

Teaching in the World of Opportunities: The Plight of Filipino Educators in International Schools in United Arab Emirates

Brian L. Raton 

Author Information:

Ministry of Education, Ras Al Khaimah,
United Arab Emirates (UAE)

Correspondence:

brianlicudineraton2014@gmail.com

Article History:

Date Received: August 15, 2026

Date Revised: August 19, 2026

Date Accepted: August 22, 2026

Date Published: September 16, 2026

DOI: <https://doi.org/10.67903/ijroms0426>

Document ID: 2026IJROMS0426

Recommended Citation:

Raton, B. L. (2026). Teaching in the world of opportunities: The plight of Filipino educators in international schools in United Arab Emirates. *International Journal of Research on Multidisciplinary Studies*, 1(8), 222–236. <https://doi.org/10.67903/ijroms0426>

Abstract. This study explored the pedagogical practices, challenges, and coping mechanisms of Overseas Filipino Educators (OFEs) teaching in international schools in the United Arab Emirates (UAE) during School Year 2021–2022. It sought to understand how Filipino educators facilitated the teaching-learning process, addressed challenges, and coped with difficulties in a multicultural international school environment. The study employed a qualitative research design using an interpretative phenomenological approach. Ten primary/elementary teachers who had lived in the UAE for at least five years participated and were selected through purposive sampling. The study covered 13 international schools in the UAE. Data were gathered through one-on-one semi-structured interviews conducted online using Zoom, Microsoft Teams, and Google Meet. With participants' consent, interviews were recorded, transcribed, and analyzed using Colaizzi's approach and an inductive thematic process. Findings revealed that participants employed evidence-based teaching strategies through contextual learning, interactive activities, and flexible groupings for instruction. Challenges were categorized into student and school factors. To address these challenges, participants employed effective classroom management, teaching-learning strategies and methodologies, motivational approaches to discipline, continuous professional development, time management, effective communication, harmonious working relationships with colleagues, feedback mechanisms, and consistent classroom rules and regulations. Based on these findings, the researcher developed a Thematic Model on Teaching in an International School and a professional training program designed to strengthen OFE teachers' personal and professional competencies. The study concluded that evidence-based teaching practices, supportive professional relationships, and continuous professional development helped OFE teachers respond effectively to the demands of teaching in international schools. The findings further indicated that adaptability was central to effective teaching in an international school, as participants continuously adjusted their instructional practices according to students' diverse needs, school expectations, curriculum requirements, and professional demands in the UAE context.

Keywords: Challenges; Coping Mechanisms; International Teaching; Overseas Filipino Educators; Pedagogical Practices; Phenomenological Approach

Introduction

The modern educational landscape has been significantly shaped by globalization, technological advancement, and the increasing movement of people across national borders. The evolution of curricula and the growing presence of international schools have created opportunities for educators to work beyond their home countries and engage with learners from diverse cultural and educational backgrounds. Globalization has consequently influenced education by promoting international, intercultural, economic, political, cultural, and social interactions among nations (Talas, 2016). As educational systems become increasingly interconnected, teaching in international settings has emerged as an avenue for educators to expand their professional experiences, develop cultural awareness, and engage with diverse approaches to teaching and learning.

Teaching internationally provides educators with opportunities to develop professionally and personally while gaining exposure to different educational systems, cultures, curricula, and pedagogical practices. International experience can enhance teachers' ability to understand diverse learners and adapt their

instructional approaches to meet varying learning needs (Altun, 2015). Teachers working abroad may also develop new teaching strategies, strengthen their technological competencies, and gain broader cultural perspectives that can enrich classroom instruction. Serin (2017), for example, reported that teachers with international experience developed strategies for creating effective learning environments and incorporated experiences and materials from different countries into their teaching. Thus, international teaching can contribute to professional growth while providing educators with opportunities to develop more responsive and culturally informed pedagogical practices.

Among the educators participating in this increasingly globalized workforce are Filipino teachers. Overseas Filipino Workers, including educators, seek employment abroad for various reasons, such as professional development, economic opportunities, personal growth, and upward mobility. The Philippine Statistics Authority has reported a substantial number of Filipino professionals working overseas, including those engaged in teaching. Filipino educators working abroad are often recognized for their competence and contribution to international education. However, behind these opportunities are experiences that require teachers to adjust to unfamiliar educational systems, cultures, workplace expectations, and diverse student populations.

Working in a foreign educational environment can present challenges that require teachers to continuously adapt their professional practices. Differences in curriculum, teaching methods, student behavior, workplace culture, communication patterns, and expectations may influence how teachers perform their responsibilities. Filipino educators may also experience homesickness, cultural adjustment, discrimination, and difficulties in establishing relationships within multicultural workplaces. Witenstein (2016) emphasized the need for individuals working in foreign settings to adapt to unfamiliar environments and diverse cultures, while Ulla (2018) noted that differences in school dynamics and staffing can create challenges in establishing cohesive professional environments. At the same time, Filipino educators may draw strength from professional and social networks, including Filipino organizations that provide cultural, social, and emotional support.

These circumstances are particularly relevant in the United Arab Emirates, where the increasing number of international schools has created employment opportunities for teachers from different countries. UAE international schools bring together students and educators from diverse cultural and national backgrounds, creating a multicultural environment in which teachers are expected to respond effectively to varied learner needs and educational expectations. The international school context therefore requires educators to understand different teaching approaches, adapt to diverse learners, and navigate workplace cultures that may differ from those in their home countries.

For Filipino educators in the UAE, these opportunities and challenges occur simultaneously. While international teaching may strengthen their professional competencies and expose them to innovative pedagogical practices, educators must also negotiate the demands of student diversity, curriculum adaptation, classroom management, workplace expectations, and cultural differences. The literature cited in this study discusses the benefits of international teaching and the general experiences of educators working abroad; however, there remains a need for a deeper understanding of how Overseas Filipino Educators in the UAE actually facilitate teaching and learning, what specific challenges they encounter in international schools, and how they cope with these challenges in their daily professional practice. This gap is particularly important because pedagogical practices, challenges, and coping mechanisms are interconnected and may influence the professional and personal development of Filipino educators working in an international school environment.

It is within this context that the present study was undertaken. The study sought to explore and understand the pedagogical practices, challenges, and coping mechanisms employed by Overseas Filipino Educators teaching in international schools in the UAE. Using an interpretative phenomenological approach, the study focused on the lived experiences of Filipino educators to provide an in-depth understanding of their practices, difficulties, and ways of responding to the demands of international teaching. The findings served as the basis for developing a Thematic Model on Teaching in an International School and a validated professional training program intended to strengthen the personal and professional competencies of Overseas Filipino Educators. The study's methodology confirms this focus on understanding the essence of the participants' shared experiences and challenges.

Research Questions

1. What are the pedagogical practices, challenges, and coping mechanisms employed by Overseas Filipino Educators in UAE teaching in an international school?

Scope and Delimitation of the Study

This study explored the lived experiences, challenges, and coping strategies of Filipino primary/elementary educators working in selected international schools in the United Arab Emirates. It

focused on their experiences as overseas Filipino educators, including the challenges and adversities they encountered and the coping strategies they employed. The study involved ten (10) Filipino primary/elementary teachers who had been living in the UAE for at least five years. Participants came from selected international schools in the UAE and were identified using pseudonyms to ensure confidentiality and anonymity. The study utilized a qualitative interpretative phenomenological approach and gathered data through in-depth, semi-structured interviews.

Literature Review

Pedagogical Practices of Educators in International Settings

Pedagogical practices are central to the quality of teaching and learning because they influence how teachers create meaningful learning experiences and respond to learners' diverse needs. Teacher quality is associated not only with qualifications and teaching experience but also with teachers' pedagogical knowledge and their capacity to establish effective teaching and learning environments. Pedagogical knowledge enables teachers to select and implement instructional approaches appropriate to learners, contexts, and intended learning outcomes.

Teaching in an international setting further expands the range of pedagogical experiences available to educators. Teachers working abroad are exposed to different educational systems, curricula, classroom practices, and culturally diverse learners. Earlier studies noted that international teaching experiences could broaden teachers' instructional repertoires, particularly when teachers received support from school leaders, appropriate resources, professional dialogue, and collaboration. These experiences may also encourage educators to reflect on their beliefs about culture and diversity and adopt instructional practices that are more responsive to multicultural classrooms.

Recent research provides stronger evidence for this process of pedagogical adaptation. Golis (2024), in a phenomenological study of expatriate teachers working in internationalised schools, found that teachers adjusted their practices according to the school context and students' needs. Participants modified their classroom-management practices, became more responsive to students, and developed professionally through their international teaching experiences. The study also found that when institutional professional development was insufficient, teachers sought professional learning independently. This finding is closely related to the present study, in which Overseas Filipino Educators (OFEs) reported adapting their instructional practices through contextual learning, interactive activities, flexible groupings, and continuous professional development.

Similarly, Bright and Heyting (2024) found that expatriate teachers viewed international teaching as an opportunity for personal growth, professional development, and professional autonomy. Their findings suggest that working in international schools may contribute to the development of teachers' professional identities and instructional perspectives. This supports the present study's view that teaching abroad is not merely a geographical transition but a professional experience that may reshape teachers' pedagogical practices.

For educators working in multicultural international schools, effective pedagogy requires flexibility and responsiveness. Teachers must consider differences in students' cultural backgrounds, learning needs, abilities, and classroom behaviors. Recent UAE research further supports this perspective. Garces-Bacsal et al. (2025) examined teachers' perceived competence in implementing culturally responsive teaching practices in inclusive classrooms in the UAE and found that professional development was an important predictor of teachers' perceived competence. The study also highlighted the importance of teachers' knowledge and skills in responding to culturally and linguistically diverse learners.

These recent findings reinforce the results of the present study, particularly the finding that OFEs employed contextual learning, interactive activities, and flexible grouping to respond to students' different learning needs. Thus, pedagogical effectiveness in an international school environment depends not only on teachers' existing knowledge but also on their ability to continuously adapt their practices to learners and contexts.

Challenges Experienced by Educators Teaching Abroad

Although international teaching provides professional and personal opportunities, educators may also encounter significant challenges when adapting to a foreign educational and cultural environment. Adaptation difficulties may arise from differences in language, traditions, communication styles, social norms, curricula, institutional expectations, and student characteristics. Earlier literature identified language difficulties, cultural adjustment, curriculum differences, and professional adaptation as common concerns among teachers working abroad.

Recent research confirms that these challenges remain relevant among expatriate teachers. Golis (2024) found that expatriate teachers experienced difficulties adjusting to school contexts and students. Their experiences required them to modify classroom-management practices, respond to diverse student needs, and adapt to institutional expectations. This closely corresponds with the present study's identification of student factors and school factors as the major categories of challenges experienced by OFEs.

The UAE context is particularly significant because teachers work with students from diverse cultural and linguistic backgrounds. Garces-Bacsal et al. (2025) found that teachers in UAE classrooms needed appropriate knowledge and skills to work effectively with culturally and linguistically diverse learners. Although teachers generally perceived themselves as capable of building relationships with diverse learners and families, the study identified areas where additional knowledge and professional development were needed.

This finding supports the present study's identification of students' diversity and language barriers as significant challenges. The participants reported difficulties in understanding different learning styles, communicating with students whose English proficiency varied, and responding to differences in nationality, culture, and family background.

School-related challenges were also evident in the present study. These included pressure from school administrators, curriculum adaptability, different points of view and competition, and lack of professional growth and development. Recent research by Golis (2025) further demonstrated that expatriate teachers' experiences in international schools could be influenced by leadership, pedagogical challenges, faculty relationships, and organizational conditions. These findings suggest that challenges encountered by international teachers are not solely individual concerns but are shaped by the broader school environment.

For Filipino educators, these challenges may be compounded by the need to adapt to unfamiliar workplace cultures while maintaining professional expectations. Therefore, the challenges experienced by OFEs should be understood as contextual experiences shaped by the interaction of students, school systems, leadership, curriculum, culture, and professional relationships.

Multicultural Workplace and Cultural Adaptation

International schools are inherently multicultural environments where educators and learners from different countries interact within the same educational setting. Such environments provide opportunities for teachers to develop intercultural competence, broaden their perspectives, and learn from different educational traditions. At the same time, cultural differences may create challenges involving communication, values, expectations, professional relationships, and classroom practices.

Recent research has strengthened the importance of cultural responsiveness in the UAE. Garces-Bacsal et al. (2025) examined teachers' perceived competence in culturally responsive teaching practices in UAE inclusive classrooms and found that teachers' professional development was associated with their perceived competence in addressing the needs of culturally and linguistically diverse learners. The study emphasized that teachers require both knowledge and skills to understand how cultural and linguistic differences influence learning.

This finding is particularly relevant to the present study because OFEs reported working with students representing different nationalities, languages, religions, and family backgrounds. Their experiences demonstrate that effective teaching in international schools requires teachers to understand diversity and adjust their pedagogical practices accordingly.

Cross-cultural experiences can also contribute positively to teachers' professional development. Working with culturally diverse students may encourage teachers to become more open-minded, flexible, and culturally aware. In the present study, the participants' experiences with diverse learners contributed to their use of contextual learning, differentiated approaches, flexible grouping, and communication strategies. Thus, multiculturalism should not be viewed solely as a challenge. It can also become a source of professional learning and pedagogical development when teachers are provided with appropriate support and opportunities for professional growth.

Coping Mechanisms and Professional Adaptation

The ability of teachers to cope with challenges is an important component of successful adaptation to international teaching environments. Coping mechanisms allow educators to manage professional demands, respond to unexpected situations, and maintain their effectiveness despite challenges. The existing literature identifies motivation, self-reflection, professional development, communication, collaboration, and personal agency as important resources for managing difficult experiences.

Recent evidence provides stronger support for these coping mechanisms. Golis (2024) found that expatriate teachers responded to challenges by adapting classroom-management practices, becoming more responsive to students, adjusting to the school context, and pursuing professional development independently

when institutional support was insufficient. These findings closely parallel the present study's findings on effective classroom management, teaching-learning strategies, continuous professional development, time management, communication, and collaboration.

Teacher well-being is also an important component of coping. Zhou, Slemp, and Vella-Brodrick (2024) conducted a meta-analysis involving 173 studies and 89,876 participants and found that psychological resources, motivation, hope, and job competencies were positively associated with teacher well-being. Their findings indicate that teachers' professional competencies and psychological resources can help them manage workplace demands and maintain positive professional functioning.

This provides a contemporary basis for understanding the coping mechanisms identified in the present study. The participants did not merely react to challenges; they actively developed strategies to manage them. They sought feedback, varied their instructional strategies, motivated students, attended professional development activities, managed their time, communicated with colleagues, and established harmonious working relationships.

Professional development therefore served a dual purpose. It functioned as a means of improving teachers' knowledge and skills while also serving as a coping mechanism that strengthened teachers' confidence and professional capacity.

Methodology

Research Design

This study employed a qualitative research design using an interpretative phenomenological approach to explore the lived experiences and meaning-making of Overseas Filipino Educators (OFEs) teaching in international schools in the United Arab Emirates (UAE). A qualitative design was appropriate because the study sought to understand participants' experiences, perspectives, and interpretations within their professional context. Interpretative phenomenological analysis (IPA) was selected because the study focused on how participants made sense of their experiences of teaching in an international-school environment (Creswell & Poth, 2017; Smith et al., 2009). The design was therefore concerned not only with describing what participants experienced but also with interpreting the meanings they attached to those experiences. The study involved ten (10) primary/elementary teachers who were living and teaching in international schools in the UAE during School Year 2021–2022. Criterion-based purposive sampling was used to recruit participants who could provide information-rich accounts directly relevant to the research question. To be eligible, a participant had to: (a) be a Filipino primary/elementary teacher; (b) be currently teaching in an international school in the UAE during the study period; (c) have lived in the UAE for at least five years; and (d) voluntarily agree to participate and provide informed consent. The ten participants were drawn from 13 international schools in the UAE. The sample size was determined by the information-rich nature of the participants' experiences and the depth required for phenomenological inquiry rather than by statistical representativeness. Data were collected through one-on-one, semi-structured interviews using a researcher-developed interview guide that had been reviewed by the research reading committee before use. Interviews were conducted virtually through Zoom, Microsoft Teams, or Google Meet because face-to-face data collection was not feasible during the COVID-19 pandemic. Participants were allowed to select the platform that was most accessible to them. With participants' consent, interviews were audio/video recorded and transcribed verbatim. The flexible interview format allowed the researcher to ask follow-up questions and obtain detailed accounts of participants' pedagogical practices, challenges, and coping experiences. The interview data were analyzed using an interpretative phenomenological analysis process consistent with the study's stated phenomenological approach. The researcher first listened to each recording repeatedly and read the corresponding transcript several times to become familiar with the participant's account. The researcher then made detailed notes on descriptive content, language, and possible meanings; identified experiential statements; and developed preliminary experiential themes for each participant. Related themes were subsequently examined across cases to identify convergences and meaningful differences while retaining the particularity of each participant's experience. The researcher then developed higher-order themes representing pedagogical practices, challenges, and coping mechanisms. An inductive process was used throughout so that themes remained grounded in participants' accounts rather than being imposed in advance. Interpretation followed the phenomenological-hermeneutic principle of examining both the participants' meaning-making and the researcher's interpretation of those meanings. The researcher maintained an analytic record of coding decisions, theme development, and revisions to support transparency and consistency. The resulting themes were synthesized into the Thematic Model on Teaching in an International School and subsequently informed the professional training program developed from the findings. This analytic procedure aligns the research design, data collection, and interpretation with the stated interpretative phenomenological approach.

Research Locale

The study was conducted across 13 international schools in the UAE: GEMS Winchester, Rosary School, Cambridge School, GEMS Founders School, St. Mary International School, Star International School, Deira Private School, Al Sadiq Islamic English School, Apple International School, Dubai International School, Filbrit International Academy, Al Kamal American International School, Al Riyadh International School, and American International School.

Research Participants

The participants were ten (10) Filipino primary/elementary teachers who were teaching in an international school in the UAE during School Year 2021–2022 and had lived in the UAE for at least five years. Pseudonyms were used in reporting the participants' accounts to protect their identities and preserve confidentiality. The pseudonyms were selected to avoid disclosure of participants' real names. Criterion-based purposive sampling was used because the study required participants with direct and relevant experience of teaching in an international-school context in the UAE. Participants were included only when they met all of the following criteria: (1) Filipino primary/elementary teacher; (2) currently teaching in an international school in the UAE during School Year 2021–2022; (3) resident in the UAE for at least five years; and (4) willing to participate voluntarily and provide informed consent. These criteria were intended to ensure that participants had sufficient contextual experience to provide rich descriptions of the phenomenon under investigation. The final sample of ten participants was considered appropriate for the depth-oriented nature of the interpretative phenomenological approach. Sampling was therefore based on relevance and information richness rather than statistical generalizability.

Research Instrument

The study used a researcher-developed, open-ended, semi-structured interview guide. A semi-structured format was selected because it provided a consistent set of core questions while allowing the researcher to ask probing and follow-up questions in response to participants' accounts. This approach supported an in-depth exploration of participants' thoughts, experiences, perceptions, and coping practices. The interview questions were developed from the research question and the study's focus on lived experience. The guide was reviewed by the research reading committee before it was used for data collection. The interview questions were organized around the major areas of inquiry: pedagogical practices in facilitating teaching and learning, challenges encountered in international schools, and coping mechanisms used in responding to those challenges. The guide was used flexibly so that participants could elaborate on experiences that were personally significant to them.

Data Gathering Procedure

The researcher first secured institutional permission to conduct the study and obtained the cooperation of the participating educators. Participants were then provided with an invitation and informed-consent form explaining the purpose of the study, the voluntary nature of participation, confidentiality procedures, the use of recordings, and their right to withdraw without penalty. After informed consent was obtained, the researcher arranged one-on-one interviews with each participant. Interviews were conducted online through Zoom, Microsoft Teams, or Google Meet according to participant preference and availability. The online format was used because face-to-face meetings were not feasible during the COVID-19 pandemic. When technical difficulties occurred, the interview could be transferred to another agreed platform. Interviews were recorded only with participants' permission. Participants were given sufficient time to answer the questions and elaborate on their experiences. Data collection was targeted for completion within one to two weeks from the distribution of invitations, subject to participant availability.

Results and Discussions

Thematic Model on Teaching in an International School

This chapter presents the findings, analysis, and interpretation of the data gathered through online semi-structured interviews with Overseas Filipino Teachers (OFTs) teaching in international schools in the United Arab Emirates. The analysis of the transcribed interview responses generated themes describing the participants' pedagogical practices, challenges, and coping mechanisms in facilitating the teaching-learning process. The findings revealed that the participants employed evidence-based strategies through three major pedagogical practices: contextual learning, interactive activities, and flexible groupings for instruction. The challenges encountered during the teaching-learning process were categorized into student factors and school factors. Student factors included student diversity, language barriers, and behavioral concerns, while school factors included pressure from administrators, curriculum adaptability, differences in perspectives

and competition, and limited professional and academic support. To address these challenges, the participants employed coping mechanisms involving effective classroom and time management and feedback mechanisms, supported by effective instructional strategies, motivational approaches to discipline, continuous professional development, communication, harmonious relationships with colleagues, and consistent classroom rules and regulations. These findings formed the basis for the development of the Thematic Model on Teaching in an International School, referred to as Raton's Model on Teaching in an International School.



Figure 1. Thematic Model on Teaching in an International School

The thematic model illustrates the relationship among the pedagogical practices, challenges, and coping mechanisms experienced by Overseas Filipino Teachers in international schools in the UAE. The three Filipino educators represented in the model symbolize OFTs who pursue professional growth and employment opportunities in a foreign educational environment. Their movement up the staircase represents their continuous personal and professional development despite the challenges encountered in their teaching journey. The cracks along the staircase symbolize the difficulties experienced by the teachers as they perform their professional responsibilities. These challenges, however, did not prevent the participants from progressing toward their professional goals. The instructional materials carried by the teachers, such as books and a laptop, represent the knowledge, skills, and coping resources they used in responding to challenges. The handrail represents the professional training program developed from the findings, which was intended to provide continuing support for the development of teachers' pedagogical competencies. The model therefore illustrates that teaching in an international school involves a continuous process of instruction, challenge, adaptation, and professional development. The findings suggest that the participants did not view challenges as isolated difficulties but as conditions that required them to modify their teaching practices, strengthen their professional competencies, and develop appropriate coping strategies.

Pedagogical Practices in Facilitating the Teaching-Learning Process

The findings showed that the participants employed evidence-based strategies as their primary approach to facilitating teaching and learning. Three sub-themes emerged: employing contextual learning, engaging students through interactive activities, and employing flexible groupings for instruction.

These practices indicated that the participants did not rely on a single instructional approach. Instead, they adjusted their teaching according to students' learning needs, interests, backgrounds, and classroom situations. This finding was particularly significant in the international-school context because the participants taught learners with different cultural backgrounds, learning preferences, and levels of ability.

Employing Contextual Learning

The participants consistently described contextual learning as a way of connecting classroom concepts with students' real-life experiences. Dorothy Tarol stated, *"I provide theoretical learning within real-world scenarios so lessons are contextualized."* Similarly, Roniel Edu explained that he introduced topics through traditional lessons and encouraged learners to connect them with recent events, while Edgar Tolentino allowed students to apply classroom knowledge to the real world. These responses indicated that contextual learning helped the participants make lessons more meaningful and relevant to students. Rather than presenting concepts as isolated information, teachers connected new knowledge with familiar experiences and real-world situations. This approach appeared to encourage learners to participate more actively and understand the relevance of what they were learning. The finding was consistent with Kapur (2019), who emphasized the value of relating, experiencing, applying, and transferring knowledge to real-world situations. It was also consistent with Kolb and Kolb (2005), whose experiential learning framework emphasized learning through concrete experience, reflection, conceptualization, and active experimentation. The present finding therefore suggests that contextual learning served both a pedagogical and adaptive function. It supported student understanding while allowing Filipino educators to connect instruction with the diverse experiences of learners in international schools.

Engaging Students Through Interactive Activities

The participants also emphasized the use of interactive activities to increase student participation. Vilma Resuma described using technology and role-playing activities, while Madeline Rivera used open-ended questions to encourage classroom conversations. Rodel Sampang reported using learning materials that students could actively explore and discuss. The responses demonstrated that interaction was deliberately incorporated into instruction rather than being treated as an additional classroom activity. Students were given opportunities to discuss, explore, collaborate, and communicate their ideas. The participants perceived these activities as useful in maintaining student attention and developing critical-thinking and collaborative skills. This finding supported Bubb (2017), who emphasized that interactive learning encourages learner participation through discussion, collaboration, role-playing, and hands-on activities. The present findings further indicated that interactive learning was particularly useful in an international-school setting because it created opportunities for students with different backgrounds to participate and share their perspectives.

Employing Flexible Groupings for Instruction

Flexible grouping emerged as another important pedagogical practice. Participants described using both homogeneous and heterogeneous groups depending on students' learning needs and the objectives of the lesson. Fredo Laureles explained that he grouped students during discussions to encourage less active learners to participate, while Letecia Palle described differentiated classroom practices. Cherry Viluan reported using both homogeneous and heterogeneous groupings depending on learners' needs and interests. The findings indicated that flexible grouping allowed teachers to respond to differences among learners without permanently assigning students to a particular ability group. Groups could be changed depending on the learning objective, content, or support required. This finding was consistent with Lynch (2020), who emphasized the benefits of flexible grouping for learners with different strengths and learning needs. The present study further suggests that flexible grouping functioned as an adaptive pedagogical practice that enabled Filipino educators to address learner diversity within international classrooms.

Challenges Faced in the Teaching-Learning Process

Despite the participants' use of varied pedagogical strategies, the findings revealed several challenges in facilitating teaching and learning. These were categorized into student factors and school factors.

Student Factors

Students' Diversity

Student diversity emerged as a significant challenge. Participants reported difficulties arising from differences in nationality, culture, religion, family background, learning styles, and ways of understanding

information. Dorothy Tarol described the multicultural nature of her students as a challenge, while Felicitas Pado noted that students differed in race, religion, family background, and the ways in which they absorbed information. The findings indicated that diversity required teachers to move beyond a uniform approach to instruction. The participants needed to understand students' backgrounds and adjust their teaching accordingly. Thus, student diversity was not simply a demographic characteristic but a factor that directly influenced classroom instruction. This finding was consistent with Dagtas and Yaman (2025), who identified cultural differences, differences in student levels, and multiple student perspectives as challenges for teachers working abroad. It also supported Ospina and Medina (2020), who emphasized teachers' need for flexibility when working with multicultural learners. The present study extends these findings by showing that Filipino educators in UAE international schools responded to diversity by modifying their instructional practices, particularly through contextual learning, interactive activities, and flexible grouping.

Language Barrier

Language barriers were another significant challenge. Participants reported difficulties when students had limited English proficiency. Vilma Resuma described teaching students who had difficulty understanding English, while Felicitas Pado identified language barriers as a major concern in her work as an ESL teacher. The participants' responses indicated that language difficulties affected not only students' understanding of lessons but also classroom communication and assessment performance. Edgar Tolentino, for example, described students' difficulty understanding English-language examination questions. The finding was consistent with Buarqoub (2020), who explained that language barriers may result in misunderstanding, confusion, frustration, and ineffective communication. McConville (2022) similarly noted that learners using a second language may experience difficulty expressing themselves and may consequently experience emotional and academic challenges. Thus, language barriers in this study represented both a communication challenge and a pedagogical challenge, requiring teachers to adjust how they presented information and interacted with learners.

Student Behavior Problems

Behavioral concerns also emerged as a recurring challenge. Participants described students as talkative, disruptive, unwilling to participate, or disrespectful. Madeline Rivera reported difficulties with students who were "naughty and talkative," while Roniel Edu identified students' unwillingness to learn and lack of interest as recurring struggles. These findings indicated that student behavior affected the pace, classroom atmosphere, and effectiveness of teaching. Teachers had to devote additional time and effort to maintaining classroom order and encouraging participation. The findings were consistent with Rollison (2020), who identified disruptive classroom behavior as a challenge for both beginning and experienced teachers. The present study further showed that behavioral challenges were particularly significant because the participants were simultaneously managing culturally and linguistically diverse classrooms.

School Factors

Pressure from School Administrators

Participants also identified administrative expectations as a significant school-related challenge. Dorothy Tarol described pressure to meet high expectations for teaching and learning, while Letecia Palle and Edgar Tolentino emphasized expectations related to instruction, assessment, and technology integration. The findings suggested that administrative expectations could motivate teachers toward professional improvement but could also create stress when accompanied by insufficient support. Therefore, the effect of administrative expectations appeared to depend partly on the quality of leadership and support provided by the school. This finding was consistent with Odland and Ruzicka (2019), who identified leadership-related issues among reasons teachers leave international schools. It also supported Klusmann (2016), who emphasized the relationship between teacher workload, emotional exhaustion, and social support.

Curriculum Adaptability

Curriculum adaptability was another important challenge. Participants came from educational backgrounds in the Philippines but were required to implement curricula used by international schools in the UAE. Dorothy Tarol, for example, described adjusting from the Philippine K–12 curriculum to another curriculum used by her school, while Rodel Sampang discussed difficulties adjusting to the British curriculum. The findings demonstrated that curriculum adaptation required teachers to acquire new knowledge and modify their instructional practices. This was not merely a technical process of following a new curriculum; it involved understanding different expectations, content structures, instructional

approaches, and assessment requirements. The finding supported Daniel (2019), who emphasized the importance of curriculum adaptability in shaping how and what students learn. It also aligned with Gallgher (2016), who highlighted teachers' capacity to adapt instructional sequences and materials according to curriculum requirements.

Different Points of View and Competition

Differences in professional perspectives also emerged as a challenge. Participants reported disagreements regarding instructional approaches, communication difficulties, and competition among teachers. Fredo Laureles described differences in how lessons should be taught, while Edgar Tolentino discussed competition among colleagues for recognition. However, the findings also revealed a more positive interpretation of professional differences. Felicitas Pado viewed a certain level of competition as potentially motivating because it could encourage teachers to improve and move forward. This suggests that professional differences were not inherently negative. Their effect depended on how teachers communicated, respected differences, and managed disagreements. Valente et al. (2020) similarly associated unresolved differences with stress, communication problems, and weakened cooperation, while Villaflor (2016) emphasized flexibility in responding to different perspectives within schools.

Lack of Professional Growth and Development

Limited professional support was another challenge. Participants reported inconsistent professional development opportunities and, in some cases, the need to seek training independently. Roniel Edu explained that his school provided limited training opportunities and that he sometimes sought professional learning through online conferences. The finding demonstrated that continuous professional development was both a need and a coping mechanism for OFT educators. Teachers used professional learning not only to improve their practice but also to adapt to changing curriculum expectations and international-school requirements.

This finding supported Mestry et al. (2018) and Zineb (2021), who emphasized professional development as a continuous process necessary for improving teaching practices and responding to changes in education.

Coping Mechanisms of Overseas Filipino Teachers

The findings showed that participants responded to their challenges through several interconnected coping mechanisms. The major mechanisms were effective classroom and time management, feedback mechanisms, instructional adaptation, motivational discipline, continuous professional development, communication, and harmonious relationships with colleagues.

Effective Classroom and Time Management

Effective classroom and time management enabled participants to organize learning activities, manage student behavior, and maximize instructional time. Rather than treating classroom management solely as a disciplinary function, the participants integrated it with instructional planning and student engagement. This finding suggests that classroom management served as a practical mechanism through which teachers maintained instructional effectiveness despite student-related challenges.

Valuing Feedback Mechanisms Feedback emerged as an important means of professional adjustment. Letecia Palle reported valuing comments and suggestions from her head and colleagues because these helped improve her teaching practices. Edgar Tolentino similarly described continuously improving himself and aligning his practice with school standards. The findings indicate that feedback provided participants with opportunities for reflection, correction, and professional improvement. Rather than viewing feedback solely as evaluation, participants used it as a mechanism for professional growth.

Employing Effective Teaching Strategies

Participants also coped with challenges by varying their instructional strategies. Dorothy Tarol reported varying instructional strategies to address students' needs, while Roniel Edu used technology, interactive games, and learning stations to capture students' attention. These responses demonstrate that pedagogical flexibility functioned as a coping mechanism. When one approach was insufficient, teachers modified their instructional strategies to respond to students' needs.

Motivational Approach to Discipline

Participants used rewards, recognition, interactive behavior-management applications, and consistent classroom rules to motivate students. Dorothy Tarol described using rewards and points, while Madeline Rivera used ClassDojo and certificates to recognize positive behavior and academic performance. The findings indicate that participants relied on positive and motivational approaches rather than discipline

alone. This helped them address behavioral difficulties while maintaining positive relationships with students.

Continuous Professional Empowerment

Participants also coped with challenges by pursuing professional development. Some attended school-based training, while others independently searched for online seminars and conferences. This finding suggests that professional development was not merely a career requirement. For OFT educators, it functioned as a strategy for maintaining professional confidence and responding to the changing demands of international education.

Communication and Harmonious Working Relationships

Finally, participants emphasized communication and collegial relationships. They described seeking help from colleagues, compromising when differences arose, and relying on professional support during difficult situations. The findings demonstrate that social and professional relationships were important coping resources. Teachers did not address all challenges independently; they relied on colleagues for advice, assistance, emotional support, and professional collaboration.

Empowering the OFW Educators of Today: An Upskilling and Reskilling Professional Training Program

Assuming that all the elements of the model are working and interplaying in synchrony and harmony, the expected outcome would be stability in the organization, functionality of all the key actors and players in the school environment, and relevancy of the programs, projects, and activities implemented. To do this, international schools in UAE should continuously be strengthening the foundation of OFW educators by empowering and equipping them to combat the challenges and adversities that may come along with their teaching career overseas.

Table 1. Empowering the OFW Educators of Today: An Upskilling and Reskilling Professional Training Program

Training Title:	Empowering the OFW Educators of Today: An Upskilling and Reskilling Professional Training Program
	Emphasizing the importance of evidence-based and research-based training, this proposal will address squarely the concerns and challenges of the OFW educators in delivering an excellent teaching-learning process. It carefully conceptualized the sequence of the topics to be discussed in order to ensure the coherence and harmonization of the ideas and insights to be presented. This training program template is being adopted from Acosta (2018). This will pave the way to support OFW educators on the adversities they face in teaching in international schools. International Schools in UAE are not spared from inadequacies of training that will somehow hone them to become better educators in dealing with multifarious challenges and concerns that may have borne out from their working relationship with the administrators, teachers, and students. Educators in a multicultural setting are to be equipped with the adept knowledge, competencies, skills, and positive values so that they can carry out their teaching-learning effectively and efficiently. Thus, this proposed training is very apt and fitting to improve their professional faculties and regenerate their stamina to achieve the targets they set forth for the year and to be retained in their schools because of their good and excellent performances as teachers. Education is a never-ending process. Through continuing training, career-minded teachers can constantly improve their skills and become more proficient at their jobs. In the field of teaching in international parlance, it is particularly important for teachers to pursue professional development, not only to ensure the best learning outcomes for their students but also to be more effective and satisfied in various other aspects of their work.
Rationale:	
Contextualization/ Realities	Training and development is a time-tested tool to enhance the human resource capacity of an organization. Professional development training can help teachers to become better at planning their time and staying organized. This ultimately makes teachers more efficient and continuously improves their skills and competencies so that they will remain relevant, updated, proficient, competent and competitive amidst the dynamics and challenges they encounter in their undertakings. The OFW educators are considered to be in the strange world of teaching. Their strengths and passion are empowering and their pedagogical practices in international schools are emerging that these are honed further in

	order for them to grow professionally and serve more dedicatedly for the welfare of the learners and the community as a whole. Based in the U.A.E, schools have a large mix of nationalities from across the Middle East as well as families from further afield. This variety provides a unique opportunity for teachers to share their different experiences and is a major benefit of international schools. OFW educators have hopes as they face adversities, they have experienced on their way leading to a successful teaching career overseas. With the challenge post in the realization of effective and excellent teaching-learning, the teachers are equipped and armored on how to handle and manage contingent situations that will test their patience, motivation, determination, and zeal to continue their professional pathway in international schools. The concerns and challenges of OFW educators in UAE are indistinguishable as they have experienced similar circumstances surrounding the learning environment. The constant and common grounds that these OFW educators consider in their dealings with their lived experiences have commonalities. The training program will be used to empower OFW educators through the help of the Filipino organizations in UAE.
Objectives	<i>Terminal:</i> At the end of the training, the OFW educators should be able to demonstrate adept competencies in implementing strategies and approaches to the adversities they encountered in teaching in international schools that will facilitate the enhancement of their professional and personal skills in dealing with student's diversity, language barrier, problems on student's behavior, pressure from administrator, curriculum adaptability, and diverse point of view and competition among teachers. <i>Enabling:</i> To achieve the terminal objectives, the following are the enabling intents: - Discuss the nature and characterization of the challenges experienced of OFW educators in international schools. - Determine the strategies and approaches to employ to address the challenges or adversities in teaching in international schools. - Provide opportunities for the participants to share life experiences as regards their coping strategies.
Key Content:	Strategies and Approaches to Teaching-Learning Process Motivational Approach to Discipline New Trends in Teaching The Filipino Teacher: The Brand of Quality and Commitment

Ethical Considerations

Ethical principles were observed throughout the conduct of the study to protect the rights, dignity, privacy, and welfare of the participants. Prior to data collection, the researcher secured institutional authorization from Saint Louis College, where the researcher was enrolled in the Doctor of Education program in Educational Management. Permission to conduct the study was obtained before participant recruitment and the commencement of the interviews. The available records for the study do not indicate that a separate Institutional Review Board (IRB) or Research Ethics Committee issued a formal ethics clearance or approval number. Accordingly, no ethics approval number is reported in this manuscript. The study was conducted under the institutional authorization obtained from Saint Louis College and in accordance with established ethical principles for research involving human participants. Prior to participation, all participants were provided with informed consent information explaining the purpose and procedures of the study, the voluntary nature of participation, their right to decline participation or withdraw at any time without penalty, and the intended use of the information collected. Participants' consent was obtained before the interviews were conducted and recorded. Participants' privacy and confidentiality were protected throughout the study. Pseudonyms were used in reporting participants' accounts, and personally identifying information was excluded from the manuscript. All information obtained from the interviews was treated as confidential and was used solely for research purposes. Research recordings, transcripts, and other study materials were securely maintained and access was restricted to authorized research personnel. Upon completion of the study and after the applicable retention period, research records containing identifiable participant information were securely deleted or destroyed in accordance with applicable institutional requirements and responsible data-management practices.

Conclusion

Based on the findings, the study concludes that the use of evidence-based strategies is an effective teaching practice that empowers students to become engaged and self-directed participants in the teaching-learning process. Teachers demonstrate a clear understanding of their roles and responsibilities by exerting their best efforts to address the individual needs of their students. Strong and positive relationships among

teachers and school administrators likewise contribute to a conducive working environment that supports effective teaching and learning. The challenges experienced by Overseas Filipino Educators in pursuing their teaching careers abroad serve not only as difficulties but also as opportunities to learn, adapt, and develop appropriate strategies and solutions in their pursuit of quality and excellence in their professional careers. The developed model provides a panoramic representation that synthesizes the intent of the study and emphasizes the relevance of each element in addressing the challenges and experiences of Filipino educators teaching in international schools. Finally, the validated training design provides an alternative avenue for Overseas Filipino Educators to strengthen and develop themselves personally and professionally, with the competencies included in the training design emerging directly from the findings and experiences identified throughout the study.

Recommendations

In light of the findings and conclusions of the study, it is recommended that the validated training program be adopted by concerned international schools to provide continuous professional development opportunities for Overseas Filipino Educators. The developed Thematic Model may also be considered as a basis for understanding and addressing the challenges encountered by Filipino educators teaching in international schools in the UAE and may guide them in revisiting and strengthening their pedagogical practices while maintaining a tradition of excellence. School administrators are encouraged to establish open communication and strong instructional leadership to promote a conducive working environment among all stakeholders and to provide teachers with appropriate channels through which their personal and professional concerns may be addressed. Regular seminars, workshops, and professional development programs should likewise be conducted to keep teachers updated on emerging trends in teaching, assessment, curriculum implementation, and instructional practices in international settings. Overseas Filipino educators are encouraged to continuously utilize evidence-based and research-informed strategies to enhance students' learning experiences and develop essential skills. They should also strengthen their professional relationships with school administrators and colleagues to gain the necessary support to become more effective educators. Furthermore, coping mechanisms that have been found effective in addressing professional challenges should be strengthened, shared, and replicated as practical benchmarks for responding to adversities encountered in international schools. Overseas Filipino educators and school administrators should work collaboratively in implementing initiatives and systematic improvements involving professional learning, curriculum and instructional materials, student engagement activities, assessment practices, and other relevant aspects of the education system. Finally, similar studies may be conducted in other localities or international educational settings to determine whether comparable experiences, challenges, and coping mechanisms exist among Filipino educators working abroad.

References

- Alozie, O. E. (2020). Diversity of multiculturalism advantages and disadvantages of workplace diversity. *International Journal of Scientific and Research Publications*, 10(01) (ISSN: 2250-3153) <https://doi.org/10.29322/IJSRP.10.01.2020>, p. 9720
- Aydogan, M., İzmir, E., & Shahin, H. (2025). "Like a 6-year-old dropped on Mars without parents": Faculty members' intercultural competence and cultural adaptation in the UAE. *Studies in Higher Education*, 51(2). <https://doi.org/10.1080/03075079.2025.2495713>
- Bartels, A. L., Peterson, S. J., & Reina, C. S. (2019). Understanding well-being at work: Development and validation of the eudaimonic workplace well-being scale. *PLoS One*, 14(4) <https://doi.org/10.1371/journal.pone.0215957>
- Berg, A. T. (2019, May). The Experiences of four filipino teachers in obtaining teaching positions in Arizona: A Narrative Inquiry. ProQuest. <https://search.proquest.com/openview/60e42ab358cbadd6c2024f070abd5ee5/1?pqorigsite=gscholar&cbl=18750&diss=y>
- Bongco, R. T., & David, A. P. (2020). Filipino teachers' experiences as curriculum policy implementers in the evolving K to 12 landscape. *Issues in Educational Research*, 30(1), 19-34. <https://search.proquest.com/docview/239196772?accountid=49936>
- Bright, D., & Heyting, E. (2024). Exploring the motivations and career choices of expatriate teachers in international schools: Embracing personal growth, professional development, and teacher autonomy. *International Journal of Educational Research*, 127, 102426. <https://doi.org/10.1016/j.ijer.2024.102426>

- Brunton, M., & Cook, C. (2018). Dis/Integrating cultural difference in practice and communication: A qualitative study of host and migrant Registered Nurse perspectives from New Zealand. *International Journal of Nursing Studies*, 83, 18–24. <https://doi.org/10.1016/j.ijnurstu.2018.04.005>
- Burkhart, J. (2019). Employee satisfaction with and impact on motivation of forced distribution rating systems (Order No. 27669725). Available from ProQuest Dissertations & Theses Global. (2355993278). <https://search.proquest.com/eres.qnl.qa/docview/2355993278?accountid=49936>
- Choi, Y., & Ha, J. (2018). Job satisfaction and work productivity: the role of conflict-management culture, social behavior and personality. 46(7), 1101–1110. <https://doi.org/10.2224/sbp.6940>
- Cuenco, E. M. V. (2019). Finding balance between Filipino cultural identity and early childhood teaching practices. ProQuest. <https://search.proquest.com/eres.qnl.qa/docview/2234780119/A14D14AAD7AB4DA0PQ/1?accountid=49936>
- Constantino, H. G., & Aranas, T. J. V. (2024). Lived experiences of Filipino inclusion teachers in Dubai amid the COVID-19 pandemic. *International Journal of Sciences: Basic and Applied Research*, 73(1).
- Curiale, J. M. (2019). Shared viewpoints of ENL teachers about the challenges they face: A Q- methodological Study (Order No. 22587686). Available from ProQuest Dissertations & Theses Global. (2301477270). [https://doi.org/ https://search.proquest.com/docview/2301477270?accountid=49936](https://doi.org/https://search.proquest.com/docview/2301477270?accountid=49936)
- Doki, S., Sasahara, S., & Matsuzaki, I. (2018). Stress of working abroad: A systematic review. *International Archives of Occupational and Environmental Health*, 91(7), 767–784. <https://doi.org/10.1007/s00420-018-1333-4>
- Eid, M. M., & Alharbi, R. S. (2024). Ways and obstacles to professional development of English language teachers in international schools in Jeddah: Perspectives of teachers and administrators. *Journal of Educational and Psychological Sciences*. <https://doi.org/10.26389/AJSRP.M180124>
- Eldosougi, I. (2016). 7 Strategies for embracing cultural immersion. diversity abroad. <https://www.diversityabroad.com/studyabroad/articles/7-strategies-cultural-immersion>
- Enoksen, E. (2016). Perceived discrimination against immigrants in the workplace. *Equality, Diversity and Inclusion: An International Journal*, 35(2), 66–80. <https://doi.org/10.1108/EDI-07-2015-0058>
- Garces-Bacsal, R. M. (2025). Examining teachers' perceived competence in implementing culturally responsive teaching practices in inclusive classrooms in the United Arab Emirates. *British Journal of Special Education*. <https://doi.org/10.1111/1467-8578.70065>
- Golis, A. (2024). The work adjustment of expatriate teachers employed in Chinese internationalised schools: A pedagogical perspective. *Educational Review*, 77(1), 192–213. <https://doi.org/10.1080/00131911.2024.2341042>
- Goren, H., & Yemini, M. (2015). Global citizenship education in context: Teacher perceptions at an international school and a local Israeli school. *Compare: A Journal of comparative and International Education*, 46(5), 832–853. <https://doi.org/10.1080/03057925.2015.1111752>
- Gül, H., & Gökçe, A. T. (2020, March 31). Challenges and Advantages of Working Abroad: Turkish and Turkish Culture Teachers' Perspective. *International Journal of Psycho-Educational Sciences*.
- Hack-Polay, D. (2020). Global South expatriates, homesickness and adjustment approaches. *Public Health Reviews*, 41, 1–20. <https://doi.org/10.1186/s40985-020-00122-9>
- OECD. (2024). Education policy outlook 2024: Supporting teaching quality in changing contexts. OECD Publishing. <https://doi.org/10.1787/dd5140e4-en>
- OECD. (2025). Unlocking high-quality teaching: A framework for teaching. OECD Publishing. <https://doi.org/10.1787/f5b82176-en>
- OECD. (2025). Results from TALIS 2024: Developing teacher expertise. OECD Publishing.
- Pitsoe V.J. & Maila W.M. (2022). Towards constructivist teacher professional development. *South African Journal of Social Sciences*. 2012;8(3):318-324 <https://pdfs.semanticscholar.org/cof4/98c211f190daa484c7696c3b7b5805fc7860.pdf>
- Norris, K., & Shriner, M. (2024). Exploring expatriate teachers' contract renewal in international schools: A case study. *Journal of Research in International Education*, 23(3). <https://doi.org/10.1177/14752409241302390>
- Novio, E. B. C. (2019). Tourist to Ajarn: The Filipino teachers in Thailand.
- Paik, S. J., Choe, S. M., & Witenstein, M. A. (2016). Filipinos in the U.S.: Historical, Social, And Educational Experiences. *Social and education history*, 5(2), 134. <https://doi.org/10.17583/Hse.2016.2062>
- Patton, K.; & Parker, M. (2017). Teacher education communities of practice: More than a culture of collaboration. *Teach. Teach. Educ.* 67, 351–360.
- Ragma, F., & Molina, J. F. (2018). Angst of warriors: The fears of overseas Filipino workers (OFWs). Retrieved From DOI: <https://doi.org/10.13140/RG.2.2.24373.17126>

- Ratten, V., & Hodge, J. (2016). So much theory, so little practice: a literature review of workplace improvisation training. *Industrial and Commercial Training*, 48(3), 149-155.
- Sahito, Z., & Vaisanen, P. (2019). A Narrative Analysis of Teacher Educators' Motivation: Evidence from the Universities of Sindh, Pakistan. *Journal of Language Teaching and Research*. 10(4), 673-682. <https://doi.org/10.17507/jltr.1004.02>[68].
- Schreier, C., Udomkit, N., & Capone, R. (2019). A study on competencies for managing workforce diversity: Evidences from multi-national enterprises in Switzerland. *ABAC Journal*, 39(3), 1-16.
- Tabuga, A. D. (2018, February). A probe into the Filipino migration culture: What is there to learn for policy intervention? *EconStor*. <https://www.econstor.eu/handle/10419/211022>
- Taylor, L., Zhou, W., Boyle, L., Funk, S., & De Neve, J.-E. (2024). Well-being for schoolteachers. Wellbeing Research Centre, University of Oxford / International Baccalaureate.
- Ulla, M. B. (2018, November 18). English language teaching in Thailand: Filipino teachers' experiences and perspectives. Retrieved November 22, 2021, from <https://www.iier.org.au/iier28/ulla2.pdf>
- Wang, C. H., & Varma, A. (2019). Cultural distance and expatriate failure rates: The moderating role of expatriate management practices. *The International Journal of Human Resource Management*, 30(15), 2211-2230.
- Wech, H., & Gökçe, A. T. (2020, March 31). Challenges and advantages of working abroad: Turkish and Turkish culture teachers' perspective. *International Journal of Psycho-Education*.
- White, B. J. (2017). A leadership and professional development teaching and learning model for undergraduate management programs. *Journal of Higher Education Theory and Practice*, 17(4), 57-74. <https://search.proquest.com.eres.qnl.qa/docview/1949474439?accountid=49936>
- Windschitl, M.; Thompson, J.; Braaten, M.; & Stroupe, D. (2019) Sharing a Vision, Sharing Practices: How Communities of Educators Improve Teaching. *Remedial Spec. Educ.*, 40, 380-390.
- Womack, V. Y., Wood, C. V., House, S. C., Quinn, S. C., Thomas, S. B., McGee, R., & Byars-Winston, A. (2020). Culturally aware mentorship: Lasting impacts of a novel intervention on academic administrators and faculty. *PLoS One*, 15(8) <https://doi.org/10.1371/journal.pone.0236983>
- Wright, C. Y. & Villafior, P. C. C. (2019, February). Diasporic queer in classroom: The resiliency of Filipino gay teachers in international schools. <https://www.researchgate.net/publication/332672657>
- Wu, C. (2016). Personality change via work: A job demand-control model of Big-five personality changes. *Journal of Vocational Behavior*, 92, 157. <https://search.proquest.com.eres.qnl.qa/docview/1761128182?accountid=49936>
- Yi, S., Wu, N., Xiang, X., & Liu, L. (2020, January 23). Challenges, Coping and Resources: A Thematic Analysis of Foreign Teachers' Experience of Cultural Adaptation in China. <https://doi.org/10.3389/fpsyg.2020.00168>
- Yu, X. (2016). From East to West: A phenomenological study of Mainland Chinese expatriates' international adjustment experiences in the U.S. Workplace. University of Minnesota Digital Conservancy. <https://conservancy.umn.edu/handle/11299/180214>
- Zhou, S., Slemp, G. R., & Vella-Brodrick, D. A. (2024). Factors associated with teacher wellbeing: A meta-analysis. *Educational Psychology Review*, 36, 63. <https://doi.org/10.1007/s10648-024-09886-x>
- Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research*. SAGE Publications.
- Ospina, N. S., & Medina, S. L. (2020). Living and teaching internationally: Teachers talk about personal experiences, benefits, and challenges. *Journal of Research in International Education*, 19(1), 38-53. <https://doi.org/10.1177/1475240920915013>
- Buarqoub, I. A. S. (2019). Language barriers to effective communication. *Utopía y Praxis Latinoamericana*, 24(Special Issue 6), 64-77. <https://www.redalyc.org/journal/279/27962177008/>
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.