

Migration of Filipino Teachers in the United Arab Emirates (UAE): Implications in the Philippine Education Sector

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ABSTRACT

The study examined the migration of Filipino teachers to the UAE and its implications for the Philippine education sector using a descriptive-correlational design with data from licensed teachers in UAE primary and secondary schools. Findings show that most respondents were young, female, single, and postgraduate-qualified with prior teaching experience in the Philippines, and they exhibited a very high level of motivation to migrate, mainly driven by family welfare, financial stability, and better professional opportunities. Demographic and professional characteristics were found to have no significant relationship with migration motivation. Respondents also perceived migration as having significant negative effects on the Philippine education system, particularly teacher shortages, increased workloads, and declining student learning outcomes. A significant positive relationship was identified between motivation to migrate and perceived impacts of migration, indicating that those more aware of its effects were also more motivated to work abroad. Overall, the study concludes that while migration to the UAE offers Filipino teachers substantial benefits such as significantly higher salaries, improved financial stability, family welfare, and better professional opportunities, it also creates serious systemic challenges in the Philippine education sector, including teacher shortages, increased workload for remaining teachers, brain drain, and declining educational quality. To address these issues, the study recommends strengthening teacher retention through improved compensation, career development, working conditions, professional growth opportunities, and family support, within the broader context of global labor mobility.

Keywords: Brain Drain, Migration Motivation, Philippine Education, Teacher Retention, Push and Pull Factors

INTRODUCTION

Teacher migration is a global phenomenon driven by economic disparities, professional mobility, and differences in working conditions across countries, with many developing nations experiencing sustained outflows of educators seeking better salaries, career advancement, and improved work environments abroad, raising concerns about education system sustainability and teacher shortages in origin countries (UNESCO, 2023; OECD, 2022; Batalova, 2020). In the Philippines, this trend is strongly influenced by push factors such as low pay, limited promotion opportunities, and inadequate resources, alongside pull factors like higher compensation and international teaching opportunities, contributing to brain drain and potential declines in education quality (OECD, 2022; UNESCO, 2023; World Bank, 2021). In the UAE, where expatriate teachers—particularly Filipinos—form a significant part of the education workforce due to their skills and adaptability, this migration dynamic highlights ongoing challenges in workforce distribution, teacher retention, and policy planning for both sending and receiving countries (UNESCO, 2023; OECD, 2022).

Statement of the Problem

This research aimed to comprehensively investigate the migration of Filipino teachers to the UAE and its multifaceted implications for the Philippine education sector.

1. **What are the demographic and professional profiles of Filipino teachers migrating to the UAE in terms of:**
 - a. age;
 - b. sex;
 - c. marital status;
 - d. number of years of teaching experience in the Philippines;
 - e. number of years of teaching experience in the UAE;
 - f. highest educational attainment;
 - g. type of bachelors' degree earned;
 - h. monthly salary in the Philippines prior to migration;
 - i. monthly salary in UAE (in Philippine Peso equivalent)?
2. What is the level of motivation influencing Filipino teachers to seek employment in the United Arab Emirates (UAE) in terms of:
 - a. compensation and financial benefits;
 - b. career advancement opportunities;

- c. professional growth;
 - d. institutional support; and
 - a. family welfare?
3. What is the level of perceived effects of teacher migration on the Philippine education sector in terms of:
 - a. teacher shortages;
 - b. classroom conditions;
 - c. impact on educational quality (including brain drain);
 - d. student learning outcomes; and
 - e. workload of remaining teachers?
4. Is there a significant relationship between the demographic and professional profiles of Filipino teachers and their level of motivation to migrate to the UAE?
5. Is there a significant relationship between the level of motivation to migrate and the perceived effects of teacher migration on the Philippine education sector?
6. What inputs for policy and institutional development may be proposed to address Filipino teacher migration and mitigate its perceived effects on the Philippine education sector?

Scope and Delimitations

This study examines the migration of licensed Filipino teachers working in primary and secondary schools in the UAE and its effects on the Philippine education sector. It focuses on teachers from public and private schools with at least one year of teaching experience in the UAE, exploring their motivations for migration and the perceived impacts on Philippine education, such as teacher shortages and increased workloads. Using a descriptive-correlational design, data were collected through survey questionnaires from teachers across the six emirates of Abu Dhabi, Dubai, Sharjah, Ajman, Umm Al Quwain, and Fujairah. The findings are based solely on the responses of qualified participants gathered during the study period beginning April 23, 2026.

Review of Related Literature

Core Thematics in Migration

Migration is commonly explained through Everett S. Lee's Push–Pull Theory, which identifies push factors (poverty, unemployment, instability) and

pull factors (better jobs, safety, education), along with personal and structural barriers influencing movement (Lee, 1966; de Haas, 2021). Migration types include labor (skilled/unskilled), internal and international, temporary and permanent, voluntary and forced, and circular migration, reflecting its economic, social, and policy complexity (Benach et al., 2011; Hanson et al., 2018; King et al., 2010; IOM, 2024). In terms of development, migration can produce both brain drain and brain gain, where skilled migration may enhance education, skill formation, and economic benefits through remittances and diaspora networks (Batista et al., 2007; Journal of International Trade & Economic Development, 2021; World Bank via YaleGlobal, 2022). Lastly, diaspora and transnationalism research shows how migrants, particularly OFWs, develop hybrid identities while maintaining cultural ties through adaptation and communication across borders (Pinzon, 2019; Epistolary Echoes, 2025).

Economic and Professional Motivations

The Wishes–Capabilities Theory of Migration reframes migration as the interaction between people’s aspirations (wishes) and their ability to migrate (capabilities), such as financial resources, education, and social networks, arguing that migration can increase alongside development as improved conditions raise both aspirations and mobility, sometimes creating a “culture of migration” (de Haas, 2021; Comparative Migration Studies). Supporting studies emphasize that migration decisions are shaped by both material and informational factors, where financial capacity enables movement while access to ICT and information networks strengthens awareness of opportunities and migration intentions (Ackah et al., 2020; Migration Studies). In teacher migration contexts, financial incentives act as strong pull factors, but challenges such as cultural differences, unmet expectations, and workplace conditions influence retention, with higher self-efficacy and cultural intelligence improving adaptation and long-term stay (Alhashmi & Eloundou, 2022; Springer case study).

Education System Impact

International teacher migration significantly contributes to teacher shortages in origin countries, especially in rural areas, where loss of experienced educators reduces instructional quality and widens educational inequality, with some systems losing 5–10% of their workforce annually (Mixed-methods study, 1,200 teachers; education officials interviews). Key push factors include low salaries, limited

career progression, and poor working conditions, while pull factors such as higher pay, better training, and improved facilities drive migration to countries like the UAE and Qatar (ResearchGate, 2021). This brain drain leads to curriculum disruption and reduced educational quality, with additional challenges when returning teachers struggle to reintegrate into local systems (FasterCapital, 2023; FasterCapital, 2024; Vu & Tran, 2024; *Frontiers in Education*).

Mitigation Strategies

Competitive compensation and structured career progression are key factors in reducing teacher turnover and migration by improving financial stability and aligning benefits with international standards, with evidence showing that competitive salaries, benefits, and performance-based incentives significantly reduce emigration intentions (Kim & Park, 2022, *Sustainability*; NumberAnalytics, 2023; LinkedIn, 2022, 2023; FasterCapital, 2023). Additional strategies such as task-shifting, continuous professional development, return service agreements, and improved leadership and school culture further enhance retention by addressing workload, growth opportunities, and job satisfaction, particularly in under-resourced education systems (Alonso & Dussault, 2017; Jones, Brown, & Smith, 2018; Owolabi & Adediran, 2019; Smith & Smith, 2020).

Theoretical Framework

Teacher migration to the UAE can be understood through several complementary theoretical frameworks. Push-Pull Theory (Lee, 1966) explains how unfavorable conditions in the Philippines—such as low salaries and limited career growth—push Filipino teachers abroad, while attractive opportunities in the UAE, including higher salaries and better working conditions, pull them toward migration (Castles & Miller, 2009; Asis, 2018). Human Capital Theory (Becker, 1964) views this movement as an investment in professional development, although it often results in brain drain that negatively affects educational quality in the Philippines (Borjas, 1994; Lopez, 2020). Systems Theory (von Bertalanffy, 1968) highlights how teacher turnover disrupts the educational system's equilibrium, leading to higher student-teacher ratios and reduced institutional stability (Meadows, 2008; DepEd, 2020). Additionally, the Theory of Planned Behavior (Ajzen, 1991) and Maslow's Hierarchy of Needs (Maslow, 1943) account for individual motivations driven by attitudes, social influences, and unmet personal and professional needs. Finally, Vroom's Expectancy Theory (Vroom,

1964) suggests that teachers migrate when they expect greater rewards, such as improved income and quality of life (Porter & Lawler, 1968).

Conceptual Framework

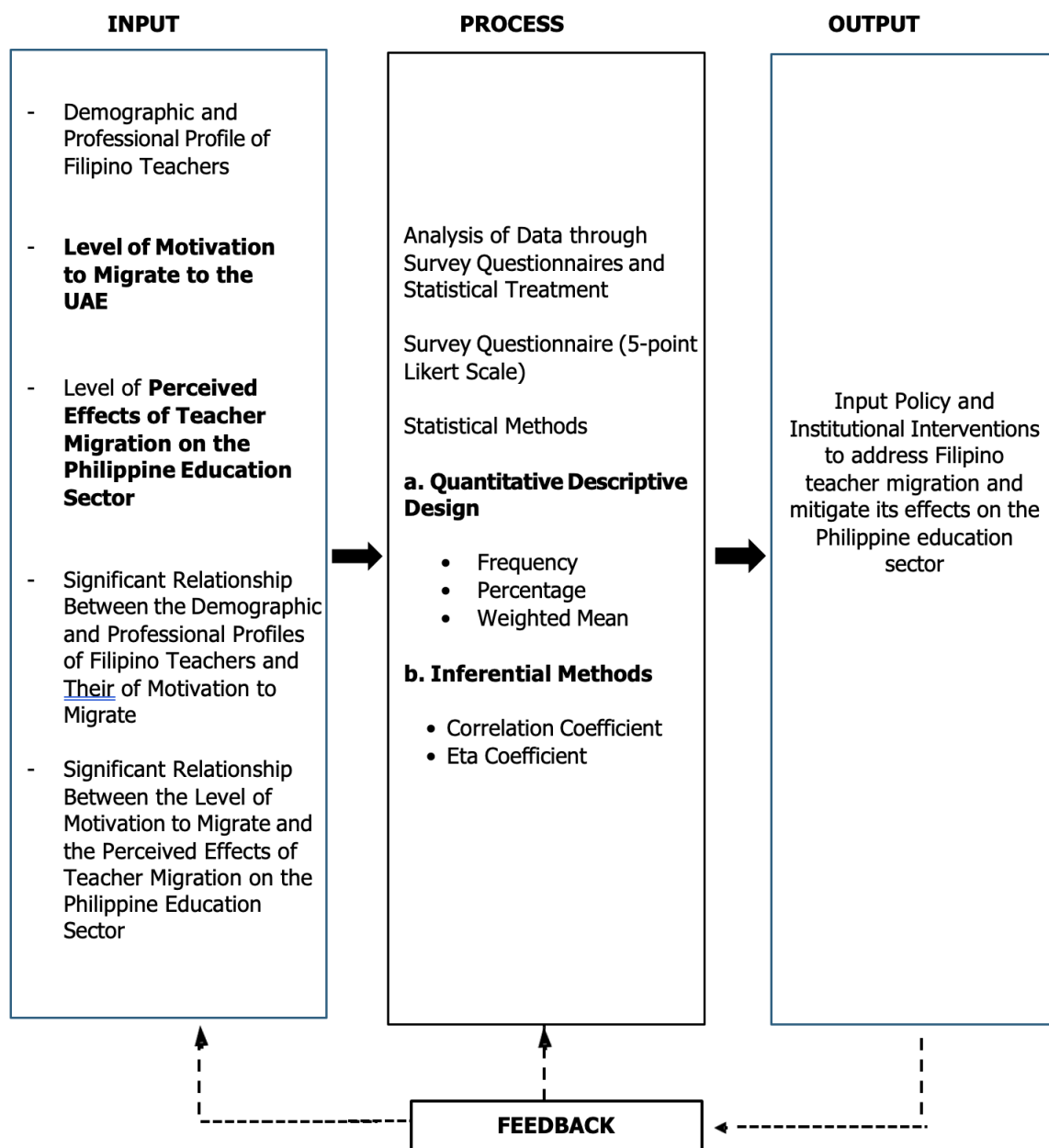


Figure 1. Paradigm of the Study

METHODOLOGY

This quantitative study used a descriptive-correlational research design to examine the migration experiences of Filipino teachers in the UAE and their implications for the Philippine education sector, focusing on demographic and professional profiles, migration motivations, and perceived impacts on teacher shortages and educational quality, while identifying relationships among variables without manipulating conditions (Descriptive-correlational design; purposive sampling). Data were gathered through a structured Google Forms survey with multiple-choice and Likert-scale items from a purposive sample of 82 Filipino teachers selected based on citizenship, licensure, UAE employment, and teaching experience, ensuring diverse and relevant responses. Ethical standards were upheld through informed consent, confidentiality, anonymity, voluntary participation, and the right to withdraw, while descriptive statistics (frequencies, percentages, means, standard deviations) and correlation analyses were used to examine the data and assess relationships among variables.

The data were analyzed using frequencies and percentages for demographic profiles, weighted means for motivation and perceived effects (interpreted via Likert scales), and Spearman's Rank and Point-Biserial Correlations to test relationships among demographic factors, migration motivation, and perceived impacts. Frequency counts, ranking, and descriptive synthesis were also used to evaluate proposed interventions such as salary improvement, career development, and retention strategies. Hypotheses were tested to assess the significance of relationships among variables, and instrument validity was ensured through expert evaluation by six doctoral-level education specialists who reviewed clarity, relevance, and alignment. Limitations included purposive sampling and self-reported data, while ethical procedures ensured informed consent, confidentiality, anonymity, and voluntary participation throughout the study.

RESULTS AND DISCUSSION

Table 1

Summary Table of the Level of Motivation Influencing Filipino Teachers to Seek Employment in the UAE

$n = 82$

Summary Table	Average Weighted	Descriptive Meaning
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	Mean	
A. COMPENSATION AND FINANCIAL BENEFITS	4.54	Very Highly Motivated
B. CAREER ADVANCEMENT OPPORTUNITIES	4.52	Very Highly Motivated
C. PROFESSIONAL GROWTH	4.46	Highly Motivated
D. INSTITUTIONAL SUPPORT	4.51	Highly Motivated
E. FAMILY WELFARE	4.55	Very Highly Motivated
GRAND MEAN	4.51	Very Highly Motivated

Legend:

4.51 – 5.00 *Very Highly Motivated* 1.51 – 2.50 *Slightly Motivated*
 3.51 – 4.50 *Highly Motivated* 1.00 – 1.50 *Not Motivated*
 2.51 – 3.50 *Moderately Motivated*

The results show that Filipino teachers in the UAE are very highly motivated to migrate (grand mean = 4.51), indicating that migration is a deliberate decision driven by strong push–pull factors rather than chance. The most influential factor is family welfare (M = 4.55), followed closely by financial compensation (M = 4.54), highlighting income disparity and the desire to support families as the primary drivers of migration, consistent with studies emphasizing salary gaps and economic stability as key motivators (Magonsik & Ngag, 2025; Edlay & Dioso, 2024; Tantay et al., 2024). Other highly motivating factors include career advancement (M = 4.52) and institutional support (M = 4.51), while professional growth (M = 4.46) also remains strongly influential, reflecting teachers' pursuit of better opportunities, international exposure, and improved working conditions (Magonsik & Ngag, 2025; Edlay & Dioso, 2024; Tantay et al., 2024; Naul et al., 2025).

In terms of impact, respondents agree that teacher migration contributes to teacher shortages in the Philippines (overall mean = 4.35), with the strongest perception being that migration leads to a shortage of qualified educators (M = 4.54), indicating concerns about reduced staffing and instructional quality. This reinforces the view that sustained migration negatively affects the availability of

skilled teachers in the education system and contributes to workforce gaps in schools (General findings from study results).

Summary Table of Level Of Perceived Effects of Teacher Migration on the Philippine Education Sector

Table 2
Summary Table of Level Of Perceived Effects of Teacher Migration on the Philippine Education Sector

n = 82

Summary Table	AWM	DM
A. TEACHER SHORTAGES	4.35	Agree
B. CLASSROOM CONDITIONS	4.32	Agree
C. IMPACT ON EDUCATIONAL QUALITY (Including Brain Drain)	4.32	Agree
D. STUDENT LEARNING OUTCOMES	4.41	Agree
E. WORKLOAD OF REMAINING TEACHERS	4.47	Agree
GRAND MEAN	4.37	Agree

Legend:

4.51 – 5.00 *Very Highly Motivated* 1.51 – 2.50 *Slightly Motivated*
 3.51 – 4.50 *Highly Motivated* 1.00 – 1.50 *Not Motivated*
 2.51 – 3.50 *Moderately Motivated*

Table 2 shows that respondents agree that teacher migration has significant negative effects on the Philippine education sector (overall mean = 4.37), particularly regarding teacher shortages, classroom conditions, educational quality, student learning outcomes, and the increased workload of remaining teachers. The greatest concern is workload of remaining teachers (M = 4.47), followed by student learning outcomes (M = 4.41), teacher shortages (M = 4.35), and classroom conditions and educational quality (M = 4.32), indicating that migration contributes to overcrowded classrooms, reduced instructional support, and declining learning environments. These results are strongly supported by literature on teacher brain drain, which shows that migration leads to workforce depletion, reduced instructional quality, and widening educational inequality, especially in rural and underserved schools (Lopez, 2020; UNESCO, 2016; OECD, 2019; ILO,

2021; World Bank, 2022; Ghana Education Service studies; Malawi teacher migration reports; South Africa Department of Basic Education reports; India education workforce studies). Overall, the findings align with global evidence that teacher migration negatively affects system stability, learning outcomes, and equitable access to quality education across developing education systems.

Significant Relationship Between the Demographic and Professional Profiles of Filipino Teachers and their Level of Motivation to Migrate to the UAE

Table 3

Significant Relationship Between the Demographic and Professional Profiles of Filipino Teachers and their Level of Motivation to Migrate to the UAE

n = 82

Profile	Correlation Coefficient (σ)	Sig.	interpretation
Age	0.047	0.675	not significant
Highest Educational Attainment	0.092	0.41	not significant
Monthly Salary in UAE	0.04	0.724	not significant
Number of Years Teaching Experience in Philippines	0.043	0.701	not significant
Number of Years of Teaching Experience in UAE	0.03	0.79	not significant
Average Monthly Family Income Prior to Migration	0.029	0.793	not significant

Profile	Chi-square Statistic (χ^2)	df	Sig.	interpretation	Cramer's V	Interpretation
Gender	1.66	2	0.437	Not Significant	0.142	Moderate
Marital Status	4.09	6	0.665	Not Significant	0.158	Moderate
Type of Bachelor's Degree	13.9	10	0.179	Not Significant	0.291	Moderate

Note:

*significant at .05 level

*significant at .01 level

Cohen's (1988) Cramer's V

<.1 (small-weak relationship); .3 (medium/moderate relationship) >.5 large (large/strong relationship)

To determine the relationship between the demographic and professional profiles of Filipino teachers and their level of motivation to migrate to the UAE, the study used Spearman Rank Correlation for ordinal/continuous variables, Chi-square Test of Independence for categorical variables, and Cramer's V to measure the strength of significant associations. Results show that none of the demographic or professional variables are significantly related to migration motivation (all $p > 0.05$), indicating that factors such as age, gender, marital status, educational attainment, salary, teaching experience, and degree type do not meaningfully influence migration motivation. This suggests that teachers' decision to migrate is largely independent of personal demographics and is more likely driven by broader external or structural factors such as economic conditions and international labor opportunities (Spearman Rank Correlation; Chi-square Test of Independence; Cramer's V).

Significant Relationship Between the Level of Motivation to Migrate and the Perceived Effects of Teacher Migration on the Philippine Education Sector

Table 3
Significant Relationship Between the Level of Motivation to Migrate and the Perceived Effects of Teacher Migration on the Philippine Education Sector

$n = 82$

perceived effects of teacher migration on the Philippine education sector	σ	σ	level of motivation to migrate
			0.478*
		Sig.	0.00

Note. * $p < .05$

Using the Spearman Rank Correlation test, the results show a moderate positive and statistically significant relationship between perceived effects of teacher migration on the Philippine education sector and teachers' level of motivation to migrate ($\rho = 0.478$, $p = 0.001$). This indicates that teachers who perceive stronger impacts of migration on the education system also tend to report higher motivation to migrate. Since the p-value is below 0.05, the null hypothesis

is rejected, confirming a significant relationship between the two variables (Spearman Rank Correlation, $\rho = 0.478$; $p = 0.001$).

The Current Policies and Institutional Development of Department of

Education

Recent policy reforms by the Department of Education (DepEd) from 2024–2026 aim to reduce teacher migration by addressing key push factors such as low pay, limited career progression, heavy workload, weak professional development, and insufficient institutional and family support. These include salary increases under Executive Order No. 64 (s. 2024), expanded allowances and workload compensation through DepEd Orders No. 005 (s. 2025), No. 516 (s. 2025), No. 005 (s. 2024), No. 013 (s. 2024), and No. 017 (s. 2023), as well as workload rationalization and administrative decongestion under DepEd Orders No. 005 (s. 2024), No. 006 (s. 2025), and No. 002 (s. 2024). Career progression is strengthened through the Expanded Career Progression System under Republic Act No. 12288 and DepEd Order No. 024 (s. 2025), while professional development is supported by NEAP programs and the Teacher Induction Program under Republic Act No. 11713. These reforms collectively aim to improve teacher welfare, retention, and work-life balance by enhancing compensation, career mobility, professional growth, and institutional support, alongside broader family welfare initiatives such as Republic Act No. 11908 (EO 64, s. 2024; DepEd Orders No. 002, 005, 006, 013, 017, 024, s. 2023–2025; RA 11713; RA 11908).

Proposed Policy and Institutional Development Inputs

Table 4
Proposed Policy and Institutional Development Inputs

Problem	Current Policies	Proposed Policy Inputs	Perceived Effects on the Education Sector
Strengthening Compensation and Benefits	Salary increase under EO 64, s. 2024 (multi-year adjustment) Teaching allowance increased up to ₱10,000 (DO 005, s. 2025) Medical allowance increased to ₱7,000 (DO 516, s. 2025) Hardship allowance up to 25% (DO 017, s. 2023)	Further salary standardization to approach international competitiveness Housing and transportation allowances especially in urban areas Performance-based incentives (for STEM, English, and rural deployment) Enhanced benefits package (insurance, retirement, hazard pay)	Improved teacher retention and reduced migration rates Increased teacher motivation, job satisfaction, and productivity Attraction of highly qualified teachers to the profession Reduction in shortages, especially in critical subject areas (STEM, English) Greater workforce stability and continuity in instruction
Career Progression and Promotion Reform	Expanded Career Progression System (RA 12288; DO 024, s. 2025) Creation of higher teaching ranks (Teacher IV–VII, Master Teacher V) Dual career tracks (teaching and administrative)	Faster and transparent promotion systems (merit-based, time-bound) Leadership development programs (principalship track) Specialized career tracks for STEM, ICT, Special Education Incentives for advanced degrees (Master's, PhD)	Enhanced professional commitment and long-term career engagement Reduced turnover due to clearer advancement opportunities Increased leadership capacity within schools Retention of highly skilled and experienced teachers Improved overall teaching quality and institutional performance
Enhanced Professional Development	NEAP Professional Development	International-standard training programs (IB, Cambridge, pedagogical skills)	Improved teaching competencies and pedagogical skills

and Global Competitiveness	Framework Teacher Induction Program (TIP) Scholarships and continuous training (RA 11713)	digital pedagogy) Continuous upskilling in ICT and AI-based teaching tools Funded scholarships and exchange programs Partnerships with global institutions	Increased adaptability to modern and digital teaching environments Higher quality instruction aligned with global standards Strengthened student learning outcomes and academic performance Reduced need for migration for professional growth
Improving Institutional Support and Working Conditions	Workload rationalization (6-hour teaching limit) Reduced paperwork (174 → 75 forms; DO 006, s. 2025) Hiring of non-teaching staff (DO 002, s. 2024)	Further reduction of administrative workload Full deployment of administrative assistants in schools Improved school facilities and teaching resources Strengthening school leadership and management training	Reduced teacher burnout, stress, and workload pressure Improved classroom management and learning environment Increased teacher productivity and instructional effectiveness Greater job satisfaction and morale among teachers Enhanced efficiency through better school leadership and resource availability
Strengthening Family Welfare	Flexible work arrangements	Family-centered benefits (education	Reduced socio-economic pressure
and Work-Life Balance	Parent Effectiveness Service Program (RA 11908)	to migrate for family needs Improved teacher well-being and mental health Stronger work-life balance leading to higher job satisfaction	to migrate for family needs Improved teacher well-being and mental health Stronger work-life balance leading to higher job satisfaction Increased retention of

		Increased retention of teachers, especially those with families More stable and committed teaching workforce
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The study finds that Filipino teacher migration is driven by economic, professional, institutional, and family-related factors, resulting in teacher shortages, increased workload, and declining educational quality. To address these issues, policy recommendations build on existing DepEd reforms such as Executive Order No. 64 (s. 2024), the Expanded Career Progression System under Republic Act No. 12288 and DepEd Order No. 024 (s. 2025), NEAP professional development initiatives under Republic Act No. 11713, and workload and institutional support policies under DepEd Orders No. 002, 005, 006, 013, and 017 (s. 2023–2025). The study recommends strengthening salary and benefits (including housing and performance-based incentives), accelerating and diversifying career progression, expanding internationally aligned professional development, improving working conditions and reducing administrative burden, and enhancing family welfare support such as education subsidies and work-life balance programs. These integrated reforms aim to improve teacher retention and mitigate the effects of migration on the Philippine education system (EO No. 64, s. 2024; RA 12288; RA 11713; RA 11908; DepEd Orders No. 002, 005, 006, 013, 017, 024, s. 2023–2025).

SUMMARY

The study found that most Filipino teachers migrating to the UAE are aged 26–35, predominantly female and single, with 4–6 years of teaching experience in the Philippines and about 2 years in the UAE. Many hold Master’s degrees, and there is a clear salary increase after migration, from Php 10,000–40,000 (Philippines) to Php 60,000–100,000 (UAE), indicating financial improvement as a key driver. Overall, migration motivation is very high (grand mean = 4.51), driven mainly by family welfare ($M = 4.55$), compensation ($M = 4.54$), followed by career advancement ($M = 4.52$), institutional support ($M = 4.51$), and professional growth ($M = 4.46$).

Respondents also agree that teacher migration has significant negative effects on the Philippine education sector (overall mean = 4.37), particularly workload of remaining teachers ($M = 4.47$), student learning outcomes ($M = 4.41$), teacher shortages ($M = 4.35$), and educational quality and classroom conditions ($M = 4.32$). Statistical tests show no significant relationship between demographic/professional profiles and motivation to migrate ($p > 0.05$ for all variables). However, there is a moderate positive significant relationship between perceived effects of migration and motivation to migrate ($\rho = 0.478$, $p = 0.001$). Overall, the study highlights the need for policy interventions addressing compensation, career progression, institutional support, workload management, teacher distribution, migration governance, and family welfare to improve retention and education quality in the Philippines.

CONCLUSIONS

The study concludes that Filipino teachers migrating to the UAE are mostly early to mid-career professionals (26–35 years old), predominantly female and single, with 4–6 years of teaching experience in the Philippines and higher income after migration, indicating financial improvement as a key mobility factor. Overall, they are **very highly motivated to migrate**, mainly due to family welfare and compensation, followed by career advancement, institutional support, and professional growth, showing that migration is driven by a combination of economic, professional, and personal factors.

It further concludes that teacher migration has **significant negative effects** on the Philippine education sector, including teacher shortages, increased workload, overcrowded classrooms, declining educational quality, and weaker student learning outcomes. Demographic and professional characteristics do not significantly influence migration motivation, but there is a **moderate positive relationship between perceived effects of migration and motivation to migrate**, meaning greater awareness of migration impacts is associated with stronger migration intent. Overall, the study emphasizes the need for comprehensive policy interventions focusing on compensation, career development, institutional support, workload management, teacher distribution, migration governance, and family welfare to improve retention and strengthen the education system.

RECOMMENDATIONS

The recommendations emphasize a comprehensive, multi-level response to Filipino teacher migration to the UAE by addressing both push and pull factors identified in the study. Schools and education authorities are encouraged to improve working conditions, digital resources, and equitable support systems, particularly in underserved areas, to strengthen teacher retention. The Department of Education is advised to enhance compensation, career progression, professional development, institutional support, and family welfare programs to reduce incentives for migration.

Additionally, policymakers are urged to improve workforce planning, address teacher shortages, balance workloads, and ensure equitable teacher distribution to mitigate the negative effects of migration on educational quality. Data-driven, targeted retention strategies for high-risk teacher groups (e.g., early- and mid-career teachers) are also recommended, alongside strengthened policies on salary competitiveness, workload reduction, and institutional support. Finally, a coordinated national framework is proposed that integrates compensation reform, career development, teacher wellness, and international cooperation to support ethical migration and the improvement of the sustainable education system.

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AI DECLARATION STATEMENT

AI-supported tools helped with grammar and structure in creating this article. No AI tools were used to collect, analyze, or interpret data; all authors are credited for their academic contributions.

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