

Lived Experiences of Filipino Teachers in Indonesia

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Abstract:

An increasing number of Filipino educators are pursuing overseas teaching opportunities, particularly in Southeast Asia, with Indonesia emerging as a key destination due to its proximity and demand for educators. This study explored the experiences of five Filipino teachers who have taught in Indonesian schools for at least five years, focusing on their motivations, challenges, and professional growth. Using a quantitative research design and thematic analysis from in-depth interviews, the study identified seven key themes: motivations for teaching abroad, expectations versus realities, challenges adapting to Indonesia's education system, cultural and language barriers, professional growth opportunities, coping strategies, and future teaching outlooks. Findings revealed that career advancement and financial stability drive teachers to work abroad, though initial expectations often differ from actual experiences, requiring cultural and pedagogical adjustments. Teachers face systemic issues, language barriers, and bureaucratic hurdles, but navigate these through resilience, workplace adaptability, and professional networks. Despite the challenges, Filipino educators remain committed to international teaching, viewing it as a means to enhance their skills, contribute globally, and foster intercultural understanding.

Keywords: Lived Experiences, Filipino Teachers, teaching in Indonesia, Employment Opportunities abroad, Teaching Abroad.

Introduction:

Nature of the Problem

A growing number of Filipino educators are seeking employment opportunities overseas, especially in Southeast Asia, due to the quick globalization of education. According to Baysa (2024), Indonesia has become a popular destination because of the great demand for highly qualified teachers in various subject areas. Although Filipino educators offer significant knowledge and cutting-edge teaching strategies, little is known about their personal and professional experiences in Indonesia. This study aims to thoroughly examine their experiences, stressing the difficulties they encounter, the chances they have, and the wider implications for international teacher mobility.

Among the many difficulties Filipino educators face in Indonesia are linguistic hurdles, cultural assimilation, employment laws, and professional certification. Due to the major differences in curriculum structure and teaching approaches between Indonesia and the Philippines, many people find it challenging to adjust to the Indonesian educational system (Hapsari & Priyono, 2022; Baysa, 2024). Their move is made more difficult by getting their credentials recognized and navigating local teaching policies, highlighting the necessity of extensive support networks to facilitate their professional adjustment (Suryani et al., 2023).

Filipino teachers in Indonesia encounter a number of difficulties, according to Kasulotan (2024), such as sociocultural disparities, restrictions on their ability to practice their religion, and workplace customs that are different from those in their native country. Another layer of complexity is adapting to the local approach to curriculum implementation. Their difficulties are exacerbated by financial limitations, visa requirements, and worries about job stability, underscoring the need for a more thorough investigation of how these elements affect their professional growth and general well-being.

Filipino educators in Indonesia find significant chances for career promotion, cultural interchange, and professional development despite several obstacles. Their global teaching experience broadens their perspectives on global education and improves their pedagogical abilities. Intercultural understanding is promoted, and innovative teaching methods are stimulated by participation in exchange programs and cooperative projects with Indonesian peers. Furthermore, by bringing a variety of teaching approaches and skills to Indonesia, Filipino educators enhance the country's educational system, which benefits both students and institutions (Capili, 2018).

This study closes that gap by providing qualitative insights into their professional development, resilience, and adaptation. It seeks to assist stakeholders, institutions, and policymakers in comprehending the reality faced by Filipino teachers overseas by chronicling their experiences.

Current State of Knowledge

In this study, seven (7) themes emerged and these are: Motivations for Teaching Abroad, Expectations vs. Realities, Challenges in Adapting to Indonesia's Education System, Cultural and Language Barriers, Professional Opportunities and Growth, Coping Strategies, and Future Perspectives on Teaching Abroad.

Motivations for Teaching Abroad. Most Filipinos who are attracted to teaching work abroad are deciding based on various reasons, and on top of them are financial considerations for their family, seeking career improvement, and personal development, among others. According to Domingo (2024), some of the primary reasons why female teachers wanted to work abroad include: monetary reasons, career opportunities, personal reasons, and other factors such as friends or family convincing them to work abroad, and many others.

Local Filipino teachers who work abroad often want to pursue teaching roles in other parts of the world and avail themselves of higher salaries to provide for their families and, of course, their needs. Teachers in Indonesia have greater opportunities to experience diverse educational methodologies, which allows them to improve their teaching skills and expand their professional competencies (IPGCE). As international teachers, their credentials improve, and their competitive edge as teachers also increases. Also, these Filipino teachers who are well-adjusted to teaching different cultures are said to have higher competencies and stronger skills (The Pinoy OFW, 2024).

The idea of being immersed in diverse cultures, traditions, and societal norms, aligning with their aspirations for personal growth, self-discovery, and independence, motivates many Filipino teachers to work abroad rather than stay here, according to DepEd Bataan.

In this country, perennial issues such as overcrowded classrooms, limited teacher training, and system-wide issues cause teachers to look for better working environments, such as abroad. Recently, many teachers work abroad because of exchange programs or recruitment initiatives designed to make Filipino teachers of international caliber.

These motivations provide teachers with significant insights into the lived experiences of Filipino educators in Indonesia, highlighting the balance between opportunity and adaptation as they navigate career progression, cultural integration, and systemic challenges (DepEd Bataan).

According to Magonsik (2025), the movement of local teachers has increased significantly, affecting both the countries where they came from and the places where they move to. Without a doubt, educators leave their teaching profession in the Philippines to look for better salaries, professional growth, and a better workplace. Examining the factors driving this decision is significant in addressing the difficulties related to teacher retention and mitigating the impact of brain drain within the education sector.

Garcia & Thompson (2017) noted that some teachers are motivated by chances for professional growth, exposure to cutting-edge educational systems, and the chance to improve their instruction.

Similarly, Lee and Tan (2018) emphasize that teachers looking for opportunities overseas are strongly drawn to personal development and enhanced quality of life (ResearchGate). However, as Dela Cruz (2017) explains, systemic issues inside the Department of Education (DepEd), such as heavy workloads, bureaucratic difficulties, and inadequate compensation, serve as important push factors.

Torres and Gomez (2019) have highlighted the cultural factors that influence these choices, pointing out that the Filipinos' innate reliance on family duties and obligations heightens their desire to look for better possibilities abroad.

Expectations vs. Realities. In Indonesia, Filipino educators relocating there mostly expect a career shift, good income, and smoother cultural integration. However, their experiences may not be uniform due to system adjustments, socio-cultural differences, and instructional difficulties, which can shape their adaptation to the new environment. Understanding these processes is key in examining how these moving teachers manage their new environments and cope well to address these personal issues (Allyson, 2024).

According to UNESCO (2020), most Filipino teachers wanted to teach in international schools with expectations of higher remuneration and better self-benefits than local employers, making it appear that employment abroad is always financially attractive. Of course, career advancement and exposure to other educational systems are a plus factor, which can enhance their competencies and broaden their teaching strategies. Furthermore, Southeast Asians possess within their heritage the ability to blend in and achieve smoother cultural integration, as similarities in traditions and societal norms may ease their transition into new environments (UNESCO, 2020).

The research study of Tsang (2018) highlighted challenges that Filipino teachers have had while teaching in Indonesia, including salary disparities resulting from contractual differences between local and foreign teachers. Equally, the issue of limited work promotion opportunities often restricts foreign educators from assuming school leadership roles. Cultural adaptation remains another significant hurdle, as language barriers and variations in classroom dynamics require migrant teachers to develop effective coping strategies to integrate successfully into their new environments.

The experiences of Filipino pre-service teachers in Indonesia showed that while teachers wanted to smooth integration, they faced financial difficulties, health issues, and socio-cultural shock, among others. However, these difficulties started in them some level of resilience and higher adaptability skills, which enabled them to have essential cross-cultural competencies and professional growth opportunities, according to Allyson (2024).

Afdal (2023) looked at the discrepancy between Indonesian teachers' personality expectations and reality, emphasizing that teachers frequently struggle to live up to student expectations, especially regarding communication, responsiveness, and adaptability. According to the study, to ensure effective engagement and classroom dynamics, Filipino teachers may need to modify their teaching strategies to suit the learning preferences of Indonesian students better.

Usually, most Filipino teachers expect a smoother social and cultural transition in Indonesia, warmer acceptance due to shared Asian traditions, some ease in building professional and social networks, and minimal difficulties with the spoken language. However, some research studies indicated huge differences in actual experiences versus expectations. Many teachers encountered social isolation, as they could not join the circle of locals, making it challenging for newcomers to integrate. Language difficulties can impede effective communication and classroom involvement, especially in areas where English is not the primary language. In order to manage variations in teaching methods and social norms, one must be patient and possess great intercultural competency. Cultural misconceptions also occur (Afdal, 2023).

Challenges in Adapting to Indonesia's Education System. Filipinos in Indonesia despite their high teaching skills and competence, must navigate differences in curriculum, teaching styles and strategies, ways to engage students, and the school support system. These adjustments significantly influence the process of adaptation of Filipino teachers abroad, requiring more flexibility and intercultural skills to effectively blend themselves into Indonesian classrooms (Cahya et al., 2024).

Resilience, creativity, and intercultural competency are ways that Filipino educators in Indonesia adjust. To improve the experiences of migrant educators, policy changes, teacher preparation initiatives, and cross-cultural teaching techniques can all benefit from an understanding of these difficulties (Allyson, 2024).

Additionally, Allyson (2024) explored the experiences of Filipino SEA-Exchanged Pre-service Teachers in Indonesia. The study discovered that the international exchange program helped participants become more resilient and adaptable despite financial limitations, health issues, language obstacles, and cultural shock. Teachers improved their teaching strategies, acquired critical cross-cultural competences, and acquired a global perspective due to this experience. Their experience was further enhanced by the friendships and professional networks they made throughout the exchange, highlighting the program's function in equipping educators for success in a world that is becoming more interconnected by the day.

When Filipino educators move to Indonesia, they frequently expect to find familiar curricular structures but also face significant variances that require adaptation. Since Indonesia uses a competency-based framework that may differ from the Philippine system, national curricular variances represent a significant barrier (Garcia, 2023).

Language hurdles also present challenges since, although English is utilized in some schools, Bahasa Indonesia remains the major language of instruction, requiring modifications to teaching methods. Furthermore, there are differences in assessment styles as Indonesian schools strongly emphasize holistic learning strategies, which may trigger Filipino teachers to re-adjust their adaptation process and grading and evaluation procedures to conform to local norms in Indonesia (Rahman, 2024).

Cultural and Language Barriers. Filipino teachers in Indonesia have been subjected to various cultural and social challenges, but all these are observed to help them succeed with their adaptation process. Even though both countries have aspects of Southeast Asian culture in common, linguistic barriers, classroom dynamics, and social expectations frequently lead to challenges that call for adaptability and intercultural competency (Quitolbo, 2024).

The differences in the spoken language remain a significant issue for Filipino teachers in Indonesia, as they need to adjust rapidly and efficiently to communicate well and effectively deliver lesson content to younger students. Comprehension issues among students arise because English is not the first or second language of so many students, so teachers have to modify their instructional strategies. Filipino teachers frequently employ code-switching and

translanguaging to bridge communication gaps, blending English, Bahasa Indonesia, and Filipino to facilitate understanding and classroom interaction (Prasetya, 2021).

The study of Prasetya (2021) investigated the experiences of Filipino pre-service teachers in Indonesia and revealed how they used multilingual techniques to get beyond language barriers. Based on in-depth interviews, classroom observations, and teaching diaries, the study found that teachers utilized English as a lingua franca even if students were unfamiliar with it. Teachers overcame communication obstacles and created more productive learning environments by using translanguaging. You can delve deeper into the research.

Professional Opportunities and Growth. Experience teaching abroad helps Filipino educators improve their credentials and expand their opportunities in international education (Suarez, 2025). In order to gain competence in a variety of educational frameworks, many educators work in institutions that use the IB, Cambridge IGCSE, or hybrid international curricula (Teaching Nomad, 2025).

It is commonly expressed that teaching in Indonesia provides opportunities for career advancements, as teachers develop cross-cultural skills that make them more suited for diverse teaching conditions. These experiences open various opportunities for leadership roles, teaching positions abroad, and broader career options beyond the Southeast Asian Region (OFW Jobs, 2025).

Coping Strategies. In Indonesia, Filipino educators face systemic, cultural, and professional obstacles that require flexible coping strategies. Their tactics, which enable them to function effectively in new situations, frequently exhibit resiliency, ingenuity, and intercultural competency. Nonetheless, they exhibit resilience by using social, professional, and psychological coping mechanisms. By comprehending these dynamics, migrant educators' experiences can be improved through cross-cultural education techniques, legislative changes, and teacher training programs (Rabago, 2017).

By preserving social ties, practicing mindfulness, managing stress, and using positive framing, Filipino educators use a variety of mental and emotional resilience strategies to cope with stress and adaptation issues. Filipino educators in Indonesia exhibit resilience through social, professional, and psychological coping mechanisms. Understanding these mechanisms can inform teacher training programs, policy improvements, and cross-cultural education strategies to enhance the experiences of migrant educators.

Theoretical Underpinnings

This study adopted the Hermeneutic Phenomenology Theory by Max Van Manen's (1990) which prioritizes analyzing and comprehending people's lived experiences, is the foundation for this investigation. It is especially well-suited to examining the realities of Filipino teachers in Indonesia because of its emphasis on revealing profound, subjective meaning.

Using this paradigm, the study may investigate how Filipino instructors perceive and manage their journey inside a foreign educational system, going beyond just summarizing their experiences in Indonesia. Van Manen's approach, which places a higher priority on interpretation than traditional phenomenology, is ideal for analyzing the opportunities and challenges from an emotional, cultural, and professional standpoint.

Through the perspective of Van Manen's Hermeneutic Phenomenology, teachers' experiences can be comprehended in their larger institutional, cultural, and sociopolitical contexts. This paradigm makes it easier to analyze how these elements influence the identities and viewpoints of educators. Reflective inquiry, essential to Van Manen's methodology, pushes researchers to actively listen to participant narratives while critically evaluating their theories about the phenomenon. Stories, anecdotes, and thematic analysis are all used in this methodology to successfully capture the richness and substance of instructors' real-world experiences.

Objectives

This study sought to vividly explore, describe, and phenomenologically analyze the lived experiences of Filipino teachers in a highly urbanized district of an Asian Country. Specifically, this study sought to: 1) determine what made Filipino teachers decide to pursue a teaching career abroad; 2) explore the challenges and struggles those Filipino teachers encountered while teaching in a foreign land; 3) determine the strategies of Filipino teachers in coping with challenges and converting them into opportunities; and determine participants' reflections or learnings as educators in a foreign land.

Methodology:

This section presents the discussion of the research methodology used, the subjects and respondents of the study, the research instruments used, the validity and reliability of the instruments, the procedure for data gathering, and the statistical tools and procedure for data analysis.

Research Design

A qualitative research design was used in this study to highlight the lived experiences of Filipino teachers who are currently teaching in Indonesia.

A qualitative research design is essential for studying the lived experiences of Filipino teachers in Indonesia because it allows for a deep, nuanced exploration of their personal, professional, and cultural adaptations. Unlike quantitative approaches, qualitative research prioritizes subjective narratives, enabling researchers to capture the complexities of teacher mobility, systemic educational challenges, and intercultural interactions, says Hammarberg (2016). Polit and Hunger (2013) describe qualitative research as holistic, as it concerns people in their immediate environment. In the discussion on the nature of qualitative research, Holloway and Wheeler (2014) state, "qualitative research is based on the beliefs that knowledge is a social construct". Using this framework, the researcher accepts that she and the participants have their values and realities, resulting in many realities.

Participants of the Study

Using purposive sampling, the participants of the study were the five female Filipino teachers who worked in Indonesia for at least five (5) years. A sample size of five is common in qualitative research, particularly when utilizing case vignette construction and thematic analysis, where depth outweighs breadth. The researcher selected an all-female population as participants out of the desire to explore gender-specific experiences in teacher mobility, professional adaptation, and cultural integration.

Instrument

To effectively capture the lived experiences of Filipino teachers in Indonesia, the data-gathering instrument was designed to elicit rich, narrative-based responses that align with thematic analysis and case vignette construction. The researcher used a semi-structured interview guide. The primary instrument was a semi-structured interview, allowing flexibility while maintaining consistency across informants. Each interview followed a guided conversation format, ensuring in-depth responses while allowing participants to share personal insights beyond predetermined questions. The questions will be categorized under five core themes, ensuring focused exploration of key areas.

Procedure for Data Collection

The researcher sought permission from the School Heads of each of the five (5) participants. After the approved letter was secured, the one-on-one interview was scheduled and conducted at the date and time most convenient to the participants and the researcher. The interview format and administration of the data gathering were composed of three significant parts: mode of conversation, duration, recording, and transcription. As to the duration of the interview, the participants were given a heads-up that the interview may take 40 minutes to an hour, depending on how the interaction runs during the course of the interview. The average duration of the interview was 45 minutes per informant.

Procedure for Data Explication

The face-to-face interviews were video recorded through a cellphone and transcribed verbatim, and the transcripts were subjected to coding and analysis. Given the emergent nature of the data and the importance of letting participant voices be heard, a data-driven inductive thematic analysis method was used, allowing themes to develop directly from the data without any pre-existing model or framework. Data analysis in qualitative research is a creative process, and for this study, the six-step thematic analysis by Willig & Stainton (2017) was used.

Ethical Considerations

The principle of voluntary participation was followed, which means that the informants have verbal and written expression of willingness to participate in the conduct of the study. This was secured through a written informed consent, where, after a short briefing by the researcher on the conduct of this study, the informants agreed to sign the "informed consent" form. The researcher maintained the anonymity of the informants' details vis-à-vis their responses to interview questions. To strengthen this part, the researcher provided the gatekeepers and informants the power to approve or disapprove all or parts of the transcribed interview through a consent form. The informants were informed that they could withdraw their participation at any point in this research study voluntarily. Anonymity would still be assured in the study report.

Results and Discussions:

Thematic Analysis

Common themes among Filipino instructors in Indonesia are highlighted by this thematic analysis, which also identifies important areas for professional development, adaptation, and systemic suggestions for foreign teachers. This discussion offers a wider academic viewpoint by incorporating relevant studies, highlighting the significance of professional networking, cultural adaptation, and preparedness for Filipino teachers working overseas.

Theme 1: Motivations for Teaching Abroad

Filipino educators choose to teach abroad for a variety of reasons, such as developing their specializations, exploring different educational environments, and advancing their careers. According to studies, the main reasons Filipino educators look for chances overseas are financial considerations, opportunity for professional development, and exposure to the world.

Career advancement is one of the main drivers of Filipino teachers' foreign migration. Due to a lack of funding and pay restrictions, the Philippines frequently lacks the higher compensation, better benefits, and career mobility that the worldwide demand for qualified educators has made possible. According to research on migrant teachers in Southeast Asia, the benefits of work security and financial stability overseas outweigh the difficulties of adjusting to a new culture and career (Rodrigues et al., 2020). In contrast to their pay in the Philippines, Filipino teachers frequently make two to five times as much abroad nations like the US, the Middle East, and some regions of Asia. The potential to send money home and give their families a higher quality of life continues to be a powerful motivator (Macapagong, et al., 2023).

In Lutayan District II, Sultan Kudarat Division, Magonsik (2025) carried out a study with the goal of investigating the lived experiences of educators who have left DepEd to teach overseas, as well as the factors that impacted their choices and the possible effects on the local educational system. A qualitative research design, specifically story inquiry, was used in the study. According to the findings, teachers are driven to quit DepEd in search of greater pay, more favorable working conditions, and access to cutting-edge technologies overseas. Important roles are also played by elements including better work-life balance, family concerns, cultural experiences, professional growth chances, and discontent with DepEd. Higher compensation, less demanding workloads, greater resources, and more chances for professional development and personal fulfillment are all provided by teaching abroad. Migration decisions are mostly driven by financial factors, such as greater pay and benefits, along with prospects for professional advancement and personal goals like family reunion. While some teachers thrive overseas, others struggle to adjust, and the Philippines is seeing a brain drain as a result of the exodus of seasoned educators.

Career Advancement: Whether in higher education, SPED, private schools, public education, or ICT integration, many participants aimed for professional development. Filipino teachers who work abroad frequently enjoy more pay, greater career mobility, and access to advanced training programs, claim Macapagong et al. (2023).

According to Reyes et al. (2020), a lot of Filipino educators see teaching abroad as a means of enhancing their professional growth, obtaining international teaching certifications, and expanding their credentials. Teachers can participate in international academic debate by taking use of research partnership opportunities provided by higher education institutions in the United States, Qatar, and Indonesia (Schonfeld et al., 2017).

Regarding pedagogical shifts, a study by Rodrigues et al. (2020) discovered that migrant teachers frequently bring cutting-edge methods back to their home countries after returning, bridging global best practices with Philippine education. International teaching enables Filipino educators to experiment with alternative teaching methodologies, such as student-centered learning models, technology-integrated instruction, and interdisciplinary approaches (Bassett, 2018).

The participants saw Indonesia as a chance to broaden their knowledge outside of the Philippine system. Filipino teachers in Qatar had to adjust to different student requirements and pedagogical techniques due to multicultural classroom dynamics, according to Reyes et al. (2020).

It is good to note that some teachers choose to teach overseas in order to focus on specialized fields such ICT-integrated instruction, higher education research, and special education (SPED). In terms of SPED advocacy, Filipino SPED teachers that relocate to nations such as Canada and Indonesia frequently seek to fortify inclusion policies in overseas educational establishments. By assessing variations in educational frameworks, student accommodations, and institutional support, some educators seek to compare the implementation of SPED across nations (Sumalinog, 2018).

Theme 2: Expectations vs. Realities

Although many Filipino educators anticipated parallels between the educational systems of the Philippines and Indonesia, they were surprised to find notable variations in student participation, teaching approaches, and institutional frameworks. It was difficult to make the transition from organized instruction to inquiry-driven learning. According to Bassett (2018), Filipino teachers working overseas frequently find it difficult to adapt to student-centered learning methods.

Theme 3: Challenges in Adapting to Indonesia's Education System

Filipino educators had to deal with institutional difficulties, pedagogical disparities, and restrictions imposed by SPED policy. Teachers used to organize instruction found it challenging to transition from lecture-based to inquiry-driven methods. Filipino teachers must create flexible teaching methods to meet global pedagogical standards, according to Al-Wadi & Alghazo (2019).

Theme 4: Cultural and Language Barriers

Filipino teachers faced difficulties adjusting to workplace procedures, student engagement, and Bahasa Indonesia.

Bahasa Indonesia: Some initially spoke English, but in order to communicate better, they later picked up some rudimentary Bahasa. According to Medved et al. (2013), language immersion programs may hasten the development of proficiency among foreign teachers.

Workplace Practices: Changes had to be made to conform to local traditions, dietary preferences, and cultural expectations. According to Slogoski (2014), cross-cultural training is necessary since Filipino teachers overseas frequently encounter cultural misconceptions.

Theme 5: Professional Opportunities and Growth

According to Sumalinog (2019), gestures, simplified language, and visual aids all benefit in bridging communication barriers. **International Conferences & Training:** Many improved their teaching methods by attending workshops on pedagogical innovations.

Filipino educators working overseas frequently obtain specialized training in instructional technologies and curriculum creation (Macapagong et al. (2023).

Collaboration with Local Educators: Professional networks were reinforced by a shared understanding of teaching practices and SPED inclusion. According to Reyes et al. (2020), cross-cultural cooperation encourages creative teaching methods.

Learning by Improvisation: Institutional constraints were viewed by some educators as a chance for creativity and adaptability. According to Rodrigues et al. (2020), Filipino educators working overseas frequently come up with innovative ways to deal with resource limitations.

Theme 6: Coping Strategies

Filipino teachers developed various coping mechanisms to navigate professional and cultural challenges. Filipino teacher networks and online support groups helped with adjustment. Hsiao-ping et al. (2015) emphasized that social support systems reduce stress and improve expatriate teacher retention. Teachers modified lesson structures, teaching methods, and learning approaches to fit their environment. Bassett (2018) found that adaptive teaching strategies improve student engagement and teacher satisfaction.

Recognition for Innovations: Some teachers gained institutional acknowledgment for their hybrid teaching models and pedagogical shifts. Schonfeld et al. (2017) noted that Filipino educators abroad often receive awards for innovative teaching practices.

Theme 7: Future Perspectives on Teaching Abroad

The teachers who participated in this study expressed their undue willingness to remain here as teachers and in fact recommend to others to take the same chance to have a brighter career path. **Positive Outlook:** According to Reyes (2020) majority of the Filipinos who teach abroad greatly value their cross-country experiences, based on their own experiences. Training in cultural sensitivity and knowledge of policies prior to relocation were among the recommendations. According to Medved et al. (2013), pre-departure orientation sessions increase the success rates of foreign teachers.

Specialization Growth: International cooperation proved to be beneficial for those engaged in research and ICT development. Filipino teachers working overseas support international educational changes (Rodrigues et al., 2020).

Conclusions:

Filipino teachers abroad are motivated by professional and economic motives, with career advancement and financial security as major motivators. Initial assumptions and actual experiences rarely align, necessitating pedagogical and cultural adaptation by educators. Systemic changes are required to address issues with pedagogy, institutional bureaucracy, and special education to enhance the integration of foreign teachers. Cultural barriers impact teachers' adjustment; language competency and workplace flexibility are necessary for a successful transition. Filipino teachers actively influence their experience teaching abroad, using professional networks and coping mechanisms to increase their efficacy. Despite obstacles, teachers are steadfastly dedicated to international education, seeing its importance in broadening their knowledge and making a global impact.

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