

# Challenges, Resilience, and Employment Compliance of Filipino Educators Abroad: Basis for Educational Stability

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## ABSTRACT

This study examined the challenges, resilience, and employment compliance of Filipino educators in the United States using a descriptive-correlational quantitative design guided by Social Learning Theory, Experiential Learning Theory, and Teacher Resilience Frameworks. The respondents were 110 Filipino teachers with at least one year of international teaching experience across various U.S. states (including Arizona, Texas, New Mexico, the Carolinas, Virginia, Florida, Colorado, and California) selected via purposive sampling. Data were collected using a structured, three-part questionnaire measuring professional and socio-cultural challenges, personal resilience, and employment compliance defined here as structural and legal adherence to contractual, visa, and institutional mandates. Findings revealed that the workforce was predominantly female, early- to middle-aged adults, and early-career professionals holding graduate-level degrees. Educators experienced moderate challenges (particularly in classroom management and socio-cultural adaptation) while demonstrating high resilience and high employment compliance. Statistical analyses using Mann–Whitney U and Kruskal–Wallis H tests indicated significant variations in resilience and compliance across sex and educational attainment, whereas challenges remained consistent across demographic profiles. Spearman’s rank-order correlation revealed no statistically significant relationships among challenges, resilience, and compliance, highlighting that compliance in high-stakes diaspora settings is often structurally enforced rather than psychologically mediated. While limited by self-report measures and non-probability sampling, this study underscores the need for multi-sectoral interventions spanning Philippine policy bodies, recruitment agencies, and U.S. host institutions to balance global mobility with host-country support and home-country educational sustainability.

**Keywords:** Challenges in Teaching, Employment Compliance, Filipino Educators Abroad, Resilience, Socio-Cultural Adaptation, Strategic Planning

## BACKGROUND

Education remains a vital engine for national development, and Filipino educators are globally recognized for their pedagogical competence, English proficiency, and adaptability. However, the international migration of Filipino teachers to host nations like the United States reflects a complex interplay between professional opportunity and systemic vulnerability. Driven by severe host-country teacher shortages and local economic pushes, transnational education offers financial mobility but simultaneously introduces significant professional, personal, and cultural disruptions (Lanoy & Idul, 2025). As migrant educators navigate identity re-negotiations, instructional shifts, and social isolation (Curambao, 2025), a deeper theoretical and empirical examination of their lived realities becomes imperative.

The Philippines continued to experience a “brain drain” as qualified teachers sought better compensation and opportunities abroad. This migration created gaps in local classrooms, particularly in rural and underserved areas. UNESCO (2024) emphasized that while AI and digital technologies transformed learning globally, countries like the Philippines needed to strengthen teacher support systems to retain talent and ensure equitable access to quality education.

Filipino educators abroad remained deeply connected to their communities at home. Their employment compliance, such as leaving families behind or adjusting to unfamiliar educational systems, affected not only their personal well-being but also the sustainability of Philippine education. In the provinces, schools struggled with shortages of experienced teachers, affecting curriculum continuity and student achievement. The researcher, as a U.S.-based Filipino educator, also experienced these challenges firsthand, balancing cultural adaptation abroad with the realities of educational gaps in the Philippines.

Educational stability in the Philippines remained a critical concern as the country continued to face teacher shortages, increasing migration of qualified educators, and the need to sustain quality education. Although Filipino teachers continued to be recognized internationally for their competence, adaptability, and resilience, their growing participation in overseas employment posed significant challenges to maintaining a stable and sustainable teaching workforce in the country. These conditions highlighted the importance of developing policies and strategic interventions that strengthened teacher retention, professional development, and institutional support while recognizing the realities of global teacher mobility.

Thus, this study was conducted because the challenges and employment compliance of Filipino educators abroad directly impacted the sustainability and stability of Philippine education. By examining their resilience, the research provided a valuable basis for educational stability, teacher retention, and global competitiveness. Addressing this gap was critical to ensuring that the Philippines not only supported its educators abroad but also strengthened its educational system at home.

## Methods

This study utilized a descriptive-correlational quantitative research design to evaluate the extent of challenges, resilience, and employment compliance among Filipino educators in the United States and to test the interrelationships among these constructs. A correlational approach was appropriate as it allowed for the objective measurement of associations between resource loss (challenges), resource mobilization (resilience), and legal/contractual adherence (compliance) without experimental manipulation.

110 Filipino educators who are currently employed as teachers in several U.S. states, including Arizona, Texas, New Mexico, the Carolinas, Virginia, Florida, Colorado, and California, made up the respondents. Purposive sampling was used to choose participants based on two inclusion criteria: (1) having a minimum of one year of active international teaching experience in a basic or secondary educational institution in the United States, and (2) having Philippine citizenship and initial educator training from the Philippines. While purposive sampling ensured that respondents possessed relevant, high-value transnational experience, non-probability sampling limits the statistical generalizability of the findings to the broader population of all Filipino migrant teachers globally.

A three-part structured questionnaire was used to collect the data. In the first section, professional, cultural, and personal challenges were measured using the Questionnaire on Challenges Amid the Global Health Crises Encountered created by Herrera and Caballes (2022). A standardized Resilience Assessment Questionnaire was used in the second section to evaluate coping mechanisms and flexibility. The third section included items meant to gauge employment compliance, with an emphasis on compromises made in both personal and professional life while teaching overseas. To guaranty contextual consistency, sample-specific reliability was reevaluated even tho established instruments were used.

Although established instruments were adopted, sample-specific reliability was re-evaluated to ensure contextual consistency. In the current sample ( $N=110$ ), internal consistency was verified using Cronbach's alpha ( $\alpha$ ): Challenges Scale,  $\alpha=0.88$  (high reliability); Resilience Scale,  $\alpha=0.91$  (excellent reliability); and Employment Compliance Scale,  $\alpha=0.84$  (good reliability). These results confirmed that the instruments were dependable and appropriate for the study context.

Approval was secured from institutional review boards and partnering educator associations. Questionnaires were administered using a hybrid approach. Informed consent was obtained electronically or in writing prior to participation, explicitly outlining voluntary participation, data anonymity, and the right to withdraw without

prejudice. Frequency and percentage distributions were applied to demographic profiles, while means and interpretation scales were used to assess challenges, resilience, and employment compliance. Mann-Whitney U Test and Kruskal-Wallis H Test determined significant differences across demographic variables, and Spearman's Rank Order Correlation measured relationships among the three constructs. These procedures ensured that the findings were credible, consistent, and aligned with established research practices.

## RESULT AND DISCUSSION

The table 1 illustrates the distribution of the profile of respondents in terms of frequency and percentage distributions across various categories.

Table 1. Frequency and Percentage Distribution of the Respondents.

| Profile                       | Category                 | f   | %      |
|-------------------------------|--------------------------|-----|--------|
| <b>Sex</b>                    |                          |     |        |
|                               | Male                     | 31  | 28.18  |
|                               | Female                   | 79  | 71.82  |
|                               | Total                    | 110 | 100.00 |
| <b>Age</b>                    |                          |     |        |
|                               | 20-29 years old          | 8   | 7.27   |
|                               | 30-39 years old          | 69  | 62.73  |
|                               | 40-49 years old          | 28  | 25.45  |
|                               | 50 years old and above   | 5   | 4.55   |
|                               | Total                    | 110 | 100.00 |
| <b>Years in Service</b>       |                          |     |        |
|                               | 1-5 years                | 95  | 86.36  |
|                               | 6-10 years               | 13  | 11.82  |
|                               | 11-15 years              | 2   | 1.82   |
|                               | 16-20 years              | 0   | 0.00   |
|                               | 21 years & above         | 110 | 100.00 |
|                               | Total                    | 110 | 100.00 |
| <b>Educational Attainment</b> |                          |     |        |
|                               | High School Graduate     | 0   | 0.00   |
|                               | College Graduate         | 7   | 6.36   |
|                               | With Master Units/Degree | 76  | 69.09  |

|  |                             |     |        |
|--|-----------------------------|-----|--------|
|  | With Doctorate Units/Degree | 27  | 24.55  |
|  | Total                       | 110 | 100.00 |

The profile of respondents shows that the teaching workforce abroad is predominantly female, with 79 teachers (71.82%) compared to 31 males (28.18%), reflecting the continuing trend of women's strong participation in the profession and their significant role in instructional delivery and learner support. In terms of age, the largest group is 30–39 years old with 69 teachers (62.73%), followed by 40–49 years old with 28 (25.45%), 20–29 years old with 8 (7.27%), and 50 years old and above with 5 (4.55%). This indicates that most respondents are in their early to middle adulthood, a stage associated with career stability, professional growth, and productivity. Regarding years in service, 95 teachers (86.36%) have 1–5 years of experience, 13 (11.82%) have 6–10 years, and only 2 (1.82%) have 11–15 years, suggesting that the majority are early-career teachers still developing classroom management strategies and instructional confidence. Finally, in terms of educational attainment, 76 respondents (69.09%) hold master's units or degrees, 27 (24.55%) have doctorate units or degrees, and only 7 (6.36%) are college graduates, showing a strong commitment to advanced education and lifelong learning that enhances instructional effectiveness and professional competence.

Table 2 below shows the level of challenges encountered by the Filipino teachers abroad.

Table 2. Level of Challenges Encountered by the Filipino Teachers Abroad.

| Statements                                                                                          | Mean        | SD          | Interpretation |
|-----------------------------------------------------------------------------------------------------|-------------|-------------|----------------|
| <b>Socio-Cultural Adaptation &amp; Personal Challenges_Mean</b>                                     | <b>3.07</b> | <b>0.76</b> | <b>High</b>    |
| I experience severe homesickness and emotional distress due to family separation.                   | 3.54        | 1.06        | High           |
| I struggle to navigate daily lifestyle logistics (e.g., housing, medical systems, public transit).  | 3.26        | 1.00        | Moderate       |
| I find it difficult to adjust to the local food, climate, and general social norms.                 | 3.15        | 0.95        | Moderate       |
| Communicating in daily social interactions outside of school is difficult due to language barriers. | 2.75        | 1.19        | Moderate       |
| I feel racially or culturally isolated within the local neighborhood or community.                  | 2.65        | 0.92        | Moderate       |
| <b>Pedagogical &amp; Classroom Management Challenges_Mean</b>                                       | <b>3.41</b> | <b>0.66</b> | <b>High</b>    |
| Managing student behavior and discipline is difficult due to host-country culture norms.            | 4.31        | 0.80        | Very High      |
| I struggle to align my teaching background with the host country's curriculum standards.            | 3.39        | 0.96        | Moderate       |
| Language barriers prevent me from communicating abstract lesson topics effectively to students.     | 2.89        | 1.00        | Moderate       |
| Students exhibit a lack of respect or engagement due to cultural differences.                       | 3.73        | 1.27        | High           |
| Adapting to and integrating new educational software or AI tools creates instructional anxiety.     | 2.72        | 0.95        | Moderate       |

|                                                                                                                     |             |             |                 |
|---------------------------------------------------------------------------------------------------------------------|-------------|-------------|-----------------|
| <b>Institutional, Workload &amp; Administrative Pressures_Mean</b>                                                  | <b>2.63</b> | <b>0.82</b> | <b>Moderate</b> |
| 1The administrative paperwork and non-teaching duties demand excessive unpaid hours.                                | 2.37        | 1.07        | Low             |
| School administration provides inadequate orientation and initial onboarding support.                               | 2.81        | 1.15        | Moderate        |
| I feel left out of career growth tracks or local professional advancement tracks.                                   | 2.48        | 1.11        | Low             |
| Communication gaps exist between myself and school leadership regarding performance metrics.                        | 2.55        | 1.04        | Low             |
| I face challenging or uncooperative interactions with parents of students.                                          | 2.95        | 1.19        | Moderate        |
| <b>Economic &amp; Professional Well-Being_Mean</b>                                                                  | <b>3.11</b> | <b>0.70</b> | <b>Moderate</b> |
| High local cost of living offsets the financial advantage of my salary.                                             | 3.35        | 0.95        | Moderate        |
| Navigating immigration laws, work visas, and paperwork updates causes job anxiety.                                  | 2.75        | 1.04        | Moderate        |
| The school does not provide adequate mental health benefits or medical care options.                                | 2.64        | 1.14        | Moderate        |
| Financial demands from family in my home country place extra stress on my budget.                                   | 3.72        | 0.73        | High            |
| Work exhaustion compromises my physical safety and psychological wellness.                                          | 3.09        | 0.88        | Moderate        |
| <b>Challenges As a Whole</b>                                                                                        | <b>3.06</b> | <b>0.54</b> | <b>Moderate</b> |
| <i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i> |             |             |                 |

The results in Table 2 show that Filipino teachers abroad encounter an overall moderate level of challenges, with a composite mean of 3.06 (SD = 0.54). Socio-cultural and personal challenges register a mean of 3.07, interpreted as high, with homesickness and family separation rated highest at 3.54. Pedagogical and classroom management challenges are also high, with a mean of 3.41, and managing student behavior emerges as the most difficult aspect at 4.31, interpreted as very high. Economic and professional well-being challenges are moderate, with a mean of 3.11, where financial demands from families at home are rated high at 3.72. Institutional, workload, and administrative pressures are the least pronounced, with a mean of 2.63, interpreted as moderate, and items such as paperwork and career growth opportunities rated low. Overall, the findings indicate that while teachers abroad demonstrate resilience, they continue to face significant challenges in classroom management, socio-cultural adaptation, and financial responsibilities, underscoring the need for targeted support systems to sustain their effectiveness and well-being.

The findings in Table 2 are strongly supported by existing literature, which emphasizes that teachers working abroad face challenges closely tied to socio-cultural adjustment, classroom practices, and overall well-being. Burić and Kim (2021) highlight that social and emotional adjustment plays a crucial role in sustaining teachers' performance in diverse cultural settings, while Schiepe-Tiska et al. (2022) note that cultural differences in classroom practices and student behavior significantly affect instructional effectiveness. Collie (2021) further stresses that supportive leadership and inclusive workplace practices enhance teacher satisfaction and professional commitment, directly addressing institutional and administrative concerns. Similarly, Hascher and Waber (2021) emphasize that teachers' well-being is linked to job performance, engagement, and long-term

sustainability, and Madigan and Kim (2021) affirm that workplace conditions, support mechanisms, and personal well-being are critical for professional success. Collectively, these studies validate the importance of addressing socio-cultural adaptation, classroom management, and workplace support to sustain the effectiveness and resilience of Filipino teachers abroad.

Table 3 below shows the level of resilience by the Filipino teachers abroad.

Table 3. Level of Resilience by the Filipino Teachers Abroad.

| Statements                                                                                      | Mean | SD   | Interpretation |
|-------------------------------------------------------------------------------------------------|------|------|----------------|
| I easily modify my daily routine when unexpected systemic changes or disruptions occur.         | 3.93 | 0.98 | High           |
| I look for creative solutions rather than focusing on the stress of a problem.                  | 4.11 | 0.76 | High           |
| I quickly accept professional or environmental changes that are completely out of my control.   | 3.46 | 0.74 | High           |
| I view unexpected hardships and challenges as valuable opportunities to grow.                   | 3.72 | 0.96 | High           |
| I can efficiently manage my focus when forced to learn new workplace technologies or systems.   | 3.77 | 0.69 | High           |
| I can stay calm and composed when facing urgent, high-pressure deadlines.                       | 3.72 | 0.84 | High           |
| I recover my emotional balance quickly after experiencing a major disappointment or failure.    | 3.64 | 0.93 | High           |
| I manage my professional anxieties without letting them spill over into my personal life.       | 3.59 | 0.93 | High           |
| I can work productively even when the immediate future of my environment feels unpredictable.   | 3.90 | 0.86 | High           |
| I use healthy coping mechanisms (e.g., boundaries, mindfulness) to prevent severe exhaustion.   | 3.80 | 0.73 | High           |
| I actively reach out to colleagues or peers when my workload becomes overwhelming.              | 3.54 | 0.86 | High           |
| I feel comfortable expressing my professional struggles to my direct supervisors or leaders.    | 3.17 | 0.86 | Moderate       |
| I have a reliable circle of family or friends who offer strong emotional support during crises. | 4.12 | 0.98 | High           |
| I participate in professional or community groups that help me cope with shared stressors.      | 3.48 | 1.00 | High           |
| I value and implement constructive feedback from others to improve my coping skills.            | 4.10 | 0.96 | High           |
| I maintain a positive outlook regarding my long-term career goals despite current setbacks.     | 4.07 | 0.99 | High           |

|                                                                                                                     |             |             |             |
|---------------------------------------------------------------------------------------------------------------------|-------------|-------------|-------------|
| I believe that my current professional efforts will lead to positive outcomes in the future.                        | 4.11        | 0.94        | High        |
| My core personal values give me a strong sense of purpose during difficult times.                                   | 4.05        | 0.98        | High        |
| I am confident in my ability to overcome whatever hardships come my way.                                            | 4.16        | 0.96        | High        |
| I look forward to the future with optimism rather than feeling trapped by current constraints.                      | 4.20        | 1.04        | High        |
| <b>Resilience As a Whole</b>                                                                                        | <b>3.83</b> | <b>0.57</b> | <b>High</b> |
| <i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i> |             |             |             |

Table 3 presents the level of resilience among Filipino teachers abroad, with an overall mean of 3.83 (SD = 0.57), interpreted as high. The highest indicators include optimism about the future (M = 4.20, SD = 1.04), confidence in overcoming hardships (M = 4.16, SD = 0.96), and strong social support systems (M = 4.12, SD = 0.98). Teachers also report high levels of belief in professional success (M = 4.11, SD = 0.94) and focusing on creative solutions rather than stress (M = 4.11, SD = 0.76). These findings suggest that optimism, self-confidence, and social support are critical strengths that sustain motivation, emotional stability, and professional commitment. This interpretation is supported by Luthar et al. (2021), who emphasize that resilience is strengthened by positive thinking, self-efficacy, and supportive relationships that enable individuals to adapt successfully to adversity.

Teachers also demonstrate resilience in adapting to workplace demands, with high ratings for modifying routines during disruptions (M = 3.93, SD = 0.98), working productively despite uncertainty (M = 3.90, SD = 0.86), and using healthy coping mechanisms (M = 3.80, SD = 0.73). Emotional regulation and help-seeking behaviors are evident, such as recovering balance after setbacks (M = 3.64, SD = 0.93) and seeking assistance from colleagues (M = 3.54, SD = 0.86). However, expressing professional struggles to supervisors received the lowest mean (M = 3.17, SD = 0.86), interpreted as moderate, suggesting hesitation in open communication. These results imply that resilience enables teachers to maintain productivity and well-being despite challenges, but supportive leadership and psychologically safe environments remain essential. This aligns with Beltman and Mansfield (2022), Ainsworth and Oldfield (2022), and Edmondson and Lei (2021), who highlight adaptability, social support, and trust in leadership as vital components of resilience. Overall, the findings confirm that Filipino teachers abroad possess strong resilience that sustains their effectiveness and professional commitment, consistent with Gu and Day (2022).

Table 4 shows the level of employment compliance by the Filipino teachers abroad.

Table 4. Level of Employment Compliance by the Filipino Teachers Abroad.

| Statements                                                            | Mean        | SD          | Interpretation |
|-----------------------------------------------------------------------|-------------|-------------|----------------|
| <b>Life Experience Abroad_Mean</b>                                    | <b>3.81</b> | <b>0.50</b> | <b>High</b>    |
| A good relationship with co-employees and others.                     | 4.27        | 0.66        | Very High      |
| Adjustment and tolerance to climate.                                  | 3.71        | 0.68        | High           |
| The ability to cope with homesickness, anxiety, and stress.           | 3.75        | 0.73        | High           |
| I can keep a reasonable balance between my work and my personal life. | 4.01        | 0.83        | High           |

|                                                                                                                     |             |             |                  |
|---------------------------------------------------------------------------------------------------------------------|-------------|-------------|------------------|
| Our organization provides is with leisure amenities and recreational activities.                                    | 3.33        | 1.05        | Moderate         |
| <b>Accommodation, Transportation, and Safety_Mean</b>                                                               | <b>3.13</b> | <b>0.92</b> | <b>Moderate</b>  |
| Our organization provides us with accommodation or housing allowance.                                               | 2.37        | 1.43        | Low              |
| Our accommodation is in a safe environment.                                                                         | 3.70        | 1.00        | High             |
| Our organization provides transportation or transportation allowance.                                               | 2.08        | 1.34        | Low              |
| The workplace in which I work is safe and free from hazards.                                                        | 3.59        | 1.03        | High             |
| Our organization updates us on mandated health protocols.                                                           | 3.89        | 0.96        | High             |
| <b>Working Hours and Working Conditions_Mean</b>                                                                    | <b>4.25</b> | <b>0.65</b> | <b>Very High</b> |
| Our working hours are reasonable on employee capability and productivity.                                           | 4.52        | 0.67        | Very High        |
| Employees work overtime with pay.                                                                                   | 3.93        | 1.34        | High             |
| I have adequate days off in a week.                                                                                 | 4.11        | 1.00        | High             |
| My workload is reasonable.                                                                                          | 4.35        | 0.58        | Very High        |
| Adequate equipment and supplies are available for the work.                                                         | 4.36        | 0.67        | Very High        |
| <b>Compensation, Benefits, Job Security and Tenure_Mean</b>                                                         | <b>3.54</b> | <b>0.66</b> | <b>High</b>      |
| My salary is appropriate for the position and qualifications I hold.                                                | 3.83        | 1.12        | High             |
| I am satisfied with my medical and leave benefits.                                                                  | 3.81        | 1.20        | High             |
| I have a round-trip ticket paid for by my employer and mid-year or annual leave.                                    | 1.94        | 1.38        | Low              |
| Working as an OFW provides job security.                                                                            | 3.32        | 1.31        | Moderate         |
| I am grateful for being given a chance to work in the United States.                                                | 4.82        | 0.39        | Very High        |
| <b>Recognition, Reward, and Promotions_Mean</b>                                                                     | <b>3.35</b> | <b>0.89</b> | <b>Moderate</b>  |
| I receive recognition for a job well done.                                                                          | 3.91        | 1.18        | High             |
| I receive incentives for my good job performance                                                                    | 3.14        | 1.15        | Moderate         |
| I received a certificate of praise for my good performance                                                          | 3.32        | 1.22        | Moderate         |
| There are opportunities for promotion in my organization.                                                           | 2.97        | 1.15        | Moderate         |
| I receive salary increase merit upon my contract renewal.                                                           | 3.42        | 1.16        | High             |
| <b>Employment Compliance As a Whole</b>                                                                             | <b>4.27</b> | <b>0.66</b> | <b>Very High</b> |
| <i>Legend: (4.21-5.00)-Very High; (3.41-4.20)-High; (2.61-3.40)-Moderate; (1.81-2.60)-Low; (1.00-1.80)-Very Low</i> |             |             |                  |

Table 4 presents the level of employment compliance among Filipino teachers abroad, showing generally favorable conditions across several dimensions. Life experience abroad is rated high ( $M = 3.81$ ,  $SD = 0.50$ ), with strong interpersonal relationships ( $M = 4.27$ ,  $SD = 0.66$ ) and work-life balance ( $M = 4.01$ ,  $SD = 0.83$ ) emerging as key strengths. These findings suggest that supportive workplace relationships and effective personal adjustment contribute to satisfaction and stability, consistent with Collie (2021), who emphasized that positive workplace environments enhance well-being and professional commitment. Accommodation, transportation, and safety are rated moderate ( $M = 3.13$ ,  $SD = 0.92$ ), with safe housing and workplace conditions scoring high, but housing and transportation allowances rated low. This reflects limited institutional support in these areas, aligning with Haslberger and Brewster (2022), who found that safe housing and workplace support are critical for employee adjustment in international contexts.

Working hours and conditions receive very high ratings ( $M = 4.25$ ,  $SD = 0.65$ ), with reasonable workloads ( $M = 4.35$ ,  $SD = 0.58$ ) and adequate resources ( $M = 4.36$ ,  $SD = 0.67$ ) strongly supporting productivity. Compensation, benefits, job security, and tenure are rated high ( $M = 3.54$ ,  $SD = 0.66$ ), with gratitude for employment opportunities scoring very high ( $M = 4.82$ ,  $SD = 0.39$ ), though job security and travel benefits remain moderate to low.

Recognition, rewards, and promotions are moderate ( $M = 3.35$ ,  $SD = 0.89$ ), with limited advancement opportunities, echoing Nguyen et al. (2023), who highlighted the importance of recognition and career pathways for motivation. Overall, Filipino teachers abroad perceive supportive working conditions and fair compensation, but improvements in housing, transportation, and structured recognition programs are needed. These findings align with Toropova et al. (2021), De Simone et al. (2022), and Kim and Asbury (2020), who emphasized that favorable working conditions, fair employment practices, and adequate organizational support significantly enhance teacher satisfaction, resilience, and professional effectiveness.

Table 5a below shows the difference in the level of challenges encountered when the teachers are grouped according to their sex.

Table 5a. Difference in the Level of Challenges Encountered when the Teachers are grouped according to their Sex.

| Sex    | Test Statistics (U) | p-value | Decision for Ho     | Interpretation  |
|--------|---------------------|---------|---------------------|-----------------|
| Male   | 970.50              | 0.091   | Failed to Reject Ho | Not Significant |
| Female |                     |         |                     |                 |

Table 5a presents the results of the Mann–Whitney U test examining the difference in the level of challenges encountered by Filipino teachers abroad when grouped according to sex. The analysis yielded a test statistic of ( $U = 970.50$ ,  $p = 0.091$ ). Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no significant difference in the level of challenges encountered by Filipino teachers abroad when grouped according to sex.

Table 5b below shows the difference in the level of challenges encountered when the teachers are grouped according to their age.

Table 5b. Difference in the Level of Challenges Encountered when the Teachers are grouped according to their Age.

| Age             | Test Statistics (H) | p-value | Decision for Ho     | Interpretation  |
|-----------------|---------------------|---------|---------------------|-----------------|
| 20-29 years old | 4.06                | 0.255   | Failed to Reject Ho | Not Significant |
| 30-39 years old |                     |         |                     |                 |

|                        |  |  |  |  |
|------------------------|--|--|--|--|
| 40-49 years old        |  |  |  |  |
| 50 years old and above |  |  |  |  |

Table 5b presents the results of the Kruskal–Wallis H test examining the difference in the level of challenges encountered by Filipino teachers abroad when grouped according to age. The analysis yielded a test statistic of ( $H = 4.06$ ,  $p = 0.255$ ). Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no significant difference in the level of challenges encountered by Filipino teachers abroad when grouped according to age.

Table 5c below shows the difference in the level of challenges encountered when the teachers are grouped according to their years in service.

Table 5c. Difference in the Level of Challenges Encountered when the Teachers are grouped according to their Years in Service.

| Years in Service | Test Statistics (H) | p-value | Decision for Ho     | Interpretation  |
|------------------|---------------------|---------|---------------------|-----------------|
| 1-5 years        | 4.28                | 0.118   | Failed to Reject Ho | Not Significant |
| 6-10 years       |                     |         |                     |                 |
| 11-15 years      |                     |         |                     |                 |
| 16-20 years      |                     |         |                     |                 |
| 21 years & above |                     |         |                     |                 |

Table 5c presents the results of the Kruskal–Wallis H test examining the difference in the level of challenges encountered by Filipino teachers abroad when grouped according to years in service. The analysis yielded a test statistic of ( $H = 4.28$ ,  $p = 0.118$ ). Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no significant difference in the level of challenges encountered by Filipino teachers abroad when grouped according to their years in service.

Table 5d shows the difference in the level of challenges encountered when the teachers are grouped according to their educational attainment.

Table 5d. Difference in the Level of Challenges Encountered when the Teachers are grouped according to their Educational Attainment.

| Educational Attainment      | Test Statistics (H) | p-value | Decision for Ho | Interpretation |
|-----------------------------|---------------------|---------|-----------------|----------------|
| High School Graduate        | 12.56               | 0.002   | Reject Ho       | Significant    |
| College Graduate            |                     |         |                 |                |
| With Master Units/Degree    |                     |         |                 |                |
| With Doctorate Units/Degree |                     |         |                 |                |

Table 5d presents the results of the Kruskal–Wallis H test examining the difference in the level of challenges encountered by Filipino teachers abroad when grouped according to educational attainment. The analysis yielded a test statistic of ( $H = 12.56$ ,  $p = 0.002$ ).

Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a significant difference in the level of challenges encountered by Filipino teachers abroad when grouped according to their educational attainment.

Table 6a on the next page shows the difference in the level of resilience when the teachers are grouped according to their sex.

Table 6a. Difference in the Level of Resilience when the Teachers are grouped according to their Sex.

| Sex    | Test Statistics (U) | p-value | Decision for Ho | Interpretation |
|--------|---------------------|---------|-----------------|----------------|
| Male   | 661.00              | <0.001  | Reject Ho       | Significant    |
| Female |                     |         |                 |                |

Table 6a presents the results of the Mann–Whitney U test examining the difference in the level of resilience among Filipino teachers abroad when grouped according to sex. The analysis yielded a test statistic of ( $U = 661.00$ ,  $p < 0.001$ ). Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant difference in the level of resilience among Filipino teachers abroad when grouped according to sex.

Table 6b below shows the difference in the level of resilience when the teachers are grouped according to their age.

Table 6b. Difference in the Level of Resilience when the Teachers are grouped according to their Age.

| Age                    | Test Statistics (H) | p-value | Decision for Ho | Interpretation |
|------------------------|---------------------|---------|-----------------|----------------|
| 20-29 years old        | 8.77                | 0.032   | Reject Ho       | Significant    |
| 30-39 years old        |                     |         |                 |                |
| 40-49 years old        |                     |         |                 |                |
| 50 years old and above |                     |         |                 |                |

Table 6b presents the results of the Kruskal–Wallis H test examining the difference in the level of resilience among Filipino teachers abroad when grouped according to age. The analysis yielded a test statistic of ( $H = 8.77$ ,  $p = 0.032$ ). Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant difference in the level of resilience among Filipino teachers abroad when grouped according to age.

Table 6c shows the difference in the level of resilience when the teachers are grouped according to their years in service.

Table 6c. Difference in the Level of Resilience when the Teachers are grouped according to their Years in Service.

| Years in Service | Test Statistics (H) | p-value | Decision for Ho     | Interpretation  |
|------------------|---------------------|---------|---------------------|-----------------|
| 1-5 years        | 0.93                | 0.628   | Failed to Reject Ho | Not Significant |
| 6-10 years       |                     |         |                     |                 |
| 11-15 years      |                     |         |                     |                 |

|                  |  |  |  |  |
|------------------|--|--|--|--|
| 16-20 years      |  |  |  |  |
| 21 years & above |  |  |  |  |

Table 6c presents the results of the Kruskal–Wallis H test examining the difference in the level of resilience among Filipino teachers abroad when grouped according to years in service. The analysis yielded a test statistic of ( $H = 0.93$ ,  $p = 0.628$ ). Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant difference in the level of resilience among Filipino teachers abroad when grouped according to their years in service.

Table 6d below shows the difference in the level of resilience when the teachers are grouped according to their educational attainment.

Table 6d. Difference in the Level of Resilience when the Teachers are grouped according to their Educational Attainment.

| Educational Attainment      | Test Statistics (H) | p-value | Decision for Ho     | Interpretation  |
|-----------------------------|---------------------|---------|---------------------|-----------------|
| High School Graduate        | 4.76                | 0.092   | Failed to Reject Ho | Not Significant |
| College Graduate            |                     |         |                     |                 |
| With Master Units/Degree    |                     |         |                     |                 |
| With Doctorate Units/Degree |                     |         |                     |                 |

Table 6d presents the results of the Kruskal–Wallis H test examining the difference in the level of resilience among Filipino teachers abroad when grouped according to educational attainment. The analysis yielded a test statistic of ( $H = 4.76$ ,  $p = 0.092$ ). Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant difference in the level of resilience among Filipino teachers abroad when grouped according to their educational attainment.

Table 7a shows the difference in the level of employment compliance when the teachers are grouped according to their sex.

Table 7a. Difference in the Level of Employment Compliance when the Teachers are grouped according to their Sex.

| Sex    | Test Statistics (U) | p-value | Decision for Ho | Interpretation |
|--------|---------------------|---------|-----------------|----------------|
| Male   | 490.00              | <0.001  | Reject Ho       | Significant    |
| Female |                     |         |                 |                |

Table 7a presents the results of the Mann–Whitney U test examining the difference in the level of employment compliance among Filipino teachers abroad when grouped according to sex. The analysis yielded a test statistic of ( $U = 490.00$ ,  $p < 0.001$ ). Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant difference in the level of employment compliance among Filipino teachers abroad when grouped according to sex.

Table 7b below shows the difference in the level of employment compliance when the teachers are grouped according to their age.

Table 7b. Difference in the Level of Employment Compliance when the Teachers are grouped according to their Age.

| Age                    | Test Statistics (H) | p-value | Decision for Ho     | Interpretation  |
|------------------------|---------------------|---------|---------------------|-----------------|
| 20-29 years old        | 1.37                | 0.714   | Failed to Reject Ho | Not Significant |
| 30-39 years old        |                     |         |                     |                 |
| 40-49 years old        |                     |         |                     |                 |
| 50 years old and above |                     |         |                     |                 |

Table 7b presents the results of the Kruskal–Wallis H test examining the difference in the level of employment compliance among Filipino teachers abroad when grouped according to age. The analysis yielded a test statistic of ( $H = 1.37$ ,  $p = 0.714$ ).

Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant difference in the level of employment compliance among Filipino teachers abroad when grouped according to age.

Table 7c below shows the difference in the level of employment compliance when the teachers are grouped according to their years in service.

Table 7c. Difference in the Level of Employment Compliance when the Teachers are grouped according to their Years in Service.

| Years in Service | Test Statistics (H) | p-value | Decision for Ho     | Interpretation  |
|------------------|---------------------|---------|---------------------|-----------------|
| 1-5 years        | 2.03                | 0.362   | Failed to Reject Ho | Not Significant |
| 6-10 years       |                     |         |                     |                 |
| 11-15 years      |                     |         |                     |                 |
| 16-20 years      |                     |         |                     |                 |
| 21 years & above |                     |         |                     |                 |

Table 7c presents the results of the Kruskal–Wallis H test examining the difference in the level of employment compliance among Filipino teachers abroad when grouped according to their years in service. The analysis yielded a test statistic of ( $H = 2.03$ ,  $p = 0.362$ ). Since the p-value is greater than the 0.05 level of significance, the null hypothesis failed to be rejected. This indicates that there is no statistically significant difference in the level of employment compliance among Filipino teachers abroad when grouped according to their years in service.

Table 7d below shows the difference in the level of employment compliance when the teachers are grouped according to their educational attainment.

Table 7d. Difference in the Level of Employment Compliance when the Teachers are grouped according to their Educational Attainment.

| Educational Attainment | Test Statistics (H) | p-value | Decision for Ho | Interpretation |
|------------------------|---------------------|---------|-----------------|----------------|
| High School Graduate   | 24.767              | <.0001  | Reject Ho       | Significant    |
| College Graduate       |                     |         |                 |                |

|                             |  |  |  |  |
|-----------------------------|--|--|--|--|
| With Master Units/Degree    |  |  |  |  |
| With Doctorate Units/Degree |  |  |  |  |

Table 7d presents the results of the Kruskal–Wallis H test examining the difference in the level of employment compliance among Filipino teachers abroad when grouped according to educational attainment. The analysis yielded a test statistic of ( $H = 24.767$ ,  $p < .0001$ ). Since the p-value is less than the 0.05 level of significance, the null hypothesis was rejected. This indicates that there is a statistically significant difference in the level of employment compliance among Filipino teachers abroad when grouped according to their educational attainment.

Table 8 below shows the relationship between the level of challenges and the level of resilience among Filipino teachers abroad.

Table 8. Relationship Between the Level of Challenges and The Level of Resilience Among Filipino Teachers Abroad.

| Variable       | Test Statistics ( $r_s$ ) | p-value | Decision for Ho   | Interpretation  |
|----------------|---------------------------|---------|-------------------|-----------------|
| Challenges vs. | -.102                     | .288    | Fail to Reject Ho | Not Significant |
| Resilience     |                           |         |                   |                 |

As shown in Table 8, there is no significant relationship between the level of challenges experienced by Filipino teachers abroad and their level of resilience, as indicated by the Spearman rank-order correlation coefficient ( $r_s = -.102$ ,  $p = .288$ ). Since the p-value is greater than .05, the null hypothesis is not rejected. This finding indicates that the challenges encountered by Filipino teachers abroad are not significantly associated with their level of resilience. Although the relationship is negative, the very weak correlation suggests that variations in the challenges experienced by the teachers do not necessarily correspond to meaningful differences in their capacity to cope, adapt, and recover from difficulties.

Table 9 below shows the relationship between the level of challenges and employment compliance experienced by Filipino teachers abroad.

Table 9. Relationship between the Level of Challenges and Employment Compliance Experienced by Filipino Teachers Abroad.

| Variable              | Test Statistics ( $r_s$ ) | p-value | Decision for Ho   | Interpretation  |
|-----------------------|---------------------------|---------|-------------------|-----------------|
| Challenges vs.        | .152                      | .112    | Fail to Reject Ho | Not Significant |
| Employment Compliance |                           |         |                   |                 |

As shown in Table 9, there is no significant relationship between the level of challenges experienced by Filipino teachers abroad and their employment compliance, as indicated by the Spearman rank-order correlation coefficient ( $r_s = .152$ ,  $p = .112$ ). Since the p-value is greater than .05, the null hypothesis is not rejected. This finding indicates that the challenges encountered by Filipino teachers abroad are not significantly associated with their level of compliance with employment-related requirements and conditions. Although the relationship is positive, the weak correlation suggests that experiencing greater challenges does not necessarily result in substantial changes in teachers' ability or willingness to comply with employment policies, contractual obligations, workplace regulations, and other requirements in their host countries.

Table 10 below shows the relationship between the level of resilience and employment compliance experienced by Filipino teachers abroad.

Table 10. Relationship between the Level of Resilience and Employment Compliance Experienced by Filipino Teachers Abroad.

| Variable              | Test Statistics ( $r_s$ ) | p-value | Decision for $H_0$   | Interpretation  |
|-----------------------|---------------------------|---------|----------------------|-----------------|
| Resilience vs.        | .073                      | .449    | Fail to Reject $H_0$ | Not Significant |
| Employment Compliance |                           |         |                      |                 |

As shown in Table 10, there is no significant relationship between the level of resilience of Filipino teachers abroad and their employment compliance, as indicated by the Spearman rank-order correlation coefficient ( $r_s = .073$ ,  $p = .449$ ). Since the p-value is greater than .05, the null hypothesis is not rejected. This finding indicates that the level of resilience of Filipino teachers abroad is not significantly associated with their compliance with employment-related requirements and conditions. The very weak positive correlation suggests that differences in teachers' resilience do not necessarily correspond to meaningful differences in their ability or willingness to comply with employment policies, workplace regulations, contractual obligations, and other employment requirements.

## CONCLUSION

The respondents in this study are mostly female, early to middle-aged adults, and largely early in their teaching careers, with many having pursued graduate-level education. This reflects a generally young but academically progressing teaching workforce abroad. Filipino teachers experience a moderate level of challenges overall, particularly in classroom management, cultural adjustment, and personal and financial pressures. Despite these difficulties, they demonstrate a high level of resilience, supported by optimism, adaptability, emotional strength, and strong social support systems. Employment conditions are generally favorable, especially in terms of working hours and workplace environment, though gaps remain in housing support, transportation, and career advancement opportunities.

The analysis further reveals that challenges do not significantly differ based on sex, age, or years in service, though educational attainment influences how challenges are perceived and managed. Resilience varies significantly by sex and certain age groups, while years in service and educational attainment show no meaningful effect. Employment compliance differs significantly by sex and educational attainment but not by age or years in service, suggesting that personal and academic factors shape workplace experiences. Importantly, challenges encountered by teachers do not significantly influence their resilience or their adherence to employment requirements. Likewise, teachers' ability to cope and adapt is not significantly associated with their compliance with employment responsibilities, underscoring that resilience and compliance operate independently in the context of Filipino educators abroad.

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