Additionally, the integration of intercultural communicative competence into curricula further supported the development of this cultural awareness, ensuring that students could navigate diverse cultural contexts effectively.

Table 2.2 presents the Level of cultural awareness among Thai students regarding Filipino culture in terms of adaptability. As shown in the Table, item number 1 "I think a Filipino English teacher is able to adjust teaching methods to suit different learning styles" obtained the highest mean score of M=4.09, SD=.928 and a lowest mean score of M=3.88, SD=.885 for item number 3 "I think a Filipino English teacher is capable of handling unexpected changes in the school curriculum". The overall mean score is M=3.97,

SD=.91 described as agree and interpreted that the Thai students have a high level of cultural awareness regarding Filipino culture in terms of adaptability. The overall mean for SD=.91 implied that the data are more scattered around the mean.

Table 2.2. *Level of cultural awareness among Thai students regarding Filipino culture in terms of Adaptability*

	<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1.	I think a Filipino English teacher is able to adjust teaching methods to suit different learning styles.	4.09	.928	Agree	High
2.	I think a Filipino English teacher is comfortable incorporating new technologies into the classroom.	3.93	.948	Agree	High
3.	I think a Filipino English teacher is capable of handling unexpected changes in the school curriculum.	3.88	.885	Agree	High
4.	I think a Filipino English teacher is skilled at adapting to the needs of diverse students.	3.97	.884	Agree	High
5.	I think a Filipino English teacher is quick to learn and apply innovative teaching strategies.	3.98	.906	Agree	High
<b>Over-all Mean</b>		<b>3.97</b>	<b>0.91</b>	<b>Agree</b>	<b>High</b>

Legend: 4.50-5.00 - Strongly Agree / Very High | 3.50-4.49 - Agree / High | 2.50-3.49 - Neutral / Moderately High | 1.50-2.49 - Disagree / Low | 1.00-1.49 - Strongly Disagree / Very Low

According to Garcia and Pantao (2021), cultural sensitivity and classroom management were examined in relation to Filipino teachers in multicultural settings. They found that adaptability and cultural sensitivity emerged as key components of effective classroom management, particularly for Filipino teachers. This finding was directly supported by data from Thai students, who acknowledged that Filipino teachers adjusted their teaching methods to accommodate different learning styles. Thus, the study reinforced the idea that adaptability is essential for maintaining an effective teaching environment in culturally diverse classrooms.

Meanwhile, in The Professional Identity of Filipino English Teachers, Jung and Choe (2024) revealed that Filipino teachers were perceived as lifelong learners and adaptable professionals. This perception was mirrored in data from Thai students, who agreed that Filipino teachers demonstrated a strong ability to tailor their teaching to suit various learning styles. The findings supported the notion that adaptability is a central characteristic of Filipino teachers working in international contexts, further validating the adaptability of these educators.

In summary, Thai students consistently viewed Filipino teachers as flexible, particularly in their ability to adjust teaching methods to address diverse learning styles. Overall, Filipino teachers' adaptability was recognized across multiple contexts, aligning with the positive perceptions of Thai students.

Table 2.3. *Level of cultural awareness among Thai students regarding Filipino culture in terms of Cultural Sensitivity*

	<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1.	I think a Filipino English teacher is respectful of students' diverse cultural backgrounds.	4.20	.864	Agree	High
2.	I think a Filipino English teacher is sensitive to cultural differences in communication styles.	3.85	.904	Agree	High
3.	I think a Filipino English teacher is able to incorporate multicultural perspectives into their lessons.	4.06	.877	Agree	High
4.	I think a Filipino English teacher is open-minded and accepting of varying beliefs and traditions.	4.10	.923	Agree	High
5.	I think a Filipino English teacher is skilled at fostering a culturally inclusive learning environment.	4.03	.958	Agree	High
<b>Over-all Mean</b>		<b>4.05</b>	<b>0.91</b>	<b>Agree</b>	<b>High</b>

Legend: 4.50-5.00 - Strongly Agree / Very High | 3.50-4.49 - Agree / High | 2.50-3.49 - Neutral / Moderately High | 1.50-2.49 - Disagree / Low | 1.00-1.49 - Strongly Disagree / Very Low

Table 2.3 presents the Level of cultural awareness among Thai students regarding Filipino culture in terms of cultural sensitivity. As shown in the Table, item number 1 "I think a Filipino English teacher is respectful of students' diverse cultural backgrounds" obtained the highest mean score of  $M=4.20$ ,  $SD=.864$  and a lowest mean score of  $M=3.85$ ,  $SD=.904$  for item number 2 "I think a Filipino English teacher is sensitive to cultural differences in communication styles". The overall mean score is  $M=4.05$ ,  $SD=.91$  described as agree and interpreted that the Thai students have a high level of cultural awareness regarding Filipino culture in terms of cultural sensitivity. The overall mean for  $SD=.91$  implied that the data are more scattered around the mean.

According to Sirihong (2018), Thai students perceived Filipino teachers as respectful and culturally aware, which facilitated a positive cultural exchange in educational settings. In their thesis on the cultural challenges faced by international English teachers in a Bangkok school, Sirihong highlighted the importance of cultural awareness among Filipino teachers in Thailand, noting that cultural differences between Filipino teachers and Thai students significantly impacted classroom interactions and comprehension.

Additionally, Nomnian, Perez-Amurao, Rido, and Magno (2023) explored the perceptions of Thai pre-service science teachers regarding the intercultural communicative practices of their Filipino ESL/EFL lecturers. They found that Thai students developed cultural awareness and positive attitudes through their interactions with Filipino teachers.

Collectively, these studies suggested that cultural sensitivity is a crucial element in educational settings involving Thai students and

Filipino teachers, reinforcing the view that high cultural awareness is essential for fostering effective and harmonious educational interactions.

Table 2.4. *Level of cultural awareness among Thai students regarding Filipino culture in terms of Passion for Teaching*

	<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1.	I think a Filipino English teacher is dedicated to helping students reach their full potential.	4.16	.965	Agree	High
2.	I think a Filipino English teacher is enthusiastic about sharing knowledge and inspiring students.	4.10	.869	Agree	High
3.	I think a Filipino English teacher is committed to lifelong learning and professional development.	4.12	.870	Agree	High
4.	I think a Filipino English teacher is focused on making a positive impact in students' lives.	4.00	1.05	Agree	High
5.	I think a Filipino English teacher is eager to instill a love for learning in their students.	4.17	.976	Agree	High
<b>Over-all Mean</b>		<b>4.11</b>	<b>0.94</b>	<b>Agree</b>	<b>High</b>

Legend: 4.50-5.00 - Strongly Agree / Very High | 3.50-4.49 - Agree / High | 2.50-3.49 - Neutral / Moderately High | 1.50-2.49 - Disagree / Low | 1.00-1.49 - Strongly Disagree / Very Low

Table 2.4 presents the Level of cultural awareness among Thai students regarding Filipino culture in terms of passion for teaching. As shown in the Table, item number 5 “I think a Filipino English teacher is eager to instill a love for learning in their students” obtained the highest mean score of  $M=4.17$ ,  $SD=.976$  and a lowest mean score of  $M=4.00$ ,  $SD=1.05$  for item number 4 “I think a Filipino English teacher is focused on making a positive impact in students' lives”. The overall mean score is  $M=4.11$ ,  $SD=.94$  described as agree and interpreted that the Thai students have a high level of cultural awareness regarding Filipino culture in terms of passion for teaching. The overall mean for  $SD=.94$  implied that the data are more scattered around the mean.

According to Cordero and Adil (2024), Filipino teachers investigated how culturally responsive teaching methods were applied while working in foreign countries, such as Thailand. The study highlighted the passion Filipino teachers exhibited in fostering a love of learning and adapting their strategies to align with students' cultural backgrounds. This finding supported the observation that Thai students perceived Filipino teachers as passionate educators, particularly in cultivating a positive learning environment.

Meanwhile, Ramos (2016) underscored the importance of cultural awareness and responsiveness in teaching, demonstrating how Filipino teachers excelled in adapting to the cultural dynamics of the ASEAN region, including Thailand. The research revealed that these teachers brought significant cultural sensitivity to their roles, which contributed to improved educational outcomes and enhanced student engagement. Filipino teachers' ability to tailor their teaching methods to local cultural norms elevated their reputation as dedicated and effective educators.

Similarly, Zein (2022) examined how Filipino teachers, especially in English language education, implemented culturally responsive pedagogies in the Philippines and neighboring countries, including Thailand. The study discovered that Filipino educators integrated local and ASEAN cultural elements into their teaching, fostering a unique and inclusive learning environment. This approach resonated positively with Thai students, who regarded these teachers as devoted and culturally adaptive.

Jung, Mendoza, and Fajardo (2019) expanded on this perspective by analyzing the role of Filipino teachers in promoting inclusive and impactful education in emerging ASEAN economies, including Thailand. Their research highlighted how Filipino teachers' passion and cultural sensitivity enriched students' engagement and learning experiences.

Yorozu (2017) also concluded that Filipino teachers' culturally responsive approaches encouraged lifelong learning and inclusivity, making them highly esteemed in the region. The study demonstrated that their commitment to cultural awareness and ability to adapt to diverse educational contexts strengthened their effectiveness in creating a positive learning environment.

Collectively, these studies affirmed that cultural awareness and sensitivity significantly shaped the perception of Filipino teachers, particularly in foreign teaching contexts like Thailand. Their culturally responsive teaching style, passion, and dedication to student success not only resonated positively with Thai students but also enhanced educational outcomes, emphasizing their pivotal role in fostering inclusive and effective learning environments.

Table 2.5. *Summary of Mean Scores for the Level of cultural awareness among Thai students regarding Filipino culture*

<i>Sub-variables</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
Language	4.19	0.79	Agree	High
Hospitality	3.97	0.95	Agree	High
Adaptability	3.97	0.91	Agree	High
Cultural Sensitivity	4.05	0.91	Agree	High
Passion for Teaching	4.11	0.94	Agree	High
<b>Over-all Mean</b>	<b>4.06</b>	<b>0.89</b>	<b>Agree</b>	<b>High</b>

Legend: 4.50-5.00 - Strongly Agree / Very High | 3.50-4.49 - Agree / High | 2.50-3.49 - Neutral / Moderately High | 1.50-2.49 - Disagree / Low | 1.00-1.49 - Strongly Disagree / Very Low

Table 2.5 presents the Summary of Mean Scores for the Level of cultural awareness among Thai students regarding Filipino culture. As shown in the Table, of the five sub-variables, language obtained the highest mean score of  $M=4.19$ ,  $SD=.79$  followed by passion for teaching ( $M=4.11$ ,  $SD=.94$ ), hospitality ( $M=3.97$ ,  $SD=.91$ ), adaptability ( $M=3.97$ ,  $SD=.91$ ), and last is cultural sensitivity ( $M=4.05$ ,  $SD=.91$ ). The overall mean score is  $M=4.06$ ,  $SD=.89$  described as agree and interpreted that the Thai students have a high level of cultural awareness regarding Filipino culture. The overall mean for  $SD=.89$  implied that the data are more scattered around the mean.

According to Nañez and Viray (2023), Filipino teachers in Thailand play a significant role in promoting cultural sensitivity among Thai students. Their study emphasized how Filipino educators incorporate cultural elements into the classroom, aligning with findings that Thai students exhibit considerable cultural awareness, particularly in areas like language and hospitality.

Meanwhile, Vivatananukul (2015) explored the impact of intercultural communication between Filipino teachers and Thai students, revealing that this interaction broadens Thai students' cultural knowledge. The study supported the view that Thai students demonstrate a high level of cultural awareness, especially when engaging with people from ASEAN countries, including Filipinos.

Similarly, Srihong (2018) discussed the experiences of Filipino teachers and the cultural adjustments they must make within Thai schools. This study underscored the importance of cultural awareness in educational settings, affirming the finding that Thai students possess a high degree of cultural awareness, as evidenced by their interactions with foreign teachers.

Collectively, these studies reinforce the overarching theme that Thai students' exposure to Filipino culture, particularly through their interactions with Filipino teachers, enhances their cultural awareness. This exposure, specifically within educational environments, directly fosters cultural sensitivity, especially in areas such as language, hospitality, and adaptability. The studies collectively validate statistical findings, demonstrating that Thai students not only recognize Filipino culture but also display a high level of cultural sensitivity and adaptability in their interactions with Filipino teachers and peers.

### **Problem 3. The attitude of Thai students towards their Filipino teachers was described in terms of personality, teaching ability, listening, speaking, reading, and writing**

*Table 3. Level of the attitude of Thai students towards their Filipino teachers in terms of Personality*

	<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1.	I think Filipino English teachers have good personalities and good attitudes that are proper for being teachers.	4.15	.762	Agree	Highly Positive
2.	I think Filipino English teachers use polite words, are attentive and understand me.	3.96	.771	Agree	Highly Positive
3.	I think Filipino English teachers can be consultants for me in every topic.	3.71	.868	Agree	Highly Positive
4.	I feel Filipino English teachers are fair and reasonable.	3.99	.902	Agree	Highly Positive
5.	I feel Filipino English teachers are warm and friendly with me.	4.12	.879	Agree	Highly Positive
	<b>Over-all Mean</b>	<b>3.99</b>	<b>0.83</b>	<b>Agree</b>	<b>Highly Positive</b>

*Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative*

Table 3 presents the Level of the attitude of Thai students towards their Filipino teachers in terms of Personality. As shown in the Table, item number 1 "I think Filipino English teachers have good personalities and good attitudes that are proper for being teachers" obtained the highest mean score of  $M=4.15$ ,  $SD=.962$  and a lowest mean score of  $M=3.71$ ,  $SD=.868$  for item number 3 "I think Filipino English teachers can be consultants for me in every topic". The overall mean score is  $M=3.99$ ,  $SD=.83$  described as agree and interpreted that the Thai students are highly positive towards Filipino teachers in terms of personality. The overall mean for  $SD=.83$  implied that the data are more scattered around the mean.

Sarat (2019) examined Thai students' attitudes toward Filipino English teachers, finding that Thai students generally held positive views regarding their personalities and teaching abilities.

Notably, the high regard for Filipino teachers' personality traits—such as being approachable and friendly—aligned with the study's observation that Thai students "agreed" and "interpreted" Filipino teachers' personalities as well-suited for the teaching profession.

Meanwhile, Srihong (2018) discussed the adaptability and perceived cultural similarities between Filipino teachers and Thai students, noting that students felt more comfortable and positive toward Filipino teachers compared to other foreign teachers. This observation supported the finding that Thai students perceived Filipino teachers as having the right attitudes and personalities for teaching.

Additionally, Deguma (2022) showed that Filipino teachers in Thailand were highly regarded for their resilience and personal traits, especially during challenging times like the pandemic. This finding emphasized the overall positive view of Filipino teachers' personalities and their ability to maintain strong relationships with students, further supporting the excerpt's conclusion that Thai students greatly appreciated their personalities.

Lastly, Ancho (2022) argued that Filipino teachers made significant contributions to the Thai education system, with their cultural adaptability and personality traits playing a key role in student engagement. This mirrored the finding that Thai students held positive perceptions of Filipino teachers, particularly in terms of their attitudes and personalities.

Table 3.1. *Level of the attitude of Thai students towards their Filipino teachers in terms of Teaching Ability*

Indicators	Mean	SD	Description	Interpretation
1. I think Filipino English teachers have interesting teaching methods that Encourage me to study and enjoy learning with them.	3.88	.876	Agree	Highly Positive
2. I think Filipino English teachers are knowledgeable regarding the contents that they teach.	4.24	.733	Agree	Highly Positive
3. I think Filipino English teachers consistently develop their teaching abilities, gain new knowledge and update their teaching techniques.	4.12	.819	Agree	Highly Positive
4. I think Filipino English teachers always give me opportunities to share my opinions and ask questions.	4.09	.919	Agree	Highly Positive
5. I think Filipino English teachers use easy language to help students can understand easily.	4.12	.782	Agree	Highly Positive
Over-all Mean	4.09	0.82	Agree	Highly Positive

Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative

Table 3.1 presents the Level of the attitude of Thai students towards their Filipino teachers in terms of teaching ability. As shown in the Table, item number 2 “I think Filipino English teachers are knowledgeable regarding the contents that they teach” obtained the highest mean score of  $M=4.24$ ,  $SD=.733$  and a lowest mean score of  $M=3.88$ ,  $SD=.876$  for item number 1 “I think Filipino English teachers have interesting teaching methods that Encourage me to study and enjoy learning with them”. The overall mean score is  $M=4.09$ ,  $SD=.82$  described as agree and interpreted that the Thai students are highly positive towards Filipino teachers in terms of teaching ability. The overall mean for  $SD=.83$  implied that the data are more scattered around the mean.

According to Apiruangrit (2018), Thai students perceived the accents of Filipino teachers and other non-native speakers positively. The study found that Filipino teachers were appreciated not only for their effective teaching but also for their mastery of the content they delivered. This supports the notion that Thai students valued Filipino teachers’ knowledge, which positively influenced their teaching performance.

Meanwhile, Cabiladas (2020) documented the experiences of Filipino teachers in government schools, highlighting that Thai students generally responded positively to their teaching. Filipino teachers were described as skilled in delivering content and engaging students, which aligned with the study’s findings that Thai students recognized these teachers’ abilities as both knowledgeable and engaging. Furthermore, the study revealed that students appreciated the structured, interactive teaching methods employed by Filipino educators.

Similarly, Sararat (2019) provided direct evidence of Thai students’ positive perceptions of Filipino teachers. The study showed that students rated Filipino teachers highly in key areas such as teaching ability, lesson delivery, and subject knowledge. This finding supports the idea that students viewed Filipino teachers as knowledgeable in the subjects they taught, as reflected in the highest-rated items in the dataset.

In addition, Deguma (2022) examined the role of Filipino teachers in adapting to educational challenges during the pandemic. The study highlighted how Filipino teachers focused on communication and literacy skills, to which Thai students responded positively. This supports the view that Thai students appreciated Filipino teachers’ adaptability and recognized their capacity to teach effectively under difficult circumstances.

Lastly, Ulla (2019) emphasized the success of Filipino teachers in engaging Thai students in English language learning. Ulla’s study revealed that Thai students responded well to the practical, student-centered teaching approaches used by Filipino teachers. This further reinforces the idea that Filipino teachers were perceived as knowledgeable and skilled in teaching methodologies, affirming Thai students’ positive attitudes toward their teachers’ abilities. By integrating these studies, a comprehensive understanding emerges: Thai students consistently value the knowledge, adaptability, and student-centered approaches of Filipino teachers, which enhances their educational experiences and supports positive academic outcomes.

Table 3.2. *Level of the attitude of Thai students towards their Filipino teachers in terms of Listening*

Indicators	Mean	SD	Description	Interpretation
1. I think I understand the conversations of Filipino English teachers due to their accents.	3.94	.816	Agree	Highly Positive
2. I feel communicating by listening with Filipino English teachers improves my English.	4.24	.876	Agree	Highly Positive
3. I feel listening to Filipino English teachers broadens my vision toward the variety of Englishes.	4.11	.917	Agree	Highly Positive
4. I think I understand clearly when learning English with Filipino English teachers because they have clear voices.	3.96	.874	Agree	Highly Positive
5. I think I understand when listening to Filipino English teachers because we share the similar cultures.	3.72	.846	Agree	Highly Positive
Over-all Mean	3.99	0.86	Agree	Highly Positive

Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative

Table 3.2 presents the Level of the attitude of Thai students towards their Filipino teachers in terms of listening. As shown in the Table, item number 2 “I feel communicating by listening with Filipino English teachers improves my English” obtained the highest mean score of  $M=4.24$ ,  $SD=.876$  and a lowest mean score of  $M=3.72$ ,  $SD=.846$  for item number 5 “I think I understand when listening to Filipino English teachers because we share the similar cultures”. The overall mean score is  $M=3.99$ ,  $SD=.86$  described as agree and interpreted that the Thai students are highly positive towards Filipino teachers in terms of listening. The overall mean for  $SD=.83$  implied that the data are more scattered around the mean.

According to Sararat (2019), Thai students generally held a positive attitude towards Filipino English teachers. This finding aligned with the overall favorable perception of Filipino teachers, particularly in the area of listening. It reinforced the idea that Filipino teachers were well-regarded for their ability to communicate effectively and enhance students’ English skills.

Meanwhile, Chaipuaepae (2019) investigated the workplace listening comprehension of Thai undergraduates in an Asian English as a Lingua Franca context. The study examined the effects of accented speech on the listening comprehension of Thai undergraduate students. It highlighted how accented English influenced workplace communication and comprehension, focusing on practical implications for non-native English-speaking educators.

Furthermore, Wattananukij and Crabtree (2020) studied Thai students’ attitudes towards Philippine English and reported a generally positive perspective, particularly in terms of communication and cultural similarity. Their findings supported the notion that Thai students appreciated Filipino teachers’ communication skills and felt more comfortable due to cultural similarities, as reflected in the mean score for listening.

Table 3.3. *Level of the attitude of Thai students towards their Filipino teachers in terms of Speaking*

	<i>Indicators</i>	<i>Mean</i>	<i>SD</i>	<i>Description</i>	<i>Interpretation</i>
1.	I think that Filipino English teachers have the correct pronunciation when they speaking to teach English.	4.29	.751	Agree	Highly Positive
2.	I think that Filipino English teachers have the correct stress when they teach English.	4.19	.810	Agree	Highly Positive
3.	I feel Filipino English teachers usually communicate by speaking effectively in the classroom.	4.10	.887	Agree	Highly Positive
4.	When there are communication problems between students and Filipino English teachers, I feel the teachers can explain to improve the situation.	3.89	.957	Agree	Highly Positive
5.	I feel comfortable talking about personal concerns with Filipino English teachers.	3.31	1.08	Neutral	Moderately Positive
<b>Over-all Mean</b>		<b>3.96</b>	<b>0.89</b>	<b>Agree</b>	<b>Highly Positive</b>

*Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative*

Table 3.3 presents the Level of the attitude of Thai students towards their Filipino teachers in terms of speaking. As shown in the Table, item number 1 “I think that Filipino English teachers have the correct pronunciation when they speaking to teach English” obtained the highest mean score of  $M=4.29$ ,  $SD=.751$  and a lowest mean score of  $M=3.31$ ,  $SD=1.08$  for item number 5 “I feel comfortable talking about personal concerns with Filipino English teachers”. The overall mean score is  $M=3.96$ ,  $SD=.89$  described as agree and interpreted that the Thai students are highly positive towards Filipino teachers in terms of speaking. The overall mean for  $SD=.89$  implied that the data are more scattered around the mean.

According to Wattananukij & Crabtree (2020), the perceptions of Thai undergraduate students exposed to Filipino teachers reflected a generally positive view. The study concluded that Filipino teachers were viewed favorably regarding their English language abilities, especially in pronunciation and speaking skills. Moreover, a high level of familiarity with Filipino English correlated with positive attitudes toward these teachers’ pronunciation and teaching skills.

Meanwhile, Cabiladas (2020) discussed the adaptation of Filipino teachers to the Thai educational context and the perceptions of their students. The study revealed that many students found Filipino teachers approachable and competent, particularly noting their effective communication in English despite certain cultural differences.

In a similar vein, Choemue & Muljani (2021) showed that Thai students often regarded Filipino accents positively in classroom settings. Students expressed comfort and familiarity with Filipino English, suggesting that the pronunciation and speaking skills of Filipino teachers were effective for educational purposes.

Furthermore, Apiruangrit (2018) examined students’ ratings of their teachers’ accents and found that Filipino teachers were perceived as having clear and understandable English pronunciation. Although native English accents were sometimes rated higher in terms of status, Filipino teachers’ speaking skills were nonetheless viewed positively.

Lastly, Sararat (2019) directly supported the notion that Filipino teachers were respected for their ability to teach English. According to the study, students perceived their speaking and pronunciation abilities favorably, which aligned with the high mean score reported for pronunciation in the study’s data. The study also suggested that Filipino teachers were seen as approachable, though students reportedly felt limited comfort in discussing personal matters with them.



Table 3.4. Level of the attitude of Thai students towards their Filipino teachers in terms of Reading

Indicators	Mean	SD	Description	Interpretation
1. I think Filipino English teachers teach reading strategies that suit my needs.	4.00	.898	Agree	Highly Positive
2. I think Filipino English teachers can teach western cultures in the reading passages.	3.90	.910	Agree	Highly Positive
3. In reading class, I feel that Filipino English teachers are well- prepared and attentive to their students.	4.07	.899	Agree	Highly Positive
4. I think that Filipino English teachers can explain the meaning of unknown words in a simple way.	4.16	.826	Agree	Highly Positive
5. I think that Filipino English teachers teach reading passages which suit the level of the students.	4.20	.873	Neutral	Highly Positive
Over-all Mean	4.07	0.88	Agree	Highly Positive

Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative

Table 3.4 presents the Level of the attitude of Thai students towards their Filipino teachers in terms of reading. As shown in the Table, item number 5 “I think that Filipino English teachers teach reading passages which suit the level of the students” obtained the highest mean score of M=4.20, SD=.873 and a lowest mean score of M=3.90, SD=.910 for item number 2 “I think Filipino English teachers can teach western cultures in the reading passages”. The overall mean score is M=4.07, SD=.88 described as agree and interpreted that the Thai students are highly positive towards Filipino teachers in terms of reading. The overall mean for SD=.83 implied that the data are more scattered around the mean.

According to Sararart (2019), Thai students consistently held a positive attitude towards Filipino English teachers across six dimensions, reflected by a high mean score. This finding directly supported the notion that Filipino teachers were well-regarded, especially in terms of their teaching abilities and their capacity to meet students’ learning needs. Notably, the highest mean score indicated that students believed Filipino teachers selected reading materials appropriate to their level.

Meanwhile, Nolasco and Buensuceso (2023) addressed the experiences of Filipino teachers in teaching foundational English reading skills to young Thai learners. Their findings suggested that Filipino teachers tailored their reading instruction to suit students’ comprehension levels, reinforcing the perception that they chose reading passages suited to students’ abilities.

In summary, these authors corroborated the view that Filipino teachers were effective and well-regarded, particularly in aligning their instruction with students’ reading levels.

Table 3.5. Level of the attitude of Thai students towards their Filipino teachers in terms of Writing

Indicators	Mean	SD	Description	Interpretation
1. I think that Filipino English teachers write the sentences and vocabulary correctly.	4.24	.883	Agree	Highly Positive
2. I think that Filipino English teachers provide simple examples that explain English grammar.	4.08	.972	Agree	Highly Positive
3. I feel good that Filipino English teachers let students practice in free writing, for example, writing short sentences, a short paragraph or writing an essay.	4.10	.931	Agree	Highly Positive
4. In writing class, I feel that Filipino English teachers encourage students to investigate more knowledge outside the class. (library, internet, text books)	3.80	1.03	Agree	Highly Positive
5. When students write the essays, I think that Filipino English teachers can correct the students’ sentences and give the feedback to students.	4.13	.936	Neutral	Highly Positive
Over-all Mean	4.07	0.95	Agree	Highly Positive

Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative

Table 3.5 presents the Level of the attitude of Thai students towards their Filipino teachers in terms of writing. As shown in the Table, item number 1 “I think that Filipino English teachers write the sentences and vocabulary correctly” obtained the highest mean score of M=4.24, SD=.883 and a lowest mean score of M=3.80, SD=1.03 for item number 4 “In writing class, I feel that Filipino English teachers encourage students to investigate more knowledge outside the class. (library, internet, text books)”. The overall mean score is M=4.07, SD=.95 described as agree and interpreted that the Thai students are highly positive towards Filipino teachers in terms of writing. The overall mean for SD=.83 implied that the data are more scattered around the mean.

According to Sararart (2019), Thai students exhibited highly positive attitudes toward Filipino teachers. The consistently high mean scores across various dimensions, including writing and sentence structure, reflected the perception that Filipino teachers were proficient writers and employed appropriate vocabulary. Sararart further emphasized that Thai students valued their Filipino teachers’ expertise, particularly their competence in teaching writing skills.

Similarly, Wattananukij and Crabtree (2020) highlighted the positive attitudes of Thai students toward Philippine English. They found that students perceived Filipino English teachers’ language use as accurate and effective. This finding supported the observation that students agreed Filipino teachers demonstrated proficiency in constructing sentences and using vocabulary correctly.



In summary, these studies provide strong evidence of Thai students’ consistently positive perceptions of Filipino teachers, particularly in the domain of writing instruction. Whether through direct student feedback or teachers’ practices, the research confirms that Filipino educators are regarded as highly capable of guiding students in enhancing their writing skills, both within the classroom and through fostering independent learning.

Table 3.6. Summary of Mean Scores for the Level of the attitude of Thai students towards their Filipino teachers

Sub-variables	Mean	SD	Description	Interpretation
Personality	3.98	.83	Agree	Highly Positive
Teaching ability	4.09	.82	Agree	Highly Positive
Listening	3.99	0.86	Agree	Highly Positive
Speaking	3.96	0.89	Agree	Highly Positive
Reading	4.07	0.88	Agree	Highly Positive
Writing	4.07	0.95	Agree	Highly Positive
Over-all Mean	4.03	0.95	Agree	Highly Positive

Legend: 4.50-5.00 - Strongly Agree / Very Highly Positive | 3.50-4.49 - Agree / Highly Positive | 2.50-3.49 - Neutral / Moderately Positive | 1.50-2.49 - Disagree / Negative | 1.00-1.49 - Strongly Disagree / Very Negative

Table 3.6 presents the Summary of Mean Scores for the Level of the attitude of Thai students towards their Filipino teachers. As shown in the Table, teaching ability obtained the highest mean score of M=4.09, SD=.86 followed by reading (M=4.07, SD=.88), writing (M=4.07, SD=.95), personality (M=3.98, SD=.83), listening (M=3.99, SD=.86), and speaking (M=3.96, SD=.89). The overall mean score is M=4.03, SD=.95 described as agree and interpreted that the Thai students are highly positive towards Filipino teachers. The overall mean for SD=.95 implied that the data are more scattered around the mean.

According to Sararart (2019), the findings supported a high mean score of 4.29, indicating that Thai students held a highly favorable attitude toward Filipino teachers. This result aligned directly with the overall mean score of M = 4.03, confirming that positive attitudes toward teaching abilities—such as reading, writing, and other skills (including listening and speaking)—were consistent across multiple studies. This reinforced the notion that Filipino teachers were viewed positively within the Thai educational context.

Meanwhile, Ulla (2018) showed that Filipino teachers had a positive influence on Thai students’ learning experiences despite challenges such as language barriers. The positivity and adaptability of Filipino teachers mirrored these findings, with teaching ability and personality highlighted by high mean scores. The consistency in student feedback on effective teaching and supportive teacher behavior underscored the alignment in perception across studies.

Additionally, Huttayavilaiphan (2021) discussed how Filipino teachers were perceived by Thai students after significant interaction, leading to a positive shift in students’ attitudes toward English instruction. This result supported the findings, particularly in areas like listening and speaking, reinforcing the idea that Filipino teachers effectively engaged students in language learning, thereby improving both skill development and the overall perception of their teaching.

In summary, these authors supported the findings by consistently reporting high satisfaction and positive attitudes among Thai students toward Filipino teachers across multiple dimensions, including teaching ability, personality, and language skills. They echoed themes of effective teaching and the positive interpersonal traits of Filipino educators, which were well-received by students.

**Problem 4. Which specific aspects of cultural awareness most significantly influence Thai students' attitudes towards Filipino English teachers?**

Table 4. Results of Pearson R Correlation Analysis for the Significant Relationship between Students’ Attitudes Towards Filipino English Teachers and their Cultural Awareness

Variables	N	R	Effect Size	P	Interpretation
Language	125	.777	Large	.000	Significant
Hospitality	125	.843	Large	.000	Significant
Adaptability	125	.766	Large	.000	Significant
Cultural Sensitivity	125	.735	Large	.000	Significant
Passion for Teaching	125	.789	Large	.000	Significant
Cultural awareness	125	.875	Large	.000	Significant

Legend: Correlation Coefficient Range | Effect Size/Strength of Relationship (Cohen, 1988)  
.50 and Above - Strong/Large Correlations | .30 to .49 - Moderate Correlation | .10 to .29 - Weak/Small Correlation

Table 4 presents the Results of Pearson R Correlation Analysis for the Significant Relationship between Students’ Attitudes Towards Filipino English Teachers and their Cultural Awareness. As depicted in the Table, the variables language (p<.05, r=.77), hospitality (p<.05, r=.843), adaptability (p<.05, r=.766), cultural sensitivity (p<.05, r=.735), passion for teaching (p<.05, r=.789), and cultural awareness (p<.05, r=.875) have a large positive significant relationship on Thai students’ attitude towards Filipino English teachers. This means that if the status of the said variables will increase, largely, Thai students’ attitudes towards Filipino teachers will also increase.

Wattananukij and Crabtree (2020) studied the attitudes of Thai undergraduate students toward Philippine English, comparing students who had exposure to Filipino teachers with those who did not. According to their findings, exposure to Filipino teachers enhanced students' cultural awareness and appreciation of Philippine English. Specifically, they revealed that Thai students, when taught by Filipino teachers, became more culturally aware, which in turn improved their acceptance of and positive perception toward Philippine English.

Meanwhile, Nawamawat and Cedar (2021) examined how Filipino teachers adjusted their communication and teaching strategies to meet the specific needs of Thai students. The study highlighted the adaptability and cultural sensitivity displayed by Filipino teachers as key factors in fostering a positive learning environment. This finding aligned with the observed significant relationship between teachers' adaptability and students' attitudes, indicating that flexibility in teaching played a crucial role in shaping students' perceptions.

Similarly, Sararat (2021) investigated Thai students' perceptions of Filipino teachers, specifically correlating students' positive attitudes with teachers' passion for teaching, language skills, and cultural sensitivity. The study emphasized that as students became more culturally aware and experienced the hospitality of Filipino teachers, their attitudes improved, reflecting the teachers' impactful influence on students' learning experiences.

In summary, these authors collectively provided empirical support for the strong, positive relationships between cultural awareness, adaptability, hospitality, and passion in Filipino English teachers, thereby demonstrating how these factors positively influenced Thai students' attitudes.

Table 4.1. Results of Multiple Regression Analysis for the Variables that Singly or in Combination best Significantly Influence Thai Students' Attitude Towards English Filipino Teachers

Variables	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Interpretation
	B	Std. Error	Beta			
(Constant)	.933	.164		5.671	.000	Significant
Language	-.054	.094	-.059	-.576	.566	Not Significant
Adaptability	-.240	.098	-.312	-2.452	.016	Significant
Cultural Sensitivity	-.310	.094	-.412	-3.293	.001	Significant
Passion for Teaching	-.140	.090	-.198	-1.549	.124	Not Significant
Awareness	1.506	.301	1.756	5.003	.000	Significant
R=.890		R2=.792	F=90.63	P=.000		

Table 4.1 presents the Results of Multiple Regression Analysis for the Variables that Singly or in Combination best Significantly Influence Thai Students' Attitude Towards English Filipino Teachers. As depicted in the Table, the R value is .890 signifying a strong positive relationship between students' attitude and the independent variables used. The R2 value of .792 implies that the significant predictor variables namely adaptability ( $p < .05$ ), cultural sensitivity ( $p < .05$ ), and passion for teaching ( $p < .05$ ) explained 79.2 % of the variability of students' attitude. The probability value of  $p = .000$  of  $F = 90.63$  indicates a statistically significant relationship between students' attitude and the independent variables used.

Meanwhile, the variable that significantly best predicted or influenced students' attitude is awareness (Beta=1.75) followed by cultural sensitivity (Beta=-.412), and adaptability (Beta=-.312). The regression equation model of this study is  $Y' = .933 - .240X1 - .312X2 + 1.51X3$

Where

$Y'$  = Thai Students' Attitude

.933 = is the B constant

$X1$  = Adaptability

$X2$  = Cultural Sensitivity

$X3$  = Awareness

The regression equation implies that the attitude of Thai students towards Filipino English teacher was statistically significantly predicted or influenced by adaptability, cultural sensitivity, and awareness. As to the significant effect size of the said predictor variables, for every 1-point increase of adaptability, the Thai students' attitude towards Filipino English teachers will decrease by .24. For every 1-point increase of cultural sensitivity, the Thai students' attitude towards Filipino English teachers will decrease by .31, and for every 1-point increase of cultural awareness, the Thai students' attitude towards Filipino English teachers will increase by 1.51.

Baron (2023) emphasized that cultural sensitivity was a strong predictor of teachers' performance in multicultural settings. This study aligned with the broader understanding that cultural sensitivity significantly influenced student attitudes. Specifically, the link between cultural adequacy and attitudes toward teachers suggested that culturally sensitive teachers were better able to manage diverse student populations. Consequently, this could have led to either a positive or negative shift in student attitudes, depending on how cultural

sensitivity was perceived.

Meanwhile, Medora, Roy, and Brown (2020) highlighted how intercultural attitudes and global-mindedness predicted student expectations and attitudes toward foreign teachers. The authors argued that adaptability and sensitivity to cultural nuances were crucial for fostering positive student-teacher relationships. This study supported the finding that increased cultural sensitivity and adaptability led to changes in student attitudes. Additionally, it observed that students who perceived their teachers as more culturally aware tended to hold better attitudes toward those teachers.

Furthermore, Browning (2018) identified a direct correlation between student perceptions of cultural sensitivity and both academic outcomes and attitudes. The study concluded that students who viewed their teachers as culturally sensitive held more favorable attitudes toward them. This finding supported the notion that cultural sensitivity was a crucial factor in shaping students' perceptions of foreign teachers. Consistently, the regression analysis revealed that increased cultural sensitivity was associated with a decrease in students' negative attitudes.

Similarly, Nieto (2008) explored how teachers' adaptability and cultural competence were essential for creating effective learning environments, particularly for international students. The study emphasized that adaptability influenced teaching methods, which aligned with the regression findings showing that increasing adaptability positively affected student attitudes. Nieto's research underscored the importance of adaptability in managing culturally diverse classrooms, further validating the link between adaptability and improved attitudes toward foreign teachers.

### **Problem 5. Are there significant differences in attitudes based on demographic variables such as age, gender, and socioeconomic status among Thai students with respect to their Filipino English teachers?**

*Table 5. Significant differences in Thai Students' attitudes toward English Filipino Teachers based on demographic variables such as age, gender, and socioeconomic status*

<i>Profile Variable</i>	<i>Category</i>	<i>Mean</i>	<i>T-value</i>	<i>F-value</i>	<i>P</i>	<i>Interpretation</i>
Gender	Male	4.11	1.94		.054	Not Significant
	Female	3.93				
Age	11 Years Old	3.98	1.08		.280	Not Significant
	12 Years Old	4.08				
Socio-Economic Status	Scholarship	4.20				Not Significant
	Family Support	4.03				
	Work Study Program	3.91				

Table 5 shows the Significant differences in Thai Students' attitudes toward English Filipino Teachers based on demographic variables such as age, gender, and socioeconomic status. As shown in the Table. There is no statistically significant difference in Thai Students' attitudes toward English Filipino Teachers in terms of age ( $p > .05$ ), gender ( $p > .05$ ), and socioeconomic status ( $p > .05$ ). This means that there are no solid evidences to claim that the said demographic variables have a significant effect on Thai students' attitude towards Filipino English teachers.

Comprendio and Savski (2019) examined how students relate to Filipino teachers, emphasizing that shared ethnicity and cultural familiarity, rather than age, gender, or socioeconomic status, formed the foundation of positive student attitudes. The study found that students perceived Filipino teachers as more approachable—a perception unlinked to demographic factors like age or gender. These findings align with Jindapitak's work, suggesting that deeper cultural and linguistic connections outweigh traditional demographic distinctions in shaping student attitudes.

The study further reinforced that while demographic variables such as age, gender, and socioeconomic status are often scrutinized, they did not significantly influence students' attitudes toward Filipino teachers. Instead, attributes like teaching proficiency, cultural familiarity, and ethnic background exerted a more substantial impact.

## **Conclusions**

The study concluded that Thai students' cultural awareness significantly influenced their attitudes toward Filipino English teachers, reflecting a strong positive relationship between the two. Students who demonstrated greater cultural awareness—particularly in areas such as language, hospitality, adaptability, cultural sensitivity, and passion for teaching—were more likely to view their Filipino teachers favorably. These positive attitudes were evident across various dimensions, including the teachers' personalities, instructional abilities, and their effectiveness in fostering the four core English language skills: listening, speaking, reading, and writing.

The findings aligned with the Theory of Planned Behavior (TPB), which emphasized the role of attitudes, subjective norms, and perceived behavioral control in shaping intentions and behaviors. In this context, higher cultural awareness fostered positive cognitive, affective, and behavioral components of attitude formation, as outlined in modern Attitude Theory. Thai students' beliefs about Filipino teachers' skills (cognitive), their feelings of respect and appreciation (affective), and their classroom interactions (behavioral) collectively contributed to positive perceptions.

Statistical analyses reinforced these conclusions, showing that cultural factors such as adaptability, cultural sensitivity, and passion for teaching were significant predictors of favorable attitudes. These findings resonated with Bennett's Cultural Awareness Theory and the Developmental Model of Intercultural Sensitivity, which highlighted the transformative impact of intercultural exposure and training on fostering respect and openness.

Interestingly, demographic factors, including age, gender, and socioeconomic status, did not significantly influence student attitudes. This underscored the centrality of cultural awareness over demographic variables in shaping perceptions, aligning with prior research emphasizing the universal importance of intercultural sensitivity.

Moreover, Filipino teachers' adaptability, empathetic teaching methods, and strong English proficiency—qualities celebrated in studies by Bautista, Uy-Tioco, and others—played a vital role in cultivating a supportive and engaging learning environment. These attributes aligned with Thai cultural values, further reinforcing positive attitudes among students.

In summary, this research underscored the critical role of cultural awareness in enhancing student-teacher relationships. By fostering greater cultural sensitivity, adaptability, and appreciation for diversity, educators were shown to create more harmonious and effective learning environments, ultimately leading to better educational outcomes. This aligned with theoretical insights and provided actionable strategies for improving intercultural teaching practices.

Based on the findings of this study, the researcher offers the following recommendations:

**For school administrators:** School administrators may consider implementing cultural awareness programs that promote understanding and appreciation of diverse backgrounds, particularly between students and their non-native English teachers. Providing Filipino teachers with opportunities to engage in professional development focused on adaptability, cultural sensitivity, and a passion for teaching may enhance student-teacher relationships and improve educational outcomes. Additionally, cross-cultural training for all educators may help them address the diverse cultural needs of their students more effectively.

**For teachers, especially Filipino teachers:** Teachers may benefit from integrating culturally responsive teaching practices that emphasize language, hospitality, adaptability, and cultural sensitivity. Maintaining a high level of engagement and passion for teaching is also crucial, as students highly regard these attributes. Teachers may find it helpful to seek regular feedback from students and conduct self-assessments to better understand how their teaching style and personality influence student attitudes and learning experiences.

**For students:** Students may be encouraged to participate in cultural exchange and awareness programs, fostering a greater understanding and more positive attitudes toward their non-native teachers. Schools may also create an environment that supports open dialogue between students and teachers, enabling students to express their preferences and needs regarding cultural differences in the classroom.

**For future researchers:** Future studies may expand to include a broader range of participants, such as students from regular programs, to explore whether there are differences in attitudes between students in bilingual and regular education settings. Additional research may also investigate the experiences of Filipino teachers across different schools and regions, using larger and more diverse samples to increase the generalizability of the findings. Examining Thai students' attitudes toward non-native English teachers from other countries, as well as native English teachers, may provide a more comprehensive understanding of how teacher nationality influences student attitudes and preferences.

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