



STANDPOINTS OF BACHELOR OF ELEMENTARY EDUCATION (BEED) STUDENTS ON MOTIVATION TO TEACH ABROAD: A QUALITATIVE INQUIRY

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ABSTRACT

This study explored the standpoints of Bachelor of Elementary Education (BEED) students on their motivation to teach abroad. This study employed a qualitative research design. There were 14 participants in this study and they were selected using purposive sampling. Data were analyzed using thematic analysis. Findings show that BEED students are motivated by the promise of a decent salary, practical benefits received, workload differences, and the development of their profession as teachers. Despite the challenges of teaching in a foreign country, they coped with moral and financial support, perseverance and resilience, family as a source of motivation, and preparation through experience and learning to navigate these difficulties. The research highlights that their motivation was due to the desire for better teaching opportunities, personal growth and development, achieving goals and dreams, and exposure to new environments. These findings shed light on the ambitions and preparedness of BEED students for global teaching positions, offering significant implications for educational practice and research in the future.

Keywords: *BEED students, Motivation, Teaching Abroad, Phenomenology, Philippines*

INTRODUCTION

Many Filipino teachers choose to work in foreign countries, frequently resigning from their roles in the Philippine Department of Education. Teachers decide to teach

abroad because of their realistic and emotional attachment to the students, their need for stability, high pay, and the educational system (Cahilog et al., 2023). The exodus of teachers from the Philippines to better-paying jobs abroad undermines the country's education system by depleting its trained educators (Amoguis, 2022). Many BEED students were concerned about the opportunity to teach in different countries and deal with various obstacles. This study investigated the reasons and motivations that drove BEED students to pursue teaching positions abroad to understand how these factors impacted their decisions.

In Indonesia, teachers choose to work overseas for various reasons in their home country. It is challenging for them to accumulate sufficient teaching experience, frequently feel overlooked for their hard work, and struggle to increase their salary. Due to these difficulties, numerous educators are interested in overseas opportunities, resulting in declining dedication and commitment to teaching in their native land (Perwitasari & Sundari, 2022). In Thailand, instructors frequently depart the nation for various reasons, mainly financial incentives, professional promotion, and personal growth. The possibility of earning higher salaries elsewhere can be far more alluring than the low salary they now receive in their home country. As a result of stagnant career mobility and low recognition, Thai teachers have perceived better opportunities for professional advancement and productivity in the educational systems of other countries. Because of factors like low-quality curriculum, low funding, and large classes, educators increasingly lose job satisfaction and are forced to seek experience elsewhere (Dumlao & Mengorio, 2019). In the United Arab Emirates, Lemana (2022) found that foreign teachers frequently depart from their home nations in the United Arab Emirates due to inadequate pay, restricted chances for personal and professional advancement, and a scarcity of effective communication skills enhancement.

In the Philippines, an increasing number of Filipino teachers are leaving the country to work in other places. In 2022, the Philippine Overseas Employment Administration (POEA) reported that out of 2.2 million Overseas Filipino Workers (OFWs) around the world, 9% are teachers. The data indicates that a sizable fraction, precisely 9%, of all OFWs are working as teachers abroad. In another context, a recent study by Cahilog et al. (2023) found that the need for increased funding for educational initiatives and higher compensation is a top concern among Filipino teachers. A significant issue is that numerous teachers often must use their money to pay for school programs.

On the other hand, educators in different nations may have the opportunity to earn much higher salaries than those in the Philippines. Teachers often receive generous compensation packages, including benefits like housing stipends, medical insurance, and travel opportunities. BEED graduates are motivated by the substantial financial incentive to elevate their quality of life and provide better support for their families in their native lands.

International education decisions tend to follow various push-pull factors, which shape motivations and influence final choices about study and work destinations. The study of Mazzarol and Soutar (2002) emphasized that push factors, such as limited local opportunities, encourage students to look for options outside their home country. On the

other hand, pull factors, including favorable economic and social conditions, attract them to specific destinations. It suggests that students' initial decisions to seek opportunities abroad primarily depend on conditions in their home countries. In contrast, the final decision on a host country or institution often depends on family, friends, and the student's prior knowledge of the destination. Moreover, Sereni and Yanto (2021) emphasized that financial benefits and personal growth are significant incentives for educators working overseas. Teaching in foreign countries often provides higher salaries and broader professional development opportunities than local teaching positions. These financial benefits can be particularly appealing to new graduates, who may be motivated by the prospect of improving their economic situation or supporting their families back home

This study is grounded in the Social Cognitive Career Theory of Lent et al. (1994), which posits that career decisions are shaped by self-efficacy beliefs (confidence in one's abilities), outcome expectations (anticipated results of actions), and personal goals, alongside contextual influences such as social support and barriers. For BEED students, this theory highlights how their confidence in teaching skills, expectations of the rewards and challenges of working in a foreign context, and aspirations guide their decisions. Bandura's Self-Efficacy Theory (1982) further underpins this framework by emphasizing that belief in one's capabilities affects goal-setting, effort, and persistence. High self-efficacy may inspire BEED students to pursue international teaching opportunities, while low self-efficacy could deter them due to fears of incompetence in new environments. Furthermore, Wigfield and Eccles' (2000) Expectancy-Value Theory adds depth to the conversation by emphasizing how motivation depends on beliefs about achieving success and the importance placed on potential results. This theory clarifies how BEED students' motivations to teach abroad rely on their confidence in succeeding in foreign roles and the perceived benefits and challenges associated with such experiences, including their interests, the importance of the opportunity, potential career advantages, and sacrifices required.

The study "Can I Teach Abroad? Motivations and Decision-Making Processes of Teachers to International Locations" by Santos (2022) and "Exploring the Motivations and Challenges of Teachers Leaving DepEd for Overseas Opportunities" by Cahilog et al. (2023) delves into the reasons and obstacles teachers face when considering international opportunities. However, studies specifically addressing the perspectives of Bachelor of Elementary Education (BEED) students are lacking. This gap is critical, especially considering the local context. According to DepEd Region XI (2022), the CID Chief at DepEd Davao del Norte, Eduard C. Amoguis, EdD, emphasized that there is a crisis where skilled Filipino teachers are leaving for better opportunities abroad. Despite directing much money towards training teachers to raise education standards, trained personnel are being drawn to other countries that pay better. To counter this problem, there is a need to institute measures that will ensure that Filipino teachers remain in the country and serve the nation. Based on the above reasons, the researchers must conduct this study to acquire data concerning factors and motivations that compel BEED students towards international opportunities. Addressing such aspects may uncover personal and professional goals, such as promotion, travel, exposure to a new culture, or bringing change to education worldwide. Enhancing teacher training programs can lead to alignment with students' objectives and the inclusion of skills.

This study aligned with the United Nations' Sustainable Development Goal (SDG) 4, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. It also aligns with SDG 8 (Decent Work and Economic Growth), which promotes sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

This study regarding BEED students' motivations to teach abroad is highly beneficial to various stakeholders in education. To BEED students, it provides valuable information regarding the opportunities and challenges of teaching abroad, allowing them to make informed career decisions. Aspiring and experienced teachers can gain better insights into global teaching demands and professional growth prospects and enhance their qualifications for international roles. School administrators can utilize the findings to improve academic programs and provide students with training and assistance in their preparation for fulfilling international teaching standards. DepEd can learn from identifying why BEED graduates prefer to teach abroad, enabling the development of policies and incentives to retain high-competency teachers in the country and strengthen the local education system. Meanwhile, the Commission on Higher Education (CHED) can utilize the study to enhance curriculum guidelines by integrating global teaching competencies that prepare students to work in local and international teaching settings. The study contributes to the broader context of teacher mobility and international education, guiding schools and policymakers in enhancing teacher preparation and retention efforts.

Research Questions

This study aimed to explore and understand the standpoints of Bachelor of Elementary Education (BEED) students and their reasons for wanting to teach abroad. Specifically, it addressed the following questions:

1. What are the standpoints of BEED students in their motivation to teach abroad?
2. How do BEED students cope with the challenges related to their motivations to teach abroad?
3. What insights do BEED students gain regarding their motivations to teach abroad?

METHODOLOGY

This study was conducted in UM Tagum College, Tagum City, Davao del Norte. The participants of this study were the fourteen (14) BEED students. They were selected using purposive sampling. As highlighted by Campbell et al. (2020), purposive sampling is a way to choose people or things for a study based on specific characteristics that match the research goals. Researchers selected participants based on their ability to offer relevant information for the study rather than selecting individuals randomly. Using the following criteria, the researchers identified and selected the participants of the study: (a) must be currently enrolled in UM Tagum College for SY 2024-2025; (b) must be Bachelor of Elementary Education students; (c) must be 3rd- or 4th-year students; (d) must be

planning to teach abroad after they graduate and get their license; and (e) must be willing to participate in the study.

In this study, the researcher employed a qualitative research design, as it dealt with the standpoints of the participants that could not be quantified mathematically. Qualitative research is a type of study that focuses on understanding things in their natural setting. It seeks knowledge through language, emotions, and perceptions, not numerical data and figures. Instead of simply quantifying outcomes, it is about investigating and evaluating the processes or transformations that occur over time (Nassaji, 2020). In addition, through analyzing individuals' thoughts, experiences, and actions, qualitative research enhances understanding of emotions and thoughts. Instead of using numbers, it focuses on detailed descriptions and stories. It can give deeper insight into how and why these interventions work, making this method more popular in various fields (Singh, 2021). Specifically, the researchers employed phenomenology. The phenomenological approach is a research method used to understand how people make sense of their experiences. It describes and interprets individuals' perspectives and how they perceive their world. Instead of just collecting data, this approach delves into what is meaningful to the participants and how they interpret their experiences (Dodgson, 2023).

The research instrument for this study was a researcher-made interview guide, designed to explore BEED students' motivations to teach abroad. The primary tool for gathering data was a set of three research questions, each accompanied by five probing questions. These probing questions aimed to delve deeper into the students' responses, allowing the researchers to understand their motivations and perspectives comprehensively. To ensure the content and reliability of the interview guide, it underwent a validation process through evaluation by a panel of experts in educational research. The questionnaire helped ensure that the conversations remained focused and covered all important aspects of the topic, providing valuable insights from BEED students interested in teaching abroad.

The data collected through the interviews was analyzed using thematic analysis. Majumdar (2019) highlighted that thematic analysis is a qualitative research method that identifies and analyzes patterns or themes in data, such as interviews. It involved a process that provided a clear understanding and accurate interpretation of the collected data.

The study's trustworthiness ensured adherence to all ethical procedures, including obtaining consent and issuing certificates of appreciation. The researchers recognized the significant responsibility for the research outcomes. They framed trustworthiness as a critical criterion, as defined by LaBanca (2010), highlighting the importance of credibility and objectivity in research quality. Lincoln and Guba's (1985) four criteria for trustworthiness—credibility, transferability, dependability, and confirmability—were applied to establish the validity.

Credibility was established through carefully selecting qualified participants and rigorous data analysis, enhancing the study's integrity. To capture authentic perspectives

on the motivations of BEED students, the researchers carefully selected and invited only qualified participants with relevant insights to participate in the study. Such an approach enhanced the integrity of the findings and ensured they accurately represented the students' standpoints. Further, transferability was ensured by documenting findings in a way that made it possible for future researchers and teachers to apply them to similar contexts, ensuring transferability. By providing detailed descriptions and situating the results within relevant educational settings, the study contributed to a broader understanding of teaching motivations that could inform future research or practice.

Furthermore, dependability was addressed by providing detailed explanations of the methodology, strengthening the study's reliability, and enabling replication. A transparent and thorough explanation of methods, from participant selection to data collection and analysis, strengthened the study's reliability. Such detailed documentation supported future researchers in replicating the study, enhancing its dependability. Moreover, confirmability was established through audit trails, which meticulously tracked the data collection processes, theme identification, and analysis. This process ensured the findings reflected participants' viewpoints rather than the researchers' biases. The involvement of an independent data analyst further supported confirmability, adding an extra layer of validation and promoting objectivity in interpreting the results.

However, this study has several limitations. First, the findings are limited to the perspectives of the selected participants and may not be generalized to all BEED students or education students in other institutions. Second, the reliance on self-reported data may introduce biases, such as social desirability or selective memory. Third, the study is confined to a specific geographic location and institutional context, which may influence participants' views. Additionally, time constraints and availability of participants may affect the depth and breadth of data collected. Despite these limitations, the study aims to provide meaningful insights into the motivations of BEED students and contribute to a better understanding of factors influencing their intention to teach abroad.

RESULTS AND DISCUSSION

Presented in table 1 the participants' information. The in-depth interview involved seven (7) participants, and the focus group discussion included seven (7) participants. There was a total of fourteen (14) BEED students who took part, with their feedback gathered through interviews, then reviewed and confirmed.

Table 1.
Profile of the Participants

Assumed Names	Gender	College Level	Study Group
Annie	Female	4 th year	In-depth Interview
Bianca	Female	4th year	In-depth Interview

Charlotte	Female	4th year	In-depth Interview
Diana	Female	4th year	In-depth Interview
Ella	Female	3rd year	In-depth Interview
Fiona	Female	4th year	In-depth Interview
Gabriella	Female	3rd year	In-depth Interview
Hugo	Male	4th year	Focus Group Discussion
Isabella	Female	4th year	Focus Group Discussion
Jasmine	Female	4th year	Focus Group Discussion
Kevin	Male	4th year	Focus Group Discussion
Lauren	Female	4th year	Focus Group Discussion
Madison	Female	4th year	Focus Group Discussion
Natalie	Female	4th year	Focus Group Discussion

Standpoints of BEED Students on Motivation to Teach Abroad

Table 2 presents the key concepts and themes about BEED students' motivation to teach abroad. Major themes include decent salaries, practical benefits received, workload differences, and the development of their profession as teachers.

Table 2.
Themes and Core Ideas on the Standpoints of BEED Students on Motivation to Teach Abroad

Major Themes	Core Ideas
Decent Salary	<ul style="list-style-type: none"> • Low salaries and excessive workloads in the Philippines push teachers to look for better-paying jobs abroad. • A significant difference in salary pushes students to apply to teach abroad. • The expectation of earning abroad enables teachers to attain personal and economic goals. • Salary is the primary motivation since economic stability translates to improved living standards.
Practical Benefits Received	<ul style="list-style-type: none"> • Foreign teaching provides economic stability, lower levels of stress, and access to enhanced provisions over local prospects. • The reality of higher pay in foreign countries fulfills family requirements during the harsh economic climate in the Philippines. • Double income possibilities and improved facilities make foreign teaching desirable.

Workload Differences

- The advantages of teaching abroad are government benefits, comprehensive healthcare, and financial capability for personal causes.
- Teaching abroad is viewed as an escape from economic hardships and an improvement in the standard of living.
- Teaching abroad is seen as having a lighter workload, unlike in the Philippines, where teachers face long hours and take-home tasks.
- Family observations suggest that teaching abroad has a light workload and safer working conditions than in the Philippines.
- Social media comparisons highlight the view of a more relaxed, though risky, teaching experience overseas.

The Development of their Profession as Teachers

- International teaching will help sharpen teaching skills and expose individuals to different teaching environments and student dynamics, facilitating professional growth.
- Teaching overseas satisfies personal fulfillment and the need to develop professionally beyond regional limits.
- Exposure to foreign advanced teaching methods and strategies provides opportunities for personal and professional growth as one adapts to contemporary teaching methodologies.
- Working abroad provides greater professional and personal opportunities because of differences in lifestyle and teaching environments.

Decent Salary

Decent salaries are among the significant reasons why BEED students choose to teach abroad. Teachers in the Philippines primarily receive low wages and overworked posts, so living economically stable is difficult. Working abroad promises much better pay, which enables them to support their families, save for the future, and enjoy a better life. The opportunity to earn more also allows them to achieve personal and financial goals, such as owning their own house or providing their children with a quality education. So long as economic security is required, most BEED students view foreign teaching as the way to a better life.

This theme aligns with the study of Tantay et al. (2024) which states that teachers were in greater demand overseas. In contrast to the few opportunities to earn in the Philippines, they underscored the income opportunities abroad. Teachers want to leave their home country because the DepEd salary alone cannot sustain their families. Further, Frederiksen (2020) also supports the idea that Filipino educators demonstrate their competencies by citing improved working conditions and remuneration levels as the main reasons they want to work overseas. Furthermore, Vicente and Flordeliz (2024) emphasized that teaching in the United States and some Southeast Asian areas provides economic benefits that afford them high salaries, some tax-free.

Practical Benefits Received

The practical benefits received make a significant contribution to motivating BEED students to pursue overseas teaching. Higher pay in foreign nations provides economic security and can sustain their families, especially with the poor financial situation in the Philippines. Teaching overseas also means more facilities, less trouble, and potential additional income. Teachers also received extensive medical care, governmental benefits, and adequate financial provisions to sustain personal ambitions and causes. These allow teaching overseas to be a safe and desirable occupation for most prospective experts.

According to Derasin (2024), the number of DepEd teachers leaving to teach abroad has increased, driven by the attractive benefits packages offered by foreign countries and the desire to improve their and their families' quality of life. Teachers vindicated this encounter by highlighting the provision of resources, technology, and support groups overseas. Furthermore, Frederiksen (2020) argues that all the classrooms while teaching abroad are well-furnished with modern technology, and teachers also provide accommodation. Among the advantages of teaching overseas is having a native instructor in class to guide them. This advantage gives them social access to new people in their new surroundings.

Workload Differences

Workload differences are significant reason BEED students are motivated to teach abroad. The majority see it as a chance to avoid economic hardships and experience a higher standard of living. Many view the workload overseas as lighter compared to the long hours and take-home tasks faced by teachers in the Philippines. Relatives attempting to work abroad would indicate that teaching in other countries entails fewer responsibilities and a safer environment than in the Philippines. Social media also creates such an impression because videos and posts show how it is less stressful to work abroad, but risky. Despite such problems, the idea of a manageable workload and higher pay pushes BEED students to take on overseas teaching.

This theme is similar to the study of Tantay et al. (2024) which found that Philippine teachers favor reducing their workload, contributing to the rising number of resignations and decisions to teach abroad. Similarly, Morales (2024) supports this by highlighting the

experiences of Filipino replacement teachers in Thailand. One noted advantage is the reduced paperwork, with foreign teachers observing that Thai state schools require less administrative work than public schools in their home countries. Also, Macapagong et al. (2023) accentuated that teachers emigrated from the Philippines to seek improved career prospects. That there is less teaching in the US than in the Philippines is one thing that our teachers may tell us. The teachers work overseas due to the paperwork and great responsibility they bear.

The Development of their Profession as Teachers

The development of their profession as teachers is one valid justification for BEED students to work abroad. Teaching abroad allows them to improve their instructional capacity by exposing them to diverse classroom settings, students' attitudes, and teaching systems. They can learn advanced teaching techniques and instructional strategies to apply to their profession. This experience enhances their flexibility with modern teaching practices and gives them personal satisfaction and achievement. Also, working in a different environment gives them better career opportunities and the chance to adopt a new way of life, becoming more well-rounded teachers.

This theme corroborates the study of Sumalinog (2020), which emphasizes that foreign teaching allows teachers to build their capacity through pre-employment training and cultural exposure, thus enhancing them in a competitive labor market. In addition, the study of Vicente and Flordeliz (2024) highlighted that foreign teaching aids professional development by allowing Filipino teachers to acquire transferable skills that future employers, particularly those in the United States, seek. Moreover, Yeh (2025) examines the reasons for Filipino English teachers in Taiwan, and personal development is a foremost driver despite such problems as racial discrimination and identity issues.

The Coping Mechanism of BEED Students with the Challenges to Teach Abroad

Table 3 presents the themes and core ideas of BEED students on coping with the challenges encountered in their motivation to teach abroad. Major themes include moral and financial support, perseverance and resilience, family as a source of motivation, and preparation through experience and learning.

Table 3.
The Coping Mechanism of BEED Students with the Challenges to Teach Abroad

Major Themes	Core Ideas
Moral and Financial Support	<ul style="list-style-type: none"> • Emphasizing moral and financial assistance as leading promoters of resilience in daily life and in pursuing studies. • Seeking discreet assistance from loved ones, observing the willingness of family members to provide financial and moral support even under challenging circumstances.

Perseverance and Resilience

- Recognizing the pivotal role of moral assistance and money in triumphing over personal and career challenges. Motivating through moral support to continue teaching, despite initial apprehensions and personal difficulties.
- Resilience, adaptability, and the ability to adjust to changing circumstances are essential for overcoming unavoidable challenges.
- Academic credentials and professional certifications give confidence and a foundation to overcome challenges with inner strength.
- Perseverance, courage, and faith are the keys to maintaining motivation and tackling the complexities of teaching abroad.
- Self-determination and motivation allow individuals to overcome adversity and work towards achieving goals with commitment.

Family as a Source of Motivation

- Family serves as a strong source of motivation, encouraging individuals to persevere despite academic failures and life challenges.
- Keeping family and their confidence in the student first motivates resilience against adversities.
- Family offers hands-on and emotional help, backing up a positive outlook and determination during difficult times.
- Family responsibilities remain a significant issue, the top motive during difficult times.

Preparation through Experience and Learning

- Having a strong portfolio and effective demo lessons is viewed as essential for future opportunities, boosting confidence in achieving success over time.
 - The focus is on learning and experience of current teaching, e.g., watching videos of teachers in other countries, to understand what to expect abroad.
 - The students consider their current studies as steppingstones to equip them better to handle different situations in teaching abroad.
 - The current teaching practice is honored as a source of knowledge with a well-established
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platform for future teaching experiences abroad.

Moral and Financial Support

Moral and financial support in overcoming teaching-related obstacles is paramount for BEED students, who often encounter challenges in their motivation to teach abroad. Moral support from relatives and family members gives them the comfort and encouragement to stay firm despite skepticism and internal challenges. Financial support also plays a significant role by allowing students to continue their studies and plan their future careers with less stress. Even during hard times, knowing they have a family willing to support them makes them more determined to achieve their objectives. Both moral and financial support motivate them to overcome obstacles and pursue careers as teachers abroad.

This theme aligns with the study of Yi et al. (2020) which stressed that foreign teachers in China faced language and cultural challenges, which they addressed by seeking emotional and practical support from their social networks. This theme also supported the study by McLennan et al. (2023) which noted that economic well-being, including a good salary and benefits, plays a key role in helping expatriate teachers settle into their new environments and reducing the stress of relocation. In addition, Jimenez et al. (2022) presented how elevated social support positively contributes to teachers' mental health, coping abilities, and overall welfare, and noted the importance of economic and affective resources in overcoming adversity in teaching abroad.

Perseverance and Resilience

Perseverance and resilience in overcoming challenges teaching abroad sustain BEED students' motivation despite the adversities that they will face. Flexibility and resilience allow them to adjust to new environments and deal with surprises. Their academic and professional qualifications give them the confidence to face challenges with a strong background. Perseverance, courage, and faith keep them moving toward their goals, even when the journey becomes challenging. Self-motivation and self-determination force them to transcend obstacles and continue pursuing their dreams. Through inner fortitude, they can endure difficulty and shine at teaching abroad.

This theme is parallel to the study of Yi et al. (2020) which accentuated that resilience and adaptability were important individual factors for foreign teachers enduring novel cultural settings in China.

Family as a Source of Motivation

Family as a source of motivation is critical in helping BEED students cope with problems they face in their endeavor to teach overseas. The inspirational words and support of their loved ones inspire them to push forward despite class challenges and life issues. Knowing that their family believes in them and is banking on their success, they

are inspired to push forward even when faced with failure. Emotional and material support from family members allows them to stay hopeful and strong even during uncertain situations. The demands and aspirations of their family are always a reminder of the cause for which they must struggle, strengthening their resolve to fulfill their dream of teaching abroad.

Family as a source of motivation agrees with the study of Deguma et al. (2022) which determined that Filipino teachers teaching in Thailand view their foreign teaching experiences as a way of supporting their families and thus advancing their personal and professional growth. In the same case, Cahilog et al. (2023) reported that a desire for fiscal safety to cover family needs is among the top factors motivating individuals who are teachers to leave the Philippines in search of foreign opportunities. Furthermore, a study by Sumalinog (2020) emphasized that Filipino teachers abroad are motivated to improve their family's economic status and view their overseas work as a way of accomplishing this.

Preparation Through Experience and Learning

Preparation through experience and learning helps BEED students cope with the challenges in their motivation to teach abroad by allowing them to gain valuable skills and knowledge before facing the realities of international teaching. They prepare by creating good portfolios and practicing teaching demonstrations, believing that preparation improves their success rates. They become familiar with various teaching styles by observing videos of international teachers and learning how to expect and adapt. Their current study and teaching experience serve as steppingstones, and they build confidence and the ability to handle varied classroom situations. By valuing hands-on experience, they develop a strong foundation that prepares them for the challenges of teaching in foreign lands.

The study by Moorhouse (2020) provides evidence that pre-service teachers who participated in teaching abroad during their initial teacher education felt more prepared for the classroom, demonstrating improved lesson planning, greater confidence, and increased resilience. Further, Cruz (2021) emphasized that short-term foreign teaching experiences, professional development in international schools, reflective practice, and cultural immersion effectively prepare teachers for international postings. Furthermore, Mantel et al. (2024) reported that teaching internships give future teachers valuable learning experiences, enhancing their pedagogical abilities and intercultural competence.

Significant Insights of the BEED Students Towards their Motivation to Teach Abroad

Table 4 presents the key concepts and themes reflecting BEED students' significant insights into their motivation to teach abroad. The major themes include better teaching opportunities, fostering personal growth and development, achieving goals and dreams, and exposure to new environments.

Table 4.
Significant Insights of the BEED Students Towards their Motivation to Teach Abroad

Major Themes	Core Ideas
Better Teaching Opportunities	<ul style="list-style-type: none"> • Enhanced teaching materials and fewer restrictions abroad make for a better teaching environment. • Economic security and the opportunity to learn more advanced teaching techniques abroad make for better career prospects. • Exposure to other educational systems abroad allows teachers to improve and refine their teaching methods. • Higher wages, better prospects, and diverse experiences abroad make for better career prospects than domestically.
Foster Personal Growth and Development	<ul style="list-style-type: none"> • The understanding that being in the Philippines is constraining, and more opportunities for learning and new chances are found abroad through teaching abroad. • The inspiration for working abroad comes from practical considerations such as returning value to family and feeling satisfied, which results in personal and professional development. • Working overseas is considered a step towards stepping out of the comfort zone, encouraging individual growth and improvement in pedagogy. • There is a realization that current motivation may be superficial, and one must develop intrinsic motives focused on growth and development to truly pursue the dream of teaching abroad.
Achieve Goals and Dreams	<ul style="list-style-type: none"> • Do not hesitate to dream big and pursue goals, as dreaming is free—and every dream is worth striving for. • Just keep pursuing the dream of working abroad because Filipinos can teach the locals and foreigners too, and opportunities could arise anytime. • Continue moving forward and learning, even in the darkest times, as persistence will ultimately lead to the fulfillment of life's dreams.

Exposure to New Environments

- Stay focused on goals, seek guidance through prayer, and trust that if it is meant to be, the opportunity will come.
 - Meeting new teaching environments promotes lifelong learning and minimizes work stress.
 - Foreign teaching experience brings professional prestige and access to leadership roles at home.
 - Exposure to multiple cultures widens thought and deepens multicultural flexibility.
 - Being exposed to superior educational systems and caring teaching settings supports professional development.
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Better Teaching Opportunities

Better teaching opportunities encourage BEED students to teach abroad since they view it as an opportunity to advance their careers and enhance their level of teaching. The teaching environment is improving in other countries, with more resources and fewer limitations, hence a better learning and supportive environment for educators. They also think that working abroad will bring financial stability and expose them to new teaching methods that will help advance their career. Exposure to different educational systems allows them to learn new and improved teaching methods. In addition, the possibility of greater remunerations, more job openings, and diverse experiences makes teaching abroad more desirable than domestic opportunities.

This theme is similar to the study of Magsaysay et al. (2023) which affirm that Filipino educators are motivated to seek jobs abroad by the prospects of financial security and enhanced professional advancement. Also, Dos Santos (2022) emphasized that conducive work conditions and compromising learning atmospheres abroad propel instructors to emigrate. In the same way, Victoria et al. (2018) cited that Philippine teachers apply for overseas appointments to gain enhanced facilities and opportunities for personal and career development.

Foster Personal Growth and Development

Fostering personal growth and development is among the primary motivations why BEED students are motivated to work abroad. They feel confined by their Philippine stay when they might be able to open greater doors towards learning and living more when abroad. Teaching abroad allows them to step outside their comfort zones, enhance their teaching skills, and grow personally and professionally. It also allows them to maintain their families and achieve fulfillment in their careers. However, some students realize motivation is not profound and must look deeper into it to pursue their desire to teach overseas wholeheartedly.

This theme aligns with the study of Serin (2017) which stated that international teaching experience enhances pedagogical practice and cultural awareness among teachers. Similarly, Martens (2023) found that foreign teaching builds transferable skills like flexibility and communication skills, resulting in personal and professional development. Furthermore, García Cuenca (2023) pointed out that teaching in foreign countries offers linguistic and cultural immersion, enriching the professional and personal lives of the teachers.

Achieve Goals and Dreams

Achieving goals and dreams is the primary motivator of BEED graduates seeking teaching jobs overseas. To them, thinking big is important because this motivates them to take action in finding greater opportunities. It is not just about earning more but proving that Filipino professionals can share their expertise with Filipinos and foreigners. Even during difficult times, they are determined to continue and continue learning, believing that hard work will lead them to success. They also believe in prayer and that if the opportunity is theirs, it will arrive at the right time.

The study by Magsaysay et al. (2023) emphasized that Filipino teachers are motivated by economic security and career growth when considering opportunities overseas. Also, Deguma et al. (2022) revealed that Filipino instructors in Thailand find international teaching a gateway to enhancing their professional expertise and realizing personal ambitions. In addition, Dos Santos (2022) discovered that native English teachers are motivated to teach abroad due to the likelihood of career promotion and the realization of personal ambitions.

Exposure to New Environments

Exposure to new environments motivates BEED students to teach abroad as it allows them to experience various learning settings that enable lifelong learning and reduce job stress. Teaching abroad allows them to improve their professional status and potentially gain access to leadership when they return home. It also makes them more visionary through studying other cultures, hence, being more responsive to diverse classrooms. Additionally, exposure to advanced educational systems and nurturing teaching environments increases their capability and self-confidence, allowing them to grow into educators.

This theme is similar with the study by Dos Santos (2022) which found that native English instructors chose to teach in South Korea due to different career lines, ease of getting to work, and a supportive cultural environment. Moreover, Sato et al. (2022), discovered that English-as-a-foreign-language teachers in Chile were intrinsically motivated, and this helped counteract burnout and emotional exhaustion. Also, Jonasson et al. (2017) discovered that expatriate academics' job satisfaction was linked to healthy teacher-student relationships and successful intercultural adaptation, indicating the appeal of diverse cultural experiences.

Conclusions

The outcome of this study determined the motivations, challenges, and significant insights of BEED students regarding teaching abroad. Economic factors, career advancement, and better working conditions motivate them to teach abroad. At the same time, numerous challenges face them, but they employ coping mechanisms to stay resilient to foreign teaching activities.

Regarding the standpoints of BEED students in their motivation to teach abroad, the study illustrates that financial stability, practical benefits, reduced workload, and career development motivate them to teach abroad. For some, teaching abroad is a path to a higher standard of living, achievement of personal goals, and enriching professional experiences. The possibility of higher salaries, better facilities, and career advancement entices the option for potential teachers.

On the other hand, regarding coping with the challenges of teaching abroad, the study illustrates that moral and financial support, inner strength, and family impact allow BEED students to stay committed to becoming international educators. They employ family and friends' support, personal resilience, and proper preparation to cope with issues. Gaining experience and learning from others are also imperative in preparing them to cope with the realities of international teaching.

Consequently, in the significant insights of the BEED students into their motivation to teach abroad, they recognize the importance of career growth, self-improvement, and achieving lifelong goals. Teaching abroad is viewed not only as an economic advantage but also as an opportunity to experience new teaching environments and educational systems. Although the majority are still determined to pursue this path, some recognize they require better motivation to be more dedicated to this profession.

Recommendations

The study highlights the need for BEED students to receive both academic and practical skills training to prepare for teaching opportunities abroad. International teaching practice, cultural adaptability training, and financial literacy should be integrated into the curriculum to better prepare students for informed career choices. Providing them with exposure to foreign teaching practices through online collaborations or exchange programs will also likely make them job-ready overseas.

Teachers should be continuously motivated in their professional growth, as most desire to teach abroad for better career opportunities. Schools can arrange workshops on creative teaching methods, classroom management in multicultural settings, and cross-cultural competencies to prepare teachers for international teaching standards. Mentorship schemes with experienced teachers who have worked abroad can also offer valuable insights to those who plan to work abroad.

School administrators need to recognize the aspirations of future teachers and create programs that align with national and international education demands. Strengthening support systems, such as professional development programs and partnerships with foreign schools, can provide retention of talent as well as the preparedness of teachers for potential international assignments. Administrators must also address workload and compensation issues to increase teacher retention within the country.

The Department of Education (DepEd) needs to find out what drives teachers abroad and develop policies to raise the local teachers' pay, benefits, and working conditions. International training and exchange partners can equip Filipino teachers with global experience without risking them never returning with positive ideas to the domestic education system. DepEd should also explore ways to decongest the workload and redistribute better classroom equipment to improve teaching in the Philippines.

The Commission on Higher Education (CHED) must ensure that BEED programs meet international teaching standards to improve the employment of Filipino teachers abroad. This standard includes curriculum improvement, international teaching credential accreditation, and promoting research on international education trends. Foreign institutions can collaborate with CHED to establish scholarship programs or internships abroad, which can introduce students to the realities of teaching in other countries.

Implications for Future Research

Future research can determine the long-term impact of foreign teaching on Filipino educators. They can investigate the impact of overseas work on their pedagogy, job satisfaction, and career opportunities in the future. It can provide additional information on whether international teaching benefits BEED graduates in the long run. More research can even focus on BEED graduates currently teaching abroad. The personal experiences of current teachers can greatly benefit students who aspire to pursue the same degree. By examining their challenges, accomplishments, and lessons learned, future research can help better equip aspiring educators with the qualities needed for successful teaching careers abroad.

Lastly, there could be additional studies on how there can be more reforms in the Philippine education system to retain high-quality teachers. If economic stability and better working conditions are major reasons why BEED students aspire to work abroad, then further studies should explore ways to improve local compensation, reduce workload pressure, and offer more career advancement opportunities within the country. These strategies could keep talented teachers from leaving.

Compliance with Ethical Standards

The researchers ensured that this study adhered to established ethical standards throughout its conduct. Prior to data collection, informed consent was obtained from all participants, who were fully informed about the purpose, procedures, and voluntary nature of the study. Participants were given the freedom to withdraw from the research at any

point without any consequences. To protect their identity, anonymity was strictly maintained, and no personal identifiers were included in the data or reported findings. All information gathered was handled in accordance with data privacy principles, ensuring that responses were kept confidential and used solely for academic purposes.

Furthermore, the researchers took necessary measures to safeguard the well-being of the participants, ensuring that no harm—physical, psychological, or emotional—arose from their involvement. There were no conflicts of interest in the conduct of this study, and the researchers remained objective and unbiased in interpreting the findings. Plagiarism was strictly avoided by properly citing all sources and ensuring originality in the work. The results of this study were used purely for research and educational purposes. In addition, any use of artificial intelligence tools was limited to assisting in language refinement and organization of ideas, and such use is fully disclosed to maintain transparency and academic integrity.

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