

Job Satisfaction, Mental Well-Being, Motivations, and Challenges of Selected Migrant Filipino Teachers Working in the United States of America

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Introduction: This study examines the relationship between job satisfaction, mental well-being, and motivating factors among migrant Filipino teachers in the U.S. during the 2024-2025 academic year. By analyzing the complex personal and professional dynamics these educators face, the findings will inform the development of a targeted induction program designed to support their transition.

Methodology: This study employs a multimethod design to investigate the complex interplay of job satisfaction, mental well-being, and demographics among migrant Filipino teachers in the U.S. By integrating qualitative and quantitative techniques, this approach facilitates methodological triangulation, thereby enhancing hypothesis testing, theory development, and the understanding of multilevel influences on teacher well-being.

Results: Quantitative results indicate that while salary drives job satisfaction and general well-being, there is no significant relationship between job satisfaction and the mental well-being of migrant Filipino teachers in the U.S. Qualitatively, these teachers describe a journey defined by resilience and aspiration, primarily motivated by superior compensation, financial stability for their families, and professional growth. However, despite these rewards, they face distinct challenges, including student behavioral differences, adaptation to a new educational system, resource scarcity, and limited parental involvement.

Conclusion: Investigating the experiences of migrant Filipino teachers in the United States reveals a complex dynamic: while they report only moderate job satisfaction, their mental well-being remains high. This discrepancy highlights the need for tailored support systems, offering critical insights for administrators and policymakers. Ultimately, despite the challenges of the cultural exchange program, these teachers demonstrate remarkable resilience, driven by an unwavering commitment to both their profession and their families.

Practical Value: This study provides U.S. school districts with essential baseline data regarding J1 Filipino teachers, offering practical value to multiple stakeholders. It informs administrators and policymakers on creating supportive environments to improve retention while simultaneously giving teachers a platform to voice their experiences. Furthermore, the findings guide training programs in both the Philippines and the U.S. to better prepare educators for cultural transitions, ultimately fostering cross-cultural understanding within the broader education community.

Directions for Future Research: The findings can guide the school district in developing innovative programs tailored to migrant Filipino teachers in the United States. Future research should extend this work by examining stress levels within cultural exchange programs and conducting longitudinal tracking of job satisfaction, mental well-being, and motivation. Additionally, scholars should investigate the efficacy of cultural competence training for administrators, the role of social support networks, and comparative experiences across different regions or nationalities to identify best practices.

Keywords: migrant Filipino teachers, job satisfaction, mental well-being, motivations, United States of America

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