

THE LOOMING THREAT OF FILIPINO TEACHERS CHOOSING OVERSEAS TEACHING OPPORTUNITIES

by:

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Filipino teachers have won praise for their extraordinary abilities and unwavering dedication to teaching. However, there is rising worry in the Philippines about the growing number of teachers pursuing teaching abroad. This phenomenon, which emphasizes the skill and adaptability of Filipino teachers, presents significant challenges for the home education system, including the potential for a shortage of teachers and the loss of priceless expertise.

Cabiladas and Soontornwipast (2020) conducted a study highlighting the fundamental causes of people moving abroad. For example, the Teaching English Program gave Filipino teachers in Thailand a sense of fulfillment when they saw how well-disposed the pupils were to learn English. Despite this, factors like large class sizes, linguistic obstacles, a lack of teaching resources, and complex subjects and teaching techniques made education easier.

In the United States, Chua (2021) studied the first-hand accounts of Filipino educators employed in Texas. The study's conclusions suggested that Filipino educators have challenges with assimilation, preserving mental health, and creating personal identities while in the diaspora. These results demonstrate that Filipino instructors working abroad face many complex issues.

According to Antipolo and Rogayan's (2021) study on aspiring science teachers in the Philippines, these educators primarily encounter obstacles with professional

development and logistical support experts. They seldom have difficulties with content understanding and pedagogy.

Several factors contribute to the growing tendency of Filipino educators to seek jobs abroad. Financial considerations greatly influence views of inadequate pay. Other factors affecting the decision to leave teaching include personal struggles and exhaustion.

According to a study by Ulla (2020), there are several reasons why Filipino teachers moved to Bangkok, including competitive pay, the ability to support their families financially, the chance to expand their teaching experience, and the ability to collaborate with individuals from various cultural backgrounds. Some personal and professional problems were also mentioned, such as the absence from family festivities and other significant events, cultural differences, language obstacles, and the apparent lack of professional development programs for instructors. Although the experience was mostly pleasant, the results indicate that Filipino teachers ran into specific personal and professional problems, some related to their status as "non-native speaker teachers" (NNEST) of English.

On the other hand, Rogayan (2018) examined the teaching practices of 31 young Filipino educators, noting that they instill values, inspire students for life, raise the bar for academic excellence, solve social issues, impart knowledge and skills, and support the aspirations of others. This showed that there are still teachers who can passionately teach in our country and promote the mission and vision of the Department of Education (DepEd) whole-heartedly.

The increasing trend of Filipino educators seeking opportunities overseas is a complex phenomenon with wide-ranging implications. This highlights Filipino educators' adaptability and global competitiveness, but it also necessitates a careful analysis of the Philippine educational system's challenges. It is crucial to implement

strategic changes to address the root causes and create an environment that supports the growth and retention of native teaching professionals.

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