

"EXPLORING THE DRIVE: UNDERSTANDING WHY FILIPINO EDUCATORS VENTURE ABROAD"

by:

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Let us dig into the intricate reasons behind the significant trend of Filipino teachers choosing to work abroad. This exploration offers a comprehensive analysis of the factors that drive these educators to leave their homeland and contribute their expertise on an international scale.

There are several reasons why some teachers are not inclined to work abroad.

Family and Personal Commitments, Cultural and Language Barriers, Lack of Familiarity, Uncertainty and Risk, Emotional Attachments, Financial Considerations, Professional Recognition, Work-Life Balance, Love for Homeland, Political and Social Stability.

Ultimately, the decision to work abroad is a complex one that is influenced by a combination of factors.

The research investigates both personal and systemic motivations that prompt Filipino educators to embark on this transformative journey. It delves into the economic aspects, shedding light on the financial incentives and improved living conditions that overseas work can provide. This is particularly relevant in the context of the challenges faced by educators in the Philippines, such as low salaries and limited professional growth opportunities. The low salaries in the Philippines, constitute a significant factor in why many Filipino teachers look abroad for employment.

Moreover, the study uncovers the allure of experiencing different cultures and educational systems as a catalyst for many Filipino teachers' decisions to work overseas. The opportunity to broaden their horizons, engage with diverse teaching methodologies, and collaborate with educators from around the world adds to the appeal of this global pursuit.

The emotional aspect is not overlooked, as "Crossing Borders" explores the sense of adventure and the desire for personal growth that fuels the ambitions of these educators. Many find personal fulfillment and a renewed passion for their profession through the challenges and rewards of teaching in foreign lands.

Teachers in the Philippines are categorized into different salary grades based on their qualifications and positions.

As a general overview, here are the salary ranges for public school teachers in the Philippines as of 2021:

Salary Grade 11 (Entry Level and Licensed Teachers): This is typically for teachers with a Bachelor's degree. The monthly salary ranges from around PHP 22,316 to PHP 23,877.

Salary Grade 12 (Licensed Teachers): Teachers with a Bachelor's degree and a Professional Teaching License fall under this category. The monthly salary ranges from approximately PHP 25,232 to PHP 27,755.

Salary Grade 13 (Teachers usually have Master's Degree or Doctorate Degree): Teachers with a Master's degree but without a doctorate fall into this category. The monthly salary ranges from around PHP 29,010 to PHP 31,765. The salary abroad is higher than in the Philippines so a lot of teachers work in the other countries but still others are hesitant and give emphasis to other reasons of why they prefer to stay and work in our country - the Philippines.

It's important to note that these figures are approximate and can vary based on specific circumstances, such as location, additional responsibilities, and government policies. Additionally, private school teachers may have different salary structures based on the school's budget and policies. Since many non-English countries are now expanding their curriculum adding English language as one of the subjects or courses, Filipino teachers are very in demand abroad.

Teacher salaries in the Philippines have been a topic of discussion and concern for many years, as they often reflect the challenges faced by the education sector in the country. Many educators and education advocates have called for increased compensation and better working conditions for teachers to ensure the quality of education.

Please be aware that these figures might have changed since my last update in September 2021. For the most current and accurate information, I recommend checking with official government sources or relevant educational institutions in the Philippines.

Yet, the research also acknowledges the complexities and sacrifices that come with this path. It addresses the emotional toll of being away from family and the challenges of adjusting to new environments, languages, and classroom dynamics.

The study draws on real-life accounts, anecdotes, and in-depth interviews with Filipino educators who have made this journey. By weaving these narratives into the fabric of the research, a vivid and authentic picture emerges, allowing readers to understand the multidimensional aspects of this phenomenon.

"Crossing Borders: Unveiling the Motivations of Filipino Educators in Overseas Service" ultimately contributes to a deeper understanding of the global teaching landscape. It sheds light on the motivations that drive these educators to leave their comfort zones, enrich their own lives, and positively impact the education systems of the countries they serve.

References:

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