

# Determinants of Migration Decisions and Satisfaction among Filipino Basic Education Teachers

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*Abstract* — This study investigated the determinants influencing the migration decisions and satisfaction of Filipino Basic Education teachers in China. This focused on teachers who migrated from the Philippines and are now employed in Chinese Basic Education institutions. This employed an Embedded Mixed Method research design, where survey data and interviews were used to capture both patterns and personal insights into teachers' motivation and satisfaction working abroad. The study utilized purposive sampling, having 44 Filipino Basic Education teachers who are currently teaching in China: 36 participated in the quantitative phase and eight (8) in the qualitative phase. The results of study provided the significance of the demographic profile where respondents are mostly between 41-45 years old which shows that they are matured and experienced in teaching; as to sex, they are mostly female comprising 66.7% which is common to present generation in the teaching force; as to civil status, most of the respondents are married with 58.3% which goes with their age; as to the highest educational attainment, most of them have masters' degree comprising of 61.1%; as to field of specialization, majority of them are science related with 47.2%; and as to teaching experience, most of them have more than 21 year of experience which shows that the respondents are mostly midcareer to senior educators, highly qualified, and largely motivated by both professional growth and personal or family considerations. In terms of the Economic Incentive, the respondents rated it extremely influential in the migration decisions of the Filipino teachers to China, which shows that financial benefits play a significant role in shaping their decisions to seek employment abroad; however, professional and career-related factors, socio-cultural and environment influences, and institutional factors were considered moderately influential. The results suggest that while career advancement opportunities, exposure to new cultures, enhanced quality of life, family-related motivations, and institutional Support remain relevant, they have a lesser impact than the more immediate economic incentives influencing migration choices. Furthermore, the level of satisfaction with the key determinants influencing migration decisions is not significantly affected by demographic profile. On the other hand, personal and family considerations play a crucial role in shaping the satisfaction of Filipino teachers working in China, as they are the only determinant found to have a statistically significant relationship with satisfaction levels. These finding highlights that fulfilling personal and familial needs is a key contributor to overall job and migration satisfaction. Therefore, an action plan is vital not only for sustaining high levels of teacher satisfaction and developing policies and programs, but also for ensuring long-term retention and success in international teaching placements.

*Keywords* — *economic incentives, determinants, Filipino Basic Education Teachers, migration decisions, satisfaction, personal and family considerations professional and career-related considerations, sociocultural and environmental influence, institutional factors*

## I. Introduction

The migration trends among teachers reflect broader regional and global mobility arrangements, particularly in the context of the ASEAN Economic Community established in 2015, which sought to facilitate the free flow of skilled labor among member states. However, despite all these initiatives, challenges in credential synchronization and uneven implementation persist.

European nations, such as France and Spain, have experienced an influx of Filipino workers across various sectors, signaling international recognition of Filipino talent and adaptability (La Strada International, 2021). Similarly, China has emerged as a major destination for Filipino professionals, including basic education teachers and even individuals without formal teaching credentials, to meet its growing demand for English language instruction (Bagapuro & Delos Santos, 2021). While these global opportunities reflect the increasing demand for Filipino professionals, they also prompt critical inquiry into the determinants that drive migration decisions, particularly in the education sector. Likewise, the lived realities of migrant teachers raise important questions about the extent to which their expectations align with actual experiences abroad. Despite challenges such as cultural adjustment, complex immigration processes, and employment conditions that may fall short of international labor standards, many Filipino educators continue to pursue overseas teaching roles. This paradox highlights the importance of examining not only the factors influencing their decision to migrate, but also their level of satisfaction in the host country—insights that are crucial for informing both policy and practice in migration and education.

In addition, the global migration of Filipino professionals highlights not only their competitiveness but also the diverse factors and expectations that influence their decisions to work abroad. While higher salaries and improved working conditions are frequently cited as key motivators, many also pursue professional advancement, access to further education, and an enhanced quality of life (Domingo, 2023). For Filipino basic education teachers, these aspirations often reflect a desire not only to escape limitations in the local educational system but also to attain personal and professional fulfillment overseas. However, this trend also raises pressing concerns regarding brain drain and its long-term socioeconomic effects on the Philippines (POLO-OWWA, 2025). As such, examining both the determinants that drive migration decisions and the level of satisfaction experienced by these teachers in their host country—particularly in China—is essential. This dual focus offers a more comprehensive understanding of their migration journey and provides valuable insights for developing strategies that address migration drivers while supporting national development goals.

While recent studies have shed light on the experiences of Filipino teachers working abroad, significant gaps remain—particularly in understanding the determinants of their migration decisions and their level of satisfaction in host countries. According to the study by Apao and Naparan (2024), which explored the experiences of Filipino and Chinese teachers, the

study's limited sample size restricts the generalizability of its findings. Moreover, the migration of Filipino basic education teachers to China highlights a growing trend in which educators seek not only better professional and economic opportunities but also personal fulfillment abroad. While economic incentives remain a major driver, other determinants such as the high demand for English-speaking teachers in China, personal aspirations, family considerations, and the desire for cultural exposure also significantly shape their migration decisions. Many are further motivated by the potential for personal growth, the opportunity to engage with a different educational system, and the chance to contribute to global education. However, understanding their initial motivations is only part of the picture. Equally important is examining the extent to which their experiences in the host country meet their expectations and lead to professional and personal satisfaction. Gaining insights into both the determinants of migration and the level of satisfaction among Filipino educators in China is crucial for developing responsive strategies and evidence-based policies that support their integration, well-being, and long-term professional growth.

In light of the foregoing, this study aimed to examine the key determinants influencing the migration decisions of Filipino basic education teachers currently working in China and to assess their level of satisfaction with their professional and personal experiences abroad. Specifically, the research analyzed how demographic relate to both migration decisions and satisfaction levels. By identifying the extent to which economic, professional, sociocultural, political, and personal factors influence migration, the study sought to uncover significant differences and relationships across teacher profiles. The findings provided a foundation for developing an evidence-based action plan that supports Filipino educators throughout their migration journey.

### **Theoretical and Conceptual Framework**

This study is grounded in the Push-Pull Theory by Lee and the Expectancy-Value Theory by Vroom, as well as Herzberg's Two-Factor Theory. In this study, these theories collectively provided a comprehensive framework to analyze the key factors that influenced Filipino basic education teachers' migration decisions and their levels of job satisfaction.

The Push-Pull Theory explains that migration is influenced by push factors, which drive individuals away from their home country—such as low salaries, limited career growth, and poor working conditions—and pull factors, which attract them to a new destination, such as higher wages, professional development opportunities, and better living conditions. This study employed this theory to investigate the specific socioeconomic and professional factors that influence Filipino basic education teachers' decisions to migrate, as well as the impact of these factors on their satisfaction. Moreover, the Expectancy-Value Theory posits that individuals make decisions based on their expectations of success and the value they assign to the anticipated outcome. Filipino basic education teachers considering migration to China may expect higher salaries, improved working conditions, and greater professional recognition. In this

study, the theory was employed to examine how these teachers assessed the potential benefits and risks of migration, and how these expectations influenced both their migration decisions and their overall satisfaction.

Furthermore, Herzberg's Two-Factor Theory (Frederick Herzberg), employed in the study of Alrawahi et al. (2020), explains what drives employee satisfaction and dissatisfaction. It identifies two sets of factors: hygiene factors and motivators. Hygiene factors—such as salary, job security, and working conditions—prevent dissatisfaction but do not increase motivation. In contrast, motivators—like achievement, recognition, and meaningful work—lead to genuine job satisfaction and motivation. Herzberg emphasized that while addressing hygiene factors avoids discontent, true motivation comes from enhancing the intrinsic aspects of work. This theory was used in this study to explore how different factors influence teachers' satisfaction and their decision to migrate. Hygiene factors, such as salary, working conditions, and job security, were examined to determine if their absence drives teachers to seek opportunities abroad. Meanwhile, motivators such as recognition, professional growth, and meaningful work were examined to determine their impact on teachers' overall satisfaction. Finally, by integrating the aforesaid theories, this study aimed to provide a comprehensive understanding of the various determinants influencing the migration decisions and satisfaction of Filipino basic education teachers.

To do this, the study employed the I-P-O (Input-Process-Output) model.

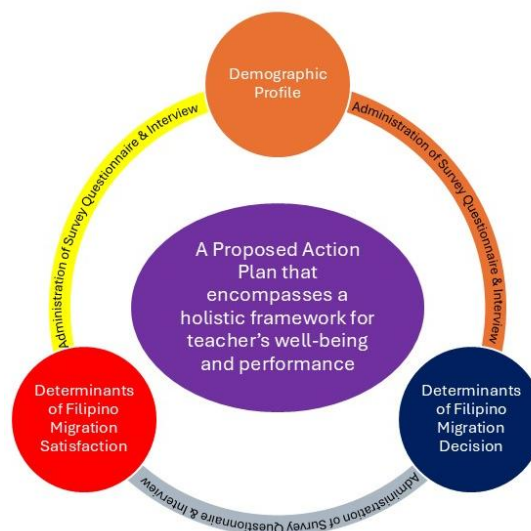


Figure 1. Conceptual Framework of the Study

Figure 1 shows the conceptual paradigm of the study. The circles represent the Input phase comprising the demographic profile of the respondents, determinants of the Filipino Migration Decision and Satisfaction of teachers. The long curve lines represent the Process phase which comprise the administration of Self-Made Survey Questionnaire and the conduct of the interview. The Output phase is the proposed action plan that encompasses a holistic framework for teacher's well-being and performance.

## Literature Review

### Filipino Teachers' Migration to China: A Demographic Perspective

Research on Filipino teachers in the U.S. found that some participants were in their mid-50s, indicating that experienced educators are also seeking opportunities overseas. This trend suggests that Filipino teachers, regardless of age, may be motivated by factors such as career advancement, financial stability, and better working conditions, which could also apply to those migrating to China (Macapagong et al., 2023). However, Santos (2022) argued that while economic motivations are often emphasized, not all veteran educators are inclined to migrate; some express strong professional and emotional attachments to their home communities, citing a sense of purpose and fulfillment in contributing to local education. These studies highlight that Filipino teachers' migration decisions are shaped by a complex interplay of personal, professional, and cultural factors that extend beyond age or career stage.

The gender distribution of Filipino teachers migrating to China reflects a broader global trend in the teaching profession, where women constitute the majority of educators. The migration of Filipino teachers to China follows a similar pattern, with a significant proportion being female, driven by the pursuit of better financial opportunities, professional growth, and international teaching experience (Bagapuro et al., 2021). While women still dominate the field, male educators are increasingly viewing migration as a viable career strategy, particularly in response to local job scarcity and the desire for global exposure (Gonzales, 2022).

Additionally, the civil status of Filipino teachers migrating to China remains an underexplored aspect in the existing literature. However, general migration studies suggest that both single and married individuals seek teaching opportunities abroad, driven by economic and professional aspirations. A study on Filipino teachers in the U.S. found that many participants were married, indicating that family responsibilities do not necessarily prevent individuals from pursuing international employment (Macapagong et al., 2023).

Furthermore, educational attainment plays a crucial role in the migration of Filipino teachers to China, as most institutions require a minimum of a bachelor's degree for employment. Research comparing teachers in China and the Philippines found that 87.95% of Filipino teachers working in China held a bachelor's degree, while a smaller percentage had pursued postgraduate studies, such as master's degrees (Macapagong et al., 2023). However, as global education standards continue to evolve, the pursuit of advanced degrees may become an increasingly significant factor in international teacher migration (Santos, 2022).

The field of specialization among Filipino teachers migrating to China is largely influenced by global education demands, particularly for English language instruction. While empirical data on the distribution of specializations remains scarce, existing migration trends suggest that English remains the dominant field, largely due to China's educational policies and the increasing number of language training centers (Zhang & Chen, 2022).

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According to Graham et al (2020), a significant portion of these educators have between six to ten years of teaching experience before seeking opportunities abroad. This suggests that mid-career professionals, who have already honed their instructional skills and classroom management strategies, are among the most likely to migrate. However, Nguyen et al. (2021) argued that even early-career teachers are increasingly drawn to international teaching roles, especially due to limited local opportunities and the appeal of competitive compensation abroad.

A complex interplay of demographic factors, including age, sex, civil status, educational attainment, field of specialization, and years of teaching experience, influences migration decisions. Age plays a pivotal role in migration propensity. Li and Shen (2024) found that the likelihood of intercity migration in China decreases as individuals age, with a notable decline after the early 60s. However, opposing views, such as that of Tanaka (2021), argue that older professionals often seek international mobility to access retirement benefits and late-career opportunities abroad, indicating that age-related migration patterns are more nuanced than previously assumed.

Sex and civil status also significantly influence migration decisions. Wang et al. (2023) highlighted that marital status impacts an individual's willingness to migrate, with single individuals often exhibiting higher mobility compared to their married counterparts. However, Ghosh (2021) contended that married individuals, particularly women, may also be highly motivated to migrate when migration aligns with family reunification or dual-income aspirations, challenging the view that singles are inherently more mobile.

Educational attainment and field of specialization are critical determinants in the migration of professionals. Mohamed and Abdul-Talib (2020) emphasized that educational services and training opportunities are significant pull factors for migrants. However, Zhang (2022) argued that host countries may prioritize teaching experience and intercultural competence over formal academic qualifications, especially in contexts where classroom adaptability is crucial.

Years of teaching experience can influence migration decisions through factors such as career stage and professional development goals. According to Wang and Li (2022), early-career teachers might pursue international positions to gain diverse experiences and enhance their resumes, while veteran educators may seek migration for leadership roles or as a culmination of their professional journey. However, Chen (2023) indicated that institutional barriers, rather than experience alone, more significantly dictate migration outcomes.

### Determinants of Filipino Teachers' Migration Decisions

The global migration of Filipino professionals highlights their competitiveness and diverse motivations, including higher salaries, professional growth, and an improved quality of life (Domingo, 2023). In recent years, studies have identified various motivators for Filipino teachers seeking employment abroad, including professional growth, financial benefits, job

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recognition, and the opportunity to experience a new culture (Dioso & Edlay, 2024). However, challenges such as adapting to new educational environments and navigating cultural differences also play a significant role (Leonor, 2025). Despite the growing trend, a significant gap remains in research on this migration pattern, underscoring the need for further study (Novio, 2022) and offering valuable insights into the evolving global teacher mobility landscape.

In the case of Filipino migration to China, Bata (2021) identified several categories of Filipino workers, ranging from professionals and managers to technical staff. The number of Filipino workers in Shanghai grew from approximately 300 in 2002 to over 4,000 by 2007 (Shanghai Philippine Consular Office, as cited in Bata, 2021). China has actively recruited Filipino professionals, including those without formal teaching backgrounds, to meet the demand for English language education (Bagapuro & Delos Santos, 2021). Despite these opportunities, Filipino workers face challenges such as difficulties in securing proper working visas, language barriers, and unclear employment terms (Bata, 2021).

Economic incentives remain among the most significant determinants driving migration decisions. Salary differences, benefits, and tax incentives often present more attractive financial opportunities abroad compared to local remuneration (Teacher Tayo, 2021). The ability to send money home enhances the appeal of foreign employment, especially in countries where the income earned can be stretched further due to favorable exchange rates (The Pinoy OFW, 2021).

On the other hand, professional development opportunities strongly influence Filipino teachers' migration choices. Many educators seek better working conditions, including access to modern teaching resources and smaller class sizes (Krause et al., 2020). Career progression is often limited in the local context, encouraging migration toward countries that offer clearer professional growth pathways. Additionally, job security remains a critical factor, as some teachers face contract instability domestically (Jamil & Rahman, 2022).

Sociocultural factors, including the desire for cultural exposure, significantly shape migration decisions. According to Azadi et al (2020), many educators are attracted to China due to the prospect of experiencing a new culture and learning Mandarin. The presence of a Filipino social network abroad further eases the transition, offering support systems that mitigate homesickness (Twomey & Sweeney, 2023). Perceived improvements in quality of life—such as safer neighborhoods and better public services—add to the appeal of migration (Alsubaie et al, 2022). These sociocultural and environmental influences collectively create a pull effect that supplements economic and professional motivators, making migration a holistic decision that balances work with lifestyle considerations (Mohamed & Abdul-Talib, 2020).

Institutional contexts also influence migration choices. Educational challenges, such as underfunded schools, push teachers to seek better conditions abroad (Mendoza & Banaag, 2020). Government policies—ranging from recruitment processes to bilateral agreements—also play a pivotal role. Recruitment agencies act as intermediaries, and their reliability can facilitate or hinder the process (Moyo & Zanker, 2021). The Philippine government's establishment of the

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Department of Migrant Workers reflects institutional recognition of migration dynamics (Rocamora, 2022). Additionally, institutional governance in destination countries influences teachers' perceptions of security and long-term viability.

Personal motivations such as the desire for adventure, travel, and new experiences influence Filipino teachers' decisions to migrate (Hagen-Zanker & Hennessey, 2021). The prospect of relocating with family members or securing better educational and living environments for children adds emotional weight to migration considerations (MIDEQ, 2021). Conversely, migration can be viewed as an escape from stress or challenging situations, such as financial difficulties or political unrest, offering psychological relief and hope for a better future (Lee et al., 2020).

#### Satisfaction in the Context of Filipino Teachers' Migration

Satisfaction among Filipino teachers migrating to China is closely tied to economic incentives, including salary, benefits, tax incentives, cost of living, and remittance opportunities. Economic factors serve as both a major motivator and a benchmark against which migrant teachers assess their overall well-being abroad. A competitive salary package, along with benefits such as health insurance and tax advantages, directly influences teachers' satisfaction by enhancing their financial stability and quality of life. Furthermore, the relative cost of living in China compared to the Philippines, combined with the ability to remit money to family members, adds a critical dimension to economic satisfaction, often alleviating financial pressures back home (Van Hear et al., 2020). Research indicates that migration satisfaction is often contingent upon whether economic expectations align with actual living conditions and income received (Van Hear et al., 2020). Economic satisfaction also interacts with broader economic disparities, such as wage gaps within ASEAN countries, affecting destination preference and long-term migration decisions (Teacher Tayo, 2021). Filipino teachers' perceptions of their financial rewards abroad must therefore be considered alongside expenses and opportunities for savings and remittances, as these factors shape their sustained contentment.

Satisfaction with professional and career-related factors encompasses better working conditions, career advancement opportunities, professional development, and job security. Opportunities for career growth and access to training or advanced qualifications enhance satisfaction by fostering a sense of progress and competence, which are crucial for long-term retention in foreign teaching posts (Krause et al., 2020). The stability and security of employment further underpin professional satisfaction, especially when contrasted with precarious job conditions or contractual uncertainties in the home country. Studies suggest that teachers who experience professional growth and security abroad report higher overall satisfaction, which positively impacts their commitment and performance (Jamil & Rahman, 2022). These career-related factors are intertwined with migration satisfaction, as teachers weigh the value of professional benefits against personal and economic trade-offs when deciding whether to migrate and remain overseas (McKenzie & Tiongson, 2021).

Furthermore, teachers' satisfaction is also shaped by sociocultural and environmental factors, including cultural exposure, language acquisition opportunities, quality of life, and the presence of a supportive Filipino community. Exposure to new languages and customs often broadens teachers' perspectives, contributing to personal growth and a richer experience of migration. The presence of a Filipino diaspora community offers social support, alleviating feelings of isolation and facilitating cultural continuity, which are crucial for emotional well-being and stability (Twomey & Sweeney, 2023). Literature underscores that sociocultural satisfaction is multifaceted, encompassing both the thrill of cross-cultural experience and the need for community belonging (Alsubaie et al, 2022). For Filipino teachers in China, these factors jointly determine how well they adjust and derive satisfaction from their new environment.

Satisfaction is also related to institutional factors, which include perceptions of educational challenges, government policies, and the role of recruitment agencies. Transparent and supportive institutional frameworks often increase trust and job satisfaction, whereas bureaucratic inefficiencies or unfavorable policies may diminish it (Mendoza & Banaag, 2020). Furthermore, government policies both in the host and home countries affect satisfaction by shaping job security, rights protection, and opportunities for professional recognition. Political stability and institutional reliability in China are critical for Filipino teachers' sense of safety and prospects (Rahman & Lian, 2021). Understanding these dimensions provides insight into how systemic factors affect the satisfaction of Filipino teachers during migration.

Ultimately, personal and family factors, such as the desire for adventure and travel, decisions about family relocation, escape from stress or unfavorable conditions, and future migration plans, significantly impact satisfaction. Satisfaction is heightened when migration aligns with personal goals and family well-being, including when teachers successfully manage stressors related to separation or relocation (Hagen-Zanker & Hennessey, 2021). Moreover, long-term migration plans and the ability to maintain close family ties through communication and regular visits have a significant impact on emotional satisfaction. Studies demonstrate that personal and family considerations are deeply intertwined with migration satisfaction, as emotional bonds and familial responsibilities can either support or complicate the adaptation process (Alsubaie et al., 2022). For Filipino teachers in China, satisfaction reflects how well migration supports both individual growth and family cohesion, shaping their overall contentment and decisions to remain or return.

### **Statement of the Problem**

This study aimed to find out the determinants influencing the migration decisions and satisfaction of Filipino basic education teachers to China.

Specifically, the study sought answers the following questions:

1. What is the demographic profile of the respondents in terms of:

- 1.1. age;
- 1.2. sex;
- 1.3. civil status;
- 1.4. educational attainment;
- 1.5. field of specialization; and
- 1.6. years of teaching experience?
2. What is the extent of influence exerted by key determinants on Filipino teachers' migration decisions to China in terms of:
  - 2.1. economic incentives;
  - 2.2. professional and career-related considerations;
  - 2.3. sociocultural and environmental influence;
  - 2.4. institutional factors; and
  - 2.5. personal and family considerations?
3. What is the level of satisfaction of the respondents as regards their current work in terms of the identified key determinants?
4. Is there a significant difference in the extent of influence of the identified key determinants on the migration decisions of the respondents when grouped according to profile?
5. Is there a significant difference in the level of satisfaction of the respondents when grouped according to profile?
6. Is there a significant relationship between the influence of the determinants on migration decisions and the respondents' level of satisfaction?
7. Based on the findings, what output may be proposed?

## **II. Methodology**

This utilized the Embedded Mixed Method research design. According to Creswell, as cited in the study of Creswell and Hirose (2021), it is the combination of qualitative and quantitative data within a single study. Both quantitative survey and qualitative interview were used to comprehensively address the research problems.

For the quantitative approach, the study utilized a validated self-made survey questionnaire for 36 Filipino Basic Education Teachers, alongside interviews with eight (8) participants. All respondents were Filipino citizens holding valid teaching positions in Basic Education Institutions in China with at least three (3) years of teaching experience in the country. This mixed-method approach ensures that the qualitative results substantiate the quantitative dataset, providing a more thorough and comprehensive analysis of the determinants of migration decisions and satisfaction among Filipino Basic Education Teachers in China."

## **III. Results and Discussion**

This study generated the following key findings:

1. The demographic profile of Filipino Basic Education teachers working in China reveals a workforce that is predominantly 41-50 years old, female, married, a significant portion holds Master's degree, extensive teaching experience for about 21 years and above, and majority specialize in science-related fields. These findings suggest that Filipino teachers who migrate for work are not only academically qualified and professionally experienced but are also driven by a combination of career advancement and family-centered motivations.
2. The migration decisions of Filipino teachers to China are primarily driven by economic incentives, all of which were found to be extremely influential. This factor reflects the teachers' desire for better financial opportunities. As to the professional and career-related factors, sociocultural and environmental influences, institutional elements, and personal and family considerations received a moderate level of influence which suggests that they are secondary considerations in the overall decision-making process. This underscores the importance of addressing both the economic and personal dimensions of migration when designing support programs for Filipino educators seeking overseas employment.
3. The respondents rated the satisfaction with "very high" in terms of economics, professional, sociocultural, institutional, and personal dimensions which indicate that their expectations regarding salary, working conditions, cultural exposure, institutional support, and family-related matters have largely been met. This result reinforces the view that China remains as one of the favorable destination for Filipino educators pursuing professional growth and personal well-being. It also underscores the

- importance of sustaining and enhancing these positive conditions to promote teacher retention and long-term job fulfillment.
4. The key determinants influencing the migration decisions of Filipino teachers to China—namely economic incentives, professional and career-related factors, sociocultural and environmental influences, institutional factors, and personal and family considerations—were perceived similarly across various demographic groups. The results show that there are no significant differences when the respondents are grouped according to sex, age, civil status, educational attainment, field of specialization, and years of teaching experience which indicates a common pattern of motivation among the respondents.
  5. There are no significant differences in the level of satisfaction with the key determinants of migration decision in terms of economic incentives, professional and career-related factors, sociocultural and environmental influences, institutional factors, and personal and family considerations which means that they do not significantly affect the demographic profile according to sex, age, civil status, highest educational attainment, field of specialization, and years of teaching experience. This suggests that Filipino teachers working in China share a common perspective regarding the determinants that contribute to their satisfaction, regardless of their background. Therefore, an action plan may be made in sustaining teacher satisfaction.
  6. The key determinant that has received the significant relationship is the personal and family consideration while the other variables received no significant relationship at all. This finding highlights that beyond financial, professional, and institutional factors, the fulfillment of personal and familial needs is a key contributor to overall job and migration satisfaction.
  7. Based on the findings of the study, a proposed action plan that would encompass a holistic framework for teacher's well-being and performance. This highlights the critical importance of addressing family-related needs in policies and support programs. Likewise, the continued influence of professional and sociocultural factors suggests that a well-rounded, holistic approach—one that balances family support with opportunities for professional growth and cultural integration—is essential.

#### **IV. Recommendations**

In the light of the findings and conclusions drawn, the study offers the following recommendations:

1. The action plan, developed in response to the findings of this study, may serve as a strategic guide for various stakeholders aiming to support and retain Filipino Basic Education teachers working abroad. The plan may be integrated into institutional programs and policy frameworks to ensure a systematic and proactive approach in addressing both professional and personal needs of migrant teachers.

2. Filipino Basic Education Teachers may benefit from carefully reflecting on the personal and family dimensions of migration. It is important for them to assess how overseas employment may affect family cohesion, emotional well-being, and long-term stability.
3. Basic education institutions in the Philippines may take a more active role in supporting teachers' global mobility by developing structured programs that prepare educators for international teaching assignments. These institutions may provide pre-departure orientation sessions focused on cultural adjustment, legal frameworks, and family preparedness. They may also partner with host country schools to facilitate smoother transitions for teachers. Given the importance of higher qualifications observed among migrant educators, institutions may offer or expand access to graduate education programs to enhance teachers' global competitiveness
4. School administrators in both sending and receiving institutions may consider designing and implementing policies that address the holistic needs of migrant teachers. This includes offering family-centered support such as spousal employment assistance, school placement for children, and mental health services. Administrators may also provide mentorship, opportunities for professional growth, and structured platforms for cultural integration.
5. Policymakers in the Philippines and China may formulate policies that safeguard the rights and welfare of Filipino migrant teachers while supporting their family and career aspirations. This may include strengthening bilateral labor agreements that ensure fair treatment, standard contracts, and access to benefits for migrant educators. Policymakers may also consider integrating family reunification policies and comprehensive migration support into national frameworks. These efforts may lead to more ethical, transparent, and sustainable migration systems that align with both personal satisfaction and national development goals.
6. Future researchers may explore more deeply the long-term outcomes of migration on teachers' professional trajectories and family dynamics. They may also examine how specific support systems—such as those offered by host institutions or the Philippine government—influence teacher satisfaction and retention over time.

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