

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. This multimethod study investigates the job satisfaction, mental well-being, and motivations of migrant Filipino teachers in the United States during the 2024-2025 school year to develop a proposed induction program. Quantitative results indicated that while compensation boosts well-being, no significant relationship exists between job satisfaction and mental well-being; teachers reported moderate satisfaction but high mental health. Qualitative findings revealed that financial stability and professional growth are key motivators, though teachers face challenges regarding student behavior, resource scarcity, and parental involvement. Despite these hurdles, participants demonstrated significant resilience. The study concludes that US school districts must tailor support systems to these specific needs. These findings offer actionable data for policymakers to improve retention and cultural competence training. Future research should focus on longitudinal trends and social support networks to further understand and enhance the experience of teachers under the cultural exchange program.

1.0. Introduction

Job satisfaction for migrant teachers is a multifaceted issue shaped by personal, professional, and contextual factors. While conducive working conditions and fair remuneration are fundamental (Sahito & Väisänen, 2020; Carvalho & James, 2023), the migrant experience adds layers of complexity involving cultural adaptation and navigation of foreign systems. Teachers often struggle to integrate into new societies (Zakariya et al., 2020), facing language barriers and differing pedagogical expectations. Furthermore, leadership styles within the host country significantly impact their professional identity and sense of belonging (Ismail, 2019; Hoang, 2022).

These integration challenges and acculturative stressors heavily influence the mental well-being of migrant teachers, often exacerbating burnout (Beames et al., 2021; Ranjbaran, 2023). To counter this, it is crucial to foster positive work environments, provide tailored

professional development, and offer accessible mental health support (Sohail et al., 2023; Liu et al., 2018; Gakinya et al., 2022). Although implementing such support systems can be difficult (Goodwin et al., 2021), prioritizing the well-being of migrant educators is essential for ensuring their success and building resilient education systems (Falk, 2021).

Filipino migrant teachers in the United States specifically navigate a complex intersection of satisfaction and mental health (Capone et al., 2022). While they value the opportunity to advance their careers and contribute to the US system (Reyes et al., 2020), they contend with discrimination, cultural adjustment, and separation from family (Fabella et al., 2022). Despite research suggesting they may find higher satisfaction with colleagues in the US than in the Philippines, the mental toll of migration remains significant. Consequently, cultivating positive workplace emotions and strong support networks is vital for their retention and health (Dreer, 2021).

Foreign-born educators constitute a significant portion of the US teaching workforce (Furuya et al.,

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2019), with recent waves of Filipino teachers arriving on J1 visas to fill specialized roles in districts like Houston. Driven by the desire to support their families and elevate their professional morale, these teachers endure significant financial and bureaucratic hurdles to work in America. However, the reality of culture shock, pressure, and homesickness leads some to leave their positions prematurely. This contrast between professional aspiration and the harsh realities of adjustment prompted this research into their job satisfaction and mental well-being.

While existing literature explores the general well-being of overseas Filipino teachers (Oducado et al., 2024; Singh & Gautam, 2024), a gap remains regarding the specific motivations for choosing the US and the nuances of adapting to American educational culture. Previous studies on Overseas Filipino Workers (Silva et al., 2020; Zarsuelo, 2018) often lack a focused analysis on educators, missing the intersection of cultural stigma, financial barriers to mental healthcare, and specific professional challenges. This study aims to fill that void by examining the unique needs and support systems relevant to this population.

This study determined the relationship between job satisfaction, mental well-being, and motivating factors for Filipino teachers in the US during the 2024-2025 school year. It also assessed satisfaction across dimensions such as salary, supervision, and coworkers, correlating these with demographic variables like age, income, and tenure to identify significant relationships and predictive links. Specifically, the research sought to determine if job satisfaction predicts mental well-being and how these factors vary by demographic groups. The findings served as the basis for a proposed induction program designed to support migrant Filipino teachers.

2.0. Framework of the Study

This paper posits that job satisfaction is a critical determinant of mental well-being for migrant Filipino teachers in the United States, shaped by sociodemographic factors such as age, sex, and civil status. This analysis is anchored on the Job Demands-Resources (JD-R) theory, which highlights the interplay between workplace obligations and available support (Bakker & Demerouti, 2017).

Relative to this study, the JD-R theory elucidates the specific challenges faced by Filipino educators navigating a foreign school system. Unique demands, including cultural adjustments, language barriers, and unfamiliar teaching practices, can severely impact mental health if left unmitigated. If schools fail to provide necessary resources like mentorship or peer support, these teachers may experience isolation and overwhelm. However, a resource-rich environment enables them to effectively manage cross-cultural

challenges, thereby securing both job satisfaction and psychological well-being.

Finally, the study acknowledges that individual traits and socio-demographics significantly influence how these workplace dynamics are experienced. Personal resources such as self-efficacy and optimism empower teachers to navigate obstacles, while factors like income, educational attainment, and family structure create varying layers of complexity. For instance, the stressors facing a single, novice teacher may differ vastly from those of an experienced, married educator. Understanding this intersection of job demands, personal resources, and demographics is vital for creating targeted interventions for Filipino teachers in the U.S.

3.0. Methodology

Research design. Research design. This study employed a multimethod, descriptive-correlational research design to examine the interplay of job satisfaction, mental well-being, and demographic factors among migrant Filipino teachers in the United States. By integrating qualitative and quantitative techniques, this approach enabled methodological triangulation, facilitating robust hypothesis testing and a deeper understanding of the multilevel phenomena influencing teacher well-being (Knappertsbusch et al., 2021; Sharma et al., 2023; Wellman et al., 2023). The study first described the population's job satisfaction and mental well-being across demographic groups (sex, age, civil status, education, income, and tenure) before analyzing correlations between these variables. Finally, it assessed the predictive relationship between job satisfaction and mental health to determine if higher satisfaction correlates with better well-being outcomes.

A. Quantitative Phase

The study focused on 148 migrant Filipino teachers working in the United States during the 2024-2025 school year. To ensure a representative sample and minimize selection bias, a stratified random sampling technique was employed to select participants from diverse subgroups within a specific southern state (Thompson, 2020). This methodological approach facilitated the collection of generalizable data from the target population.

Table 1

Distribution of Respondents

Division	N	n	%
A	65	40	27.0
B	65	40	27.0
C	55	34	23.0
D	55	34	23.0
Total	240	148	100.0

Data was gathered using a three-part standardized survey. The first section collected demographic information, while the second utilized the Job Satisfaction Scale (Spector, 1985, 1997) to assess facets such as pay, promotion, and workplace communication.

Degree of Job Satisfaction Scale

Scale	Mean Range	Verbal Description	Verbal Interpretation
4	3.25 - 4.00	Strongly Agree	The respondents are highly satisfied with their jobs.
3	2.50 - 3.24	Agree	The respondents are satisfied with their jobs.
2	1.75 - 2.49	Disagree	The respondents are dissatisfied with their jobs.
1	1.00 - 1.74	Strongly Disagree	The respondents are highly dissatisfied with their jobs.

The third section employed the 12-item General Health Questionnaire (GHQ) to screen for non-psychiatric disorders (Goldberg et al., 1997). Used to measure mental well-being, the GHQ demonstrated strong internal consistency in this study with a Cronbach's α of 0.832.

Ethical standards and participant well-being were

Degree of Mental Well-Being Scale

Mean Scores	Verbal Description	Verbal Interpretation
0-3	Low	Low score on the GHQ means that there is no presence of any mental health concerns.
4-12	High	High score on the GHQ means that there is a presence of mental health concerns.

prioritized throughout the process. Following necessary government clearances, informed consent was secured to ensure all participants understood their rights, including the option to withdraw. To maximize privacy and comfort, surveys were distributed via personal email and Messenger, while enumerators were trained to ensure standardized administration. Post-collection, data was encoded and tabulated to maintain strict anonymity during preparation for statistical analysis.

A descriptive-correlational design was used to examine the relationships between job satisfaction, mental well-being, and demographic factors. Descriptive statistics, such as mean and frequency, established baseline levels for these variables, while correlational analysis identified associations between demographics and study outcomes. Finally, regression analysis was conducted to assess the predictive power of job satisfaction on mental well-being, clarifying the strength and direction of the relationship.

B. Qualitative Phase

This study employed purposive sampling to select migrant Filipino teachers in the United States with at least five years of experience across various educational

levels, from preschool to high school. This intentional selection focused on participants capable of providing deep insights into their motivations for migration and the challenges of adapting to the American education system. By prioritizing individuals with rich lived experiences, this qualitative approach complemented quantitative survey data, offering a nuanced understanding of the factors influencing the teachers' professional and personal transitions.

To capture these experiences, data was collected through semi-structured interviews lasting 45 to 60 minutes. The researcher utilized an open-ended interview guide to explore themes of motivation, cultural adaptation, and professional navigation, utilizing probing questions to elicit detailed responses until data saturation was reached. Ethical rigor was maintained throughout the process; rapport was established, informed consent was obtained, and a supportive environment was fostered. Following the interviews, participants were debriefed, and audio recordings were transcribed verbatim and anonymized to ensure confidentiality.

The study utilized a recursive textual analysis guided by Lichtman's (2014) "three Cs"—coding, categorizing, and identifying concepts—to thematically analyze the transcripts. This six-step process began with repeated readings to assign and refine initial codes, which were then grouped into broader categories. Through critical evaluation, these categories were revised to eliminate redundancy and sharpen focus. Ultimately, the analysis culminated in identifying overarching concepts that encapsulated the core essence of the data, moving from granular details to a unified understanding of the teachers' realities.

To ensure the rigor of the findings, the study adhered to Lincoln and Guba's (1985) criteria for trustworthiness: credibility, transferability, dependability, and confirmability. Credibility was established through participant validation, allowing teachers to review their responses for accuracy. Transferability was addressed by employing "thick description," providing a comprehensive account of the methodology and context to allow readers to assess the findings' applicability to other settings.

Finally, dependability and confirmability were secured through strict methodological adherence and auditing. Dependability was ensured by maintaining a traceable trail of field notes and recordings, guaranteeing consistency over time. Confirmability was achieved by engaging an external auditor to verify that the thematic presentation aligned with the participants' original descriptions, minimizing researcher bias. Together, these measures ensured that the study's interpretations

remained neutral, grounded in data, and credible (Lincoln & Guba, 1985).

Ethical Considerations. The researcher adhered to the standards of the Philippine Health Research Ethics Board (PHREB), prioritizing respect, justice, and beneficence while examining the job satisfaction and mental well-being of migrant Filipino teachers in the USA. This study offers significant social value by informing support policies and cross-cultural training, with a low-risk profile that avoids medical interventions or sensitive data collection. Informed consent was mandatory, guaranteeing voluntary participation and the right to withdraw without penalty, while privacy was strictly maintained through data de-identification and secure storage. Although minor risks regarding confidentiality and emotional discomfort existed, these were outweighed by benefits such as personal validation and systemic improvements in education support. Justice and transparency were upheld through fair sampling, disclosure of the researcher's self-funded status and qualifications, and a commitment to share aggregate findings with the community to ensure the study remains grounded in the participants' needs.

4.0. Results and Discussion

A. Quantitative Findings

Profile of the Migrant Filipino Teachers in US

Migrant Filipino teachers are a gender-balanced, highly educated group averaging 35.5 years of age. Most are married (61.8%) and earn below the USD 5,880 monthly average, with over half possessing less than two years of experience abroad. The high proportion of

married educators suggests that economic goals often outweigh the difficulties of family separation. Notably, younger teachers report higher career satisfaction in the U.S., likely driven by greater adaptability and professional ambition (Fermin et al., 2022).

Job satisfaction and well-being hinge on a complex mix of demographics and external conditions. Research indicates that gender influences stress perception, while married teachers often exhibit higher emotional resilience than their single peers, despite the strain of distance. Although strong educational backgrounds support professional competence, the pressures of cultural adjustment and financial inequality remain significant stressors. These factors underscore a critical need for targeted support systems to safeguard the mental health of these educators (Neslihan & Demirbolat, 2019; Abdulahi, 2020).

Degree of job satisfaction of migrant Filipino teachers in the United States

Migrant Filipino teachers report a moderate level of overall job satisfaction ($M=2.64$), characterized by distinct areas of strength and weakness. They are most satisfied with the intrinsic nature of the work itself ($M=3.30$), promotion opportunities ($M=3.08$), pay ($M=3.04$), and co-workers ($M=2.71$). Conversely, they express lower satisfaction with supervision ($M=2.46$), benefits ($M=2.61$), operating procedures ($M=2.45$), rewards ($M=2.09$), and communication ($M=1.98$). This data suggests a nuanced perspective; while teachers do not feel outright dissatisfaction, they also lack high levels of contentment, highlighting specific areas like communication and rewards as critical targets for improvement.

Table 2

<i>Profile of Migrant Filipino Teachers</i>		
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		
USD 5880 and below	193	77.5
Over USD 5880	56	22.5
Years Teaching Abroad		
2 years and below	141	56.6
Over 2 years	108	43.4
Total	249	100.0

Table 3A

Degree of Job Satisfaction of Migrant Filipino Teachers

Variable	M	SD	Int
Sex			
Male	2.65	0.12	Satisfied
Female	2.63	0.11	Satisfied
Age			
<35 years	2.64	0.11	Satisfied
>35 years	2.64	0.12	Satisfied
Civil Status			
Single	2.64	0.11	Satisfied
Married	2.64	0.11	Satisfied
Educational Attainment			
Bachelor's	2.64	0.11	Satisfied
Graduate	2.63	0.11	Satisfied
Monthly Income			
<USD 5880	2.63	0.11	Satisfied
>USD 5880	2.65	0.11	Satisfied
Years Teaching Abroad			
<2 years	2.63	0.11	Satisfied
>2 years	2.65	0.11	Satisfied
Whole	2.64	0.11	Satisfied

Note: Highly Satisfied (HS)=3.25-4.00, Satisfied (S)=2.50-3.24, Dissatisfied (D)=1.75-2.49, Highly dissatisfied (HD)=1.00-1.74

When examining specific satisfaction drivers, the sentiment is complex. Regarding salary, teachers acknowledge that the pay is better than in their home country, yet satisfaction is tempered by the high cost of living and heavy workloads (Hoque et al., 2023). Similarly, while promotion opportunities are rated relatively well, some teachers perceive them as competitive or limited by specific visa restrictions (Muhammad et al., 2019). Relationships with co-workers are generally professional, though cultural differences can occasionally cause tension (Justina & William, 2019). Finally, while the intrinsic value of teaching remains a primary motivator, it is often dampened by bureaucratic pressures and administrative burdens (Fadhiela & Putri, 2023).

Interestingly, personal demographics appear to have little influence on these satisfaction levels. Research indicates that factors such as sex, age, civil status, educational attainment, and years of teaching abroad have minimal impact on overall job satisfaction (Abdulah, 2020; Kumar, 2020; Ulla, 2019). This suggests that professional experiences and organizational environments outweigh personal background. The notable exception is monthly income, which directly influences satisfaction with operating procedures; teachers earning above USD 5,880 report significantly higher satisfaction in this area ($M = 2.60$) compared to their lower-earning counterparts ($M = 2.41$).

Ultimately, job satisfaction for this group relies on a complex interplay of financial and non-financial factors. High compensation does more than fulfill basic needs; it positively shapes how teachers perceive institutional rules, fostering greater compliance and patience with operating procedures (Oblina et al., 2021). However, financial security alone is insufficient. To maximize well-being, competitive pay must be integrated into a supportive work environment that addresses the lower-rated areas of supervision and communication (Bozkurt & Aktaş, 2022).

Mental well-being of migrant Filipino teachers

Based on the data in Table 4, migrant Filipino teachers generally report a high level of mental well-being ($M=7.34$, $SD=1.22$), a positive trend that remains

Table 3B

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	3.07	0.24	S	3.09	0.29	S	2.49	0.26	D	2.62	0.20	S	2.11	0.25	D
Female	3.01	0.22	S	3.08	0.28	S	2.43	0.17	D	2.59	0.24	S	2.07	0.24	D
Age															
<35 years	3.02	0.24	S	3.10	0.29	S	2.46	0.23	D	2.62	0.20	S	2.09	0.25	D
>35 years	3.06	0.23	S	3.06	0.27	S	2.45	0.19	D	2.59	0.24	S	2.09	0.24	D
Civil Status															
Single	3.02	0.23	S	3.06	0.28	S	2.47	0.23	D	2.64	0.20	S	2.11	0.25	D
Married	3.05	0.24	S	3.10	0.29	S	2.45	0.21	D	2.59	0.23	S	2.08	0.24	D
Educational Attainment															
Bachelor's	3.02	0.24	S	3.09	0.27	S	2.48	0.23	D	2.62	0.21	S	2.09	0.24	D
Graduate	3.08	0.21	S	3.08	0.31	S	2.43	0.19	D	2.59	0.24	S	2.09	0.25	D
Monthly Income															
<USD 5880	3.05	0.24	S	3.09	0.29	S	2.46	0.23	D	2.60	0.21	S	2.09	0.25	D
>USD 5880	3.02	0.21	S	3.05	0.27	S	2.46	0.16	D	2.63	0.26	S	2.11	0.22	D
Years Teaching Abroad															
<2 years	3.03	0.25	S	3.07	0.27	S	2.47	0.24	D	2.61	0.17	S	2.09	0.25	D
>2 years	3.06	0.21	S	3.11	0.29	S	2.44	0.18	D	2.60	0.27	S	2.10	0.23	D
Whole	3.04	0.23	S	3.08	0.28	S	2.46	0.22	D	2.61	0.22	S	2.09	0.24	D

Note: Highly Satisfied (HS)=3.25-4.00, Satisfied (S)=2.50-3.24, Dissatisfied (D)=1.75-2.49, Highly dissatisfied (HD)=1.00-1.74

consistent across gender and educational lines. Male and female teachers exhibit nearly identical scores, and the difference between those holding a bachelor's versus a graduate degree is minimal. This consistency across fundamental demographics suggests a strong underlying resilience and adaptability among these educators,

Table 3C

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

Variable	Operating Procedures			Co-workers			Work Itself			Communication		
	M	SD	Int	M	SD	Int	M	SD	Int	M	SD	Int
Sex												
Male	2.45	0.42	D	2.71	0.24	S	3.30	0.21	HS	1.98	0.29	D
Female	2.46	0.43	D	2.70	0.25	S	3.30	0.23	HS	1.99	0.25	D
Age												
<35 years	2.44	0.42	D	2.71	0.24	S	3.30	0.22	HS	1.98	0.26	D
>35 years	2.47	0.44	D	2.70	0.25	S	3.30	0.22	HS	1.99	0.29	D
Civil Status												
Single	2.44	0.41	D	2.72	0.25	S	3.31	0.23	HS	1.99	0.26	D
Married	2.46	0.44	D	2.70	0.24	S	3.30	0.21	HS	1.98	0.28	D
Educational Attainment												
Bachelor's	2.44	0.43	D	2.71	0.24	S	3.30	0.22	HS	1.98	0.28	D
Graduate	2.47	0.43	D	2.69	0.25	S	3.30	0.21	HS	1.99	0.26	D
Monthly Income												
<USD 5880	2.41	0.43	D	2.71	0.24	S	3.30	0.21	HS	1.98	0.25	D
>USD 5880	2.60	0.39	S	2.71	0.27	S	3.29	0.25	HS	2.00	0.33	D
Years Teaching Abroad												
<2 years	2.43	0.43	D	2.69	0.24	S	3.29	0.22	HS	1.96	0.25	D
>2 years	2.48	0.43	D	2.73	0.25	S	3.32	0.22	HS	2.02	0.29	D
Whole	2.45	0.43	D	2.71	0.24	S	3.30	0.22	HS	1.98	0.27	D

Note: Highly Satisfied (HS)=3.25-4.00, Satisfied (S)=2.50-3.24, Dissatisfied (D)=1.75-2.49, Highly dissatisfied (HD)=1.00-1.74

indicating that neither gender nor academic background acts as a primary differentiator in their ability to thrive psychologically in an international setting like the United States.

However, significant nuances emerge when examining age, marital status, income, and tenure. Younger teachers (35 and below), single individuals, those earning USD 5,880 or less, and those with less than two years of experience all report higher mental well-being compared to their older, married, higher-earning, and longer-tenured counterparts. This disparity likely stems from the initial enthusiasm and adaptability of younger, newer teachers who face fewer family-related stressors. In contrast, the slightly lower scores among older and married teachers suggest that the cumulative effects of occupational stress, cultural fatigue, and the emotional toll of prolonged family separation may gradually impact mental health.

These findings highlight the need for targeted rather than generic support systems. While the population is resilient, interventions must specifically address the distinct challenges faced by longer-serving and married educators, such as homesickness and burnout. Comprehensive strategies should draw on research linking well-being to positive psychological capital (Ganotice et al., 2023) and job satisfaction (Oducado et al., 2024), while leveraging the enthusiasm of new teachers (Modesto, 2020). Furthermore, while addressing these psychological needs, it is crucial to

personal background traits do not determine workplace happiness, implying that organizations should instead focus on environmental factors such as autonomy, recognition, and work culture to improve satisfaction.

The lack of correlation between demographics and satisfaction in this study aligns with various global findings, suggesting that professional conditions often outweigh personal variables. Since male and female teachers face similar responsibilities and expectations, gender rarely dictates satisfaction levels; this is supported by a meta-analysis showing the insignificant effect of gender on job satisfaction (Aytaç, 2015) and similar findings in Nepal. The data implies that satisfaction is a widespread phenomenon driven by meaningful work and positive relationships rather than generational differences or marital status. Consequently, neither educational qualifications nor tenure abroad appears to alter job attitudes, reinforcing the idea that the work environment is the primary driver of well-being.

However, broader research offers a more nuanced perspective, indicating that specific demographics may still play a role in different contexts. For instance, some studies suggest that satisfaction can increase with age (Shrestha, 2019) and that adequate income is indeed a significant predictor of teacher satisfaction. Furthermore, while marital status may not link directly to satisfaction here, it has been correlated with performance in areas like instructional skills (Ballarta & Roberto, 2020). Conversely, higher education does not guarantee satisfaction and can sometimes lead to feelings of underutilization. Finally, while productivity is known to plateau after the initial years of teaching (Arcillo, 2023), further research is needed to determine if job satisfaction follows a similar trajectory.

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
Whole	7.34	1.22	High

recognize systemic barriers to care for lower-income individuals to ensure that mental health support is accessible and effective for all educators (Beames et al., 2023).

Relationship between demographic profile and job satisfaction

Statistical analysis using Spearman rank correlation and point biserial tests established that there is no significant relationship between the demographic profile of migrant Filipino teachers and their job satisfaction. Specifically, the data revealed no statistical significance for sex [$r_s(247)=-0.075$, $p=0.240$], age [$r_s(247)=0.026$, $p=0.678$], civil status [$r_s(247)=-0.019$, $p=0.764$], educational attainment [$r_s(247)=-0.006$, $p=0.929$], monthly income [$r_s(247)=0.022$, $p=0.733$], or years teaching abroad [$r_s(247)=0.097$, $p=0.128$]. These findings suggest that for this specific demographic,

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

Spearman's rank correlation and point biserial analysis were employed to evaluate the relationship between demographic factors and the mental well-being of migrant Filipino teachers. The study revealed significant negative correlations between mental well-being and age [$r_s(247)=-0.274$, $p=0.000$], civil status [$r_s(247)=-0.229$, $p=0.000$], educational attainment [$r_s(247)=-0.142$, $p=0.025$], monthly income [$r_s(247)=-0.302$, $p=0.000$], and years teaching abroad [$r_s(247)=-0.321$, $p=0.000$]. These statistics suggest that as these variables increase, reported mental well-being generally decreases, with the strongest negative predictors being years teaching abroad, monthly income, and age. Conversely, the analysis found no significant relationship between mental well-being and sex [$r_s(247)=0.008$, $p=0.898$], indicating that male

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 $p<0.05$

and female teachers in this sample demonstrate similar levels of psychological resilience.

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 $p < 0.05$

Detailed analysis of these groups offers insight into the specific stressors and protective factors at play. Younger teachers (35 and under) and those with fewer than two years of experience abroad reported higher well-being, likely due to greater adaptability, openness to new experiences, and initial professional zeal that has not yet eroded into the burnout associated with longer stays. Regarding socioeconomic factors, teachers with lower incomes reported better mental well-being, potentially reflecting different financial expectations compared to higher earners. Despite the general negative correlations, the data suggests that married teachers and those with higher educational qualifications benefit from enhanced autonomy, professional efficacy, and problem-solving skills, which contribute to better mental health outcomes.

These findings resonate with existing literature while highlighting the complexity of the migrant teacher experience. The results regarding age and well-being contribute to a mixed body of research; while some studies find age insignificant (Muraina et al., 2022), others suggest older teachers utilize better coping mechanisms (Zewude & Hercz, 2021). The lack of a gender gap here contrasts with research showing female teachers often face higher stress and male teachers encounter unique gendered challenges (Cruickshank et al., 2019). The findings also align with evidence that marital status predicts mental health and that the early career stage is critical for retention (Modesto, 2020; Simon, 2023). Finally, the inverse relationship between income and well-being mirrors global trends regarding the diminishing returns of wealth on life satisfaction (Greenberg & Ace, 2024; Wiblin, 2024), underscoring the need for mental health interventions that address the specific pressures of the profession.

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

Spearman's rank correlation analysis indicates no significant relationship between job satisfaction and the mental well-being of migrant Filipino teachers [$r_s(247)=0.029$, $p=0.650$]. This finding suggests that professional satisfaction is not a reliable predictor of psychological health for this demographic. Instead,

mental well-being is likely driven by broader factors such as financial stability, living conditions, social support, and personal stress levels. Consequently, interventions aimed at supporting these teachers must adopt a holistic approach that addresses these diverse life factors rather than focusing exclusively on enhancing workplace satisfaction (Capone & Petrillo, 2018; Tsuchiya et al., 2023).

The absence of a correlation further implies that job contentment and psychological health operate independently. Teachers may possess positive mental health attributes, such as resilience, while being dissatisfied with their workload or pay; conversely, they may report high job satisfaction yet suffer from isolation or internal stress. This dichotomy highlights the complexity of well-being and suggests that structural workplace improvements alone cannot guarantee mental wellness. Therefore, effective support systems must treat mental health programs and stress management training as vital components equal to professional reforms (Asaloei et al., 2020; Rotas, 2021).

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 $p < 0.05$

B. Qualitative Findings

Thematic Insights

After interviewing the nine participants and transcribing their verbatim, the researcher followed the 3C's in identifying relevant information from 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 twelve (12) sub-themes.

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

The primary motivation for Filipino teachers migrating to the U.S. is the promise of high salary compensation, which serves as a vital solution for alleviating debt and poverty. This decision is driven by a mix of "push" factors from the Philippines and "pull" factors from the U.S., balancing economic necessity with desires for professional advancement and personal growth. Ultimately, teaching abroad is viewed as a transformative pathway to secure a better future for their

families, a motivation categorized into four subthemes: high salary for teachers, high incentives, living benefits, and getting insured.

Economic stability and high salary compensation. Economic stability and high salary compensation are primary drivers of job satisfaction for migrant Filipino teachers in the United States. The substantially higher wages compared to the Philippines serve as a vital financial steppingstone, enabling these educators to pay off debts, improve their living standards, and support families back home. Ultimately, this economic incentive is essential for meeting both immediate needs and long-term personal goals.

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)

(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)

What convinced me to work here is the salary. My 1-year salary here is equivalent to 8 years of work in the Philippines, which is how huge the salary difference is. (Craig's personal communication, December 17, 2024)

To be straightforward, it is the salary difference. For a year's salary in the Philippines, I can work it out in a month here. (Luther's personal communication, December 20, 2024)

Honestly, it's the salary difference that encouraged me to teach here in America. During my five years of teaching in the Philippines, I have worked here for a month. (Melissa's personal communication, December 22, 2024)

Since then, my first reason was the salary. It's like a 10-times difference in salary. Also, at the back of my mind, with the high salary that I have, I can provide for the needs of my family. (Tristan's personal communication, December 26, 2024)

My first reason was salary, and the difference that I am earning here is enormous compared to the Philippines; I have \$5880/month. (Andy's personal communication, January 6, 2025)

It is odd, but honestly, it is the salary that makes me a Special Education teacher.) The thought that with my salary in the Philippines, I could work for a month here. (Chelsea's personal communication, January 8, 2025)

Competitive incentives for teachers. Competitive compensation in the United States is a primary draw for migrant teachers, offering salaries that far exceed those in their home countries. These incentives act as rewards for instructional excellence, motivating educators to elevate their performance and prioritize student learning. Beyond personal gain, this financial drive is deeply rooted in the desire to provide family stability and secure a dignified professional life.

Another reason was the incentive. I got paid high, and I got another incentive that amazed me. (Christine's personal communication, December 8, 2024)

When I started my work here, I was offered a stipend, which is mind-blowing. I felt like my fellow professionals truly valued me. (Craig's personal communication, December 17, 2024)

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)

I must say incentives helped me to start my application and work going. That particular thing gives me hope to start a life in America. (Melissa's personal communication, December 22, 2024)

Oh yeah the stipend of 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)

I must say it's the incentives from the district. The district offered a significant amount and a lot of perks as part of NES school, and it's a great help every year. (Chelsea's personal communication, January 8, 2025)

Getting insured through health and insurance. Access to comprehensive health and insurance benefits is a decisive factor for migrant teachers seeking employment in the United States, particularly for those from countries with inadequate or costly healthcare systems. These benefits, which often exceed private sector standards, serve as a critical safety net against professional uncertainties and form an essential part of the compensation package (Konen, 2021). Supplemented by provisions such as fully covered life insurance, this robust support system not only ensures financial security but also significantly bolsters the physical and mental well-being of educators (Raichel, 2023).

While it is true that working in America, you have to be insured because hospitals are too expensive. It's good that the district was sharing the bi-weekly insurance plan. (Louise's personal communication, December 15, 2024)

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)

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)

Thinking about insurance in the Philippines, only those who can afford it, but here, it's a must, which I like too because the district is sharing my insurance to secure my medical needs. (Melissa's personal communication, December 22, 2024)

I think it's insurance, too. That helped me with my hospital bills in my second year here in America. (Andy's personal communication, January 6, 2025)

Insurance has been a great help in addressing my medical and health-related concerns. I was able to pay less for my medicines and medical checkups. I have the luxury of availing of the services as an insured. (Chelsea's personal communication, January 8, 2025)

Professional growth and career development. For migrant teachers, particularly those from resource-limited regions, working in the United States serves as a vital pathway for professional development that transcends economic stability. These educators view the U.S. education system as a superior platform for accessing advancement opportunities and resources often unavailable in their home countries, allowing them to significantly enhance their instructional impact. This professional evolution is intrinsically linked to their personal growth, overall well-being, and teaching effectiveness.

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)

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, are 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)

It also widens my learning and personal growth. Like, I am becoming more flexible as a person. I am no longer hesitant about things due to closed-mindedness. Here, I learned to open up to all things and ideas of other people.) (Craig's personal communication, December 17, 2024)

I would say this, but professional growth. Considering the American concept of being highly competitive and advanced in both teaching and industry, I want to increase my level of professionalism. The impact is different when teaching in America; people would think that you're competitive and can be on par with people in education and industry. And that particular reason feels that I have a better understanding, and my confidence level is boosted. (Luther's personal communication, December 20, 2024)

In terms of professional advancement, I want to increase my level of understanding and become a more competitive and competent teacher in my profession. It is different to be taught in America. The way of teaching is advanced. (Melissa's personal communication, December 27, 2024)

I believe there is more professional growth, which is why I want to teach in the USA. As we know, training here is very advanced and challenging due to the new environment, but I am looking forward to growing personally in my profession. I want to learn more about teaching from an international perspective and enhance my teaching skills. (Tristan's personal communication, December 26, 2024)

It's the professional and personal growth that I want to achieve for myself. The self-fulfillment that I teach in the USA and am becoming an international teacher of. Another reason I see is that I am fulfilled, and I have experienced things that seemed impossible, but I am experiencing them now. (Andy's personal communication, January 6, 2025)

Personal and professional growth aligns with my goals for working here. I want to grow professionally and share the Filipino culture of teaching, but at the same time, it's more about learning the new culture and teaching system in the USA. I want to give myself a sense of fulfillment by learning new ways and means of teaching, thereby becoming a more competent and effective teacher. I want to remind myself that I

am a competent international special education teacher. (Chelsea's personal communication, January 8, 2025)

Indulging to a new teaching environment. For Filipino migrant teachers, working abroad is a transformative life experience that extends beyond a simple career shift. This transition requires navigating unfamiliar educational systems, embracing new cultures, and redefining professional identities. Driven by a desire for personal fulfillment and mental well-being, these educators seek teaching environments that differ from the Philippine context and better support their goal of delivering quality education.

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)

Next would be the teaching environment. I observed a different teaching system in America that suits my personality. Hahaha. Americans are non-judgmental. That feeling when you don't know something, they are willing to teach you without judgment. (Luther's personal communication, December 20, 2024)

A change of environment for my professional growth. I have this in mind and have heard from those who worked in America before that administrators are very expressive and vocal in giving praise towards simple progress or achievements. In my mind, I am drawn to this because, in the Philippines, it is hard to receive those praises. (Melissa's personal communication, December 22, 2024)

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)

The new environment feels like a reset for me as a teacher—the feeling of being refreshed and the freedom to express myself in my teaching at the school. For me, a new environment, new

adjustment, and new people mean a new adventure and journey. I didn't take it negatively, but for me, it's a professional reset to grow and become more proficient in my field. In every new environment, there's always something positive about it. (Andy's personal communication, January 14, 2025)

It's a competitive learning and teaching environment. When I considered working in the USA, I could enhance my standard of learning and teaching environment, and with that, I am challenged to teach. And that excites me about working here in the US because I feel advanced at the same time; you have to compete with others and yourself to improve. (Louise's personal communication, December 15, 2024)

Desire for a better life for their families. For many Filipino teachers, the decision to seek employment in the United States is driven primarily by a deep-rooted desire to provide a better life for their families. This motivation extends beyond professional growth, reflecting a cultural emphasis on family support, sacrifice, and love. The ultimate goal is to secure the financial needs of their relatives back in the Philippines, a responsibility that serves as the primary catalyst for migration.

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)

The primary reason I am working here is to provide for the needs of my family back in the Philippines. I want to provide my family with the necessities. That kind of feeling when every time they ask for something, I can give it. That I am offering, if not all, there is more than enough. (Louise's personal communication, December 23, 2024)

The bottom line of my working here is for my family in the Philippines. It is satisfying to think that I can meet all the needs of my family, especially in terms of emergencies. I have extra in case of emergency. And all that I am doing is for my whole family. (Craig's personal communication, December 27, 2024)

The reason for working here is for my family. I want to provide for the needs of my family back in the Philippines. Every time they ask for their needs in the Philippines, I can give them right away. To provide for the needs of my family. (Luther's personal communication, December 27, 2024)

Another reason is that it is about the family. They are the reasons why I am working in the United States. I want to give my family in the Philippines their basic needs. It is satisfying, and I am happy that every time they need help, I can give it right away. (Melissa's personal communication, December 27, 2024)

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)

The bottom line of working in America is for my family. I want to provide my family with everything they need in the Philippines. And to give enough without heartaches. Hahaha. Before I can offer them, something is holding me back, which is budgeting, and that hurts my feelings. Hahaha. But working abroad is one thing I like; you are providing because you have something to give. (Andy's personal communication, January 6, 2025)

The reason I am working so hard and making sacrifices is because of our family. Looking on the brighter side, having a high salary would be of great help in providing a better life for our families back in the Philippines. (Chelsea's personal communication, January 8, 2025)

Rise above all deprivation. Driven by a desire to "rise above all deprivation," many migrant Filipino teachers emigrate to the United States to escape the economic and systemic limitations of their home country. Their journey reflects a resilient pursuit of professional advancement primarily to secure the financial well-being of their families.

Way back 10 years ago, life is a struggle that every time my family asks for something, I can't give them or if I have then I would regret it because it is not part of the budget. Hahaha. It is difficult to think that life in the Philippines is a challenge that's why in America I saw a reason to uplift my family's status of living. (Louise's personal communication, December 23, 2024)

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)

Poverty is the reason why I worked in America. Because of the struggles to provide the needs I must sacrifice to go miles away to provide the needs of my family. It hurts my feelings many times. (Luther's personal communication, December 27, 2024)

It's the poverty in the Philippines. Working and living check to check is hard, it's good if you have something to put on your table but sometimes it's not enough. That's the reason why I am here working in America for my family's needs. (Tristan's personal communication, January 3, 2025)

It's the poverty in the Philippines. It's hard to live with nothing. That is the reason why I am here in America for my family. (Andy's personal communication, January 6, 2025)

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)

Theme 2: Challenges Migrant Filipino Teachers Face in the American Education System

Although migrant Filipino educators possess strong professional backgrounds, integrating into the American education system requires navigating complex cultural, pedagogical, and personal adjustments that can initially impact well-being and teaching effectiveness. However, these teachers largely overcome these professional and emotional hurdles by leveraging their core values and support systems. Ultimately, their ability to adapt demonstrates profound resilience and an enduring commitment to educational service.

Dealing with Student Misbehavior. Student behavior significantly impacts classroom climate and teaching effectiveness, presenting a distinct challenge for migrant teachers transitioning from the Philippines' authority-based system to the American context. Cultural differences and communication barriers—particularly with bilingual students—often complicate classroom management, requiring a substantial professional adjustment.

My greatest challenge here is student behavior. I have one very stubborn student. He used to curse me, his classmates, and even the school principal. (Christine's personal communication, December 8, 2024)

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)

At first, it was students' behavior that I encountered here. Students here are in full authority over you. They can put you down. (Craig's personal communication, December 17, 2024)

It's the worst student behavior. They can beat you here in America. They will put you to the test of your patience as teachers. These students will take gesture commands; if you do so, they will yell at you.) (Luther's personal communication, December 20, 2024)

First time of my teaching here seems like I'm losing patience due to my student's behavior. This behavior was way far from the behavior I had encountered. (Melissa's personal communication, December 22, 2024)

My first challenge here was student behavior, despite being in my fifth year of teaching. Dealing with special kids is also dealing with misbehavior, but here, it goes beyond physical pain. I got a bruise and bite from these students. (Tristan's personal communication, December 26, 2024)

Everyday encounter with students' behavior is a great challenge. I cannot imagine seeing those behaviors in the movies, but now I can experience them right in front of me. (Andy's personal communication, January 6, 2025)

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)

Micromanagement among leadership. Micromanagement, defined by excessive control and restricted autonomy, poses significant risks in school settings, especially for migrant teachers navigating cultural and professional adjustments. This leadership style can severely impact their performance and well-being.

The admin is also my concern. He used to do power tripping in my class. It feels like I am not welcome in school and there's a gap between the two of us. (Christine's personal communication, December 8, 2024)

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)

It's the admin spot observation without any pre-conference for me to prepare. They will get in the classroom if you're doing your lesson well and it's a graded observation. That challenge makes me feel that I should be ready, every day. (Craig's personal communication, December 17, 2024)

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)

My appraiser with her an unpredictable mindset. I don't know if it's the communication or the way he understands the content. Haha. Oftentimes, they left a "polish " statement after the observation, but they don't give a post conference on what to improve with my lesson. (Andy's personal communication, January 6, 2025)

Adjusting to the New Education System Curriculum. Transitioning to the U.S. education system requires significant adjustment for migrant teachers, particularly Filipino educators who must adapt to a standards-based, student-centered framework emphasizing inclusion and accountability. This shift demands considerable professional, cultural, and pedagogical flexibility. Furthermore, the district-governed implementation of these new standards has generated divided opinions regarding the system's efficacy.

The very imposing teaching instruction. I am compelled to do my teachings under the district compliances, and it creates consciousness with my actions in teaching as well. (Christine's personal communication, December 8, 2024)

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)

It is the teaching instruction. Sometimes, the inconsistency in the utilization of the instruction is another issue; I cannot keep up with it. (Luther's personal communication, December 20, 2024)

Another challenge is the rigorous teaching in the American Education system. The implemented system makes me anxious as I need to implement it in my class. Sometimes, I cannot explore how to give more to my students because we need to follow the system. (Melissa's personal communication, December 22, 2024)

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)

Parents' involvement in their child's education. Parental involvement is pivotal to a child's academic, emotional, and social development. Research consistently links active family engagement to improved school performance, higher self-esteem, and positive learning attitudes. This role extends beyond homework assistance, encompassing holistic support, encouragement, and active partnership with educators.

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)

Discussion

Migrant Filipino teachers are primarily driven to work in the U.S. by a combination of financial incentives, professional aspirations, and family obligations. The significant salary disparity between the Philippines and the U.S. provides a path to financial security, allowing educators to support extended families and alleviate debt (Modesto, 2020; Tsuchiya et al., 2023). Beyond base pay, comprehensive benefits—including healthcare, housing stipends, and performance bonuses—serve as critical recruitment and retention tools that ensure economic stability and well-being. Furthermore, these educators are motivated by opportunities for career advancement through access to modern technology and continuous professional development, which they view as a means to escape generational poverty and provide a better quality of life for their dependents back home (Herman, 2020; Lluz, 2020).

Upon entering the U.S. system, however, these teachers face substantial challenges regarding student behavior, administrative oversight, and curriculum

adaptation. Cultural discrepancies in classroom norms often lead to difficulties in managing student misconduct, which, alongside a lack of effective disciplinary consequences, causes significant stress (Olmedo & Gempes, 2016; Camacho & Parham, 2019; Arcillo, 2023). Teachers also report struggles with micromanagement and loss of autonomy due to excessive bureaucratic control, as well as the steep learning curve required to master new pedagogical frameworks and navigate inconsistent parental involvement (Mojica, 2021; Trinidad, 2018; Llurag et al., 2024; Irmano et al., 2023; Garcia, 2018; Garcia & Guzman, 2020; Valencia & Roberto, 2020). These cumulative stressors threaten teacher well-being and retention, with some educators viewing a return to their home country as necessary to preserve their mental health.

5.0. Conclusion

Despite navigating complex cultural and systemic hurdles in the U.S. education system, Filipino migrant teachers demonstrate remarkable resilience fueled by financial, professional, and familial aspirations. This study reveals that while the distinct "push" and "pull" factors sustain high mental well-being, such well-being is not directly correlated with job satisfaction or demographic variables. Instead, their perseverance is rooted in a deep sense of purpose and adaptability. Consequently, effective support systems must go beyond addressing practical challenges to acknowledge the intrinsic motivations that enable these educators to succeed in a globalized landscape.

6.0. Limitations of the Findings

The present study acknowledges several limitations, primarily its restriction to J1 visa holders in the southern United States, which limits generalizability to other regions or the broader migrant Filipino workforce. Additionally, the multimethod approach may not fully represent the nuances of individual methodologies. Finally, while the research examines job satisfaction, mental well-being, and motivations, it may not capture every factor influencing the experiences of these teachers.

7.0. Practical Value of the Paper

This study provides U.S. school districts with essential baseline data regarding the J1 cultural exchange program. It offers practical value for administrators and policymakers by informing policies that support Filipino teachers and improve retention, while also guiding training programs in the Philippines and the U.S. to better prepare educators for cultural transitions. Additionally, the research empowers teachers by documenting their experiences and benefits the broader

education community by fostering cross-cultural understanding and appreciation.

8.0. Directions for Future Research

Future research should examine the stress levels associated with cultural exchange programs and longitudinally track the evolution of Filipino teachers' job satisfaction, mental well-being, and motivations. Studies should also explore the protective role of social support networks and the effectiveness of cultural competence training for administrators in fostering inclusive environments. Additionally, comparative research across different U.S. regions or with other migrant groups is needed to identify unique challenges and best practices.

9.0. Declaration of Conflict of Interest

The authors declare no conflicts of interest or significant financial support that influenced this study. Furthermore, all data were collected with participant consent.

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