

SPIMS Program for Migrant Filipino Educators

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ABSTRACT

This study examined the experiences of migrant Filipino teachers in Thailand and evaluated the implementation of the Sa Pinas, Ikaw ay Ma'am at Sir (SPIMS) reintegration program. Specifically, it explored the participants' demographic profiles, challenges encountered abroad, coping mechanisms, implementation of SPIMS and the extent to which the program supported their professional development, employment stability and personal well-being. The study employed a qualitative-descriptive research design using survey questionnaires administered to Filipino teachers who worked in Thailand and participated in the SPIMS program from 2020 to 2025. Findings revealed that most participants were female, single, licensed teachers with early-career teaching experience who mostly taught English in private schools. The participants experienced challenges related to language barriers, cultural adjustment, curriculum differences, classroom management, and emotional stress. To address these challenges, the teachers relied on adaptability, continuous learning, positive thinking, and support from colleagues, family members, and the Filipino community. The study further revealed that the SPIMS program was implemented to a great extent, particularly in the school placement, training, and deployment processes, which contributed positively to the teachers' professional growth, employment stability, and reintegration into the Philippine education system. However, inconsistencies in government support and deployment procedures were identified as limitations in program implementation. The study recommends strengthening intercultural preparation, professional development initiatives, post-deployment support, and inter-agency coordination to enhance the effectiveness of the SPIMS program. This paper contributes to the limited body of research on migrant Filipino teachers and provides meaningful insights for policymakers, educational institutions, and government agencies involved in teacher reintegration programs.

Keywords: reintegration program, migrant Filipino teachers, teacher reintegration, SPIMS, challenges, coping mechanisms

INTRODUCTION

The Philippines is recognized as one of the world's major sources of migrant labor, including licensed teachers who seek better employment opportunities and professional growth abroad (Fernandez et al., 2020). Among the common destinations for Filipino educators is Thailand, where they teach English and other subjects in public and private schools. Despite the opportunities offered by overseas employment, migrant Filipino teachers often face cultural adjustment, language barriers, professional challenges, limited support networks, and work-life balance issues (Baylosis et al., 2025).

Upon returning to the Philippines, many Overseas Filipino Workers (OFWs) experience reintegration difficulties such as financial instability, employment concerns, emotional distress,

and adjustment problems. In response, the Philippine government, through the Overseas Workers Welfare Administration (OWWA) and partner agencies, implemented several reintegration programs to assist returning OFWs (Asis, 2021). However, existing programs are often centered on livelihood and financial support, while the professional and psychosocial needs of returnees receive less attention.

To address the reintegration needs of returning educators, the Department of Labor and Employment (DOLE), in collaboration with the Overseas Workers Welfare Administration (OWWA) and the National Reintegration Center for OFWs (NRCO), implemented the Sa Pinas, Ikaw ang Ma'am at Sir (SPIMS) Program. The program assists licensed Filipino teachers returning from overseas employment through refresher courses, retraining, and employment reintegration support within the Philippine educational system. It also aims to address teacher shortages and provide returning OFW teachers with opportunities to practice their profession locally (Albania, 2023; DOLE-NRCO, 2023).

Although studies have examined labor migration and OFW reintegration, limited research has focused on the implementation and effectiveness of the SPIMS program, particularly among Filipino teachers returning from Thailand. Most existing studies emphasize economic reintegration while giving less attention to the professional and personal experiences of returning educators. Thus, this study examined the experiences of migrant Filipino teachers in Thailand and evaluated the implementation of the SPIMS program with respect to professional development, employment stability, and personal well-being.

Statement of the Problem

This study sought to answer the following questions:

1. What are the demographic and professional profiles of migrant Filipino teachers in Thailand?
2. What challenges do migrant Filipino teachers encounter while working abroad?
3. What coping mechanisms do they utilize?
4. What is the level of implementation of the SPIMS program?
5. To what extent does the SPIMS program address teachers' professional development, employment stability, and personal well-being?
6. What recommendations may improve the implementation and outcomes of the SPIMS program?

Scope and Delimitation

This study focused on the implementation of the Sa Pinas, Ikaw ay Ma'am at Sir (SPIMS) reintegration program for Filipino teachers who previously worked in Thailand and were reintegrated into the Philippine education system through the program. Specifically, the study examined the participants' demographic and professional profiles, challenges encountered abroad, coping mechanisms, level of SPIMS program implementation, and the extent to which

the program addressed their professional development, employment stability, and personal well-being.

The study was limited to Filipino teachers who participated in the SPIMS program from 2020 to 2025, were currently residing and working in the Philippines, and had experienced at least six months of reintegration. It excluded Filipino teachers from countries other than Thailand, returnees who did not participate in the SPIMS program, and teachers who remained employed abroad. Data were gathered through survey questionnaires.

REVIEW OF RELATED LITERATURE

Migration has become a major global phenomenon, with the International Organization for Migration (IOM, 2025) estimating that there are around 281 million international migrants worldwide. In the Philippines, labor migration remains common because many Filipinos seek better salaries, employment opportunities, and improved living conditions abroad. Among these migrant workers are Filipino teachers who choose to work in countries such as Thailand due to the high demand for English-speaking educators and the relatively higher salaries offered overseas (Ulla, 2019). UNESCO also noted that teacher mobility continues to increase globally because of globalization, teacher shortages, and the internationalization of education systems.

Thailand has become a major destination for Filipino teachers because Thai schools highly value Filipino educators for their English proficiency, teaching competence, and adaptability (Ciasico, 2019). However, despite the opportunities abroad, Filipino teachers face several professional and personal challenges. Studies by Nanez and Viray (2023) and Epanto (2024) revealed that Filipino teachers in Thailand commonly experience language barriers, cultural differences, racial prejudice, communication difficulties, homesickness, and adjustment problems in the workplace. Ulla (2019) further explained that although teachers are attracted by better salaries and professional growth, they also struggle with limited professional development opportunities, family separation, and differences in educational systems.

To manage these difficulties, Filipino teachers develop various coping mechanisms. According to Nanez and Viray (2023), teachers adapt through code-switching, repetition, speaking more slowly, and modifying their communication styles to improve interactions with students and colleagues. Social support from fellow Filipinos and maintaining cultural connections also help teachers cope with homesickness and stress.

The increasing number of returning Overseas Filipino Workers (OFWs) has highlighted the importance of reintegration programs in the Philippines. Reintegration programs are designed to help returning migrants transition back into local employment and society while maximizing the use of their acquired skills and experience (Migration Policy Institute, 2023). The International Organization for Migration (IOM, 2023) emphasized that successful reintegration should include economic, social, and psychosocial support. Similarly, the World Bank (2024) explained that reintegration programs are more effective when linked to national employment and development plans.

One of the Philippine government's major reintegration initiatives for teachers is the "Sa Pinas, Ikaw ang Ma'am at Sir" (SPIMS) Program. SPIMS is implemented through the

collaboration of the Department of Migrant Workers (DMW), Department of Education (DepEd), Philippine Normal University (PNU), and other government agencies. The program aims to help OFW-Licensure Examination for Teachers (LET) passers return to the Philippine education system by providing teaching opportunities in public schools, online refresher courses, and teaching support materials (DepEd, 2026). The program also addresses teacher shortages in the country while helping returning teachers continue their professional careers locally.

Recent government reports show that SPIMS has significantly contributed to the reintegration of returning OFW teachers. According to the Philippine News Agency (2025), more than 10,000 former OFWs have already returned to teaching through the SPIMS program. The Philippine Information Agency (2026) also highlighted testimonies from beneficiaries who expressed gratitude for the opportunity to return home and continue teaching in public schools. Many beneficiaries shared that the program enabled them to apply the skills and experiences they gained abroad while helping to address the shortage of teachers in the Philippines.

Several studies also support the effectiveness of SPIMS. Habanada and Celero (2023) found that the SPIMS Online Refresher Course positively helped OFW teachers regain and improve their teaching competencies. Perpetua (2019) concluded that SPIMS effectively supports the reintegration of returning teachers into the Philippine education sector by providing stable employment opportunities and professional support.

Despite these positive outcomes, the literature also identified several challenges in implementing SPIMS. Assistance.ph (2024) and DMW (2024) noted issues such as limited awareness of the program, delays in communication and processing, resource limitations, and eligibility restrictions that may exclude qualified applicants. Returning teachers may also experience difficulties adjusting to the Philippine educational system because of differences in curriculum, teaching methods, and classroom environments. In addition, some returnees experience skill gaps due to years spent in non-teaching jobs abroad, necessitating refresher training and professional development (World Bank, 2024).

Related studies further emphasized the importance of continuous professional development and institutional support for returning teachers. Luangkrajang (2023) stressed that foreign teachers need seminars, workshops, and training programs to improve instructional competence and classroom management skills. Likewise, Salibay and Umadhay (2023) found that SPIMS beneficiaries still face challenges adapting to the demands of 21st-century education, making continuous upskilling necessary.

Overall, the reviewed literature highlights that teacher migration provides Filipino educators with economic opportunities and professional growth, but also exposes them to cultural, emotional, and professional challenges. Reintegration programs such as SPIMS play an important role in helping returning teachers transition back into the Philippine education system. This is by providing employment, training, and support services that can facilitate their personal and professional adjustment. However, the literature also suggests that improvements are still needed in program implementation, awareness campaigns, resource allocation, and professional development to ensure the long-term success and sustainability of SPIMS.

Theoretical Framework

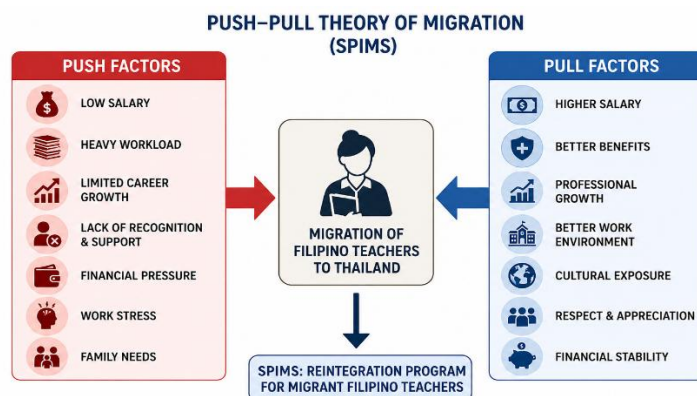


Figure 1 – Push-Pull Theory of Migration

The Push and Pull Migration Framework, developed by Everett Lee (1966), explains migration as a response to conditions in both the country of origin and the destination. Push factors are the unfavorable conditions that drive individuals to leave their home country, while pull factors are the desirable opportunities that attract them to another (Laureto & Villocino, 2026).

The Push–Pull Theory is closely connected to SPIMS because the program focuses on the reintegration of migrant Filipino teachers after they return from abroad. The experiences of teachers in Thailand shape their personal and professional identities, but returning to the Philippines may also bring challenges, including readjustment, employment concerns, and emotional transitions. Through reintegration programs like SPIMS, returning teachers receive training, career assistance, psychosocial support, and empowerment programs that help them reintegrate successfully into Philippine society and the local education system (Escosio, 2026).

Conceptual Framework

The study utilized the Input-Process-Output (IPO) Model as its conceptual framework to illustrate the flow of data collection, analysis, and interpretation in examining the SPIMS program. The input stage included profiles and experiences of migrant Filipino teachers from Thailand, particularly Licensed Professional Teachers (LET passers) who participated in the SPIMS program and reintegrated into the Philippine education system.

The process stage involved the administration of semi-structured questionnaires, data gathering, thematic analysis, and interpretation of participants' experiences related to reintegration and program implementation.

The output stage focused on identifying the challenges encountered by returning teachers, their coping mechanisms, the effectiveness and areas for improvement of the SPIMS program, and the participants' social, emotional, and economic reintegration outcomes. The study also generated evidence-based recommendations to enhance policies and strengthen support systems for returning migrant Filipino teachers. A feedback mechanism was incorporated to emphasize continuous evaluation and improvement of the SPIMS program, informed by findings and participant experiences.

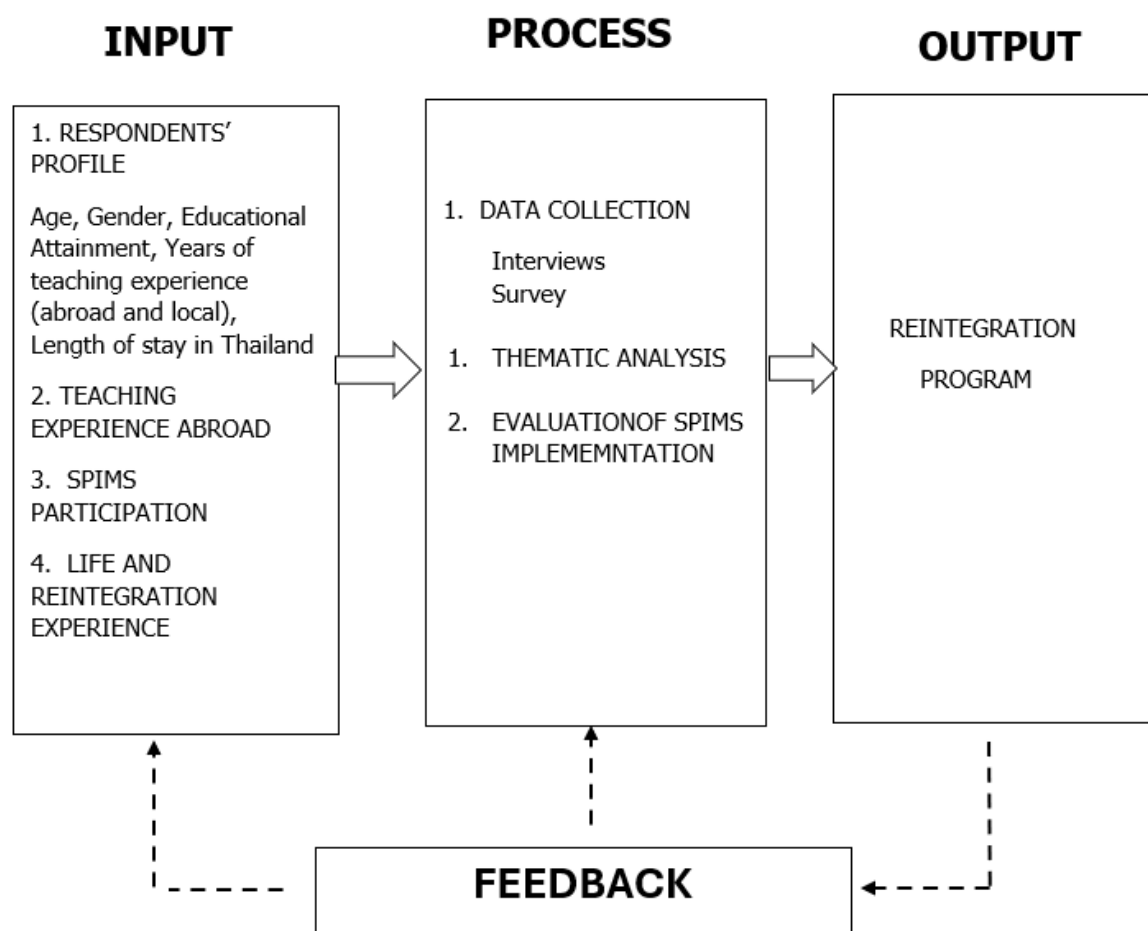


Figure 2 – The Input-Process-Output

METHODOLOGY

This qualitative-descriptive study examined the experiences of migrant Filipino teachers in Thailand and evaluated the implementation of the Sa Pinas, Ikaw ay Ma'am at Sir (SPIMS) reintegration program in supporting their professional reintegration into the Philippine education system.

Research Design

This study employed a descriptive qualitative research design to examine the implementation of the Sa Pinas, Ikaw ay Ma'am at Sir (SPIMS) reintegration program for returning Filipino teachers from Thailand. The descriptive approach was used to present participants' experiences, challenges, coping mechanisms, and perceptions of the SPIMS program's effectiveness, without manipulating any variables. A qualitative approach was considered appropriate because the study aimed to explore the lived experiences and insights of migrant Filipino teachers as they reintegrated into the Philippine education system.

The study focused on understanding how the SPIMS program contributed to the participants' professional development, employment stability, and personal well-being. Through qualitative

inquiry, the researcher gathered detailed information on the participants' experiences abroad and their reintegration process upon returning to the Philippines.

Research Steps

The research began with a comprehensive review of the literature and studies on migrant Filipino teachers, teacher reintegration programs, overseas employment, and professional adaptation in foreign educational settings. The literature review provided a theoretical and contextual foundation for understanding the experiences of Filipino teachers working abroad and their reintegration into the Philippine education system.

After reviewing the relevant literature, the research procedures and data-gathering methods were carefully developed to align with the study's objectives. A semi-structured questionnaire containing closed-ended, open-ended, and Likert-scale questions was prepared to gather detailed information regarding the participants' demographic profiles, professional experiences, challenges encountered abroad, coping mechanisms, perceptions of the SPIMS program, and recommendations for program improvement.

The questionnaire underwent expert validation to ensure the clarity, relevance, and organization of the research instrument. Necessary revisions, based on recommendations from experts in education and research, were incorporated into the final version of the questionnaire prior to data collection.

Data Collection and Sample Selection

The participants of the study consisted of fifteen (15) Filipino teachers who previously worked in Thailand and later participated in the SPIMS reintegration program. All participants were Licensed Professional Teachers (LET passers) currently employed in public schools within the National Capital Region. The respondents included both elementary and secondary school teachers with prior teaching experience in Thailand.

Data collection was conducted through an online semi-structured questionnaire administered via Google Forms. The questionnaire included closed-ended questions to gather demographic and professional information such as age, gender, civil status, educational attainment, years of teaching experience, and school assignment. Open-ended questions were designed to explore the participants' experiences abroad, challenges encountered, coping mechanisms, perceptions regarding the SPIMS program, and recommendations for program improvement. Likert-scale items were also included to assess the extent of SPIMS implementation and its effectiveness in supporting professional development, employment stability, and personal well-being.

Prior to data gathering, the questionnaire underwent expert validation to ensure the clarity, relevance, and organization of the research instrument. Necessary revisions and suggestions from experts in education and research were incorporated into the final version of the questionnaire.

Data Analysis Methods

The collected data were analyzed using both descriptive statistics and qualitative methods. Frequency, percentage, and mean were used to summarize participants' demographic profiles and to determine the level of implementation of the SPIMS program.

Qualitative responses were analyzed through thematic analysis and Interpretative Phenomenological Analysis (IPA) to identify recurring themes, patterns, and meanings derived from the participants' experiences. The responses were systematically categorized into themes, including cultural adjustment, communication barriers, professional adaptation, emotional resilience, peer support, and reintegration experiences. The analysis enabled the researcher to gain deeper insights into the lived experiences of migrant Filipino teachers and the effectiveness of the SPIMS program in addressing their professional and personal needs.

Research Hypotheses and Validation

This study aimed to examine the experiences of migrant Filipino teachers in Thailand and evaluate the implementation of the SPIMS reintegration program in supporting their return to the Philippine education system. The study explored the challenges participants encountered, the coping mechanisms they employed, and the extent to which the SPIMS program contributed to their professional development, employment stability, and personal well-being.

Validation of the findings was achieved through careful analysis of participants' responses to the semi-structured questionnaire. The consistency of recurring themes and patterns in the participants' narratives provided evidence regarding the effectiveness of the SPIMS program and the common challenges experienced by returning teachers. The findings showed that the program contributed positively to school placement, training opportunities, and professional reintegration, although some inconsistencies in deployment procedures and government support were also identified.

Study Limitations and Ethical Considerations

The study adhered to ethical standards throughout the research process. Participants were informed about the objectives of the study, the voluntary nature of their participation, and their right to withdraw from the study at any time without consequence. Consent was obtained prior to the administration of the questionnaire.

Confidentiality and anonymity were strictly observed by ensuring that participants' identities and personal information remained protected. Pseudonyms were used whenever necessary, and all collected data were utilized solely for academic and research purposes. Furthermore, the study was limited to Filipino teachers who previously worked in Thailand and participated in the SPIMS program in the National Capital Region, which may limit the generalizability of the findings to other groups of overseas Filipino teachers or to other reintegration programs.

RESULTS AND DISCUSSION

SOP 1. What are the demographic and professional profiles of migrant Filipino teachers in Thailand in terms of age, gender, civil status, region of deployment, highest educational attainment, license in teaching, years of teaching experience in the Philippines before going

abroad, years of teaching experience in Thailand, subjects taught in Thailand, and type of school in Thailand?

The findings revealed that the majority of the respondents were aged 31- 40 years old, indicating that most participants were in their early to mid-career stage with sufficient professional maturity and teaching experience. A considerable number of respondents also belonged to the 21-30 age group, suggesting that younger teachers are more willing to pursue overseas employment opportunities for professional growth, higher salaries, and international teaching experience. In terms of gender, most respondents were female, reflecting the common feminization of the teaching profession, particularly in elementary and secondary education. Most participants were also single, implying fewer family-related responsibilities that may influence their decision to work abroad.

All respondents were deployed in the National Capital Region (NCR), indicating that the participants shared similar institutional and teaching environments. In terms of educational attainment, the majority were Bachelor of Secondary Education graduates, while all participants were licensed professional teachers, confirming that they possessed the necessary qualifications for teaching. Most respondents had one to five years of teaching experience both in the Philippines and in Thailand, suggesting that many teachers pursue international employment during the early stages of their careers for career advancement and professional development.

The findings further showed that English was the primary subject taught by Filipino teachers in Thailand, highlighting the strong demand for English language instruction and the recognized English proficiency of Filipino educators. Lastly, most respondents were employed in private schools, indicating that private institutions provide more accessible employment opportunities for Filipino teachers abroad compared to public and international schools.

SOP 2. What challenges did migrant Filipino teachers encounter?**Challenges Encountered by Filipino Teachers While Teaching in Thailand**

The findings revealed that migrant Filipino teachers in Thailand experienced multidimensional challenges related to language, culture, emotional adjustment, workplace interaction, and educational differences. Language barrier emerged as the most prevalent challenge, as respondents experienced difficulty communicating effectively with students, colleagues, and locals due to limited English proficiency and unfamiliarity with the Thai language. Cultural adjustment was also a significant concern, with participants experiencing culture shock, misunderstandings, and difficulties adapting to Thai norms, values, and classroom practices. Some respondents further reported challenges related to student participation, homesickness, workplace relationships, discrimination, and differences in curriculum and educational systems. Despite these difficulties, the participants demonstrated adaptability and resilience in fulfilling their professional responsibilities abroad.

Difficulties Experienced by Migrant Filipino Teachers in Terms of Language, Culture, and Classroom Management

The study found that language, culture, and classroom management were interconnected challenges that affected the participants' teaching experiences in Thailand. Language difficulties commonly resulted in miscommunication, difficulty explaining lessons, and challenges in giving

classroom instructions. Cultural differences also influenced communication styles, classroom participation, and student behavior. This made the teachers to adjust their approaches and interaction strategies. In terms of classroom management, the respondents experienced difficulties in maintaining discipline, sustaining student engagement, and managing behavioral differences and large class sizes. The findings showed that these challenges collectively affected classroom interaction, instructional delivery, and overall teaching effectiveness.

Challenges of Filipino Teachers in Adjusting to the Education System Abroad

The findings revealed that Filipino teachers encountered various challenges in adapting to the education system abroad, particularly in relation to teaching approaches, curriculum standards, assessment methods, and academic expectations. Many participants emphasized the need to adjust to student-centered and interactive teaching practices which are different from what is done in the Philippines. The respondents also experienced challenges related to grading systems, institutional policies, classroom behavior, and academic requirements. In addition, cultural and social adjustment, including homesickness and adapting to local customs and norms, further influenced their professional experiences. Language barriers within academic settings also affected communication and instructional delivery.

SOP 3. What coping mechanisms did the Filipino teachers utilize while working abroad?

Coping Strategies Utilized by Filipino Teachers While Working Abroad

The findings revealed that Filipino teachers employed diverse coping strategies to manage the personal and professional challenges encountered while working abroad. One of the most prominent coping mechanisms identified was adaptability and maintaining a positive mindset. The participants emphasized the importance of flexibility, patience, open-mindedness, and continuous learning in adjusting to a foreign environment. The respondents also relied heavily on social support systems, particularly colleagues, fellow Filipino teachers, and peers who provided emotional support, guidance, and practical assistance in managing workplace and adjustment difficulties. Maintaining regular communication with family and friends through social media, phone calls, and video calls likewise helped the participants cope with homesickness and emotional stress.

The study further revealed that cultural adaptation and language development played important roles in the participants' adjustment process. Many respondents exerted efforts to learn local customs, understand Thai culture, and improve their communication skills to facilitate smoother interaction within their workplace and community. Professional growth and self-initiative also emerged as significant coping strategies, as the participants focused on improving their teaching practices, developing new skills, and continuously learning from their experiences abroad. Overall, the findings suggest that Filipino teachers utilized multidimensional coping mechanisms involving emotional resilience, cultural adaptation, social support, communication improvement, and professional development to effectively manage the demands of working abroad.

Strategies That Helped Filipino Teachers Adjust in Their Teaching Environment

The findings revealed that Filipino teachers utilized various adjustment strategies to adapt effectively to their teaching environment in Thailand. Adaptability and flexibility in teaching

emerged as the most dominant strategies, as participants modified their instructional approaches, teaching methods, pacing, and classroom practices according to the learning needs and behaviors of their students. Cultural sensitivity and understanding also contributed significantly to their adjustment. Respondents made conscious efforts to understand local customs, student behavior, and school culture to promote smoother classroom interaction and avoid misunderstandings.

The participants likewise relied on observation, collaboration, and learning from experienced colleagues to acquire effective classroom management and instructional strategies. Preparation and continuous learning also played an important role in their adjustment. In addition, building positive relationships with students and colleagues provided emotional support and strengthened workplace collaboration. Personal motivation, professional commitment, and acceptance of institutional practices further helped the participants remain resilient and focused despite adjustment difficulties.

Support Systems That Helped Filipino Teachers Manage Difficulties

The findings showed that support systems played a vital role in helping Filipino teachers manage the challenges of living and working abroad. Among the most significant sources of support were colleagues and fellow teachers who provided mentorship, emotional encouragement, classroom management strategies, and professional guidance. This helped the participants adjust more effectively to their workplace environment. The Filipino community also served as an important source of comfort and belongingness by fostering shared understanding, cultural connection, and emotional support among participants who were experiencing homesickness and adjustment difficulties.

School administrators likewise contributed to the participants' adjustment by providing institutional support, guidance, resources, and understanding leadership. Family members and friends remained essential sources of emotional reassurance through regular communication and encouragement. In addition, local Thai colleagues helped bridge cultural and communication gaps by explaining local practices, behavioral expectations, and cultural nuances within the school environment. Peer networks and other Filipino teachers working in different schools also provided practical advice and professional support.

SOP 4. What is the level of implementation of the SPIMS program for returning migrant Filipino teachers from Thailand based on key performance indicators?

The findings revealed that the SPIMS program was implemented to a high extent, obtaining an overall mean of 4.28, interpreted as High Implementation. This indicates that the respondents generally perceived the program as effective in facilitating their professional reintegration and transition back into the Philippine education system. The results further suggest that the program was able to address the reintegration needs of returning migrant Filipino teachers across several key performance areas.

Among the indicators, school placement received the highest evaluation, with most respondents rating it as "Very High." This finding suggests that the program effectively aligned participants' qualifications and professional backgrounds with their assigned teaching positions, thereby contributing to employment stability and smoother professional reintegration. Similarly, the indicators related to information dissemination, application procedures, deployment processes, pre-deployment orientation, and training preparation also received predominantly

high ratings. These findings imply that the program was generally well-organized, accessible, and capable of preparing returning teachers for reassignment within the local educational system.

The respondents also positively evaluated the assistance provided during their transition back to the Philippines, indicating that the program was able to offer relevant support mechanisms that contributed to their adjustment and professional adaptation. The provision of orientation, training, and placement support suggests that the SPIMS program played a significant role in enhancing the participants' confidence, preparedness, and overall reintegration experience.

Despite the overall positive assessment, some indicators received "Moderate" and "Low" ratings, particularly those related to government support and deployment efficiency. These responses indicate that certain participants experienced inconsistencies and limitations in the assistance provided by concerned agencies. The variation in responses further suggests that the implementation and effectiveness of the program may be different depending on the participants' individual experiences and circumstances.

Overall, the findings indicate that the SPIMS program was generally effective in supporting the reintegration of returning migrant Filipino teachers from Thailand. However, the results also emphasize the need for continuous enhancement of government support mechanisms, deployment procedures, and training provisions to ensure more consistent and comprehensive implementation of the program across all participants.

SOP 5. To what extent does the SPIMS program address the participants' needs for professional development, employment stability, and personal well-being?

The findings revealed that the SPIMS Program addressed the participants' needs for professional development, employment stability, and personal well-being to a high extent, as reflected in the overall mean score of 4.23. The results indicate that the program generally succeeded in supporting the reintegration of returning migrant Filipino teachers into the Philippine education system. Most participants rated the indicators under the "Very High" category, suggesting positive perceptions regarding the program's effectiveness.

Among the indicators, reintegration into the Philippine education system obtained the highest rating, with 60% of respondents indicating a "Very High" extent. This finding implies that the program effectively assisted participants in adjusting to the local educational environment and transitioning back into the Philippine teaching workforce. Similarly, professional development, employment stability, and personal well-being each received 53.3% "Very High" ratings, demonstrating that the program contributed positively to enhancing teaching competencies, securing employment opportunities, and supporting participants' overall adjustment and welfare.

Despite the generally favorable findings, some respondents rated the indicators as "Moderate" and "Low," particularly in the areas of professional development and personal well-being. This suggests that while the program was beneficial for most participants, the level of support and assistance experienced was not uniform across all respondents. The variation in responses highlights the need for more consistent and individualized support mechanisms, particularly in sustaining professional growth and promoting the well-being of returning teachers.

Overall, the findings affirm the effectiveness of the SPIMS Program in addressing the reintegration needs of returning migrant Filipino teachers. However, the results also suggest the

necessity for continuous enhancement of the program to ensure that all participants receive adequate and equitable support. These findings support the study of Sugando (2025), which emphasized the potential of the SPIMS Program in addressing both teacher shortages and the reintegration of OFW-LET passers, while also underscoring the importance of improving program responsiveness to contemporary teaching demands and evolving educational needs.

SOP 6. What recommendations can be formulated to enhance the implementation and outcomes of the SPIMS program for Filipino teachers returning from international assignments?

The findings identified several recommendations to enhance the implementation and effectiveness of the SPIMS Program for returning migrant Filipino teachers. Participants emphasized the need for improved efficiency and transparency in application, deployment, and clearer timelines in placement processing, simplified requirements, and better tracking systems. They also highlighted the importance of stronger coordination among government agencies and partner institutions to ensure smoother program implementation.

The respondents further recommended continuous monitoring, accessible communication channels, and support during and after reintegration. Mentorship programs, structured training, and continuous professional development were also identified as essential in supporting teachers' adjustment and career growth. In addition, participants suggested improving financial and material benefits, strengthening reintegration support, and adopting data-driven and needs-based approaches to program implementation.

The findings also underscored the importance of prioritizing participants' mental health and well-being through psychosocial and wellness support initiatives. Overall, the results suggest that while the SPIMS Program effectively supports returning teachers, continuous improvements in transparency, coordination, professional support, and post-deployment assistance are necessary to enhance program outcomes and participant experiences. These findings support Sugando's (2025) assertion that sustained program enhancement is essential in addressing the evolving needs of returning Filipino educators.

SUMMARY

Profile of the Respondents

Most of the respondents belonged to the 31-40 age group (53.33%), while 46.67% were aged 21-30 years old. The majority of the respondents were female (80%), and most were single (66.67%). All respondents were deployed in the National Capital Region (NCR). In terms of educational attainment, most respondents were graduates of Bachelor of Science in Secondary Education (53.33%), followed by Bachelor of Elementary Education graduates (26.67%) and those with master's degrees (20%). All respondents were Licensed Professional Teachers (100%). Most respondents had 1-5 years of teaching experience in the Philippines before working abroad (73.33%), while 26.67% had 6-10 years of experience. Similarly, most respondents had 1-5 years of teaching experience in Thailand (66.67%). English was the most commonly taught subject among the respondents (60%), followed by Social Studies,

Mathematics, Science, and Physical Education. Most respondents worked in private schools (60%), while others worked in public schools (33.33%) and international schools (6.67%).

Challenges Encountered by Migrant Filipino Teachers

The respondents experienced several challenges while teaching in Thailand. These included language barriers, cultural differences, culture shock, and adjustment difficulties. The respondents also encountered challenges related to communication, instructional delivery, and interaction with students, colleagues, and local communities.

In terms of teaching, the respondents experienced difficulties in classroom management, student engagement, teaching strategies, curriculum differences, assessment practices, and academic expectations. Some participants also experienced workplace and social interaction issues, homesickness, emotional challenges, and concerns related to respect and discrimination.

Coping Mechanisms Utilized by Filipino Teachers While Working Abroad

The findings revealed that Filipino teachers working abroad utilized various coping strategies and support systems to manage the challenges of teaching in Thailand. These coping mechanisms included adaptability, maintaining a positive mindset, cultural adjustment, language improvement, continuous learning, and professional development.

The respondents also applied adjustment strategies such as flexibility in instruction, cultural sensitivity, self-learning, motivation, and lesson preparation. Support from colleagues, fellow Filipino teachers, school administrators, family members, friends, and the Filipino community also helped them cope with challenges and adjust to their teaching environment abroad.

Level of Implementation of the SPIMS Program for Returning Migrant Filipino Teachers from Thailand Based on Key Performance Indicators

The findings show that the SPIMS program is generally implemented at a high level with a mean of 4.28, indicating that returning migrant Filipino teachers viewed it as effective in most areas. The highest rating given was for school placement, suggesting good alignment of teacher qualifications with assigned positions. Key processes noted by the respondents were information dissemination, application, deployment, and training. These were also rated highly, showing that the program was well-organized and supportive of reintegration.

However, some respondents reported moderate to low ratings in areas such as government support and deployment processes. This indicates inconsistencies in the assistance they received. Overall, the SPIMS program is effective, but some aspects still need improvement to ensure more consistent implementation across all participants (Sugando, 2025).

Extent to Which the SPIMS Program Addresses Participants' Needs for Professional Development, Employment Stability, and Personal Well-Being

The findings show that the SPIMS program addresses the participants' needs for professional development, employment stability, and personal well-being to a high extent with a mean of 4.23, indicating effective support for reintegration. Most responses were rated "Very High," particularly in professional development, employment stability, and personal well-being, suggesting that the program helped improve teaching skills, provide stable employment, and support adjustment after returning to the Philippines.

The highest rating was in reintegration into the Philippine education system with 60% of the respondents that rated it "Very High." This shows strong effectiveness in helping teachers to adjust back to Philippine schools. However, there are some responses that fall under "Moderate" and "Low," suggesting that not all participants experienced the same level of support.

Overall, the program is effective in meeting teachers' needs, but improvements are still needed to ensure more consistent support, especially in professional development and personal well-being

CONCLUSIONS

The respondents were primarily licensed female teachers belonging to the young to mid-career age group. Most were deployed in the National Capital Region, held undergraduate degrees in education, particularly in secondary education, and had limited teaching experience both in the Philippines and Thailand. English was the most common field of specialization, and most respondents previously worked in private schools in Thailand.

Migrant Filipino teachers in Thailand encountered challenges related to language barriers, cultural adjustment, classroom management, curriculum differences, teaching practices, homesickness, and workplace adaptation. Despite these difficulties, the respondents demonstrated resilience and adaptability in managing their teaching responsibilities abroad.

Filipino teachers utilized coping mechanisms such as adaptability, maintaining a positive mindset, continuous learning, cultural adjustment, and emotional resilience. Support from family, colleagues, fellow Filipino teachers, and the Filipino community also played an important role in helping them adjust to their work environment abroad.

The SPIMS program was generally implemented at a high level, particularly in terms of school placement, application procedures, deployment, and training processes. However, inconsistencies in government support and deployment procedures indicated the need for improvements to ensure more consistent program implementation.

The SPIMS program effectively addressed the participants' needs in terms of professional development, employment stability, and personal well-being. However, variations in the experiences of the respondents suggested the need for strengthened and more consistent support mechanisms across all aspects of reintegration.

The findings of the study indicated the need to further enhance the implementation and outcomes of the SPIMS program through strengthened government support, improved deployment procedures, expanded training opportunities, continuous monitoring, and more

comprehensive reintegration assistance for returning Filipino teachers from international assignments.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed:

Aspiring and current migrant Filipino teachers may be encouraged to pursue continuous professional development and enhance their language proficiency and intercultural communication skills to better prepare for international teaching assignments.

Migrant teachers may also strengthen coping strategies such as adaptability, resilience, positive mindset, and continuous learning while maintaining strong support systems through colleagues and family connections.

SPIMS program implementers and relevant government agencies may improve coordination, transparency, and consistency in deployment and support processes to ensure more efficient program implementation.

The program may further strengthen continuous and structured support for professional development, employment stability, personal well-being, and post-deployment reintegration through regular monitoring and assistance.

Future researchers may conduct broader and longitudinal studies involving more participants to further evaluate the long-term effectiveness of the SPIMS Program and identify areas for improvement.

Educational institutions and policymakers may provide preparatory training programs focusing on cultural adaptation, multicultural classroom management, and international teaching expectations prior to deployment.

Lastly, partnerships between Philippine institutions and international schools may be strengthened to promote fair employment practices and continuous professional support for migrant Filipino teachers.

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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