

Navigating Borders: The Perceptions of Filipino Teachers Teaching Science in the American Education System

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ABSTRACT

Cultural adaptation is a challenge among teachers in foreign countries. We explored the perceptions of Filipino science teachers in adapting to the American education system. Using a descriptive qualitative design, we interviewed ten (10) teachers whom we selected using a purposive sampling technique, and we analyzed their perceptions through thematic analysis. Consequently, we found that Filipino teachers adapt to new workplace structures in U.S. education by strategically preserving their heritage values while adjusting communication styles, language use, and professional practices. Through a combination of cultural grounding, institutional support, and adaptive coping mechanisms, they effectively navigate structural separation and evolving pedagogical demands. The study highlights that structured institutional support—through mentorship, targeted professional development, credential recognition, and workload adjustments—is critical in facilitating Filipino teachers' effective transition into the U.S. educational system. Finally, future research may examine long-term cultural adaptation, the impact of support networks, comparative migrant experiences, and the effectiveness of targeted professional development in addressing Filipino teachers' integration challenges.

Keywords: Navigating borders, perceptions, filipino teachers teaching science, american education system.

INTRODUCTION

The United States continues to experience persistent teacher shortages, particularly in critical fields such as science, mathematics, and special education. In response to these staffing gaps, public schools have increasingly turned to the recruitment of international educators, with Filipino teachers comprising a substantial portion of this workforce.

We observed that the Philippines remains one of the major sources of internationally employed teachers, as many Filipino educators pursue opportunities in countries such as the United States, Canada, and those in the Middle East due to limited professional advancement and relatively low compensation in their home country (Domingo, 2024). This migration trend reflects the broader pattern of global labor mobility in which Filipino professionals seek improved economic stability and career prospects abroad. Although prior studies have identified challenges encountered by migrant teachers—including culture shock, homesickness, and discrimination—limited scholarly attention has been given to the availability of mental health support systems, coping strategies, and institutional responses to these concerns (Balbin et al., 2025; Bantayan-Tanner & Gallaron, 2025).

While overseas employment offers economic advantages, we found that Filipino teachers continue to face numerous difficulties that influence both their professional performance and personal well-being. These challenges include language barriers, discrimination, job insecurity, and emotional strain resulting from extended separation from family members. Existing reports have also documented exploitative labor practices, including delayed salary disbursement and breaches of contractual agreements (Grumo & Siritwato, 2024). Furthermore, the widespread use of temporary employment contracts contributes to uncertainty surrounding long-term career stability and residency status (Leyte Samar Daily News, 2024).

Despite the growing presence of Filipino educators in the United States, limited research has explored the experiences and challenges they encounter while transitioning into the American public-school system. We identified a need to further examine how Filipino international teachers navigate professional integration, adapt

instructional practices within a different cultural environment, and cope with the personal adjustments associated with living and working abroad (Santos, 2021).

Significance of the Study

This study aims to provide valuable insights into the perceptions of immigrant educators, particularly Filipino science teachers, to help policymakers, school administrators, and prospective migrant teachers better understand and support their transition into American classrooms. By learning from the lived experiences of their peers, Filipino science teachers can better prepare for professional transfer and effectively navigate the challenges of teaching in the United States. The findings will also assist school administrators and policymakers in developing and refining guidelines for hiring and supporting foreign-trained teachers, ensuring a smoother integration into the American educational system. Furthermore, educational institutions and recruitment agencies may use the results to identify areas requiring additional training, mentorship, or policy improvements to enhance the effectiveness of Filipino science teachers in U.S. schools, while also serving as a foundation for further research on teacher migration, cultural adaptation, transnational education practices, and their relevance to quality education.

Research Questions

This study sought to explore the perceptions of Filipino science teachers in adapting to the American education system. Specifically, we aimed to answer the following questions:

1. What are the perceptions of the Filipino teachers teaching Science in the United States on maintaining their original culture as they adapt the American culture?
2. What are the perceptions of the Filipino teachers teaching Science in the United States on seeking interactions host society as they adapt the American culture?
3. What are the strategies employed by the Filipino teachers teaching Science in the United States in adapting the American culture?
4. What are the perceptions of Filipino teachers teaching science in the United States on cultural adaptation?

Assumptions

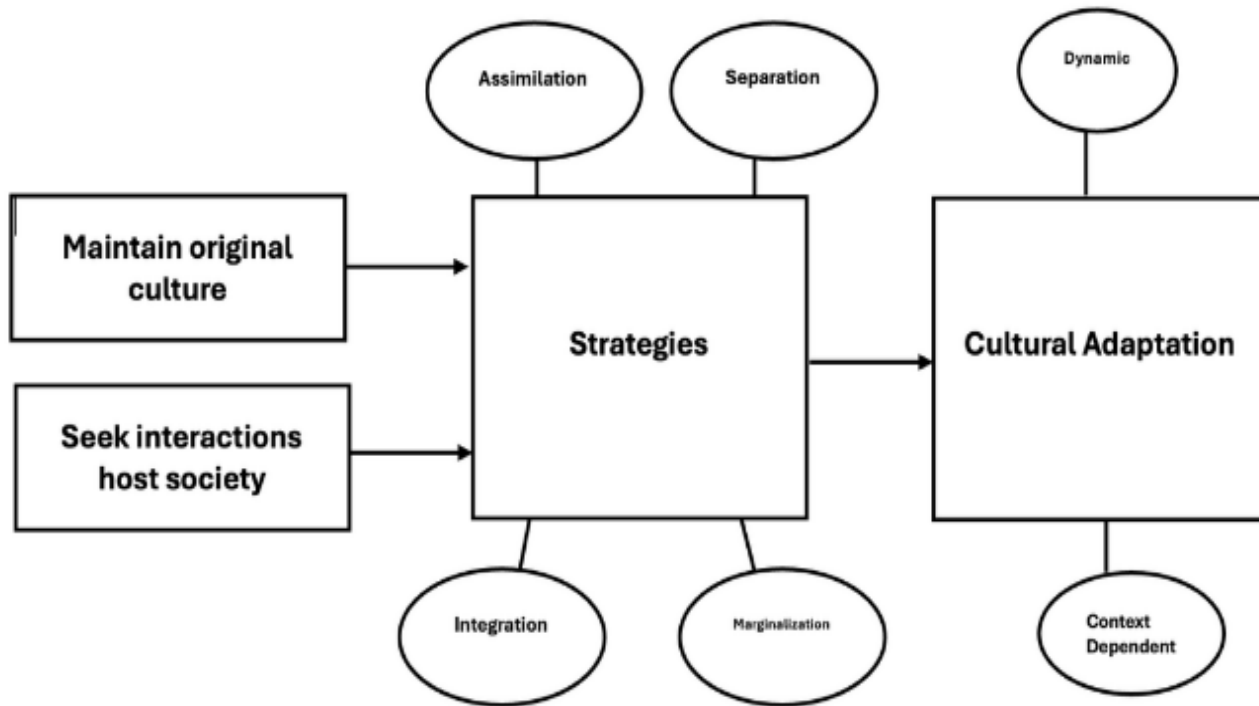
In this study, we assumed that Filipino science teachers' decisions to work in the United States, as well as their perceptions of their professional and personal progress, are influenced by their migration motivations and prior experiences. We further assumed that their cultural adaptation can be effectively understood through John Berry's acculturation framework, which emphasizes that adaptation involves not only assimilation into the host society but also the preservation of one's cultural identity while establishing meaningful relationships within the host community.

Moreover, we assumed that teachers who are able to maintain aspects of their Filipino identity in their daily interactions may develop greater confidence and cultural stability, whereas those who establish stronger connections with the host community may experience smoother integration into the school environment. We also assumed that coping and adaptation processes vary according to individual circumstances, particularly in relation to the level of institutional support and inclusivity provided by U.S. schools. In addition, personal stressors and well-being factors, including family separation and language-related challenges, were assumed to significantly influence their adjustment and teaching experiences.

Theoretical Lens

John Berry's acculturation theory fundamentally asserts that when individuals encounter a new culture, they navigate adaptation through two independent dimensions: the degree to which they maintain their original cultural identity and the degree to which they engage with the host society. Rather than framing acculturation as a linear process of assimilation, Berry conceptualizes it as a bidimensional model in which different combinations of these dimensions result in distinct strategies—assimilation, separation, integration, and marginalization—emphasizing that cultural adaptation is a dynamic and context-dependent process (Berry, 1997).

Figure 1: The Conceptual Paradigm of the Study



Method

In this study, we employed a descriptive-qualitative research design. This research design is appropriate for providing direct and data-centered descriptions of participants' perceptions, particularly when a phenomenon remains insufficiently understood or when context-specific and practical insights are required. Descriptive-qualitative research offers several advantages, including methodological flexibility, the generation of rich contextual data, cost-efficiency, and strong credibility due to its close alignment with participants' lived experiences and actual perspectives (Furidha, 2024; Kim et al., 2024). In this context, we focused on exploring and interpreting the viewpoints of the participants regarding the phenomenon under investigation.

We conducted this study across various school districts in the United States where Filipino science teachers are employed. The selected sites included urban, suburban, and rural schools in order to capture diverse participant perspectives and experiences. Filipino teachers comprise approximately 20%–25% of J-1 teachers annually, equivalent to an estimated 500–1,000 or more teachers each year, with reported post-2020 growth ranging from approximately 5%–15%. A considerable proportion, estimated at 30%–40%, are employed in science and other Science, Technology, Engineering, and Mathematics (STEM) fields due to increasing educational demand in these areas. In addition, the conduct of the study was made more feasible and accessible because we were also teaching in the United States during the research process.

We involved eight teachers whom we interviewed regarding their experiences and encounters in adapting as educators in the United States. The participants were science teachers assigned to various educational levels and had been employed in the United States for up to ten years. The group consisted of participants from different genders, allowing for a broader range of perspectives and experiences. The participants in this study were selected through a purposive sampling technique. Their inclusion was based on their capacity to provide relevant and meaningful information related to the research topic. Purposive sampling is a non-probability sampling method in which participants are intentionally chosen according to specific characteristics that align with the objectives of the study. This technique is commonly utilized when an in-depth understanding of a particular phenomenon or subgroup is required, as it enables targeted data collection, research efficiency, and the generation of rich, information-dense insights (Campbell et al., 2024; Etikan & Bala, 2024).

In gathering the data, we interviewed five informants and conducted a focus group discussion with another five participants. Interviews allowed us to explore individual experiences in depth, while the focus group discussion

enabled us to examine shared and contrasting perspectives through participant interaction (Braun & Clarke, 2024; Krueger & Casey, 2024).

We primarily collected data through semi-structured interviews conducted either online through platforms such as Zoom, Google Meet, Facebook Messenger, and Skype, or through face-to-face interactions, depending on participants' availability and preferences. This flexible approach allowed us to gain deeper insights into their lived experiences. We also gathered supplementary data from reflective journals and relevant documents to further contextualize their professional journeys and adaptation strategies. After each interview, we transcribed the conversations verbatim and conducted member checking to ensure the accuracy and credibility of the data. Additionally, we conducted a focus group discussion to collectively explore participants' perceptions of teaching science in the United States. Through group interaction, participants shared common challenges, built upon one another's insights, and expressed differing viewpoints shaped by their individual experiences. This process provided a richer understanding of how Filipino science teachers navigate the realities and expectations of science education in the American educational system.

In analyzing the data, we employed thematic analysis to identify patterns and overarching themes within the participants' narratives, guided by the framework of Creswell and Poth (2018). We began by immersing ourselves in the data through repeated reading of the interview transcripts to gain a holistic understanding of the participants' experiences. This process enabled us to identify significant statements, recurring ideas, emotions, and key concepts relevant to the study.

We then systematically coded the data and organized related codes into broader categories, which were later refined into themes such as professional challenges, cultural adjustment, and support systems. Throughout the analysis, we remained reflexive by critically examining how our interpretations were shaped by both the data and our perspectives. The identified themes were interpreted in relation to existing literature and the objectives of the study to ensure analytical depth and coherence. Finally, we conducted member checking by sharing the findings with participants to validate our interpretations and ensure that their experiences were represented accurately and authentically.

The four elements of trustworthiness in qualitative research are credibility, transferability, dependability, and confirmability, which serve as criteria for ensuring rigor and validity (Lincoln & Guba, as cited in recent literature). Credibility refers to the confidence in the truth of the findings, which we established through member checking by returning transcripts and interpretations to participants for verification. Transferability refers to the extent to which findings may apply to other contexts, which we addressed by providing thick descriptions of participants, settings, and experiences to allow readers to assess relevance. Dependability concerns the consistency of the research process, which we ensured by maintaining an audit trail that documented methodological decisions and data analysis procedures. Confirmability refers to the neutrality of the findings, which we supported through reflexive journaling to examine how our biases and assumptions may have influenced data interpretation.

In conducting this study, we also secured approval from the Society of Moral Integrity and Legal Ethics, ensuring that all procedures complied with established ethical standards and reinforced the integrity of the research process.

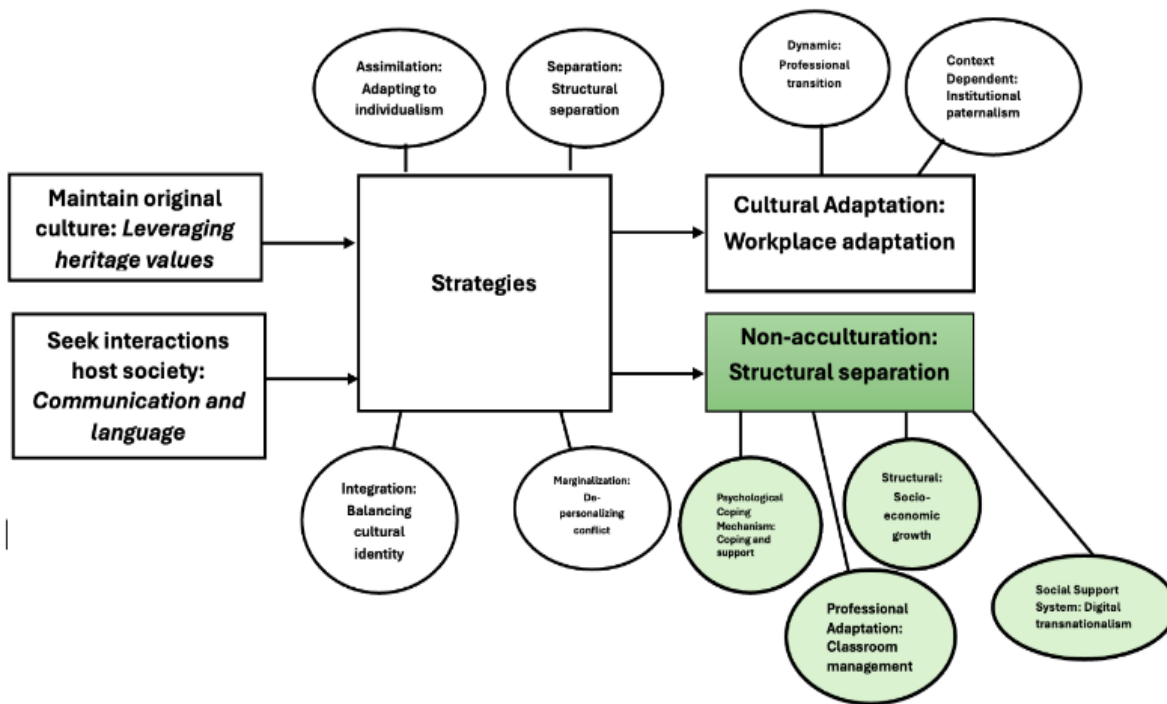
Collectively, these elements strengthened the methodological rigor of the study by ensuring that the findings were grounded in systematic, transparent, and ethically guided procedures. Through participant validation (credibility), detailed contextual reporting (transferability), systematic documentation (dependability), and reflexive practice (confirmability), we ensured that the results remained both trustworthy and ethically sound. Recent qualitative literature continues to emphasize these criteria as essential benchmarks for evaluating the quality and integrity of qualitative inquiry (Nowell et al., 2024; Stahl & King, 2024).

RESULTS AND FINDINGS

This chapter, we present the findings derived from the thematic analysis of the data we gathered. We organized

the results based on the participants' perceptions, which guided the development and formulation of the modified paradigm.

Figure 2. Modified Paradigm of the Study



Maintaining Original Culture. In examining the participants' narratives, we found that Filipino science teachers consistently perceived the preservation of their original culture as both essential and meaningful in their teaching practice. As we reflected on their accounts, it became evident that cultural identity was not set aside upon entering the American educational system; instead, it was intentionally brought into their classroom practices and professional interactions. From our perspective, these narratives suggest that maintaining one's cultural identity does not hinder adaptation; rather, it enriches the teaching-learning process and strengthens relational dynamics within the classroom.

Seeking Interaction with the Host Society. From the data, we understood that engaging with the host society was perceived by the participants as a necessary yet complex aspect of their adaptation. As we examined their accounts, we observed that interaction required significant adjustments, particularly in communication styles and workplace norms. At the same time, we observed that interaction extended beyond language to include shifts in professional relationships and social structures. Teachers described adapting to a more egalitarian work environment, which contrasted with their prior experiences.

Strategies in Adapting to American Culture. As we analyzed the participants' experiences, we found that Filipino teachers employed a range of deliberate strategies to navigate the challenges of adapting to the American educational context. These strategies often involved cognitive and emotional adjustments aimed at managing stress and maintaining professional stability. Beyond psychological strategies, we also observed behavioral adaptations in their teaching practices and professional engagement. Teachers described adjusting to new classroom dynamics, technological demands, and institutional expectations.

Perceptions on Cultural Adaptation. In reflecting on the participants' narratives, we came to understand that cultural adaptation was perceived as a dynamic and transformative process rather than a single, linear transition. Teachers described both the challenges and opportunities accompanying their experiences, highlighting how adaptation required continuous negotiation between familiarity and change. From our perspective, these narratives illustrate that cultural adaptation is both challenging and empowering, enabling teachers to expand their capabilities while navigating a new socio-cultural and professional landscape.

Non-Acculturation: Structural Separation

Socio-Economic Growth. Many teachers reflected on the socio-economic benefits they experienced after migrating to the United States. One participant shared that migration provided greater financial freedom and enabled the achievement of personal goals.

Digital Transnationalism. Digital tools such as social media and messaging apps have become essential for Filipino teachers to maintain connections with their home culture while adapting to their new environment in the U.S. Many teachers reported using platforms like Facebook to stay updated on current events in the Philippines, helping them preserve cultural ties.

On Simultaneous Presence. Filipino teachers actively maintain connections with their home culture, allowing for the integration of both their Filipino heritage and their new environment through digital tools. One teacher shared how they were able to stay connected to family and cultural events back in the Philippines through social media.

On Virtual Linguistic Comfort. The use of digital tools enables Filipino teachers to preserve their native language while adapting to a new environment. This provides emotional comfort and ensures they maintain linguistic ties with their home culture.

Strategic De-personalization. Filipino teachers manage emotional stress and cultural challenges by using strategies to protect their identity and mental well-being and emphasized the importance of emotional detachment as a way to protect oneself from stress. These strategies serve as emotional armor, helping teachers navigate the challenges of acculturation and reducing stress in the workplace.

On Psychological Armor. To cope with the stresses of the transition, Filipino teachers have adopted mental strategies to protect their emotional well-being. One teacher mentioned the importance of distancing themselves from workplace stress to maintain a healthy mindset.

On Behavioral Tolerance. In addition to psychological armor, Filipino teachers practice behavioral tolerance, particularly in managing classroom authority and interactions with students. This approach to tolerance helps teachers navigate the cultural shift from a more hierarchical teaching style to a more egalitarian student-teacher relationship in the United States. One teacher shared how they adapted to students treating teachers more like peers.

Institutional Paternalism. Filipino teachers benefit from the institutional support provided by U.S. schools, which significantly eases their adaptation to the new teaching environment. They received support through structured programs like the "New Teacher Academy," which provided essential guidance. This institutional support facilitates the teachers' acculturation process by providing structured resources and mentorship, which is critical for their professional growth and success in the U.S. education system.

On Structural Scaffolding. Filipino teachers receive substantial institutional support that accelerates their adaptation process. One teacher shared how the school provided structured programs like the "New Teacher Academy," which offered professional development.

On Demand Mentorship. Filipino teachers benefit from mentorship programs that provide continuous support. One teacher expressed how the availability of "teacher coaches" eased their transition.

Structural Separation. Filipino teachers in U.S. schools often experience physical isolation due to school structures that prioritize classroom instruction over faculty interaction. This was particularly difficult for teachers who were used to more communal work environments in the Philippines. One teacher shared how the lack of socialization during the school day was a significant cultural shift.

Professional Liberation. Many Filipino teachers reported feeling liberated from the non-teaching duties they were accustomed to in the Philippines. This freedom allowed them to focus more on their teaching and professional growth. One teacher expressed how much they appreciated the absence of ancillary tasks. This sense

of professional liberation is a key factor in the teachers' overall satisfaction and career fulfillment in the U.S., providing them with more time and space to focus on their core teaching responsibilities.

Filipino teachers navigate workplace adaptation and structural separation in U.S. education systems through a strategic interplay of heritage preservation, communicative flexibility, and language adaptation. They embed core Filipino values—such as relationality, respect, and faith—into pedagogical practices while recalibrating to individualistic norms, flattened hierarchies, and technologically integrated classrooms. This transition is mediated by deliberate linguistic adjustments, emotional regulation strategies (e.g., depersonalization), and reliance on both formal institutional scaffolding and informal socio-cultural networks. Collectively, these strategies enable Filipino educators to maintain cultural continuity while effectively negotiating the professional, bureaucratic, and interpersonal demands of a restructured educational environment.

DISCUSSION

Balancing Cultural Identity

Filipino teachers demonstrate strategic integration by maintaining their cultural heritage while adapting to American educational contexts. This finding supports the assertion of Virtudazo (2025) emphasizing how this heritage shapes teaching identity and instructional philosophy, influencing classroom management and learner engagement through resilience and peer support. Likewise, we affirm Cadabono et al. (2023) who found that shared Filipino identity and community gatherings foster resilience amid cultural transitions. This preservation ultimately bridges gaps between their roots and U.S. professional roles. Such balance enhances their overall teaching effectiveness in diverse settings. In contrary, our finding contradicts the study of Avelino (2026) highlighted those systemic barriers, including cultural biases and limited institutional support, further restrict the expression of Filipino cultural identity in classrooms.

Leveraging Heritage Values

Filipino teachers integrate values into classroom practices to enhance teaching effectiveness and student relationships. This finding supports the assertion of Yumul (2024) documents incorporation of indigenous knowledge and traditions into pedagogy for cultural responsiveness. Additionally, De Vera (2021) reveals values-based approaches build inclusive environments and strengthen bonds. These heritage elements position Filipino teachers as vital contributors to diverse classrooms. This approach fosters deeper student connections and academic success. This contradicts on the study of Gonzales (2023) which is a contrasting view by highlighting that the integration of Filipino values in classroom practices is often inconsistent and superficial, limiting its impact on teaching effectiveness and student relationships.

Coping and Support

Support networks and faith-based coping mechanisms prove essential for managing transition challenges faced by Filipino teachers. This finding is supported by Virtudazo (2025) identified that peer systems as key for resilience in U.S. contexts. Additionally, it is also supported by the study of Macalinao (2023) notes reliance on collaboration and professional development to navigate adjustments. Communal networks evolve to address transnational teaching issues effectively. These supports create sustainable pathways for long-term adaptation. In contrary, the the study of Fernandez (2023) contradicted and found that although teachers employed coping strategies, these were only used to a moderate extent and did not significantly differentiate or improve outcomes, suggesting that support systems and coping mechanisms are not necessarily essential or determinative in managing transition challenges.

De-personalizing Conflict

Filipino teachers manage workplace conflicts through emotional detachment and individualistic approaches in diverse settings. This finding supported by Rosales (2024) who stated that the documents adaptations were based on student feedback and cultural sensitivity. Thus, De Vera (2021) also highlighted that behavioral strategies tackling cultural challenges in resolution. These methods promote harmony in multicultural environments.

Consistent application builds stronger professional relationships over time. In contrary, that according to Marquez (2023) found that Filipino teachers predominantly employ accommodating, cooperating, and compromising strategies rooted in collectivist interaction, rather than emotional detachment or individualistic approaches, contradicting the claim that conflict is managed through individualistic coping.

Communication and Language

Language adaptation poses significant challenges requiring deliberate strategies for Filipino teachers. This finding supported by the study of Rosales (2024) who identifies linguistic differences overcome via interactive methods. Additionally, Macalinao (2023) describes overwhelming adjustments addressed systematically through practice. Such efforts ensure effective classroom interactions over time. Proficiency development remains crucial for instructional clarity. In contrary, the study of Llagas (2023) found that Filipino teachers' linguistic challenges are primarily rooted in teaching methods, structural language barriers, and professional development needs, indicating that difficulties are systemic and inherent rather than requiring deliberate adaptation strategies alone, contradicting the claim that language adaptation is mainly strategy-driven.

Workplace Adaptation

Adapting to American workplace norms demands shifts in hierarchical expectations for Filipino teachers. This finding supported by Yumul (2024) and shows international exposure modifies teaching philosophies and identities. Additionally, De Vera (2021) stresses training and support for navigating U.S. system complexities. This adaptation fosters professional growth in new contexts. Ongoing learning supports career sustainability. However, there is a study that contradicts on the findings of the study that according to Geroso (2023) indicates that Filipino teachers' adaptation in U.S. workplaces is characterized more by cultural shock, adjustment difficulties, and gradual learning processes rather than explicit shifts in hierarchical expectations, contradicting the claim that adapting to American norms primarily requires hierarchical restructuring.

Professional Transition

The transition into American education systems involves bureaucratic hurdles for Filipino teachers. The finding is supported by Virtudazo (2025) highlights needs for induction programs and credential policies. While Macalinao (2023) documents cultural shock eased by development and mentorship. These factors emerge as critical for long-term success. Structured support accelerates integration processes. In contrary, a study contradicts on the findings according to De Oca (2025) that Filipino teachers' migration experiences emphasize adaptation challenges such as cultural adjustment and professional demands rather than bureaucratic hurdles, contradicting the claim that transition into American education systems is primarily shaped by bureaucratic barriers.

Classroom Management

Filipino teachers adapt authority and respect expectations to U.S. classroom dynamics effectively. This study is supported by De Vera (2021) reveals challenges shifting from teacher-centered to student-led approaches. Additionally, Rosales (2024) emphasizes adaptability and resilience for varying student needs. This flexibility supports engaging learning spaces. Responsive strategies improve classroom outcomes significantly. In contrary, the study of Dilabayan (2024) found that teachers predominantly maintain an authoritative management style grounded in consistent authority practices, indicating that authority and respect are already embedded and not necessarily "adapted effectively" to new classroom dynamics, contradicting the claim.

Adapting to Individualism

This finding is supported by Yumul (2024) documents student-centered strategies like differentiation and technology. Additionally, Cadabono et al. (2023) illustrated transitions toward active methodologies. These changes align with American educational priorities. Implementation enhances student autonomy and achievement. In contrary, the study of Paris (2024) found that Filipino teachers' practices are strongly grounded in collaborative and socially constructed learning approaches, emphasizing collective engagement rather than a

shift toward individualistic pedagogy, thereby contradicting the claim that teaching requires adjustment from collective to individualistic learning.

Technology and Resources

Integration of educational technology offers opportunities alongside challenges for Filipino teachers. This finding is supported by De Vera (2021) and able to identify needs for targeted development in digital tools. This is also supported by Yumul (2024) notes exposure enhances competencies through tool adoption. Digital proficiency becomes essential for modern teaching success. Resource access drives instructional innovation. In contrary, this contradicts the study of Alfeche (2024) found that Filipino teachers experience significant barriers such as lack of infrastructure, institutional support, and training, indicating that technology integration is predominantly constrained by systemic limitations rather than offering balanced opportunities, thereby contradicting the claim.

Socio-Economic Growth

Migration to the United States yields enhanced financial opportunities and career advancement for Filipino teachers. In line with the result, Virtudazo (2025) supports and identifies these are key of resilience factors with intrinsic motivation. Additionally, Cadabono et al. (2023) emphasizes programs boosting competencies and outcomes. This migration supports broader professional aspirations. Economic gains sustain family investments long-term. In contrary, this contradicts the study of Cahilog (2023) found that Filipino teachers' migration decisions are driven by complex emotional, professional, and systemic factors rather than guaranteed financial gains or clear career advancement, contradicting the claim that migration to the United States inherently yields enhanced financial opportunities and career progression.

Digital Transnationalism

Filipino teachers leveraged digital tools like social media and messaging apps to sustain cultural connections amid U.S. adaptation, echoing transnationalism frameworks where migrants maintain "simultaneous embeddedness" in multiple locales (Levitt, 2020). Subthemes of simultaneous presence and virtual linguistic comfort buffered acculturative stress by enabling real-time engagement with home culture without disrupting professional integration (Bacalso et al., 2021). These practices highlight how technology fosters hybrid identities, allowing teachers to navigate bicultural demands effectively. In contrary, a study of Collado (2023) contradicts and found that Filipino teachers' use of digital platforms is often constrained by resource limitations, workload pressures, and technological unfamiliarity, emphasizing challenges over sustained transnational connectivity, thereby contradicting the claim that digital tools effectively maintain simultaneous embeddedness across contexts.

Strategic De-personalization

Participants employed de-personalization as emotional armor against acculturation stressors, strategically detaching to safeguard mental health during hierarchical shifts from Philippine to U.S. classrooms (Heyward et al., 2022). This is also supported by Schartner (2021), that the psychological strategies like reframing workplace conflicts, alongside behavioral tolerance for egalitarian student interactions, promoted resilience and long-term adaptation. This approach underscores the adaptive value of emotional regulation in migrant teaching contexts. In contrary, a study of Bantayan-Tanner (2025) found that Filipino teachers cope with acculturative stress through collectivist self-care practices such as social support, faith, and cultural resilience rather than depersonalization or emotional detachment, contradicting the claim that detachment serves as a primary coping mechanism.

Institutional Paternalism

U.S. schools' structured support, including New Teacher Academies and on-demand mentorship, eased Filipino teachers' transitions by providing "scaffolding" for professional integration and cultural navigation (Darling-Hammond et al., 2021), This is also supported by Ronczkowski that the initial challenges, fostering confidence and skill development essential for success in unfamiliar systems (Ronczkowski et al., 2023). Ultimately, such

paternalism enhances retention and equity for immigrant educators. However, in contrary that on the study of Balbin (2025) found that Filipino teachers respond to acculturation stress through active coping mechanisms such as cultural resilience, emotional expression, and community engagement rather than depersonalization or emotional detachment, contradicting the claim that detachment serves as a primary protective strategy.

Structural Separation

Physical isolation in U.S. classrooms contrasted sharply with communal Philippine faculty spaces, exacerbating acculturative loneliness despite maximizing instructional time (Wang et al., 2021). This is also supported by Lindhardt, 2022) that this barrier limited peer support networks crucial for emotional well-being and collaborative growth, amplifying adjustment difficulties). Findings suggest schools could address this through intentional social structures to better support migrant teachers. In contrary, on the study of Real (2024) found that Filipino teachers' experiences abroad involve active coping, adaptation, and professional growth despite challenges, rather than persistent isolation or exacerbated loneliness, contradicting the claim that physical isolation primarily intensifies acculturative loneliness. In contrary, that on the study of Oris (2023) found that Filipino teachers' prior experience and professional background do not significantly improve teaching performance in U.S. settings, suggesting that increased focus on pedagogy alone does not necessarily lead to enhanced fulfillment or professional growth, thereby contradicting the claim.

Professional Liberation

Urrieta et al. 2021 has claimed that the absence of ancillary duties in the U.S. granted Filipino teachers unprecedented focus on pedagogy, enhancing fulfillment, innovation, and professional growth. In support, according to Torres et al., 2023 that the shift from overloaded Philippine roles to streamlined responsibilities reduced burnout and amplified teaching efficacy. Consequently, it contributes significantly to overall career satisfaction and sustained motivation. In contrary, that the study of Valdez (2023) found that Filipino teachers working abroad still experience high levels of stress, workload pressure, and emotional exhaustion despite changes in role structure, indicating that streamlined responsibilities do not necessarily reduce burnout or enhance teaching efficacy, thereby contradicting the claim.

Future Directions

Future research should explore the long-term cultural adaptation of Filipino teachers through longitudinal studies, examining how maintaining cultural identity influences teaching effectiveness over time. Quantitative research could investigate the impact of support networks, such as peer and faith-based groups, on successful adaptation. Comparative studies with other migrant teacher groups may reveal unique or shared strategies for cultural adaptation. Research should also assess the effectiveness of current professional development programs, particularly in addressing challenges like technology integration, language barriers, and classroom management, to develop more targeted interventions that better support immigrant educators.

Implications for Practice

The study emphasizes the need for robust support systems to aid Filipino teachers transitioning into the U.S. educational system. Administrators should implement mentorship programs pairing Filipino teachers with experienced colleagues to ease professional transitions. Professional development should focus on culturally responsive teaching and language support tailored to immigrant educators, while policymakers should advocate for the recognition of international credentials to streamline the process and reduce bureaucratic barriers. Additionally, offering reduced teaching loads initially can help teachers adjust to classroom management and cultural integration, ultimately enhancing their teaching effectiveness in diverse classrooms.\

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