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Job Satisfaction, Mental Well-Being, Motivations, and Challenges of Selected Migrant Filipino Teachers Working in the United States of America

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Abstract. The study investigated the complex interplay of job satisfaction, mental well-being, and motivating factors among migrant Filipino teachers in the United States during the 2024-2025 school year, aiming to inform a proposed induction program. Employing a multimethod research design, the study found that while salary significantly influenced job satisfaction and overall well-being, there was no direct correlation and well-being. Qualitative insights revealed a deeply motivating journey driven by financial stability, professional growth and better compensation. However, the challenges included student behavior difference, adjusting to new education system, resource scarcity, and lack of parental involvement despite these hurdles, teachers demonstrated remarkable resilience and commitment. The findings offer valuable baseline data for school district and policy maker to develop targeted supported system, improve retention, and foster a more inclusive environment for migrant Filipino teachers, ultimately enriching the broader education community.

Keywords. Migrant Filipino Teachers, Job Satisfaction, Mental Well-Being, Motivations, United States of America

1.0. Introduction.

Job satisfaction for migrant teachers represents a multifaceted issue influenced by a complex interplay of personal, professional, and contextual factors. While conducive working conditions, fair remuneration, and opportunities for professional growth remain crucial (Sahito & Väisänen, 2020; Carvalho & James, 2023), the added layers of cultural adaptation and navigating foreign educational systems become central to their experience. Migrant teachers often grapple with integrating into a new society (Zakariya et al., 2020), potentially facing language barriers, differing pedagogical approaches, and varying levels of social acceptance. Furthermore, the interplay between leadership styles within the host country's educational system and the migrant teachers' professional identities can significantly impact their sense of belonging and job satisfaction (Ismail, 2019; Hoang, 2022).

Moreover, the well-being of migrant teachers is complex, affected by stressors like cultural and linguistic differences, and difficulties integrating into the workplace. These factors can significantly influence their job satisfaction and mental health, particularly in the context of pre-existing challenges like stress and burnout (Beames et al., 2021; Ranjbaran, 2023). Fostering positive work environments that value diversity, providing professional development

tailored to their needs, and offering accessible mental health support are crucial for enhancing both their job satisfaction and mental well-being (Sohail et al., 2023; Liu et al., 2018; Gakinya et al., 2022). While implementing support systems can be challenging (Goodwin et al., 2021), prioritizing migrant teacher well-being is essential for their success, student outcomes, and building resilient education systems (Falk, 2021).

Filipino migrant teachers in the United States of America experience a complex interplay of job satisfaction and mental well-being (Capone et al., 2022). While they often find satisfaction in contributing to the United States of American education system and advancing their careers, they also face unique challenges (Reyes et al., 2020). Although research suggests higher satisfaction with colleagues in the US compared to the Philippines, factors like cultural adaptation, potential discrimination, and separation from family can impact their mental health (Fabella et al., 2022). Despite these hurdles, fostering positive emotions in the workplace remains crucial for job satisfaction, and building strong support networks can contribute to the overall well-being of Filipino migrant teachers (Dreer, 2021).

Of the estimated 8.1 million teachers in the United States (U.S.), approximately 857,200 are foreign-born (Furuya et al. 2019). The Filipino Channel (TFC) News Texas published last October 14, 2023, 115 Filipino teachers arrived in Houston under special J1 visas. Approximately 350 Filipino migrant teachers work in specialized fields under the Houston Independent School District (HISD). Despite the financial hurdles and challenges they faced during the job and embassy interviews, the process of documents, and onboarding, their desire to pursue their dreams of helping their family and uplifting teachers' morale highlighted their need to work in the United States of America. On the other hand, several reports on teachers left their positions in the district due to pressure, culture shock, physical and mental adjustment, and homesickness. Migrant teachers believe that working in the United States is their beacon of light to satisfy their profession, elevate their financial capabilities, and become an inspiration in promoting cultural exchange experiences. Thus, this propelled the researcher to study the job satisfaction and mental well-being of migrant Filipino teachers in the United States of America.

Although recent literature explores the relationship between job satisfaction and mental well-being in Filipino teachers, including those working overseas (Oducado et al., 2024; Singh & Gautam, 2024), and acknowledges the challenges they face in adapting to new environments (Reyes et al., 2020; Sahito & Väisänen, 2020), a critical gap persists in understanding the specific mental health needs and support systems available for this population. Furthermore, there is a dearth of literature examining the primary reasons why these teachers choose to work in the United States of America and the specific challenges they encounter in navigating in the United States of American education system and culture. While studies have examined the mental health of Overseas Filipino Workers (OFWs) more broadly, including teachers (Silva et al., 2020; Zarsuelo, 2018), they often lack a focused analysis of the unique experiences of Filipino teachers abroad, particularly concerning the intersection of cultural stigma, financial barriers to accessing mental health services, and post-repatriation challenges.

This study investigated the interplay between job satisfaction, mental well-being, and motivating factors for migrant Filipino teachers working in the United States of America during the 2024-2025 school year. It examined the relationship between these factors, while also exploring the reasons these teachers choose to work in the United States of America and the challenges, they face adapting to the United States of American education system and culture. Specifically, the study assessed job satisfaction across various dimensions and its correlation with mental well-being, considering demographic variables such as sex, age, civil status,

monthly income, educational attainment, and years of teaching experience abroad. The findings served as the basis for a proposed induction program of migrant Filipino teachers working in the United States of America.

2.0 Methodology

A. Quantitative phase

Research design. This study employed a multimethod research design to leverage the strengths of both qualitative and quantitative techniques to address the complex interplay of job satisfaction, mental well-being, and demographic factors among migrant Filipino teachers in the United States of America (Knappertsbusch et al., 2021; Sharma et al., 2023).

Respondents. The study focused on migrant Filipino teachers working in the United States of America during the 2024-2025 school year. To ensure a representative sample, a stratified random sampling technique was employed (Thompson, 2020). The study sample, which was stratified randomly, consisted of 249 teachers.

Research instrument. To gather quantitative data, a standardized survey questionnaire was administered to a large sample of Filipino teachers across different states in the United States of America. The first part collected demographic information, such as age, sex, civil status, educational attainment, and years of teaching experience abroad. Meanwhile, the second part was the standardized Job Satisfaction Scale developed by Paul Spector (1985, 1997). Lastly, the third part of the survey utilized the standardized 12-item General Health Questionnaire (GHQ) as a screening tool for non-psychiatric disorders (Goldberg et al., 1997).

Data Collection. Recognizing the sensitive nature of this research and the importance of protecting the well-being of migrant Filipino teachers working in the United States of America, this study prioritized ethical considerations and rigorous data collection procedures. Before data collection, clearances were obtained from relevant government agencies and local community leaders to ensure the study's legitimacy and cultural sensitivity. To guarantee the protection of participants' rights and well-being, informed consent was obtained from each individual. To maximize participant confidentiality, the survey questionnaire was administered through sending it in a personal email and via Messenger. Following data collection, all information was carefully encoded and tabulated, ensuring accuracy and anonymity in preparation for statistical analysis.

Data Analysis. This study employed a descriptive-correlational analysis to investigate the complex relationship between job satisfaction, mental well-being, and demographic factors among migrant Filipino teachers in the United States of America.

B. Qualitative phase

Participants. The qualitative component of this study employed purposive sampling to identify participants with rich experiences as migrant Filipino teachers working in the United States of America. This intentional selection strategy focused on individuals who can provide in-depth insights into the motivations for choosing to work in the United States of America and the challenges faced in adapting to the American education system and culture. This approach allowed for a deeper understanding of the lived experiences of these teachers, complementing the quantitative data obtained through the surveys. To be included in this study, Filipino teachers must have at least five years of teaching experience in the United States of America across various educational levels, including special education, preschool, elementary, middle school, and high school programs.

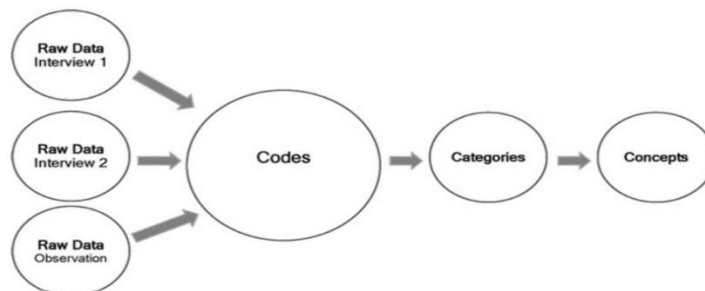
Research Instrument. To gain a comprehensive understanding of the experiences of migrant Filipino teachers in the United States of America, this study utilized semi-structured interviews. This approach is particularly valuable as it allows for in-depth exploration of individual motivations and challenges, providing rich qualitative data that complements the quantitative findings.

Data Collection Procedure. To ensure the ethical and rigorous collection of data, careful attention was paid to the interview process. Before each interview, rapport was established with the participants through face-to-face interviews with the eight migrant Filipino teachers, set up according to the participants' preferences and safety, and informed consent was obtained. During the interview, a safe and supportive environment was fostered, allowing for open and honest sharing. A 45–60-minute interview permitted participants to share experiences as migrant Filipino teachers working in the United States of America. Pseudonyms were used to identify participants to protect their identities. The researcher conducted a debriefing session after the interview, and participants were assured that their materials would be properly disposed of.

Data analysis procedure. This study employed a recursive textual analysis, guided by Lichtman's (2014) three Cs—coding, categorizing, and identifying concepts—to thematically analyze the interview data.

Figure 2

Lichtman 3C's Data Analysis



Data Trustworthiness. In qualitative research, establishing trustworthiness, as emphasized by Lincoln and Guba (1985), is essential to ensure that the data, analysis, and interpretations are credible and worthy of attention. This trustworthiness relies on four key criteria: *credibility, transferability, dependability, and confirmability*, which guide researchers in conducting rigorous inquiries and generating meaningful insights.

Ethical considerations. The researcher upheld the highest ethical standards of the Philippine Health Research Ethics Board (PHREB), prioritizing respect, justice, and beneficence for all participants. This includes *social value, informed consent, the vulnerability of research participants, risk and benefits, privacy and confidentiality, justice, transparency, the qualifications of the researcher, the adequacy of facilities, and community involvement*.

Quantitative Results and Discussion

Profile of Migrant Filipino Teachers

The profile of migrant Filipino teachers reveals a near-equal gender distribution, with a slight female majority (50.6%) compared to males (49.4%). Their average age is 35.5 years, with most (56.2%) being 35 or younger. The majority are married (61.8%), and while most hold a Bachelor's Degree (62.7%), a substantial portion has a Graduate Degree (37.3%). Their

average monthly income is USD 5880.40, though most (77.5%) earn USD 5880 or below. On average, they have taught abroad for 2.52 years, with slightly more than half (56.6%) having less than 2 years of experience.

Table 2

Profile of Migrant Filipino Teachers

Variable	f	%
Sex		
Male	123	49.4
Female	126	50.6
Age (Average=35.5)		
35 years old and below	140	56.2
Over 35 years old	109	43.8
Civil Status		
Single	95	38.2
Married	154	61.8
Educational Attainment		
Bachelor's Degree	156	62.7
Graduate Degree	93	37.3
Monthly Income (Average=5880.40)		
USD 5880 and below	193	77.5
Over USD 5880	56	22.5
Years Teaching Abroad (Average=2.52)		
2 years and below	141	56.6
Over 2 years	108	43.4
<i>Total</i>	<i>249</i>	<i>100.0</i>

The profile of migrant Filipino teachers, characterized by a balanced gender distribution, a relatively young average age with a significant number being married, and high educational attainment, presents a complex interplay of factors influencing job satisfaction and mental health. While their education level could contribute to job competence and satisfaction, potential stressors such as separation from families (particularly for married teachers), financial strain due to income disparities, and adjustment challenges for those newer to working abroad can significantly impact their well-being. This highlights the need for targeted support systems to address these challenges and promote both job satisfaction and positive mental health outcomes among this population.

Degree of Job Satisfaction of Migrant Filipino Teachers in the United States

Overall, migrant Filipino teachers exhibit a moderate level of job satisfaction. The mean job satisfaction score for the entire group is 2.64, with a standard deviation of 0.11. When examining specific facets of their job, teachers report satisfaction with pay (mean = 3.04, SD = 0.23) and promotion opportunities (mean = 3.08, SD = 0.28). They also express positive feelings towards their co-workers (mean = 2.71, SD = 0.24) and the work itself (mean = 3.30, SD = 0.22).

Table 3.A

Degree of Job Satisfaction of Migrant Filipino Teachers in the United States

Variable	Pay			Promotion			Supervision			Benefits			Rewards		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex															
Male	3.0 7	0.2 4	S a	3.0 9	0.2 9	S a	2.4 9	0.2 6	Di	2.6 2	0.2 0	S a	2.1 1	0.2 5	Di
Female	3.0 1	0.2 2	S a	3.0 8	0.2 8	S a	2.4 3	0.1 7	Di	2.5 9	0.2 4	S a	2.0 7	0.2 4	Di
Age															
<35 years	3.0 2	0.2 4	S a	3.1 0	0.2 9	S a	2.4 6	0.2 3	Di	2.6 2	0.2 0	S a	2.0 9	0.2 5	Di
>35 years	3.0 6	0.2 3	S a	3.0 6	0.2 7	S a	2.4 5	0.1 9	Di	2.5 9	0.2 4	S a	2.0 9	0.2 4	Di
Civil Status															
Single	3.0 2	0.2 3	S a	3.0 6	0.2 8	S a	2.4 7	0.2 3	Di	2.6 4	0.2 0	S a	2.1 1	0.2 5	Di
Married	3.0 5	0.2 4	S a	3.1 0	0.2 9	S a	2.4 5	0.2 1	Di	2.5 9	0.2 3	S a	2.0 8	0.2 4	Di
Educational Attainment															
Bachelor's	3.0 2	0.2 4	S a	3.0 9	0.2 7	S a	2.4 8	0.2 3	Di	2.6 2	0.2 1	S a	2.0 9	0.2 4	Di
Graduate	3.0 8	0.2 1	S a	3.0 8	0.3 1	S a	2.4 3	0.1 9	Di	2.5 9	0.2 4	S a	2.0 9	0.2 5	Di
Monthly Income															
<USD 5880	3.0 5	0.2 4	S a	3.0 9	0.2 9	S a	2.4 6	0.2 3	Di	2.6 0	0.2 1	S a	2.0 9	0.2 5	Di
>USD 5880	3.0 2	0.2 1	S a	3.0 5	0.2 7	S a	2.4 6	0.1 6	Di	2.6 3	0.2 6	S a	2.1 1	0.2 2	Di
Years Teaching Abroad															
<2 years	3.0 3	0.2 5	S a	3.0 7	0.2 7	S a	2.4 7	0.2 4	Di	2.6 1	0.1 7	S a	2.0 9	0.2 5	Di
>2 years	3.0 6	0.2 1	S a	3.1 1	0.2 9	S a	2.4 4	0.1 8	Di	2.6 0	0.2 7	S a	2.1 0	0.2 3	Di
Whole	3.0 4	0.2 3	S a	3.0 8	0.2 8	S a	2.4 6	0.2 2	Di	2.6 1	0.2 2	S a	2.0 9	0.2 4	Di

Table 3.B

Degree of Job Satisfaction of Migrant Filipino Teachers in the United States

Variable	Operating Procedures			Co-workers			Work Itself			Communication			Job Satisfaction		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex															
Male	2.4 5	0.4 2	Di	2.7 1	0.2 4	S a	3.3 0	0.2 1	H S	1.9 8	0.2 9	Di	2.6 5	0.1 2	S a
Female	2.4 6	0.4 3	Di	2.7 0	0.2 5	S a	3.3 0	0.2 3	H S	1.9 9	0.2 5	Di	2.6 3	0.1 1	S a
Age															
<35 years	2.4 4	0.4 2	Di	2.7 1	0.2 4	S a	3.3 0	0.2 2	H S	1.9 8	0.2 6	Di	2.6 4	0.1 1	S a
>35 years	2.4 7	0.4 4	Di	2.7 0	0.2 5	S a	3.3 0	0.2 2	H S	1.9 9	0.2 9	Di	2.6 4	0.1 2	S a
Civil Status															
Single	2.4 4	0.4 1	Di	2.7 2	0.2 5	S a	3.3 1	0.2 3	H S	1.9 9	0.2 6	Di	2.6 4	0.1 1	S a
Married	2.4 6	0.4 4	Di	2.7 0	0.2 4	S a	3.3 0	0.2 1	H S	1.9 8	0.2 8	Di	2.6 4	0.1 1	S a
Educational Attainment															
Bachelor's	2.4 4	0.4 3	Di	2.7 1	0.2 4	S a	3.3 0	0.2 2	H S	1.9 8	0.2 8	Di	2.6 4	0.1 1	S a
Graduate	2.4 7	0.4 3	Di	2.6 9	0.2 5	S a	3.3 0	0.2 1	H S	1.9 9	0.2 6	Di	2.6 3	0.1 1	S a
Monthly Income															
<USD 5880	2.4 1	0.4 3	Di	2.7 1	0.2 4	S a	3.3 0	0.2 1	H S	1.9 8	0.2 5	Di	2.6 3	0.1 1	S a
>USD 5880	2.6 0	0.3 9	Sa	2.7 1	0.2 7	S a	3.2 9	0.2 5	H S	2.0 0	0.3 3	Di	2.6 5	0.1 1	S a
Years Teaching Abroad															
<2 years	2.4 3	0.4 3	Di	2.6 9	0.2 4	S a	3.2 9	0.2 2	H S	1.9 6	0.2 5	Di	2.6 3	0.1 1	S a
>2 years	2.4 8	0.4 3	Di	2.7 3	0.2 5	S a	3.3 2	0.2 2	H S	2.0 2	0.2 9	Di	2.6 5	0.1 1	S a
Whole	2.4 5	0.4 3	Di	2.7 1	0.2 4	S a	3.3 0	0.2 2	H S	1.9 8	0.2 7	Di	2.6 4	0.1 1	S a

The findings from Table 3 have several important implications for understanding and supporting migrant Filipino teachers in the United States. While teachers generally report moderate job satisfaction, the identified areas of lower satisfaction, such as supervision, rewards, operating procedures, and communication, highlight critical areas that require attention. These factors can significantly impact teachers' well-being, motivation, and ultimately, their effectiveness in the classroom. Addressing these concerns through targeted interventions and support systems could lead to improved job satisfaction, higher retention rates, and enhanced educational outcomes for the students they serve. Furthermore, the indication that income level influences satisfaction with operating procedures suggests that ensuring equitable compensation and addressing financial concerns may play a role in improving overall job satisfaction for this group of educators.

Mental Well-being of Migrant Filipino Teachers

Based on the data in Table 4, the overall mental well-being of migrant Filipino teachers is rated as high (M=7.34, SD=1.22). When examining specific areas, both male (M=7.33, SD=1.19) and female (M=7.35, SD=1.25) teachers exhibit high levels of mental well-being. This is also observed across different educational attainments, with both bachelor's degree holders (M=7.46, SD=1.21) and Graduate Degree holders (M=7.14, SD=1.22) scoring high.

Table 4

Mental well-being of Migrant Filipino Teachers

Variable	M	SD	Interpretation
Sex			
Male	7.33	1.19	High
Female	7.35	1.25	High
Age			
35 years old and below	7.56	1.16	High
Over 35 years old	7.06	1.24	High
Civil Status			
Single	7.66	1.23	High
Married	7.14	1.18	High
Educational Attainment			
Bachelor's Degree	7.46	1.21	High
Graduate Degree	7.14	1.22	High
Monthly Income			
USD 5880 and below	7.49	1.21	High
Over USD 5880	6.82	1.13	High
Years Teaching Abroad			
2 years and below	7.58	1.17	High
Over 2 years	7.02	1.22	High
<i>Whole</i>	<i>7.34</i>	<i>1.22</i>	<i>High</i>

The findings from Table 4 suggest that while migrant Filipino teachers generally exhibit high levels of mental well-being, certain demographic factors appear to influence this. Younger teachers, single individuals, those with lower incomes, and those with less experience teaching abroad tend to report slightly higher well-being.

These nuances imply that support systems and interventions may need to be tailored to address the specific needs of older teachers, married individuals, those with higher incomes, and those with more years of teaching abroad, to ensure consistently high levels of mental well-being across all groups of migrant Filipino teachers.

Relationship between demographic and job satisfaction of migrant Filipino teachers

Spearman rank correlation and point biserial were used to determine the significant relationship between demographic and job satisfaction of migrant Filipino teachers. There was no significant relationship between job satisfaction and sex [rs(247)=-0.075, p=0.240], age [rs(247)=0.026, p=0.678], civil status [rs(247)=-0.019, p=0.764], educational attainment [rs(247)=-0.006, p=0.929], monthly income [rs(247)=0.022, p=0.733], years teaching abroad [rs(247)=0.097, p=0.128].

Table 5

Relationship between Demographic and Job Satisfaction of Migrant Filipino Teachers

Variable	r_s	df	P
Sex	-0.075	247	0.240
Age	0.026	247	0.678
Civil Status	-0.019	247	0.764
Educational Attainment	-0.006	247	0.929
Monthly Income	0.022	247	0.733
Years Teaching Abroad	0.097	247	0.128

Note: correlation is significant when $p < 0.05$

The findings suggest that Sex, age, civil status, educational attainment, monthly income, or years teaching abroad do not influence job satisfaction within this sample. This implies that organizations should focus on other factors, such as work environment, autonomy, and recognition, to improve employee satisfaction, rather than relying on demographic generalizations. Further research is needed to identify the key determinants of job satisfaction in this specific context.

Relationship between demographic and mental well-being of migrant Filipino teachers

Spearman's rank correlation and point biserial were used to determine the significant relationship between demographic and mental well-being of migrant Filipino teachers. There was no significant relationship between mental well-being and sex [rs(247)=0.008, p=0.898]. There was significant relationship between mental well-being and age [rs(247)=-0.274, p=0.000], civil status [rs(247)=-0.229, p=0.000], educational attainment [rs(247)=-0.142, p=0.025], monthly income [rs(247)=-0.302, p=0.000], years teaching abroad [rs(247)=-0.321, p=0.000].

Table 6

Relationship between Demographic and Mental Well-Being of Migrant Filipino Teachers

Variable	r_s	df	p
Sex	0.008	247	0.898
Age	-0.274*	247	0.000
Civil Status	-0.229*	247	0.000
Educational Attainment	-0.142*	247	0.025
Monthly Income	-0.302*	247	0.000
Years Teaching Abroad	-0.321*	247	0.000

Note: *correlation is significant when $p < 0.05$

The correlational findings revealed significant negative relationships between mental well-being and several demographic variables, including age, civil status, educational attainment, monthly income, and years teaching abroad. These indicate that as these variables increase, mental well-being tends to decrease. The strength of these relationships varies, with years teaching abroad showing the strongest correlation, followed by monthly income and age. However, there was no significant relationship observed between mental well-being and sex. This suggests that, within this sample, mental well-being is not associated with an individual's sex.

Relationship between job satisfaction and mental well-being of migrant Filipino teachers.

Spearman's rank correlation was used to determine the significant relationship between job satisfaction and the mental well-being of migrant Filipino teachers. There was no significant relationship between job satisfaction and mental well-being [$r_s(247)=0.029$, $p=0.650$].

Since there was no significant relationship between job satisfaction and mental well-being, job satisfaction is not a predictor of the mental well-being of migrant Filipino teachers.

Table 7

Relationship between Job Satisfaction and Mental Well-Being of Migrant Filipino Teachers

Variable	r_s	df	p
Job Satisfaction and Mental Well-being	0.029	247	0.650

Note: correlation is significant when $p < 0.05$

The finding that there is no significant relationship between job satisfaction and mental well-being implies that job satisfaction does not predict the mental well-being of migrant Filipino teachers.

This suggests that other factors, beyond job satisfaction, likely play a more significant role in influencing their mental well-being, such as stress, living conditions, social support, and financial stability. Consequently, interventions aimed at supporting the mental health of these teachers should adopt a multifaceted approach that addresses these various factors, rather than focusing solely on enhancing job satisfaction.

Qualitative Data

Thematic Insights

After interviewing the eight participants and transcribing their verbatim, the researcher followed the 3C's in identifying relevant information from the individuals' data. Composite descriptions that derived the essence of the phenomenon were developed. The descriptions contextualized "what" they experienced and "how" they experienced the phenomenon. Similar insights were organized into two (2) themes and eleven (11) sub-themes as follows:

Theme 1: Reasons of migrant Filipino teachers for working in the United States of America

- 1.1. Economic Stability Higher Salary Compensation
- 1.2. Competitive incentives for teachers.
- 1.3. Getting insured through health and insurance
- 2.1. Professional Growth and Career Development
- 3.1. Indulging to a new teaching environment.

4.1. Desire for a Better Life for Their Families

5.1. Rise above all deprivation

Theme 2: Challenges migrant Filipino teachers faced in terms of American education system

2.1. Dealing with student misbehavior

2.2. Adapting to new curriculum

2.3. Micromanagement among administrators

2.4. Lack of parental involvement

Theme 1: Reasons of migrant Filipino teachers for working in the United States of America. One of the most compelling reasons teachers pursue employment opportunities in the United States is the promise of high salary compensation. For many educators, particularly those from developing countries, the financial rewards of teaching in America significantly surpass what they would earn in their home countries, making it a strong motivating factor. The majority of teachers shared their reasons for working in the United States of America were based on personal life alleviation from debts, poverty, and other personal issues.

1.1. Economic Stability Higher Salary Compensation

A high salary can undoubtedly be a motivator and contribute to job satisfaction for teachers, including migrant Filipino teachers in the United States. A higher wage can alleviate financial stress (Tsuchiya et al., 2023), which is a significant contributor to overall well-being. It allows teachers to meet their basic needs, support their families (often back in the Philippines), and pursue personal goals. They shared:

It is the salary. Do you know the salary difference between the Philippines and the United States? It's enormous that I'm earning 10 times more here than I did in the Philippines. (Christine's personal communication, December 8, 2024, lines 25,28,35,36)

I would say it's the salary, and I don't want to be hypocritical about it. Earning a month here is like a year of my salary in the Philippines. (Louise's personal communication, December 15, 2024, lines 20-23,25)

1.2. Competitive incentives for teachers. One of the primary reasons many migrant teachers choose to pursue teaching positions in the United States is the competitive monetary compensation offered by schools and districts, which surpasses that of their home countries. They view these incentives as their reward for performing well and being the best in their class, as well as choosing pathways that focus on teaching quality learning to every student. This financial motivation is not merely for personal gain but is deeply connected to their desire to uplift their families, achieve stability, and enjoy a dignified professional life. Migrant teachers are offered competitive incentives to perform better and provide quality instructions for the students and allow them to level up teaching performance. Teachers said:

It is satisfying that the district offered incentives that encourage me even more to work here in the United States. Not to brag, but I felt like I am more valued as an educator here. (Tristan's personal communication, December 26, 2024, lines 69,75,79-80)

Stipend: working in an NES school is mind-blowing. Having a \$10,000 stipend adds inspiration to work even harder. (Andy's personal communication, January 6, 2025, lines 88-89,93-94)

1.3. Getting insured through health and insurance. One of the most practical and pressing reasons many migrant teachers choose to work in the United States is the access to comprehensive health insurance benefits. Migrant teachers view this benefit as another strength that helps them stay protected against the uncertainties their profession can bring, thereby securing their physical and mental health. For teachers from countries where healthcare is either underfunded, unreliable, or personally expensive, obtaining quality health coverage is a significant factor in their decision to pursue opportunities abroad. Comprehensive health insurance is a key benefit for teachers in America (Konen, 2021), but it's not the only one. Teachers often receive good healthcare coverage, more than many in the private sector (Konen, 2021). Some employers provide whole coverage for life insurance policies (Raichel, 2023). In the United States, insurance benefits form an essential part of the compensation and support system for teachers. These benefits not only provide financial protection but also contribute to teachers' physical, emotional, and mental well-being. Teacher's shared:

Insurance is the reason I believe that health is wealth. The insurance covers my physical exams and prescriptions with less to minimal co-pay. (Craig's personal communication, December 17, 2024, lines 150-151, 158-159)

Insurance-wise, I believe that being insured means I am secure, and in case of an emergency due to health-related issues, it's only a minimal co-pay to share, thanks to my insurance coverage. (Luther's personal communication, December 20, 2024, lines 137,140,143)

2.1. Professional Growth and Career Development. For many migrant teachers, particularly from countries with limited educational resources and advancement opportunities, working in the United States represents not just a chance for economic stability but, more importantly, a pathway to professional growth and career development. Migrant teachers believed that working and teaching in America would provide them with better opportunities to enhance their personal and professional impact in the teaching-learning process. The American education system offers a wide range of opportunities that many teachers may not have access to in their home countries. Personal growth is a vital aspect of a teacher's career, significantly impacting their effectiveness and overall well-being. Teacher participants shared:

The other reason is professional growth. America has always been tagged as the land of opportunity. That struck me as I was talking about opportunities and growth holistically. Professionally, I am looking forward to deepening my understanding of the teaching profession. (Christine's personal communication, December 8, 2024, lines 141,143-145)

Well, I think it's more on the professional side. Professionally, you know that you are a teacher in America and, at the same time, thinking of developing your character and skills here. You're not being so dependent, but you know how to explore things out of the box and your comfort zone. To uplift my professional values and teaching skills. (Louise's personal communication, December 15, 2024, lines 51,61-62,64)

3.1. Indulging to a new teaching environment. Moving to a new country to teach is not only a career move it is a transformative life experience. For migrant teachers, especially those from countries like the Philippines, transitioning into a new teaching environment means

embracing a different educational culture, adapting to unfamiliar systems, and redefining their professional identity. This journey involves both challenge and growth. Migrant teachers seek fulfillment in providing and protecting their sanity, moving from the Philippine context of education to another perspective, which leads to their desire for a new teaching-learning environment conducive to their goal of providing quality education. Teachers shared:

I think the working environment. I look forward to a different working environment that is not toxic. When I first arrived five years ago, the school had a welcoming atmosphere. That feeling, them seeing the first Asian Filipino to work in their school. Hahaha. The treatment of my co-teachers and the administration staff was extraordinary. That's why I told myself that I made a good decision to work in the USA. (Craig's personal communication, December 17, 2024, lines 61-62,65,74-77)

It's a change in the teaching environment. In the Department of Education, a significant amount of paperwork consumes time that could be spent teaching children due to the numerous compliance requirements that must be submitted. I find it very satisfying to spend 6-7 hours teaching and handling SPED kids in my classroom in a day. So, I feel like teaching in a new environment gives me better perspectives on my teaching career. (Chelsea's personal communication, January 8, 2025, lines 57-59,63)

4.1. Desire for a better life for their families. One of the most compelling reasons why many teachers from countries like the Philippines seek employment abroad especially in the United States is the deep-rooted desire to provide a better life for their families. Filipino teachers as family-oriented look back on the desire of providing the needs (basic or secondary) of their family back in the Philippines. This motivation transcends professional growth; it is personal, emotional, and driven by love, sacrifice, and hope. Family plays a significant role in the decisions of Filipino teachers to work in America. Their ultimate goal is to provide the needs of their family as part of Philippine culture. Teacher's shared:

The ultimate reason for me is my family. I want to have a better life, not settling for what is enough, but I can provide more and enough needs for my family. Every time they ask for something, I can give them their basic needs. One of my life's dreams is to provide for the needs of my family. (Christine's personal communication, December 15, 2024, lines 323,325-327)

My ultimate reason is my family. Family, because they are the main reason I worked even when I was in the Philippines. The fact that I am working is to provide the things that they need. You know that feeling when you can meet the needs of the family, and that satisfies me as a person. (Tristan's personal communication, January 3, 2025, 197-200)

5.1. Rise above all deprivation. Many migrant teachers, particularly from developing countries like the Philippines, come to the United States in search of better opportunities not only to advance their careers, but also to overcome economic, social, and systemic deprivation experienced in their home countries. Their journey reflects a powerful narrative of resilience, determination, and hope. Migrant Filipino teachers took the challenge and opportunity of working in the United States to provide better chances of providing sufficient needs of personal and family needs. Teachers shared:

Poverty in life probably is a reason because life in the Philippines is indeed a struggle even though you know you have a job, but your earnings is enough and sometimes you need to shell out your own money especially to the needs inside the classroom. So, because of the challenge in life, this pushed me to go further to provide the needs of my family. (Craig's personal communication, December 27, 2024, lines 315-316)

Back in the Philippines, it's the poverty why I am here working for my family. It saddened me to think that we're teachers and sometimes we cannot provide the needs of our family due to insufficient salary. That is the reason why I took this opportunity to teach in America under J1 program. (Chelsea's personal communication, January 16, 2025, lines 233-236)

Theme 2: Challenges migrant Filipino teachers face in terms of the American education system: Migrant Filipino educators have strong educational backgrounds, professional standards, and teaching commitment. However, integration the American education system is a multifaceted process that requires cultural, pedagogical, and personal adaptation. Such challenges may affect their job satisfaction and pedagogical effectiveness. And well-being during the early stage of adjustment.

Migrant Filipino teachers working in the United States face a range of professional, cultural, and emotional challenges as they transition into a new educational environment. Despite these hurdles, many are able to adapt and succeed by drawing on their values, professional commitment, and strong support systems. Their ability to navigate these difficulties demonstrates resilience and dedication to both personal growth and educational service.

2.1 Dealing with student's misbehavior. Student behavior is a vital factor in the classroom climate and teaching effectiveness. For migrant teachers, especially those transitioning from more structured or authority-based education systems like that of the Philippines, handling student misbehavior in the American context can be a challenging cultural and professional adjustment. Migrant teachers find hard time to manage students' behavior due to cultural differences and communication barriers as some students are bilingual speakers. Teacher participants shared:

Dealing with students' behavior is a challenge. I was shocked, as these behaviors are the worst behaviors I have encountered. That feeling they owned you worse and very degrading. (Louise's personal communication, December 15, 2024, lines 131-133, 135-137)

My greatest challenge here is student behavior. I had the experience of being beaten and bruised by my students. I used to be their punching bag. Hahaha. I also have a student who used to spit on me. It's a lot in my class dealing with behavior, so I am always ready. (Chelsea's personal communication, January 8, 2025, lines 118-121)

2.2. Micromanagement among leadership. Micromanagement is a leadership style characterized by excessive control, constant supervision, and lack of autonomy granted to employees. In school settings, when administrators micromanage migrant teachers, particularly those adjusting to a new cultural and professional environment, it can lead to significant challenges that affect both teacher performance and well-being. Teacher participant shared:

My challenge is my admin who used to perform micromanagement in school. I felt like I was controlled with my actions in my class and even having my observation he used to sneak-in and give his comments. It seems like there's no room for error during observations. (Louise's personal communication, December 15, 2024, lines 240-244)

I think it's the admin supervision. His directives are inconsistently implemented. My admin system is not clear to me. Sometimes we are too focused on his goals, and I compromised to give the content and the meat of teaching. (Melissa's personal communication, December 22, 2024, lines 225-227,229)

2.3. Adjusting to the New Education System Curriculum. Transitioning into the American education system poses a significant adjustment for teachers, especially those who are migrating from other countries. The U.S. curriculum emphasizes standards-based, student-centered learning with a strong focus on inclusion, accountability, and cultural responsiveness. For many teachers, especially migrant Filipino educators, adapting to this new framework requires not only professional growth but also cultural and pedagogical flexibility. With the new education system governed by the district, teachers are divided with their thoughts on the implementation of the curriculum and the system itself. Teachers expressed:

It's the adjustment of the curriculum and teaching instructions that has been a challenge for me. The teaching here is way more advanced than where I used to be. Now, learning the new system is somewhat challenging. (Louise's personal communication, December 15, 2024, lines 164-167)

In terms of teaching strategies, this presents another challenge because the district's expectations for our class do not align with the needs of our students. That's why every time they observe my class, I get low scores. (Chelsea's personal communication, January 16, 2025, lines 250-253)

2.4. Parents' involvement in their child's education. Parental involvement plays a critical role in the academic, emotional, and social development of a child. Research consistently shows that children whose parents are actively engaged in their education tend to perform better in school, have higher self-esteem, and exhibit more positive attitudes toward learning. The role of parents goes beyond simply helping with homework it encompasses support, communication, encouragement, and partnership with educators. Teachers shared:

After five years of working in America, parents lack involvement regarding their child's education. Sometimes, it took a week before they responded to my concerns. (Andy's personal communication, January 6, 2025, lines 138, 148-150)

Summary

This study explored the job satisfaction, mental well-being, motivations, and challenges experienced by selected migrant Filipino teachers working in the United States through quantitative and qualitative approaches.

Quantitative findings revealed that teachers reported a moderate level of job satisfaction and a high level of mental well-being. Statistical analysis showed no significant relationships between demographic variables (such as sex, age, civil status, educational attainment, monthly income, and years of teaching abroad) and either job satisfaction or mental

well-being. Additionally, there was no significant relationship between job satisfaction and mental well-being, indicating that job satisfaction is not a predictor of mental well-being among these teachers.

In the qualitative phase, seven major themes with fourteen sub-themes emerged, highlighting the lived experiences and motivations behind the teachers' migration and continued service in the U.S. These themes emerged as teachers are well-compensated for their workload, including high salaries, competitive incentives, living benefits, and insurance coverage. Also, professional and personal growth towards opportunities for advancement and exposure to new teaching environments. Furthermore, family matters give the desire to uplift the family's standard of living and overcome deprivation. However, while the rewards are significant, the challenges are equally real among migrant Filipino teachers, including dealing with students' behavior challenges with generational attitudes, micromanagement, and inconsistent communication. Adjustment to the New Education System Curriculum is another challenge in navigating the demands of the U.S. education system and its curriculum. Despite working in a developed country, the scarcity of teaching resources limits teachers' access to instructional materials. Notable challenge among migrant Filipino teachers is parents' involvement in their child's education, which is observed to lack parental engagement in students' academic lives.

Together, these findings offer a comprehensive view of the motivations, well-being, and challenges faced by migrant Filipino teachers, contributing valuable insight into their professional realities in a global context. These experiences of migrant Filipino teachers paved the way towards resilience, hope, sacrifice, and adaptation—a pursuit of opportunity shadowed by cultural transitions and systemic hurdles.

4.0. Conclusion. Despite facing a complex array of challenges, including navigating cultural and systemic differences within the U.S. education system, Filipino migrant teachers demonstrate remarkable resilience, sustained by strong motivations rooted in financial upliftment, professional advancement, and familial betterment; this suggests that while external factors like job satisfaction may not directly predict their mental well-being, their enduring commitment is driven by a deep sense of purpose and adaptability in pursuing opportunities abroad. The implication here is that supporting these teachers effectively requires not only addressing their practical needs and systemic hurdles but also acknowledging and fostering the intrinsic motivations that drive their success and perseverance. This study also provides a nuanced understanding of the Filipino migrant teacher experience in the U.S., revealing that while financial and professional advancement are strong motivators, enabling moderate job satisfaction and high mental well-being despite various challenges, these well-being aspects are not directly tied to demographic factors or even job satisfaction itself. The general insight is that Filipino migrant teachers exhibit remarkable resilience and adaptability in navigating the complex interplay of opportunities, cultural transitions, and systemic hurdles in their pursuit of a better life, highlighting the importance of acknowledging both the compelling "pull" factors and the significant "push" factors that drive their migration, and the need for tailored support systems to address their unique challenges in a globalized educational landscape

5.0. Limitations of the Findings. The present study recognizes several limitations. Firstly, the research was conducted in the southern states of the United States of America, potentially limiting the generalizability of the findings to other contexts or cultures. Secondly, the study focused on migrant Filipino teachers under the cultural exchange program, or J1 teachers, which may not fully represent the perspectives of all migrant Filipino workers. Thirdly, the research utilized a multimethod approach, which may not represent the whole result

of the other research method. Lastly, while the study addresses job satisfaction, mental well-being, and motivations, it may not capture all relevant factors influencing the experiences of Filipino teachers.

6.0. Practical Applications. The practical value of this study may provide school districts in the United States of America with the baseline data relative to the realization of the foundational thrust of the J1 teachers under the cultural exchange program. First, for school administrators and policymakers: to inform policies and practices that support Filipino teachers, leading to improved retention rates and a more positive work environment. Also, for Filipino teachers, to provide a platform for them to share their experiences and feel understood. In addition, for teacher training programs: to inform teacher training programs in both the Philippines and the U.S., helping to prepare teachers for the realities of working in a new cultural context, and; lastly, for the broader education community: by shedding light on the experiences of Filipino teachers, promoting cross-cultural understanding and appreciation within the education system

7.0. Directions for Future Research. Further research on the stress level of participating in the cultural exchange program. Additionally, track the job satisfaction, mental well-being, and motivations of Filipino teachers over several years to understand how these factors evolve and interact. Also, explore the effectiveness of cultural competence training for school administrators and colleagues in creating a more supportive and inclusive environment for Filipino teachers. Furthermore, researchers may conduct research to compare the experiences of Filipino teachers in different regions of the U.S. or with teachers from other countries to identify unique challenges and best practices. Finally, future research should focus on investigating the role of social support networks in promoting the well-being of Filipino teachers

Proposed Induction Plan

I. Context. J-1 visa-holding teachers bring valuable teaching experience and global perspectives, contributing richly to United States classrooms through cultural exchange and professional service. However, their transition into the American education system is often met with complex challenges, including unfamiliarity with the curriculum, behavioral differences among students, administrative expectations, and cultural adjustments, all while managing the pressure of temporary employment and immigration requirements.

II. Rationale. The proposed Teacher Induction Plan is designed to provide a structured, responsive, and culturally inclusive framework that supports new teachers especially those coming from abroad in their transition into the school system. It aims to foster professional growth, ensure effective integration into the school culture, and build confidence and competence in instructional delivery, student engagement, classroom management, and curriculum implementation.

III. Objectives

1. Ease the professional transition into the American education system through structured support.
 - 1.1. Provide smooth and systemic flow of onboarding process of J-1 teachers through a one-stop onboarding hiring process.
 - 1.2. Create an informative social platform for easy access and support mechanism.
2. Foster cultural adaptation and emotional well-being to minimize stress and burnout.
 - 1.1. Organize talk for migrant teacher educators on coping stress and burnout in the workplace.

- 1.2. Organize a day of cultural exchange event for migrant educators.
3. Promote instructional excellence and compliance with curriculum and district standards.
 - 3.1. Orientation program on the general school and district compliances for better and centralized understanding.
4. Strengthen teacher retention and satisfaction throughout the program duration.
 - 4.1. Provide coaching and mentorship for migrant teachers through active communication and support system.
 - 4.2. Orientation on the benefits of migrant teachers not only limited to insurance, incentives and bonuses but also for future direction of visa status.
5. Encourage reflective practice and leadership growth among globally recruited educators.
 - 5.1. Provide opportunities for teachers to benchmark with veteran and fellow J-1 teacher exchange on their best practices.

IV. Implementation Plan: School Year (August-June)

V. Monitoring and Evaluation

- Structured observations by administrators with constructive feedback through spot observations.
- Cycle performance reflections and goal setting with mentors (Beginning of Year (BOY), Middle of Year (MOY), End of Year (EOY)).
- Opportunity for J-1 teachers to showcase lessons and best practices for cultural exchange activities.



Key Area	Objective/s	Strategies	Participants	Budget	Timeline	Success Indicators
Mental Well-being	Foster cultural adaptation and emotional well-being to minimize stress and burnout.	Organize talk for migrant teacher educators on coping stress and burnout in the workplace.	-Migrant Filipino Teachers -School Administrators -District Personnels -Cultural Exchange Coordinator	\$100/teacher	August-June -integrated during Professional Development Day (PD)	-Reflection Paper -Attendance
	Promote instructional excellence and compliance with curriculum and district standards.	Orientation program on the general school and district compliances for better and centralized understanding.	-Migrant Filipino Teachers -School Administrators -HISD Personnels -Cultural Exchange Coordinator	\$100/teacher	August-April	-Reflection Paper -Attendance
	Organize a day of cultural exchange event for migrant educators	Cultural Exchange Week Program	-Migrant Filipino Teachers -School Administrators -HISD Personnels -Cultural Exchange Coordinator	\$1500.00	-December -February	-Cultural Exchange Output to visa sponsors

Key Area	Objective/s	Strategies	Participants	Budget	Timeline	Success Indicators
Job Satisfaction	Provide coaching and mentorship for migrant teachers through active communication and support system.	Peer-lead conference (PLC) on Spot observation coaching and mentoring	-Teacher -Appraiser	N/A	September-May -twice every month	-Spot observation -Appraiser and teacher reflection notes
	Provide opportunities for teachers to benchmark with veteran and fellow J-1 teacher exchange on their best practices.	Benchmarking activity through formal and informal observations	-Teacher -Appraiser	100/teacher	December-(BOY) April – (MOY)	-Reflection notes -Spot observation notes

Key Area	Objective/s	Strategies	Participants	Budget	Timeline	Success Indicators
Other Concerns	Provide systemic flow of hiring process -During Pre-Hire -After Pre-Hire	Organized one-stop onboarding system for migrant Filipino teachers -fingerprinting	-HISD HR Personnels - Cultural Exchange Coordinator	N/A	July-August	-hired job offer letter -HISD Badge -Clearance to report to school

During the Pre-Hire Process				Level School/District
Activities	Action Needed	Persons Involved	Time Frame	
Contract & Offer Sent	Hiring Manager/Principal sends recommendation for job offer	Principal/ Hiring Manager	March-August	School
Candidate Acceptance	Candidate accepts job offer and completes online forms	Applicant	March-August	School
Document collection	Candidate gathers and collects pertinent documents	Applicant	March-August	School
Pre-Hire Session	Candidate attends Pre-Hire Session and submits required documentation	Candidate and HISD HR	June-August	District
Verification of Records	Candidate submits transcripts & service records	Candidate and HISD HR	June-August	District
You're Hired!	Candidate is given a start date	HISD HR	July	District

After the Pre-Hire Process			
Objectives	Topic	Persons Involved/ Department	No. of Hours
Provides an overview of HISD education system (NES/ Non-NES)	Teaching Framework	Executive Director, Curriculum Design	1hr.
Orient teachers on the health benefits and insurance	Teacher Benefits Orientation	Benefits Department	1hr.
Orientation on the salary, payroll schedule, incentives, and the Teacher Retirement System	Salary Schedule Orientation	Compensation Department	1hr.
Orient teachers on the district compliances and visa sponsors	Cultural Exchange Compliance	Recruitment Coordinator; Talent Acquisition	1hr

Provide teachers with an overview of how the cultural exchange program works with the support system	Cultural exchange Testimonies	Recruitment Coordinator; Talent Acquisition/ J1 Teacher Representatives	1hr.
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Provide teachers with an overview of how the cultural exchange program works with the support system	Cultural exchange Testimonies	Recruitment Coordinator; Talent Acquisition/ J1 Teacher Representatives	1hr.
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