

Teachers' Mobility Due to DepEd Reclassification and Overseas Opportunities: A Phenomenological Study

Rashell G. Blase¹, Engr. Nathaniel D. Naanep²

¹MAEM Student, Graduate School, Sultan Kudarat State University

²Professor 6, Graduate School, Sultan Kudarat State University

Abstract

Teacher mobility remains a significant challenge in the Philippine education sector, particularly due to reclassification delays and attractive overseas opportunities. This study explores the factors influencing teachers' decisions to leave the Department of Education (DepEd), focusing on personal and professional growth, financial security, systemic inefficiencies, job stress, and the pursuit of better opportunities. Employing a transcendental phenomenological inquiry method, the research involved six teachers who transferred to other agencies, resigned to work abroad, or relocated due to reclassification. Data were analyzed using the Colaizzi Method and Clark Moustakas' (1994) framework. Findings reveal that teachers' motivations for mobility include slow and unclear promotion processes, excessive workload with minimal salary increases, and dissatisfaction with career progression. Many educators perceive overseas opportunities as a viable career alternative, offering better compensation, structured career growth, and improved working conditions. However, these opportunities also come with emotional and psychological challenges, requiring personal adaptation. The study highlights the need for a transparent and efficient reclassification system, competitive salaries, and enhanced professional development programs to improve teacher retention. In conclusion, addressing inefficiencies in DepEd's promotion system and improving financial incentives may reduce teacher migration and dissatisfaction. Strengthening local teaching conditions could encourage educators to remain within the system, ultimately benefiting the overall quality of education. The study recommends salary adjustments, reduced administrative workload, and clearer promotion pathways to enhance job satisfaction and sustain teacher retention.

Keywords: Teacher mobility, DepEd reclassification, overseas opportunities, teacher retention, career advancement, teacher dissatisfaction, professional development.

1. Introduction

Background of the Study

Teacher mobility represents a serious concern due to the instability of the teaching workforce, a condition that has persisted over time in many countries. In the Philippines, teacher mobility has also become a pressing issue, mainly due to overseas employment opportunities and reclassification. Some teachers leave the profession because of dissatisfaction, heavy workloads, or limited career growth. As a result, retaining teachers presents a significant challenge, especially in maintaining the necessary workforce to

meet the evolving educational demands each year.

Over the last two decades, there has been a notable increase in studies focused on both temporary and permanent teacher mobility, with several empirical and qualitative investigations exploring its various dimensions (Toraman et al., 2020). Teacher mobility is now often viewed as a reflection of the broader international mobility of highly qualified professionals within the global labor market (Sanal & Oze, 2018).

There are evident gaps in the literature regarding teacher mobility. Many teachers choose to leave the profession due to poor working conditions, stress from heavy workloads, and other factors that adversely affect job satisfaction (Wolomasi, 2019). Studies have identified several key factors associated with teacher mobility, including a precarious working environment, poor organizational conditions, lack of leadership and support from colleagues, excessive workload, and low self-efficacy (Palma-Vasquez et al., 2022).

The Implementing Rules and Regulations (IRR) of Executive Order No. 174, s. 2022, establish the Expanded Career Progression (ECP) System for Public School Teachers in the Philippines (DepEd, 2024). Many teachers remain in the Teacher I position despite over 20 years of service due to lack of awareness or difficulty in complying with ERF requirements. To address this, Department of Education mandates automatic position upgrading for qualified teachers, ensuring they receive due recognition without the need for formal application through DECS Oder 52, 1999 (Llego, 2020). Moreover, DepEd Order No. 20, s. 2024 outlines the guidelines for the recruitment, selection, and appointment of applicants to vacant higher teaching positions in both elementary and secondary levels, including Senior High School (DepEd, 2024). Likewise, the new reclassification guidelines under DBM joint circular 01, series of 2025 institutionalize mechanism for the establishment of career progression for teachers, master teachers and school heads (DBM, 2025).

One of the persistent problems in the teaching profession is attrition, where teachers leave due to a lack of administrative support, difficulty balancing personal and professional expectations, limited access to teaching resources, absence of professional development opportunities, and challenges in managing student behavior. Alarmingly, up to 50% of teachers reportedly leave the profession within their first three to five years of service (Diaz-Lacy & Guirguis, 2017).

In a related study, Cahilog et al. (2023) found that both emotional and practical considerations influenced teachers' decisions to work overseas, even when they held permanent teaching positions in the Philippines. Foremost among these considerations was the pursuit of financial stability, which often conflicted with their emotional commitment to students and the local educational system (Real et al., 2024). The country reportedly deploys an average of 1,500 teachers abroad each year.

Despite the growing concern, there remains a lack of studies specifically addressing teacher mobility in the context of reclassification and overseas employment (Reyes et al., 2020). This gap in the literature highlights the need for more comprehensive research into the reasons why Filipino teachers leave the Department of Education (DepEd), particularly in relation to the effects of reclassification and international migration (Tantay et al., 2024).

According to Zurbano (2024), the education sector is facing a looming crisis, underscoring the urgent need for actions that empower, recruit, train, and support teachers. Filipino educators often seek personal growth, economic improvement, and cultural exchange, even if it means leaving behind the financial struggles and bureaucratic frustrations they face in the local system (Edlay & Dioso, 2024).

At the local level, in the division of South Cotabato, the researcher and fellow teachers observed an in

creasing trend of educators leaving the profession to work abroad (DepEd, 2024). Pacala (2024) added that dissatisfaction stems from low salaries, low morale, and the financial burden of maintaining classroom aesthetics. Other contributing factors include poor working conditions, frequent conflicts involving parents and teachers, learners' undesirable behavior, and the perceived lack of effective leadership.

Given these observed challenges, the researcher was compelled to explore the prevailing reasons why Filipino teachers choose to work overseas and the impact of reclassification on their professional decisions. This study seeks to examine the benefits and implications of such mobility, especially in light of current Department of Education policies and practices concerning teacher retention and promotion in the service.

Theoretical Framework of the Study

This study was anchored on several theories, including McGregor's (1960) Theory X and Theory Y, Herzberg's Two-Factor Theory, and Vygotsky's (1978) Constructivist Theory.

These theories provided insight into the role of teachers in the teaching profession. McGregor's Theory X and Y related to how teachers contributed to achieving the school's goals and demonstrated resilience in continuing their careers. This theory supported the identification of teachers' strengths, weaknesses, opportunities, and threats affecting their job satisfaction, helping explain factors that influenced their decision to remain in or leave the profession. Building on this, Herzberg's Two-Factor Theory further explained how job satisfaction was shaped by motivation (internal factors) and hygiene (external factors).

Because teachers approached their work from various perspectives, motivating them could be challenging. Herzberg's theory emphasized that addressing both intrinsic and extrinsic needs was essential for maintaining teacher engagement. In addition, Vygotsky's Constructivist Theory highlighted the importance of social interaction in constructing knowledge, suggesting that teachers thrive in collaborative environments that enhance both learning and job satisfaction.

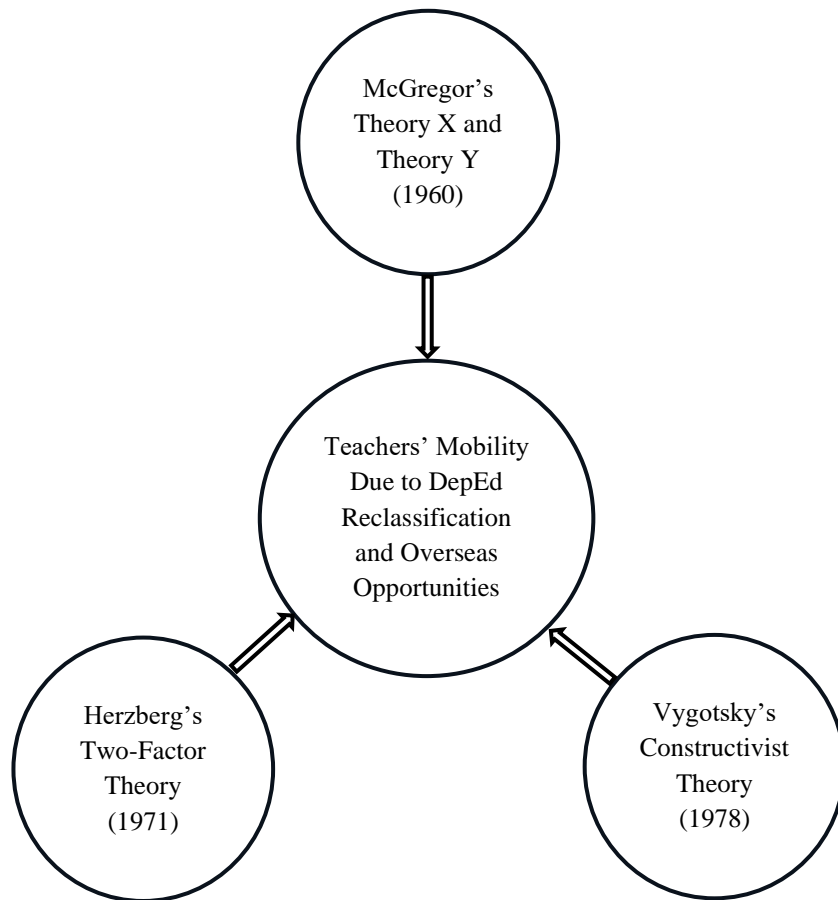
According to Herzberg's framework, motivation had a fundamental and consistently positive influence on individual behavior (Joseph, 2023). In the context of education, teachers joined schools to fulfill specific roles and expectations (Susanto et al., 2022). Both motivation and hygiene were essential components; the theory's comprehensive structure addressed internal and external needs that contributed to teacher retention (Otoum, 2023).

This study also examined teacher mobility, particularly due to overseas opportunities and reclassification. The increasing trend of teachers seeking employment abroad had become a pressing issue in many countries, including the Philippines (Edlay & Dioso, 2024). It resulted in shortages of qualified teachers, increased workloads for those who remained, and disrupted the continuity of cultural values and instruction (Novio, 2022). These challenges underscored the need to improve teacher satisfaction and retention.

Teachers' job satisfaction played a critical role in preventing migration abroad. It positively influenced their motivation and response to work-related challenges. When teachers were satisfied, they were more likely to stay and contribute meaningfully to school improvement (Kumar, 2023). Thus, promoting work satisfaction became an essential strategy in addressing teacher mobility.

Based on these concepts, teacher mobility served as the core of this research. It captured teachers' perspectives on DepEd reclassification and overseas employment opportunities. The conceptual framework of the study is presented in Figure 1.

Figure 1. Theoretical Framework of the Study



Research Questions

This study aimed to explore a phenomenological study on teachers' mobility due to reclassification and overseas opportunities. Furthermore, this study sought to answer the following questions.

1. What is the worldview of teachers going in and out of DepEd system?
2. How do teachers respond to DepEd Reclassification?
3. How do teachers project the overseas opportunities?

Significance of the Study

The essential substance of successful work in every school is the work behaviors of teachers and satisfaction towards the job. These are seen in their love for their work, thus proving their self-worth and satisfying their basic human need. Thus, the researcher delves into this study to address the gaps on the work dissatisfaction, and the significant findings help the teachers understand the profession they are working of. This study is significant to the school heads, teachers, researcher, and future researchers.

To the Teachers. The findings of this research study provide information about the importance of work values in discharging their duties and responsibilities without mental reservation among the teachers. Work value orientation and job satisfaction of teachers are important in achieving the goals of the school.

To the School Heads. This study helps the school heads design a motivation strategy for the teachers to stimulate their interest and enthusiasm to work effectively. The value of work in the lives of every

teacher lies also to the responses and quality of leadership possessed by the school heads. The individual work satisfaction on the work it produces, improves the excellence of specific work within the school that can progress the social status of the teachers through the effective motivation and encouragement of the school heads.

To the Schools. This study was valuable significant for schools, particularly in understanding the factors influencing teacher mobility due to reclassification and overseas opportunities. By uncovering the lived experiences and perspectives of teachers, school officials can gain insights into the motivations, challenges, and aspirations that drive teachers to seek career movement either within or outside the Department of Education.

DepEd. This study provides valuable insights for the Department of Education (DepEd) in addressing issues related to teacher mobility, particularly those influenced by reclassification processes and overseas employment opportunities. The findings can inform policy development and strategic planning related to teacher deployment, reclassification procedures, and retention programs. Additionally, the study may help DepEd identify gaps in current practices and develop more responsive support mechanisms to ensure that qualified and motivated teachers remain within the system.

To the Researcher. The findings of the study help the researcher improve her motivation and job satisfaction through positive values orientation. The experience a researcher gains in teaching with satisfaction contributes significantly to the quality of teaching and related works. Through this study, the researcher performs better and accomplishes their tasks with a work environment that gives importance to independent learning, fairness, competence, and where teachers are motivated by school heads, hard work, and personal discipline.

To the Future Researchers. The findings of the study serve as the guide or reference of other researchers to conduct the same study to another locale. This guides future researchers to expand their knowledge in the field of education and the advancement of research process.

Scope and Delimitation of the Study

The study focused on the teachers' mobility due to reclassification and overseas opportunities. Furthermore, it also includes the worldview of teachers going in and out of DepEd system. Teachers respond to DepEd Reclassification and teachers project the overseas opportunities.

This study was delimited to the six teachers of Tupi North District covering all schools. These 6 participants include 2 teachers who have reclassified and reassigned to other stations, 1 teacher transferred to other agency, 1 teacher has changed the carer as freelancer and 2 of them went overseas. Other sources related used such as internet, research books, journals and pamphlets to support the findings of the study. The primary data provided also to attain relevant information for interpretation. The study was conducted during the School Year 2024-2025.

Operational Definition of Terms

To have a better understanding of the words and to achieve clarity and to attain logical presentation of the study the following terms were defined operationally.

DepEd system refers to the system or process and guidelines of teachers' reclassification of position.

Lived Experiences refers to the individual stories, feelings, reflections, and insights of teachers who have leave the DepED system or transferred to other stations through reclassification or employment overseas.

Phenomenological inquiry refers to a type of research that seeks to explain the nature of teachers' experience in leaving their teaching profession.

Overseas Opportunities refers to employment projections for teachers in ZIuth Cotabato Division to other countries that include their perceptions, motivations, and plans regarding work abroad.

Reclassification generally involves a change in the position title and may be accompanied by an upward or downward change in salary grade.

Teacher mobility refers to a serious problem due to the unsteadiness of the teaching force to quit teaching position and transferred to other stations due to overseas works and reclassification.

Worldview refers to the set of beliefs, values, and perspectives that teachers in South Cotabato embrace about their profession as teachers and opportunities for future career.

2. Review of Related Literature and Studies

This chapter presents the related readings, literature, and studies that supported this study's idea. The gathered data or information is very helpful in conceptualizing the research. These were taken from journals, books, previous studies, and internet sources, which are carefully organized according to the order of the research's statement of the problem to provide bases for discussion and interpretation of the study's findings.

Teacher Mobility

The current state of education and the employment position of both remaining and departing teachers are pertinent to teacher mobility. As a result, there is growing information regarding the components that could be involved in this situation (Dunn & Downey, 2018). Despite being essential to comprehending teacher mobility, this is not explicitly stated in the specialized literature. Moreover, there are no documented scopes or systematic studies that conceptually or operationally characterize teacher attrition or turnover, nor do they offer current data on the factors that are most frequently linked to these phenomena from many angles (Palma-Vasquez, 2018).

The teacher rotation or abandonment that might take place in the future is known as indirect mobility. This method often entails examining work-related intentions, including the desire to continue in the position, the desire to quit the current position, and the want to leave the field (Watson et al., 2018). In this context, indirect mobility refers to the phenomena of teacher movement that takes place prior to turnover or attrition. Studies that tracked teacher transitions across schools and teacher departures are included in this category of direct mobility (Holme, 2018).

Teachers moving between different schools or organizations they work for is a sign of mobility. In order to leave an empty void, it may also entail teachers quitting the teaching profession entirely. Although that is not always the case, it is preferable when such desertion is accompanied by a replacement (Oke et al., 2018). The latter scenario's negative effects suggest that pedagogical intervention is required to uphold and preserve teaching standards that satisfy students' learning environments and produce academic achievement (Garcia & Weiss, 2019).

A number of factors, such as continuing education to advance their knowledge and abilities, are linked to teacher mobility outside of the context of professional abandonment of the teaching profession (Dee & Goldhaber, 2017). Teachers' desire to continue their education is motivated by socioeconomic factors, such as the need to improve their ability to earn a living, gain social recognition, and develop in their careers. Short-term courses and bridge courses, long-term projects, or entire educational packages that

take years to complete are some of the ways they might improve their academic abilities and credentials (Kaden et al., 2018).

Furthermore, teacher mobility refers to instances when educators leave their jobs with a replacement for any reason and do not return within a year (Feng & Sass, 2019). Grissom et al. (2019) considered the terms teacher mobility and teacher turnover interchangeable when discussing the entry and exit rates of teachers. High levels of mobility clearly disrupt the teaching and learning processes in affected schools. According to Gray and Taie (2019), such disruptions often result in the hiring of untrained teachers, thereby depriving students of adequate guidance and assessment.

Moreover, excellent and experienced educators often seek better career opportunities, which may lead them to switch professions. Factors contributing to high mobility include poor working conditions, low pay, unsatisfactory hiring practices, dismissals, and performance evaluations (Grissom et al., 2019). However, mobility is not entirely negative; as younger teachers explore other disciplines, they gain career advancement, and the transfer of experienced personnel can bring quality education to underserved areas (Katz, 2018).

In recent years, there has been a noticeable increase in teachers leaving their positions before reaching retirement. Teachers in rural, suburban, and certain urban areas often face challenges such as inadequate preparation, inconsistent professional development, low salaries, insufficient resources, and a lack of institutional support. These conditions can cause teachers to lose their passion for the profession (Hise, 2022). Additionally, salary disparities based on educational attainment and years of experience also influence decisions to leave the profession, affecting teacher mobility in diverse ways (Garrira et al., 2019).

The concept's definition and measurement are important components of teacher mobility. A thorough analysis of teacher mobility identifies a number of factors that affect teachers' decisions to stay in or quit their jobs. Their scoping analysis emphasizes that environmental, professional, and personal factors—such as institutional support, family responsibilities, and job satisfaction—can influence migration (Palma-Vásquez et al., 2022).

Teacher mobility is also impacted by external factors like socioeconomic situations and community support networks, in addition to individual and structural issues. Teachers frequently experience socioeconomic pressures that can affect their decision to move or quit teaching entirely (Wilson et al., 2021). For example, because they want better pay and working conditions, teachers in low-income areas might look for possibilities in more affluent districts (Palma-Vasquez et al., 2022; Şahin et al., 2016). This pattern has the potential to create a vicious cycle of unfairness in which underprivileged schools find it difficult to retain skilled educators, thus escalating educational inequalities.

Comparative studies indicate that countries with well-structured career progression frameworks, such as Finland and Singapore, retain teachers more effectively due to clear evaluation metrics and merit-based promotions (Schleicher, 2018). In contrast, in countries like the Philippines, the Department of Education (DepEd) faces criticism for its slow and often opaque promotion processes, which demotivate educators and drive them toward private institutions or overseas opportunities (Bernardo & Mendoza, 2020).

Worldview of Teachers going in and out of DepEd system

The Department is well aware that everything depends on the teacher's capacity to make learning a priority for each and every student. Their presence keeps them up to date on the latest educational

technology, enhances teaching-learning scenarios, fosters an effective learning environment, and motivates them to become better educators in the contemporary world. Teachers should take use of the department's free trainings and seminars in order to better themselves (Rosillo, 2023).

For any instructor, mentoring a student is a priceless experience. One of the significant rewards of teaching in a public school is the opportunity to train students and build meaningful relationships with them through participation in departmental events. This involvement also allows teachers to support students' growth in other aspects of their academic lives (Nemenzo, 2018).

Moreover, the primary role of instructors is to facilitate learning by delivering content and fostering an environment conducive to student development. However, teachers fulfill a range of responsibilities that vary depending on the educational level and the needs of the community. While some of these roles are performed within the school setting, others extend into the broader community (Brook, 2019).

Teachers who have found success outside of DepEd can finally see the light and experience less stress. Similarly, a lack of work-life balance is one of the main causes of teachers leaving their professions in the middle of their careers (Sahin, 2018). The combination of last-minute report information and administrative work, along with the sense of being mistreated, underappreciated, and underpaid, can be mentally and physically taxing. At the end of the day, this could not in any way assist them in leaving their job at school (Gabriel, 2018).

The promotion and reclassification process for public school teachers in the Department of Education (DepEd) is often criticized for being slow, bureaucratic, and inconsistent (Bernardo & Mendoza, 2020). Unlike in other countries where teacher career progression follows a well-defined structure, the Philippine education system struggles with inefficiencies that hinder professional growth. Teachers seeking reclassification moving to a higher salary grade based on merit, experience, and additional qualifications—often encounter prolonged waiting periods, unclear evaluation criteria, and inconsistent implementation across different school divisions (DepEd, 2021).

As a result, Gray and Taie (2019) underlined that teaching is a difficult profession, particularly in the public school system. Teachers must accomplish more with less because of growing class sizes and shrinking funding. According to Sheep (2021), many schools just lack the resources to give every kid the books or supplies they require, and in certain situations, teachers are left to bear the additional costs.

Teachers have a critical role in helping students grow not just academically but also mentally and physically (Alquizar, 2018). A teacher finds it challenging to manage a lot of paperwork, coordination, and other extra tasks unrelated to the school's teaching and learning process. However, seeing your students reach their life goals makes all of the work a teacher puts in highly worthwhile (Alison, 2020).

Alsubaie (2016) emphasized that teachers play the most crucial role in the curriculum implementation process. Their expertise, experiences, and abilities make them essential contributors to curriculum development. As the primary agents responsible for delivering the curriculum in the classroom, teachers directly influence the quality of instruction and student learning. Therefore, better-prepared teachers lead to more effective learning outcomes. To fulfil this role successfully, teachers must make the effort to understand and internalize the curriculum they are expected to implement.

In addition to instructing and imparting knowledge, the teacher's job is to keep track of the students' progress in the subject matter and level of mastery of the lesson. However, because some students take learning assessments for granted, they might occasionally add to a teacher's workload. Teachers have a variety of responsibilities. In order to ensure that the school day runs well and that children receive a high-quality education, they must be able to perform a variety of tasks (Rosillo, 2020).

It is a package and a partner in the teaching and learning process that keeps track of the students' development. It evaluates the teacher's effectiveness in imparting knowledge and capturing each student's interest (Regalado, 2023). In addition to being an excellent teacher in the classroom, a teacher must also be a good coach and mentor academic and athletic events run by the Department of Education. A resigned teacher contributed their invaluable coaching and contest-taking skills as a component of being a teacher mentor, which was another priceless and unforgettable experience (Bayani & Guhao, 2017).

The increasing number of teachers seeking overseas employment highlights the challenges faced in their home countries, particularly in terms of career growth, financial stability, and work-life balance (Manuel & Cruz, 2021). While overseas opportunities often offer higher salaries, better working conditions, and structured career progression, they also come with emotional and psychological challenges, including homesickness, cultural adaptation stress, and the pressure of adjusting to a foreign education system (Serrano & Bien, 2020). This section explores the emotional and psychological impact of overseas teaching opportunities on Filipino educators.

Teaching in a public school in the Philippines involves a lot of labor, from keeping track of students' progress to completing various reports. In addition to their actual workload, teachers find it taxing to work eight hours a day (Orale & Quejada, 2018). Teachers' multitasking needs attention and interventions, but if they are constantly shifting their focus from one activity to another, it could be harmful to education since they may not perform at their best if they are distracted (Alquizar, 2018).

Teachers have noticed that life is different after leaving DepEd. After resigning, they might make themselves grin by expressing how pleased they are with their decision. Teachers experience the joy that permeates the department (Rosillo, 2023). Members of both sexes cited the encroachment of teaching duties, family and social lives, classroom discipline issues, lack of administrative support, and ineffective school policies as reasons for their resignations, but female teachers were more likely to cite these issues than male teachers (Pagulong, 2017).

Over the past decade, the migration of teachers from the Philippines to other countries has increased due to financial, professional, and systemic challenges in the local education sector (Manuel & Cruz, 2021). Many educators view overseas teaching as a viable career alternative, offering better compensation, structured career progression, and improved working conditions compared to the limitations of the Department of Education (DepEd) (Bernardo & Mendoza, 2020). This section explores the perspectives of teachers regarding overseas opportunities as an alternative career path.

Bautista (2019) found that many teachers perceive overseas employment as a means to support their families, pay off debts, and secure a better future. In countries like the U.S., Filipino teachers hired under special visa programs earn wages that are 3-5 times higher than their salaries in DepEd schools (Gonzales, 2018). This significant financial gap makes overseas teaching an attractive alternative for educators struggling with the slow salary increases in the Philippine education system (DepEd, 2021).

One of the opinions of teachers who have left the DepEd system is that they feel less stressed and burnt out. Some people believe that teaching is the easiest job because teachers enjoy extended summer and Christmas breaks, but in reality, those times are spent on endless paperwork provided by the division office or central office. After DepEd, my participants reported feeling less stressed than they had previously (Regalado, 2020).

Teachers' happiness stems from her decision to leave the department (Rosillo, 2023). Members of both sexes cited the encroachment of teaching duties, family and social lives, classroom discipline issues, lack of administrative support, and ineffective school policies as reasons for their resignations, but female teachers were more likely to cite these issues than male teachers (Alison, 2020).

DepEd Reclassification

Teachers who were reclassified in their teaching positions often exhibited high levels of job satisfaction and contributed significantly to improving student outcomes, thereby supporting the overall quality of education (Bernardo & Mendoza, 2020). Maintaining this level of satisfaction is essential not only for instructional improvement but also for addressing teacher shortages (Falco, 2020).

Gu (2016) noted that job satisfaction is influenced by personal characteristics such as age, education, and self-discipline, as well as by external factors like workplace stress and peer interactions. Similarly, satisfaction with supervisors, compensation, coworkers, and promotion opportunities all affect how teachers perceive their jobs (Tan, 2019).

According to Georgios et al. (2016), low compensation was a major cause of teacher dissatisfaction, while higher pay correlated with increased satisfaction. In poorer school districts, low job satisfaction risked the loss of competent teachers and the hiring of underqualified staff (Masoom, 2021). Teacher shortages also led to educators being assigned outside their areas of specialization, leaving them less prepared and more dissatisfied (Liu & Ramsey, 2018).

Also, Skhalli (2018) found that, among 250 randomly selected teachers, both married and single respondents showed similar levels of satisfaction concerning job-related aspects, compensation, growth opportunities, facilities, authority satisfaction, social status, and relationships with students and colleagues echoing findings from Nyenyembe et al. (2016). Likewise, Zidle (2018), in a study of 434 teachers in China, revealed that while satisfaction with salary and workload was low, self-fulfillment was rated highly. Factors such as age, tenure, and foundational training significantly influenced overall job satisfaction.

Similarly, Ozkan and Akgenc (2022) confirmed that wages, benefits, working conditions, institutional policies, and social status play critical roles in shaping job satisfaction. Among these, job security stood out. Yee (2018) described job security as a key expectation that reinforces current satisfaction, while Hussain and Saif (2019) asserted that it is the most important determinant of teacher commitment.

Moreover, Abdullah (2018) found that poor working conditions and lack of job security diminished both satisfaction and commitment. Khan et al. (2019) identified a strong link between job stability and performance commitment. Akpan (2015) also argued that job stability fosters organizational commitment among teachers. Similarly, Kim et al. (2022) found a positive relationship between job satisfaction and job security. However, this view was challenged by Smith and Johnson (2019), who reported that job stability does not always equate to higher satisfaction.

Further, Sharif and Nazir (2016) emphasized that job satisfaction is shaped by the work environment, pay, promotion, job security, and perceived fairness. They warned that low satisfaction reduces productivity and increases turnover, whereas competitive compensation and growth opportunities enhance both employee performance and service quality (Mohammad et al., 2019).

Furthermore, Mangaleswarasharma (2017) found that while many educators were committed to their careers, dissatisfaction led some to consider other jobs. To address this, Tran (2020) suggested providing

teachers with professional development, salary increases, and recognition to boost motivation and satisfaction.

Finally, Kapur (2021) highlighted that the work environment defined by both context and job content greatly influences satisfaction. Work-related elements include task variety, autonomy, training, meaningfulness, and intrinsic value. Research has consistently shown that a positive environment fosters greater intrinsic satisfaction (Skalli et al., 2018).

Numerous workplace factors, such as working conditions, individual autonomy, organizational structure, management, and employee communication, all had an impact on work satisfaction. Teachers claim that they are not receiving the respect they are due from their bosses in organizations (Romero & Bantigue, 2017). Furthermore, managers have hostile views toward employees, which makes it difficult for them to share innovative and creative ideas with their managers (Raziqa et al., 2018).

As a result, Cox (2020) confirmed that students' performance is dependent on their accountability for both learning and teaching. However, implementing lesson plans is only one facet of teaching. Elementary school teachers have a big impact on the growth of their children. When it comes to helping children discover who they are because of their experiences during their formative years, teachers are crucial. Many students develop almost parental-like relationships with their professors since they have such a big influence on their life (Bunga & Michaela, 2018).

When a teacher exhibits both topic and pedagogical knowledge, it indicates that they are well-versed in the main concepts of their field and how they relate to one another and to other disciplines (Romero & Bantigue, 2017). The instructor demonstrates to the students the relationships between key cognitive frameworks and subjects and concepts that are critical for understanding. Plans and exercises demonstrate the student's understanding of a range of discipline-specific, successful teaching techniques as well as their ability to recognize typical student misconceptions (DepEd, 2017).

Despite being aware of the discipline's main concepts, the teacher doesn't appear to comprehend how they link to one another (Zabala et al., 2024). The teacher does seem to be aware of earlier learning, even though this knowledge could be inaccurate or inadequate. The teacher's ideas and activities represent a limited range of educational approaches to the discipline or the pupils (Guerriero, 2017).

Bunga (2018) discussed the importance of connections in education. It might make it easier for educators to support students and other community members who work in education. They can help motivate kids and provide them with additional information to learn. Everyone gains when educators work together with other organizations in the field. It may learn from them and have comparable experiences. In an ever-evolving environment, connections at the local, national, and international levels can help future educators mold students into better individuals (Seylim, 2022).

Through the integration of diverse resources and tactics, school-community partnerships have the potential to enhance communities. They could strengthen communities, improve educational institutions, and lead to a discernible decrease in the problems that young people confront (Msuya, 2016). Innovative leadership, strategic planning, visioning, and the development of new, varied roles for professionals operating in communities and schools are all necessary to forge such connections (Mitrofanova, 2018).

The workload of public school teachers in the Philippines has significantly increased due to administrative tasks, large class sizes, and additional responsibilities beyond teaching (Alonzo & Andres, 2022). Teachers are often required to handle non-teaching duties, such as preparing reports, attending seminars, and managing extracurricular activities, which contribute to burnout and decreased

job satisfaction (Serrano & Bien, 2020). Despite these additional tasks, salary increases remain minimal and are not proportional to the growing demands of the profession (DepEd, 2021).

The Department of Education (DepEd) issues the DepEd Order 20, series of 2024 enclosed Guidelines on the Recruitment, Selection, and Appointment to Higher Teaching Positions in the elementary and secondary levels, including senior high school (SHS). This Order provides for a systematic and competency-based process of recruitment, selection, and appointment that is anchored on the standards for teacher quality as defined in the Philippine Professional Standards for Teachers (PPST) and is consistent with the principles of merit, fitness, competence, equal opportunity, transparency, and accountability pursuant to the DepEd Merit Selection Plan (MSP) as stipulated in DepEd Order (DO) No. 019, s. 2022.

Moreover, as a manifestation of the DepEd concern for the welfare of these teachers and to provide adequate recognition for dedicating the best years of their life to teaching, regional/division offices are hereby directed to upgrade the positions of teachers entitled to “automatic position upgrading” through the DECS Order No. 52, s. 1999 (Llego, 2020).

Teachers Project the Overseas Opportunities

Teachers that work overseas and gain these skills are better able to comprehend their students. Teachers who witness various cultural learning approaches will undoubtedly benefit their pupils more when they return to their home countries and use these techniques with their own students (Serin, 2017). By experimenting with various teaching methods, they can increase students' motivation to study. Many educators who work overseas have a deeper understanding of others and their own cultures. These seasoned educators possess greater political and cultural knowledge, and when returning home, they exhibit greater personal growth potential than those without international experience (Albay, 2018).

While employed overseas, educators encounter new pedagogical approaches, curricula, lesson plans, and instructional resources. When they get back home, they apply them to their situation. Working overseas exposes teachers to new pedagogical approaches, which they then apply back, home in their classrooms. Teachers' professional growth is positively impacted by work experience overseas. Teachers' teaching approaches alter because of their experience teaching overseas (Albay, 2018).

Seeking work overseas is a potential way for Filipino instructors looking for greater prospects to find jobs, support their family, and see new places. Additionally, it is seen as a test, especially for recent graduates, to show their worth on a global scale and share their knowledge with students and the international educational community (Edlay & Dioso, 2023). For graduates of Teacher Education programs, adjusting to and integrating with students, coworkers, and the local community presents substantial hurdles due to the obvious cultural differences between their home and foreign nations (Deguma et al., 2022).

Synthesis

The literature and studies cited are relevant to the present undertaking about the teachers' mobility, reclassification in the position being applied for and overseas opportunities. The researcher included the recent studies which are carefully cited and with proper referencing.

A variety of personal, professional, and contextual factors drive teacher mobility. Understanding these dynamics is critical for designing successful policies that encourage teacher retention and solve the obstacles associated with migration. Future study should continue to investigate these features in order

to influence educational practices and policies that promote a stable and effective teaching force. Teacher mobility is the movement of teachers to enhance their education, which is generally motivated by socioeconomic concerns such as money generation, social prestige, and professional progression. High mobility can have a negative influence on teaching and learning by denying novice teachers and students access to competent advice. Poor working conditions, remuneration, and performance appraisals can all have an impact on mobility. However, it has the potential to increase education quality in underserved communities. Relocation policies can also have an impact on teacher mobility, resulting in lower motivation and productivity.

3. METHODOLOGY

This chapter discusses the research design, locale, respondents, research instrument, sampling techniques, data-gathering procedures, and statistical treatment of the study.

Research Design

This study utilized the qualitative transcendental phenomenological research design. Phenomenology as a research design is concerned to explore the worldview of teachers going in and out of DepEd system, the experiences in responding to the DepEd reclassification and the projection of teachers in the overseas opportunities.

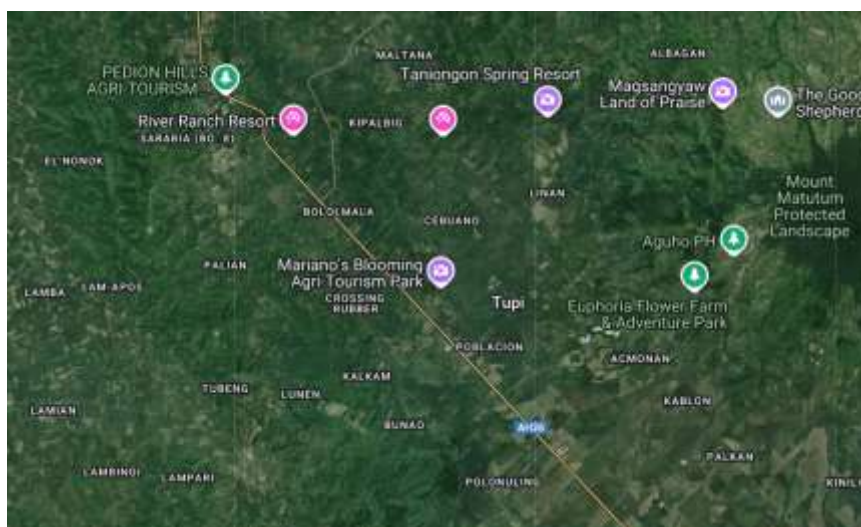
Phenomenological study delved into the essence of phenomena, proves particularly suitable for elucidating the reasons behind observed occurrences, evaluating intricate interventions with multiple components, and refining intervention strategies (Tuffour, 2017).

Phenomenology, as a qualitative method, served as a theoretical tool in educational research. It enables researchers to undertake adaptable activities that can elucidate and comprehend intricate phenomena, including different facets of human social experience. Qualitative research, characterized as the exploration of the fundamental nature of phenomena, encompasses their characteristics, diverse expressions, contextual underpinnings, and varying perspectives while excluding considerations of their extent, frequency, and position within an objectively established causal sequence (Busetto et al., 2020).

Locale of the Study

This study was conducted at Tupi North District. The district is composed of thirteen (13) elementary schools. Tupi North District is accessible to all types of transportation and mostly low land areas. The center of the district is located at Tupi Central Elementary School.

The map of Tupi Municipality in Figure 2 shows the specific location of the schools within the Tupi North District. Based on DepEd Order No. 15 (2016) the schools included in the map observe and follows the assessment of learners' performance. Also, in DepEd was stipulated the work behaviour of the teachers which all schools should measure behavioural competency of the teachers and their satisfaction and dissatisfaction in the service (DepEd, 2023).



Source: *DepEd South Cotabato Website*
Figure 2. School Map of Tupi, DepEd, 2023)

Participants of the Study

The researcher utilized teachers as participants of the study. The teachers were separated from the service due to overseas employment, transfer to other agencies and transferred to other stations due to reclassifications (DepEd, 2016). In this study, the researcher involves eight (8) teachers as participants of the study.

The eight (8) target participants were changed depending upon the attainment of information and saturations. Hennink et al. (2017) supports that saturation is the most commonly cited justification for an adequate sample size. In this study, the researcher has utilized 6 participants because the data was already reaching the point of saturation. These 6 participants include 2 teachers who have reclassified and reassigned to other stations, 1 teacher transferred to other agency, 1 teacher has changed the career as freelancer and 2 of them went overseas. The researcher found out that participants have already similar responses and no new data was extract.

In the selection of participants, the researcher considered the inclusion criteria such as teachers who move from DepEd to other agencies, resigned from the service and work overseas and transferred to other station due to reclassification of position. Morse (2015) suggested at least 6 participants for phenomenological studies. Creswell (2018) recommendation also ranges between 5 and 25 interviews for a phenomenological study.

Sampling Technique

This study used snowball sampling method in determining the actual participants. Snowball sampling is one of the most popular methods of sampling in qualitative research, central to which are the characteristics of networking and referral (Waters, 2015). Using the snow ball sampling, the researcher started with a small number of initial contacts like at least three teachers who fit the research criteria and are invited to become participants within the research.

Seemingly, the participants are then asked to recommend other contacts who fit the research criteria and who potentially are willing to participate and interviewed. In this manner, they recommended other potential participants, and so on. The researcher used social networks to establish initial links like group chat to capture communication with chain of participants. Sampling usually finished once either a target

sample size or saturation point has been reached by the researcher.

Data Gathering Instrument

For this study, the interview technique was used as the data collection tool to gather the participants' experiences in exploring the worldview of teachers going in and out of DepEd system, the experiences in responding to the DepEd Reclassification and the projection of teachers in the overseas opportunities. According to Keçeci and Kara (2023) semi-structured interviews not only elicit responses to the prepared interview questions but also allow new questions to explore details related to the research topic.

The interview form limited to an open-ended questions design to address the sub-objectives of the study and questions to gather participants' personal information. Additionally, as the final question, participants were asked about anything they wanted to add before concluding the interview. There was no insistence on answering this question.

The content of the research tool employed 3 to 4 research questions with question guide for each research question that express this way; the research questions, the main questions and probing questions (Roberts, 2020). All these questions were aligned with the objectives of the study as indicated in the statements of the problem.

Validity is the most critical criterion in research and refers to the extent to which an instrument measures what it is intended to measure. In this study, the interview guide was validated by research enthusiasts, particularly in terms of coherence, structure, and grammar.

The content validation of the semi-structured interview questionnaire took into account the assessments made by several research experts through a process known as “expert judgment.” These experts evaluated different aspects of the questionnaire to ensure its quality and appropriateness. Additionally, an ad hoc questionnaire was also developed to support the validation process. The experts assessed the interview guide based on specific criteria, as shown in Appendix B. For this process, the researcher utilized the validation tool developed by Simon and White (2013), presented in Appendix C.

Data Gathering Procedure

The data gathering procedure reflects the step-by-step process to be followed by the researcher. The researcher followed the data gathering procedure to have a systematic process and compliance of the research protocol. After finding out that the research instrument was valid and reliable, approval of the Graduate School to conduct the study was secured. Subsequently, upon securing the request from the College of Graduate Studies, a letter request was forwarded to the Schools Division Superintendent for approval.

With the consent of the Schools Division Superintendent, a similar letter was drafted and sent to the District Supervisor for a recommendation and approval of the data gathering with the supervision of the school principal. The distribution of the research instrument to the respondents automatically followed.

After the approval, the researcher conducted an interview with the participants. Nevertheless, the consent of the interviewee may give utmost consideration. Considering research ethics, no teacher who have expressed prior disapproval or no interest to participate was included or compelled to take part in the interview. Thus, a Consent Form shall be appropriately filled out. During the interview, the researcher took down notes.

The researcher recorded the conduct of the interview to complete responses of the participants provided she informed earlier the interviewer and secured the permission. The researcher carefully transcribed the

responses of the teachers from the voice recorder or video. The researcher comprehensively discussed with the participants to achieve an in-depth result of the topics. As such, in the event that the participants were not reached. Presented below is the data gathering flow patterned from Ang Karugasik (2016).

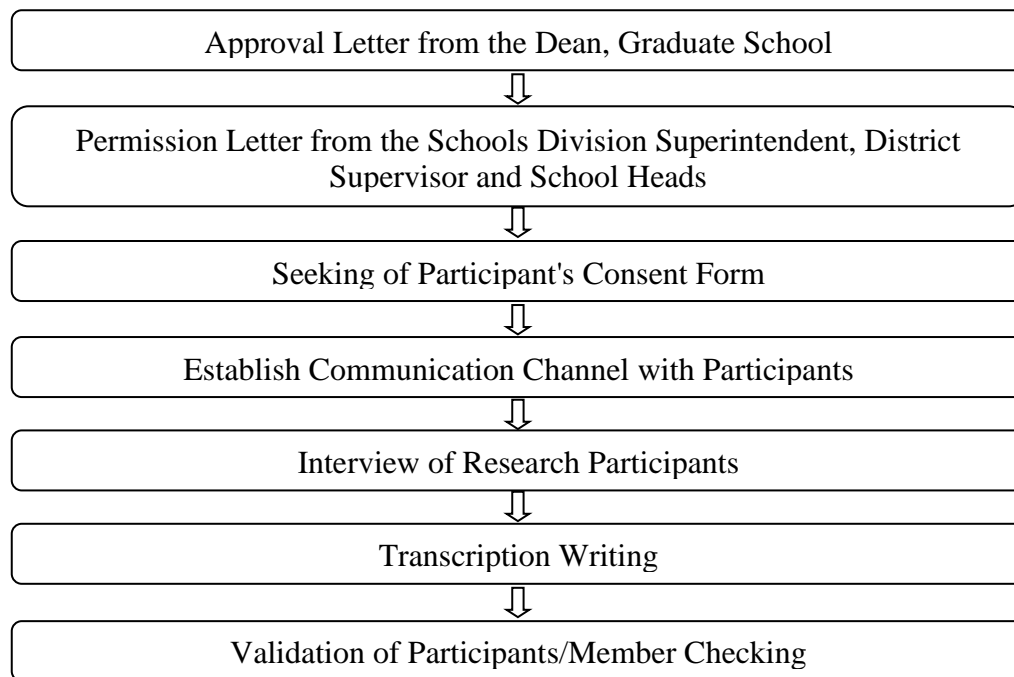


Figure 3. Flow Chart of the Data Gathering Procedure

Data Analysis

The data analyzed for this phenomenological study were obtained through the use of an interview protocol (Appendix A). The interviews were conducted using a semi-structured format, allowing the researcher to ask pre-established questions while also having the flexibility to adjust and explore emerging topics as the interview progressed (Hays & Singh, 2017).

The participants' responses were transcribed and coded using the data analysis approach of Clark Moustakas (1994), who emphasized that the research procedure begins with identifying and classifying the phenomenon under investigation. The analysis followed Moustakas' phenomenological reduction method, which included the following steps: (a) bracketing the researcher's experiences, (b) bracketing the topic, (c) horizontalization, (d) clustering into themes, (e) developing textural descriptions of the experience, (f) creating structural descriptions, and (g) synthesizing textural-structural descriptions.

To ensure objectivity and avoid bias, the researcher approached the study by focusing solely on the participants' lived experiences, as recommended by Moustakas (1994). This approach enabled the researcher to view the phenomenon with fresh eyes, without allowing personal experiences to influence the interpretation of the data.

All interviews were transcribed verbatim by the researcher. After transcription, the researcher reviewed the transcripts to ensure accuracy and authenticity. During the initial analysis, all statements were treated with equal value (Moustakas, 1994). Through the process of horizontalization—reading and re-reading the transcripts—significant statements were highlighted and coded. These codes were grouped into clusters, and the most significant statements evolved into themes.

The identification and clustering of significant statements led to the development of common themes across the interviews (Creswell, 2018). This clustering provided a comprehensive understanding of the phenomenon. Codes were generated using applications such as Quirkos and other AI-based tools (Castleberry, 2014). The researcher began by reading each transcript, then highlighted significant statements during subsequent readings. Matching and new significant statements were highlighted across transcripts to identify shared experiences.

The textural descriptions focused on the vivid experiences of teachers who left the Department of Education or transferred to other stations due to reclassification. The verbatim interview data provided rich narratives that revealed similarities among participants. Individual textural descriptions, along with composite descriptions, were developed to form a collective understanding of the phenomenon (Moustakas, 1994).

The study also explored teacher mobility due to reclassification and overseas opportunities. The textural descriptions captured *what* the participants experienced regarding mobility, while the final step—textural-structural description—synthesized *what* was experienced and *how* it was experienced. This final stage incorporated the researcher's notes and reflections gathered during the interviews. Participant information was organized into narrative summaries, which served to enrich the structural-textural synthesis of the overall data collection and analysis process (Moustakas, 1994).

Researcher Positioning

The role of the researcher in this qualitative study was fundamental, as the individual served as the primary instrument for data collection and analysis (Creswell, 2018). Accordingly, the researcher was responsible for gathering, coding, and analyzing data from interviews to uncover emerging themes and patterns.

As the researcher, she dedicated time to conducting this phenomenological-based inquiry, which involved in-depth interviews and focus group discussions. She established a strong level of rapport and empathy to gain meaningful insights from key participants. These participants shared their lived experiences, coping mechanisms, and personal reflections relevant to the study.

Prior to data collection, a consent letter was distributed to the participants. The researcher ensured the confidentiality of participants' responses and used the data solely for research purposes. She carefully coded and analyzed the data to minimize the potential for bias.

The analysis of the collected data included transcription of in-depth discussions, interpretation of participants' responses, and the examination of other documented sources. The information was not analyzed through rigid frameworks alone but was also interpreted through thematic discussions and observations. The researcher ensured that the interview guide remained unbiased and accurately reflected the experiences and perspectives of the key informants. To establish content validity, the interview guide underwent review and validation by a panel of experts.

Ethical Considerations

Considering the health and safety protocols, the participants were uncertain to participate in the study because of their hesitancy. In a qualitative study, ethical considerations have a particular character due to the in-depth nature of the study process. The concern of ethical issues develops more salient when conducting face-to-face interview with vulnerable group of participants. They may potentially become stressed while expressing their feelings during the interview session. The existing ethical guidance for

undertaking qualitative research is often to provide general rules rather than focusing on how to apply it in practice, particularly when interviewing the school heads' challenges. The target of this study is to present the researcher's experience in conducting the interview (Arifin, 2018). There are six important ethical issues considered in this study, and these are discussed below.

Informed Consent and Voluntary Participation. The process of attaining consent contains of the following like the consent be given freely (voluntary), subjects should understand what is being asked of them, and involved persons must be competent to consent (Creswell, 2018). All participants were required to provide written informed consent. The potential participants were approached individually and given an explanation for the purpose of the study and data collection process. They were given an appropriate time to ask questions and address any concerns.

Anonymity and Confidentiality. The anonymity and confidentiality of the participants was preserved by not revealing their names and identity in the data collection, analysis and reporting of the study findings (Novak, 2014). Privacy and confidentiality of the interview environment was managed carefully during cellphone communication, interview session, data analysis and dissemination of the findings.

Risk-Benefit Assessment. Only minimal risks were associated with this study. The participants were protected from any physical harm and mental discomfort that might arise in participating the study (Barrow et al., 2017). The researcher was ensured that the participants were informed of possible risks. Research procedures likely to cause serious harm was utilized unless the failure to use these procedures might expose them to risks of greater harm, or unless the study has a great potential benefit and fully and voluntary consent is obtained from each participant. The researcher respected the participant's rights, needs, values and desires and was treated equitably and ensured not to inflict harm with the subjects of the study.

Right to withdraw and withhold information. The informed consent also includes the right of the participants, even at the very start of the investigation, to withdraw and withhold any piece of information Barrow, 2017). The researcher is not in a position of authority to influence the informants' participation in the study. The participants were assured that their participation in answering the interview will be kept with utmost confidentiality. It is also stipulated in the informed consent that the heartfelt gratitude expressed to compensate the effort and time they willingly share despite their busy schedules. In case one of the participants withdraws, the researcher replaced by seeking permission to another district within the division.

Conflict of Interest. The researcher disclosed to other parties including the Graduate School, Advisory Committee, and participants any perceived conflict of interest he has in relation to others involved in the study. Any conflict will be avoided, minimized, and managed using strategies such as oversight and disclosure.

Vulnerability Assessment. This study ensured that susceptibility to exploitation, attack, harm or injury, which may be either physical or emotional harm of the participants, is definitely avoided. Special justification was secured before inviting vulnerable individuals to serve as research subjects and if they are selected, the means of protecting their rights and welfare was addressed (Gordon, 2020). The participants often be in potentially coercive situations, especially when the research is already approved. The researcher ensured that vulnerability assessment was conducted before gathering the needed data.

Trustworthiness

Trustworthiness in conducting, analyzing, and reporting the findings of this qualitative phenomenological study fell into the categories of transferability, confirmability, creditability, and dependability. According to Lincoln and Guba (1985), having the creditability, dependability, transferability, and confirmability incorporated in the research establishes a strong study. Throughout the study, various strategies were implemented during the analysis to ensure trustworthiness was maintained.

In this study, the researcher ensured stability by collecting data from the participants on their experiences, worldview of teachers going in and out of DepEd system, response to DepEd Reclassification and how they project the overseas opportunities. The possible explanations shared by the participants varied in one way or another. However, they had something in common at a certain point and were consistent with others' viewpoints. Answers to the questions were carefully recorded, and more importantly, the commonalities were considered.

When the researcher conducted this qualitative research, the researcher considered the teachers' responses as participants with their lived experiences and precisely considered every minute detail of the data. The transcriptions were checked and rechecked.

Credibility is the characteristic of being seen as true, real, or honest. Nowell et al. (2017) state that credibility in a research study is an assessment of whether or not the research findings constitute a credible conceptual interpretation of the data derived from the participants' original data. On the other hand, this study used prolonged interaction to create credibility. It referred to taking enough time to comprehend the topic of interest fully. This method required spending time through connecting with participants online and offline (personal) and establishing a cordial relationship with the participants' area.

Transferability, as cited by Anney (2014), is when a reader can determine whether the current environment is similar to another situation with which they are familiar and whether the findings can justifiably be applied to the other setting. It was suggested that the researcher provide sufficient detail of the fieldwork context.

In talking about the transferability of the study, the researcher provided heavy description and argument, allowing other researchers to make sensible judgments about the transferability of the result from the teacher participants who have experiences on the worldview of teachers going in and out of DepEd system, response to DepEd Reclassification and how they project the overseas opportunities.

Dependability. This study's dependability was proven by reporting the data's collection and storage procedures, which helped to guarantee the accuracy of the results and the feasibility of future replications (Stanton, 2021).

The researcher believes this was attained through the cautious application of the method and the approach used to address this study's dependability. Furthermore, it was done by being flexible in whatever modifications happened, particularly in the actual conduct of the study. In addition, the researcher guaranteed that the end purpose of the study gave focus and consideration to help promote outstanding results for the participants. After the accomplishment, the researcher carefully scrutinized the audit trail, which consisted of the transcripts, data analysis information, member checking comments, and the research texts.

Confirmability, as cited by Patnaik and Pandey (2014), is the degree to which the data collected supports the inquiry's findings. To achieve confirmability, the researcher must demonstrate that findings emerge from the data and not their predispositions. Confirmability was achieved through the objective researcher-behavior developed during this period to ensure the quality of this study's reporting of the findings, interpretations, and recommendations as supported by the data.

In addressing the issues of confirmability in this study, the researcher saved a soft copy and hard copy of the participant's responses, and their identity was treated with confidentiality. The researcher provided them with a hard copy of their responses for confirmability. It ensured that the gathered data were not predisposed by biases, preconceptions, and personal decisions that the researcher had with the topic of study. He also performed member checking, where information collected from the participants was checked, reviewed, and verified.

4. PRESENTATION AND DISCUSSION OF FINDINGS

This chapter presents the results and discussion of the data relative to the research questions presented in Chapter I. It also deliberates the implications of data gathered based on Colaizzi's method and Moustakas.

Presentation of the Findings

This section presents the findings on the teachers' mobility due to reclassification and overseas opportunities. It explores the worldview of teachers going in and out of DepEd system. The teachers respond to DepEd Reclassification and how do teachers project the overseas opportunities were investigated.

The researcher analyzed the participants' responses and narratives by employing Moustakas method. The analysis process involved familiarizing oneself with the narratives, identifying significant statements, formulating meanings from these statements, and then organizing them into categories and clusters of themes. This systematic approach allowed for a comprehensive exploration of the participants' experiences and perspectives.

Emerging Themes on the Worldview of Teachers Going In And Out Of DepEd system

The worldview of teachers going in and out of DepEd system are encapsulated in 5 emerging themes, derived from a thorough analysis of data. These themes were synthesized from 15 clustered themes. These are system changed in personal and professional growth, financial security and salary concerns, systemic issues in DepEd, job stress and workload and seeking a 'greener pasture'.

Table 1. Worldview of Teachers Going In and Out of DepEd system

Emerging Theme/s	Clustered Themes	Codes	Significant Statements
1. System Changed in Personal and Professional Growth	career development	career exposure systems	"Personal growth, sometimes DepEd there is something in the system that needs to be changed."
	new environment	feeling	"I entered DepEd with passion...but over time, the heavy workload...made it hard."
	lacks system	training programs	

			“There is lacking in the system like the training is not fairly implemented.”
2. Financial Security and Salary Concerns	low salaries financial stability inflation and cost	low salaries overseas opportunities stability inflation difficult sustain	“Compared to the salary here in US, it really has a big difference in salary.” “Teachers are provided with much lower salary compared with other agencies.” “DepEd gives us a good salary, they also give us incentives but without sugar-coating, it is still not enough that everybody wishes to have.”
3. Job Stress and Workload	heavy workload classroom needs work-related stress	Heavy workload own money classroom needs stress personal time	“You juggle teaching, reports, and meetings...then at home, you check a pile of assignments.” "I was the one providing the needs for my students some of their allowances." “Instead, we prepare, we can have our rest and we can go home with our family, that’s still we are dealing with.”
4. Seeking a Greener Pasture	better pay overseas job financial improvement	better pay, abroad overseas jobs financial improvement.	"It influences my decision to stop DepEd... for a single reason that a call for a change of path." Passion alone couldn’t fix the system that overworks, underpays, and undervalues teachers." " So, I really decided to leave DepEd because of the desire in this so-called greener pasture or to have a good life."
5. Systemic Issues in DepEd	lack of resources slow implementation inefficiencies	Lack of resources implementation Bureaucratic inefficiencies promotions career	“There is lacking in the system like the training is not fairly implemented.” " Something wrong with the system...it is not very systematic... for example it is lack on technology because everything is online.” “When I applied for a promotion,

		progression	despite my qualifications and years in service...the process took years. Meanwhile... I saw some colleagues leave for teaching jobs abroad."
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Emerging Theme 1: System Changed in Personal and Professional Growth

Theme 1 delves into the changes into system of personal and professional growth as one of the emerging themes on their worldview of going in of DepEd system which supported by 3 clustered themes. Analysis of the data obtained through oral interviews conducted by the researcher revealed the teachers' worldview on entering and leaving the DepEd System in terms of personal and professional growth.

As teachers before going out of DepEd, their perspectives evolve based on their experiences within the institution. Factors such as job satisfaction, career advancement opportunities, work-life balance, and financial stability play a significant role while they are still in DepEd. Understanding these emergent themes in teachers' worldviews provides valuable insights into how DepEd can enhance policies, support systems, and professional growth initiatives to improve teacher retention and satisfaction.

The following are the significant statements with the question raised by the researcher.

"Personal growth...sometimes DepEd may something talaga sa system na kailangang baguhin." [Personal growth, sometimes DepEd there is something in the system that needs to be changed.] (P1)

"I entered DepEd with passion...but over time, the heavy workload...made it hard." (P3)

"May kulang sa system, the trainings are good but it's not fairly implemented." [There is lacking in the system like the training is not fairly implemented.] (P1)

The above responses further support the formulated meanings related to the theme of change in the system of personal and professional growth. Specifically, they highlight how teachers actively seek career development and more effective training opportunities. Moreover, there is a strong desire among them for a new environment and exposure to international education systems. Additionally, many express the sentiment that the Department of Education (DepEd) lacks systematic and effective training programs, reinforcing their motivation for seeking change.

Emerging Theme 2: Financial Security and Salary Concerns

The concern for financial security and salary, supported by three clustered themes was discussed in emergent theme 2. Through the analysis of oral interviews conducted by the researcher, teachers expressed their perspectives on entering and leaving the Department of Education (DepEd) system in relation to these financial concerns. Moreover, their responses reveal how salary stability and economic needs significantly influence their career decisions.

The following significant statements from the participants further illustrate these viewpoints:"

"Compared to the salary dito sa US...napakalaki talaga ng difference." [Compared to the salary here in US, it really has a big difference.] (P1)

"Teachers are provided with much lower salary compared with other agencies." (P6)

"DepEd...ay nagbibigay po sa atin ng... Magandang sahod, nagbibigay naman po sila ng incentives... allowances... but without sugar-coating, it is still not enough that everybody wishes to have."

[DepEd gives us a good salary, they also give us incentives but without sugar-coating, it is still not enough that everybody wishes to have.] (P4)

The worldview of the teachers highlights about that salaries in the Department of Education (DepEd) are relatively low compared to opportunities abroad and in other agencies, where higher pay offers better financial stability which the reason that the participants going out of the DepEd. Moreover, rising inflation and the increasing cost of living make it difficult for teachers to meet their basic needs. As a result, decisions to leave the DepEd system are influenced by a combination of factors, including career development opportunities, the quality of training, the work environment, and financial security. Although many teachers initially join DepEd with strong passion and commitment, their long-term engagement is often challenged by financial security and salary concerns.

Emerging Theme 3: Job Stress and Workload

Job stress and heavy workload emerged as a significant concern of theme 3, as reflected in three clustered themes. Insights gathered from the oral interviews conducted by the researcher revealed how these factors influence teachers' decisions to join or leave the Department of Education (DepEd). The participants shared that excessive demands and pressure in their roles play a crucial role in shaping their professional outlook and career choices.

Presented below are the significant statements provided by the participants in response to the questions posed by the researcher. These responses offer valuable insights into their worldview about going in and out of the DepEd, particularly in relation to job stress and workload.

"You juggle teaching, reports, and meetings...then at home, you check a pile of assignments." (P3)

"I was the one providing the needs for my students...some of their allowances." (P6)

"Instead makaprepay tayo... makarest tayo, makauwi tayo sa ating family, yon pa rin po ang... inaatupag natin." [Instead, we prepare, we can have our rest and we can go home with our family, that's still we are dealing with.] (P5)

The above responses indicate that heavy workload, including paperwork, extracurricular duties, and administrative tasks force some teachers to go out the agency. Teachers often spend their own money on classroom needs and student activities. Work-related stress extends beyond school hours, affecting personal time.

Emerging Theme 4: Seeking a Greener Pasture

An additional emerging theme uncovered in the study is the pursuit of a greener pasture, supported by 3 clustered themes. The analysis of oral interview data conducted by the researcher revealed how this desire influences teachers' decisions to enter or exit the Department of Education (DepEd) system.

Specifically, the responses reflect a common aspiration among educators to seek better opportunities, improved working conditions, and enhanced quality of life outside the current system.

The significant statements coming from the participants support the findings.

"It influences my decision to stop DepEd... for a single reason that a call for a change of path." (P4)

"Passion alone couldn't fix the system that overworks, underpays, and undervalues teachers." (P3)

"So, kaya po ako nagdisisyong na talagang... umalis na po sa DepEd. Dahil po sa pagnanasang... pagnanais ng... tinatawag nating... greener pasture... or...magandang buhay." [So, I really decided to leave DepEd because of the desire in this so-called greener pasture or to have a good life.] (P4)

The results indicate that teachers' perspectives on leaving the Department of Education (DepEd) are largely driven by the pursuit of better pay, improved working conditions, and greater opportunities for career advancement abroad. Overseas employment is perceived to offer more structured training programs, comprehensive benefits, and higher levels of professional recognition. For many teachers, leaving DepEd was considered a calculated risk aimed at achieving long-term career and financial stability.

Emerging Theme 5: Systemic Issues in DepEd

A further emerging theme identified in the study was systemic issues within the Department of Education (DepEd), substantiated by 3 clustered themes. The analysis of oral interviews conducted by the researcher revealed teachers' perspectives on entering and leaving the DepEd system in relation to these systemic challenges. Their responses point to institutional limitations, bureaucratic inefficiencies, and policy inconsistencies that impact their professional experiences and decisions.

Presented below are the significant statements shared by the participants in response to the researcher's questions.

"May kulang sa system, the trainings are good but not fairly implemented." [There is lacking in the system like the training is not fairly implemented.] (P1)

"Something wrong with the system...hindi siya ganoong ka systematic... for example kulang sa technology because everything is online." [Something wrong with the system...it is not very systematic... for example it is lack on technology because everything is online.] (P1)

"When I applied for a promotion, despite my qualifications and years in service...the process took years. Meanwhile... I saw some colleagues leave for teaching jobs abroad." (P5)

The following findings indicate that some teachers left DepEd due to system issues like lack of sufficient resources and training for teachers. Slow implementation of technology and educational advancements and bureaucratic inefficiencies in promotions and career progression. Another critical factor driving teachers to leave the DepEd system was the lack of sufficient resources and training to support their professional growth. Many teachers find themselves struggling with outdated teaching materials, inadequate classroom resources, and limited access to modern teaching strategies.

Emerging Themes on the Teachers' Responses to DepEd Reclassification

The emergent themes on the teachers' responses to DepEd reclassification are summarized in 4 emergent themes, derived from a thorough analysis of data. These themes were synthesized from 13 clustered themes.

The data reveals 4 emergent themes includes long and tedious process, unfair promotion system, career and financial considerations and increased workload with minimal salary increase and job stability and patience as key factors. Moreover, the 13 clustered themes are takes years, slow promotion, waiting time, less stressful, not granted, new hired got promoted, discouragement, reclassification, higher-paying jobs, higher expectations, salary increase, valuing job and competitive promotions.

Table 2. Teachers' Responses to DepEd Reclassification

Emerging Theme/s	Clustered Themes	Codes	Significant Statements
1. Long and Tedious Process	takes years slow promotion waiting time less stressful	frustrated and exhausted slow promotion unpredictable reclassification less stressful competitive promotion	"Sometimes, it takes 6 years... our reclassification process is too long... they are tired of waiting..." "A colleague of mine applied for reclassification and waited for three years without progress. She eventually left for a teaching job in other country." "Less hassle... less stress... you just wait for the right time for your application..." "It is better if you just get reclassified... you don't need to undergo interview..."
2. Unfair Promotion System	not granted new hired got promoted discouragement	not fair newly hired sometimes long-serving ones discouragement system	"You were even beaten to the promotion... which should have been given to teachers who were in the service for a long time..." "Some other says that there's in our system that if you have been long in the service... you are supposed to be granted but last part, you will be surprised that it was given to those who were newcomers." "...serve for a long time... even those teachers who could leave DepEd... and they look for new opportunities."
3. Career and Financial Considerations and Increased Workload with	reclassification	stepping stone career opportunities	"This reclassification process... opens doors for teachers... to do something more... to help them grow."

Minimal Salary Increase	higher-paying jobs	paying jobs abroad	"I make sure to comply with all documentary requirements... but I also explore backup plans such as overseas jobs."
	higher expectations	higher expectations	"When reclassified, the title and salary increase... but so do the responsibilities..."
	salary increase	salary increase	"The salary does increase but it is only minimal. Instead of being able to focus on teaching... it becomes an issue..."
4. Job Stability and Patience as Key Factors	valuing job competitive promotions	security and patience better option competitive promotions	<p>"If you get promoted, that's okay if not, that's also okay. When it comes to reclassification, 'Patience is a Virtue' is no longer a trend; it is 'Waiting is a Virtue'..."</p> <p>"Wait until your reclassification is granted..."</p>

Emerging Theme 1: Long and Tedious Process

Theme 1 investigates the emergent theme on Long and Tedious Process verified by 4 clustered themes. Analysis of the data obtained through oral interviews conducted by the researcher revealed the teachers' responses to DepEd reclassification relative to long and tedious process.

The above responses extracted from the transcription of the participants arrived at significant statements.

"Sometimes, it takes 6 years... Matagal ang process ng reclassification natin... napapagod na sila sa kakahintay." [Sometimes, it takes 6 years... our reclassification process is too long... they are tired of waiting...] (P1)

"A colleague of mine applied for reclassification and waited for three years without progress. She eventually left for a teaching job in other country." (P5)

"Less hassle... less stress... hulat ka lang kung san-o ihatag ang application mo." [Less hassle... less stress... you just wait for the right time for your application...] (P2)

Mas nami gid magpa-recla ka lang... di mo na kailangang mag undergo sang interview." [It is better if you just get reclassified... you don't need to undergo interview...] (P2)

The results based from the general statements denote that the reclassification process takes years, making teachers feel frustrated and exhausted. Many teachers leave DepEd due to the slow promotion process.

Others dislike it because the waiting time is unpredictable. Some teachers prefer reclassification because it is less stressful than competitive promotion exams.

The slow reclassification and promotion process within the DepEd system is a significant source of frustration for many teachers. Reclassification, which allows teachers to move up in rank based on their experience and qualifications, often takes years to process, leaving educators feeling exhausted and demotivated. The unpredictability of the waiting time further adds to their dissatisfaction, as there is no clear timeline for career advancement.

Emerging Theme 2: Unfair Promotion System

Another key theme that emerged from the study is the issue of an Unfair Promotion System, supported by three clustered themes. Analysis of the data gathered through oral interviews conducted by the researcher revealed teachers' perceptions of the Department of Education's (DepEd) reclassification process in relation to perceived inequities in promotions. The participants' responses highlight concerns about favouritism, lack of transparency, and inconsistencies in the implementation of promotion policies.

The responses of the participants stated that:

"Naunahan ka pa sa promotion... sana ibigay sa teachers na matagal na sa service." [You were even beaten to the promotion... which should have been given to teachers who were in the service for a long time...]. (P1)

"Ano kay... may ara man ya abi sa system naton na...amo na hambal nila... if dugay-dugay ka na sa serbisyo... ikaw i-grant sa position nga ina...pero last part, makibot ka na lang...sa mga baguhanon gihapon gihatag...."[Some other says that in our system that if you have already been long in the service... you will be granted for the position but last part, you will be surprised that it was given to the applicants who are new in the service]. (P2)

"...nagserve na ng matagal. Pati yong mga teachers na kaya pang lumabas sa deped at maghanap sila ng... iba pang opportunities. [Serve for a long time... even those teachers who could leave DepEd... and they look for other opportunities] (P4)

The above responses indicate that the formulated meanings involve that some teachers feel that reclassification is not fairly granted. Younger teachers or new hires sometimes get promoted faster than long-serving ones. This discourages senior teachers from staying in the system. The discouragement caused by this inequity leads many experienced teachers to consider leaving the system.

Instead of waiting indefinitely for promotions that may never come, some educators explore opportunities in private schools, overseas institutions, or non-teaching professions where career growth is more structured and merit-based. This exodus of experienced teachers weakens the public education system, as it loses valuable mentors who could help guide younger educators and improve overall teaching quality.

Emerging Theme 3: Career and Financial Considerations and Increased Workload with Minimal Salary Increase

The third emergent theme focuses on career and financial considerations, along with the increased workload accompanied by minimal salary adjustments, supported by four clustered themes. Analysis of oral interviews conducted by the researcher revealed teachers' perspectives on the Department of Education's (DepEd) reclassification process in this context. The responses underscore concerns about the imbalance between added responsibilities and insufficient compensation, as well as the impact these factors have on their motivation, job satisfaction, and long-term career planning.

Career and financial considerations play a significant role in teachers' decisions to stay or leave the DepEd system. Many educators enter the profession with passion and dedication, but over time, they become disillusioned by the minimal salary increases despite an ever-growing workload.

The responses on the career and financial considerations and increased workload with minimal salary increase. This includes:

"This reclassification process... opens doors for teachers... to do something more... to help them grow." (P4)

"I make sure to comply with all documentary requirements... but I also explore backup plans such as overseas jobs." (P5)

"Pag-reclassify... tumataas ang title at salary... pero mas mataas din ang responsibility." [When reclassified, the title and salary increase... but so do the responsibilities...] (P6)

"Tumataas nga ang sweldo pero very minimum lang ang dinadagdag... instead na makapag-focus sa trabaho... nagiging issue siya sa pagtuturo." [The salary increases but in minimal or small amount. Instead of being able to focus on teaching... it becomes an issue...] (P6)

The formulated meanings include some teachers view reclassification as a stepping stone to better career opportunities. Others use it as a reason to leave DepEd for higher-paying jobs abroad. Reclassification comes with higher expectations and more responsibilities. The salary increase does not always match the additional workload.

Emerging Theme 4: Job Stability and Patience as Key Factors

The fourth emergent theme centres on job stability and patience as key factors, supported by two clustered themes. Analysis of the data from oral interviews conducted by the researcher revealed that teachers' responses to the Department of Education's (DepEd) reclassification process often emphasized the importance of job security and the need for patience in navigating the system. Despite challenges, many educators remain committed to their roles, valuing the long-term benefits and stability offered by public service.

"Kung ma-promote, still ok kung hindi, okay lang. Hindi na uso ang 'Patience is a virtue' kundi... 'Waiting is a Virtue', pag-abot sa recla..." [If you get promoted, that's okay if not, that's also okay. When it comes to reclassification, 'Patience is a Virtue' is no longer a trend; it is 'Waiting is a Virtue'...] (P2)

"Hulat lang... kung san-o i-grant na sa imo and reclassification." [Wait until your reclassification is granted...] (P2)

Teachers in DepEd face significant challenges with the reclassification process, which can cause frustration and stagnation in their careers. Some prefer to wait patiently, while others seek alternative career paths, including overseas opportunities. While working abroad presents financial advantages, it also comes with its own set of challenges, such as cultural adaptation and emotional struggles. Ultimately, teachers must weigh their career decisions based on both professional and personal considerations.

Emerging Themes on Teachers' Perspectives on Overseas Opportunities

The emerging themes on the teachers' perspectives on overseas opportunities which the reasons are summarized in 4 emergent themes, derived from a thorough analysis of data. These themes were synthesized from 12 clustered themes.

The data reveals 4 emergent themes includes lengthy and uncertain reclassification process, emotional and psychological impact on teachers, overseas opportunities as a career alternative and challenges of teaching abroad. Moreover, the 12 clustered themes are prolonged and unpredictable, unfairness, dissatisfaction, exhaustion and discouragement, reclassifications, career stagnation, working abroad, financially rewarding, overseas opportunities, professional adaptation, overseas opportunities and teachers abroad.

Emerging Theme 1: Lengthy and Uncertain Reclassification Process

The teachers prefer overseas opportunities because of the prolonged and uncertain reclassification process in the DepEd which captured in theme 1 which, supported by three clustered sub-themes. Insights gathered from oral interviews with teachers revealed their views on how this drawn-out and unclear process affects their inclination to pursue opportunities abroad.

Table 3. Teachers' Perspectives on Overseas Opportunities

Emerging Theme/s	Clustered Themes	Codes	Significant Statements
1. Lengthy and Uncertain Reclassification Process	prolonged and unpredictable	frustration prolonged and unpredictable	"Sometimes, it takes 6 years... our reclassification process is too long... unfair for those teachers who have been long in the service."
	unfairness	longer tenure seek	"Last part, you were surprised...it was given to those newcomers. You will feel sorry for those who were told they would be promoted, but it wasn't..."
	dissatisfaction	alternative	"My colleagues applied for reclassification and waited three years without progress."
		slow career progression	
2. Emotional and Psychological Impact		emotionally drained	"...Teachers who have long been planning to be promoted, they got

on Teachers	exhaustion and discouragement reclassifications career stagnation	exhaustion and discouragement reclassification career stagnation	tired of waiting..." "For me, it is better to be just reclassified, less hassle... less stress." "So instead of being able to focus on teaching... it becomes an issue."
3. Overseas Opportunities as a Career Alternative	working abroad financially rewarding overseas opportunities	financially rewarding opportunity emotional challenge Financial stability professional growth	"You're one month there is like one whole year here... You may earn two point something million here in a year..." "Thinking about it, the life abroad seems really good... the salary is really high. But I don't think I can sacrifice leaving my family here..." "Most teachers see overseas opportunities as a chance for financial stability, career growth, and a better quality of life."
4. Challenges of Teaching Abroad	professional adaptation Overseas opportunities teachers abroad	challenging adaptation element of risk Cultural adjustments	"When you get here, it is here where the real battle is... where your capacity as a teacher will be tested." "Yes, we all know that not everyone is blessed to have a good job abroad..." "Many overseas teaching jobs offer at least double the salary at DepEd positions, but cultural adjustments remain a challenge."

From the transcribed responses, the following were the meaningful statements derived:

"Sometimes, it takes 6 years... matagal siya. Matagal ang process ng reclassification natin... unfair sa mga teachers na nagserve na ng matagal." [Sometimes, it takes 6 years... our reclassification process is too long... unfair for those teachers who have been long in the service].
(P1)

"Last part, makibot ka na lang... sa mga baguhanon gihapon gihatag... maluoy ka na lang bala...nasaadan na mapromote... tapos hindi gale."

[Last part, you were surprised...it was given to those newcomers. You will feel sorry for those who were told they would be promoted, but it wasn't...]. (P 2)

"My colleagues applied for reclassification and waited three years without progress." (P5)

The responses of the participants have come up with formulated meanings that teachers experience frustration due to the prolonged and unpredictable nature of the reclassification process which one of the reasons of their perspective of overseas opportunities. The perception of unfairness arises when promotions are given to newer teachers instead of those with longer tenure. Some teachers seek alternative opportunities due to dissatisfaction with the slow career progression. This alternative includes going overseas.

Emerging Theme 2: Emotional and Psychological Impact on Teachers

Theme 2 observed the emergent theme on emotional and psychological impact on teachers substantiated by 3 clustered themes. Analysis of the data obtained through oral interviews conducted by the researcher revealed the teachers' perspectives on overseas opportunities feels emotional and psychological impact to them.

Many teachers consider overseas opportunities as a means of advancing their careers, gaining international experience, and achieving financial stability. While these opportunities offer numerous professional benefits, they also bring significant emotional and psychological challenges. The decision to leave one's home country involves adapting to a new culture, education system, and work environment, which can lead to feelings of isolation, stress, and uncertainty.

"...ang mga teachers na matagal nang may plan na ma-promote... napul-an... napagod na sila sa kakahintay." [Teachers who have long been planning to be promoted, they got tired of waiting...] (P1)

"Para sa akon... mas nami gid ning magpa recla ka lang kay... less hasol... less stress." [For me, it is better to be just reclassified, less hassle... less stress.] (P2)

"So instead na makapagfocus si teacher sa kanyang trabaho, nagiging issue siya sa pagtuturo." [So instead of being able to focus on teaching... it becomes an issue.] (P6)

The responses indicate that teachers feel emotionally drained from waiting for reclassification, leading to exhaustion and discouragement. Some teachers prefer reclassification to promotions requiring interviews to avoid stress. The burden of career stagnation affects teachers' focus and motivation in their work.

Emerging Theme 3: Teachers' Perspectives on Overseas Opportunities in terms of Overseas Opportunities as a Career Alternative

An emerging idea that surfaced from the data is the consideration of overseas employment as an alternative career path, supported by three clustered sub-themes. Through oral interviews, teachers shared their perspectives on seeking opportunities abroad, often viewing them as a more appealing option compared to remaining in the local teaching profession.

The responses of the participants indicate the significant statements and formulated meanings.

"Ang one month mo dra... ang month mo dre kay... one year na dre... two point something milyon ang ma-earn mo for a year." [You're one month there is like one whole year here... You may earn two point something million here in a year...] (P1)

"Kung isip-isipon... daw kanami man sang ila pangabuhi... sa sahod, dako gid man. Pero daw hindi ko man makaya i-sakripisyo nga biyaan akon family dre." [Thinking about it, the life abroad seems really good... the salary is really high. But I don't think I can sacrifice leaving my family here...] (P2)

"Most teachers see overseas opportunities as a chance for financial stability, career growth, and a better quality of life." (P5)

The responses indicate that most teachers highlighted the perspective of the teachers in overseas opportunities. Teachers perceive working abroad as a financially rewarding opportunity compared to their DepEd salaries. Teachers perceive working abroad as a financially rewarding opportunity compared to their DepEd salaries. Financial stability and professional growth are the main drivers for teachers who pursue overseas opportunities.

Emerging Theme 4: Teachers' Perspectives on Overseas Opportunities in terms of Challenges of Teaching Abroad

The challenges associated with teaching abroad emerged as a key theme, supported by three clustered sub-themes. Insights drawn from oral interviews conducted by the researcher captured the teachers' viewpoints on international teaching opportunities, particularly the difficulties they faced while working overseas.

Teaching abroad presents both exciting opportunities and significant challenges for educators seeking career growth and financial stability. While many teachers pursue overseas employment for higher salaries and professional development, they also face difficulties in adjusting to new environments. Cultural differences, language barriers, and unfamiliar teaching methodologies can make the transition challenging. Additionally, homesickness, emotional strain, and job security concerns add to the complexities of working in a foreign country. Understanding these challenges provides valuable insight into the realities of teaching abroad and helps educators prepare for the demands of an international career.

"Pag-abot mo pala rito is... ng... dire na jud diay ang true battle. Dire na ang tinuod na laban... dire mo na jud masubok ang imuhang... kapasidad bilang teacher." [When you get here, it is here where the real battle is...where your capacity as a teacher will be tested.] (P1)

"Yes, alam naman po natin na hindi lahat nabibiyayaan ng magandang trabaho abroad." [Yes, we all know that not everyone is blessed to have a good job abroad...] (P4)

"Many overseas teaching jobs offer at least double the salary at DepEd positions, but cultural adjustments remain a challenge." (P5)

The responses highlight that teaching abroad presents greater challenges than initially expected, demanding significant personal and professional adaptation. Securing overseas opportunities is not

guaranteed, making it a risky endeavor. Cultural adjustments and managing student behavior are among the most significant obstacles faced by teachers in foreign classrooms.

Discussion of Findings

This section reveals the discussion of findings on the teachers' mobility due to reclassification and overseas opportunities. It explores the worldview of teachers going in and out of DepEd system. The teachers' respond to DepEd Reclassification and how do teachers project the overseas opportunities were investigated.

Emerging Themes on the Worldview of Teachers Going In And Out Of DepEd system

The worldview of teachers going in and out of DepEd system are encapsulated in 5 emergent themes, derived from a thorough analysis of data. These themes were synthesized from 15 clustered themes. The data reveals 5 emergent themes includes personal and professional growth, financial security and salary concerns, systemic issues in DepEd, job stress and workload and seeking a 'greener pasture'.

Emerging Theme 1: Personal and Professional Growth

One of the key motivations for teachers to leave DepEd is the search for better career development opportunities. Many educators seek exposure to international education systems, believing that these environments provide more innovative teaching methods, better resources, and well-structured training programs.

Furthermore, some teachers experience stagnation in their careers due to bureaucratic limitations and slow promotion processes within the public school system. As a result, they look for alternative opportunities, either in private institutions or abroad, where they perceive better recognition, compensation, and opportunities for professional growth. The desire for a new environment also plays a significant role, as teachers aspire to experience diverse educational settings that challenge and refine their skills.

There has been a sharp increase in the number of teachers leaving their jobs before they can retire. Furthermore, teachers in rural schools, as well as in certain suburban and urban areas, face challenges such inadequate preparation, inconsistent professional development opportunities, low compensation, a lack of resources, and a lack of support, which makes them lose their passion for teaching (Hise, 2022). Teachers' mobility is affected differently by the varying salaries they earn depending on their level of education, whether they have ten years of experience or not (Garrira et al., 2019).

Emerging Theme 2: Financial Security and Salary Concerns

One of the most significant concerns for teachers is the low salary in DepEd compared to opportunities available abroad or in other agencies. Many educators seek international teaching positions or alternative careers due to higher salaries that offer better financial security. The increasing cost of living and inflation further exacerbate this issue, making it difficult for teachers to meet their basic needs, support their families, or achieve financial independence while staying in the public school system. The lack of competitive salaries and structured career development in DepEd further reinforces the decision to seek opportunities elsewhere, as teachers prioritize both their personal growth and financial well-being.

A number of factors, such as continuing education to advance their knowledge and abilities, are linked to teacher mobility outside of the context of professional abandonment of the teaching profession (Dee &

Goldhaber, 2017). Teachers' desire to continue their education is motivated by socioeconomic factors, such as the need to improve their ability to earn a living, gain social recognition, and develop in their careers. Short-term courses and bridge courses, long-term projects, or entire educational packages that take years to complete are some of the ways they might improve their academic abilities and credentials (Kaden et al., 2018).

Emerging Theme 3: Job Stress and Workload

Teachers in the DepEd system face an overwhelming workload that extends far beyond their core responsibility of teaching. In addition to lesson planning and instruction, they are burdened with extensive paperwork, administrative tasks, and extracurricular duties, which significantly add to their stress. Many teachers also spend their own money on classroom materials, student activities, and other educational needs due to limited school resources, further straining their finances.

The demands of the job often extend beyond school hours, requiring teachers to work late nights and weekends to complete reports, grade assignments, and prepare lessons. This heavy workload affects their personal time, leading to burnout, fatigue, and difficulty maintaining a healthy work-life balance. As a result, some educators choose to leave DepEd in search of better working conditions, higher salaries, and opportunities that allow them to focus on teaching without excessive administrative burdens.

The concept's definition and measurement are important components of teacher mobility. A thorough analysis of teacher mobility is given by Palma-Vásquez et al., who also identify a number of factors that affect teachers' decisions to stay in or quit their jobs. Their scoping analysis emphasizes that environmental, professional, and personal factors—such as institutional support, family responsibilities, and job satisfaction—can influence migration (Palma-Vásquez et al., 2022).

Emerging Theme 4: Seeking a Greener Pasture

A significant number of teachers leave the DepEd system in pursuit of better pay, improved working conditions, and greater career growth opportunities abroad. Many educators feel that overseas teaching positions offer higher salaries, better benefits, and a more structured professional development framework compared to the limited career advancement opportunities within DepEd.

The appeal of working in international schools or foreign education systems lies in the availability of modern teaching resources, manageable class sizes, and reduced administrative burdens, allowing teachers to focus more on instruction rather than paperwork. Additionally, overseas employment often provides better financial stability, healthcare benefits, and retirement plans, making it an attractive alternative for educators seeking long-term security.

For many teachers, leaving DepEd is a calculated risk taken to improve their financial situation and career prospects. While the decision to leave can be challenging due to uncertainties and the emotional toll of working away from home, the potential rewards often outweigh the risks.

Excellent and seasoned educators frequently look for better opportunities elsewhere, which may force them to switch careers. Poor working conditions, pay, hiring decisions, terminations, and performance reviews are some of the variables that contribute to teachers' high mobility (Grissom et al., 2019). However, since younger teachers have more opportunities for career growth when teachers move to other disciplines, the idea of teacher mobility cannot be completely incorrect. Furthermore, quality is transferred to other areas when experienced human resources are transferred. As a result, the less fortunate neighborhoods have improved (Katz, 2018).

Emerging Theme 5: Systemic Issues in DepEd

The slow implementation of technology and educational advancements further exacerbates these challenges, making it difficult for teachers to effectively engage students and adapt to evolving educational standards. Without proper training and access to innovative tools, many teachers feel unprepared to meet the demands of 21st-century education.

Additionally, bureaucratic inefficiencies in promotions and career progression contribute to teacher dissatisfaction. Many educators experience delays in promotions due to rigid policies, favoritism, or inconsistent evaluation systems. Unlike in other countries where teachers have clearer career advancement pathways, the slow and often unclear promotion process in DepEd discourages many from staying long-term. The combination of limited resources, outdated training programs, and a lack of career mobility makes overseas opportunities or positions in private institutions more appealing.

Comparative studies indicate that countries with well-structured career progression frameworks, such as Finland and Singapore, retain teachers more effectively due to clear evaluation metrics and merit-based promotions (Schleicher, 2018). In contrast, in countries like the Philippines, the Department of Education (DepEd) faces criticism for its slow and often opaque promotion processes, which demotivate educators and drive them toward private institutions or overseas opportunities (Bernardo & Mendoza, 2020).

Emerging Themes on the Teachers' Responses to DepEd Reclassification

The emergent themes on the teachers' responses to DepEd reclassification are summarized in 4 emergent themes, derived from a thorough analysis of data. These themes were synthesized from 13 clustered themes.

Emerging Theme 1: Long and Tedious Process

Some teachers prefer reclassification to competitive promotion exams because it is a less stressful process. While promotion exams require extensive preparation and can be highly competitive, reclassification is based on tenure and performance, making it a more appealing option for those who wish to advance their careers without the pressure of examinations. However, the long waiting periods and lack of transparency in the process discourage many educators from staying in the system. The slow pace of career growth in DepEd, combined with heavy workloads and low salaries, contributes to teacher attrition, as they look for alternatives that offer clearer and faster career progression.

The inefficiencies in DepEd's reclassification and promotion system significantly impact teacher morale and retention. The lengthy and unpredictable waiting periods leave many teachers feeling undervalued and stuck in their careers. While some prefer reclassification to competitive promotion exams, the slow processing time remains a major concern. As a result, many educators choose to leave DepEd in search of institutions that offer quicker and more structured career growth.

Since they provided better instruction and had more successful pupils, teachers who were reclassified in teaching positions have high levels of job satisfaction and support education overall (Bernardo & Mendoza, 2020). To improve teaching and make addressing a teacher shortage simpler, it is essential to maintain teachers' high levels of job satisfaction (Falco, 2020).

Emerging Theme 2: Unfair Promotion System

The perceived unfairness in the reclassification and promotion process is another factor contributing to

teacher dissatisfaction in the DepEd system. Many long-serving educators feel that their years of service and experience are overlooked, as younger teachers or new hires sometimes receive promotions more quickly. This situation creates frustration among senior teachers, who believe that career advancement should be based on tenure, dedication, and contributions to the education system. The lack of transparency in the promotion processes further fuels disappointment, as some teachers feel that favoritism or inconsistent criteria play a role in determining who gets promoted.

The slow and seemingly unfair promotion and reclassification process in DepEd demotivates many teachers, especially those who have dedicated years to the profession. When younger or newly hired teachers advance faster than their senior counterparts, long-serving educators feel undervalued and overlooked. This perception of inequality pushes many experienced teachers to leave the system in search of fairer career growth opportunities.

According to Sharif and Nazir's (2016) examination of the several variables and features determining employees' job happiness, the working environment, pay and progression, job security, and degree of fairness all have a significant impact on job satisfaction. They even go so far as to say that low job satisfaction among employees lowers productivity and contributes to both bad overall performance and a high employee turnover rate. They argue that providing competitive pay and opportunities for growth can improve the company's performance, the quality of the services rendered, and employee job satisfaction (Mohammad et al., 2019).

Emerging Theme 3: Career and Financial Considerations and Increased Workload with Minimal Salary Increase

For many teachers, reclassification serves as a stepping stone for better career opportunities, whether within the DepEd system or outside of it. Some educators see it as a means to advance professionally, gaining higher ranks and more responsibilities, while others use it as a credential to qualify for higher-paying jobs abroad. Given the slow and often unpredictable promotion process in DepEd, some teachers pursue reclassification to improve their credentials before transitioning to private schools or international teaching positions that offer better compensation and benefits.

However, reclassification also comes with increased expectations and heavier workloads, which do not always align with the salary adjustments provided. Teachers who undergo reclassification are often assigned more administrative duties, leadership roles, and additional teaching responsibilities, leading to greater job pressure. Unfortunately, the salary increase that comes with reclassification does not always compensate for the additional work, leaving some teachers feeling overburdened and undervalued. As a result, rather than motivating teachers to stay, reclassification sometimes pushes them to leave for institutions that offer better financial rewards and a more balanced workload.

The workload of public school teachers in the Philippines has significantly increased due to administrative tasks, large class sizes, and additional responsibilities beyond teaching (Alonzo & Andres, 2022). Teachers are often required to handle non-teaching duties, such as preparing reports, attending seminars, and managing extracurricular activities, which contribute to burnout and decreased job satisfaction (Serrano & Bien, 2020). Despite these additional tasks, salary increases remain minimal and are not proportional to the growing demands of the profession (DepEd, 2021).

Emerging Theme 4: Job Stability and Patience as Key Factors

Despite the long and often frustrating process of reclassification, some teachers choose to stay in the De

DepEd system because they value job security and stability. The public school system provides consistent employment, benefits, and retirement plans, which are appealing to those who prioritize long-term security over immediate salary increases. These teachers exhibit patience, believing that the benefits of staying in the system outweigh the uncertainties of seeking opportunities elsewhere.

While some teachers leave DepEd in search of better opportunities, others choose to remain due to job security and the structured process of reclassification. Many educators prefer reclassification to competitive promotions, even if it takes years, as it offers a clearer and less stressful path to career advancement. However, the long waiting time and increased responsibilities associated with reclassification still present difficulties.

Teachers who have found success outside of DepEd can finally see the light and experience less stress. Similarly, a lack of work-life balance is one of the main causes of teachers leaving their professions in the middle of their careers (Sahin, 2018). The combination of last-minute report information and administrative work, along with the sense of being mistreated, underappreciated, and underpaid, can be mentally and physically taxing. At the end of the day, this could not in any way assist them in leaving their job at school (Gabriel, 2018).

Emerging Themes on Teachers' Perspectives on Overseas Opportunities

The emerging themes on the teachers' perspectives on overseas opportunities are summarized in 4 emergent themes, derived from a thorough analysis of data. These themes were synthesized from 12 clustered themes.

Emerging Theme 1: Lengthy and Uncertain Reclassification Process

The prolonged and unpredictable nature of the reclassification process creates significant challenges for teachers, leading to frustration and dissatisfaction. Many educators perceive the system as unfair, particularly when promotions are awarded to newer teachers rather than those with longer tenure. This perceived inequity can negatively impact morale, motivation, and overall job satisfaction. Additionally, slow career progression discourages professional growth and may prompt some teachers to seek alternative career opportunities.

The issue highlights the need for a more transparent and efficient reclassification system that values experience while also recognizing merit and performance. Addressing these concerns through clearer policies, timely evaluations, and open communication can help foster a more equitable and motivating work environment for teachers.

The promotion and reclassification process for public school teachers in the Department of Education (DepEd) is often criticized for being slow, bureaucratic, and inconsistent (Bernardo & Mendoza, 2020). Unlike in other countries where teacher career progression follows a well-defined structure, the Philippine education system struggles with inefficiencies that hinder professional growth. Teachers seeking reclassification—moving to a higher salary grade based on merit, experience, and additional qualifications—often encounter prolonged waiting periods, unclear evaluation criteria, and inconsistent implementation across different school divisions (DepEd, 2021).

Emerging Theme 2: Emotional and Psychological Impact on Teachers

The prolonged and uncertain process of reclassification takes a significant emotional toll on teachers, leading to feelings of exhaustion, discouragement, and dissatisfaction. Many educators invest years of

dedication and hard work, only to experience delays that leave them feeling undervalued and unmotivated. The stress associated with career stagnation can negatively impact their overall well-being, affecting both their professional performance and personal lives.

Some teachers prefer reclassification over promotions that require interviews, as the latter can add additional stress and pressure. The fear of rejection and the emotional strain of undergoing assessments contribute to this preference. For many, reclassification represents a fairer and less stressful way to advance in their careers, providing recognition for their years of service without the added anxiety of competitive promotion processes.

The increasing number of teachers seeking overseas employment highlights the challenges faced in their home countries, particularly in terms of career growth, financial stability, and work-life balance (Manuel & Cruz, 2021). While overseas opportunities often offer higher salaries, better working conditions, and structured career progression, they also come with emotional and psychological challenges, including homesickness, cultural adaptation stress, and the pressure of adjusting to a foreign education system (Serrano & Bien, 2020). This section explores the emotional and psychological impact of overseas teaching opportunities on Filipino educators.

Emerging Theme 3: Teachers' Perspectives on Overseas Opportunities in terms of Overseas Opportunities as a Career Alternative

Teachers increasingly view overseas opportunities as a viable path to financial stability and career advancement. Many educators highlight the disparity between their salaries in the Department of Education (DepEd) and the more competitive compensation offered abroad. This financial gap makes overseas employment an attractive option, as it allows teachers to support their families better, invest in personal and professional growth, and improve their overall quality of life.

Beyond financial benefits, professional development is another key factor driving teachers to seek opportunities abroad. Working in international institutions exposes educators to advanced teaching methodologies, diverse learning environments, and modern educational technologies. These experiences enhance their skills, broaden their perspectives, and make them more competitive in the global job market. However, while the benefits are appealing, the transition to working abroad comes with emotional and psychological challenges. Teachers must adapt to new cultural expectations, work environments, and, in some cases, language barriers, which can contribute to stress and homesickness.

Over the past decade, the migration of teachers from the Philippines to other countries has increased due to financial, professional, and systemic challenges in the local education sector (Manuel & Cruz, 2021). Many educators view overseas teaching as a viable career alternative, offering better compensation, structured career progression, and improved working conditions compared to the limitations of the Department of Education (DepEd) (Bernardo & Mendoza, 2020). This section explores the perspectives of teachers regarding overseas opportunities as an alternative career path.

Emerging Theme 4: Teachers' Perspectives on Overseas Opportunities in terms of Challenges of Teaching Abroad

Teaching abroad presents unexpected challenges that require teachers to adapt both personally and professionally. While many educators pursue overseas opportunities for career growth and financial stability, the reality of working in a foreign country can be more demanding than anticipated. One of the most significant hurdles is cultural adjustment, as teachers must adapt to different educational systems,

social norms, and workplace expectations. Language barriers, unfamiliar teaching methodologies, and diverse student behaviors add to the complexity of the experience.

Additionally, the uncertainty of securing and maintaining overseas employment creates a sense of risk. Not all teachers are guaranteed international job placements, and factors such as visa restrictions, contract terms, and performance expectations can impact job security. The emotional strain of being away from family and support systems can also lead to feelings of isolation and homesickness, affecting teachers' overall well-being.

Bautista (2019) found that many teachers perceive overseas employment as a means to support their families, pay off debts, and secure a better future. In countries like the U.S., Filipino teachers hired under special visa programs earn wages that are 3-5 times higher than their salaries in DepEd schools (Gonzales, 2018). This significant financial gap makes overseas teaching an attractive alternative for educators struggling with the slow salary increases in the Philippine education system (DepEd, 2021).

5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter digests the research results, draws conclusions, and makes recommendations. It highlights the primary goal of the summary on teachers' mobility due to reclassification and overseas opportunities.

Summary

In the Philippines, teacher mobility is one of the problems because of overseas opportunities. Some others left their profession due to dissatisfaction and heavy workloads. This study aimed to explore the teachers' mobility due to reclassification and overseas opportunities. This research study employed a qualitative research design specifically, using the transcendental phenomenological inquiry method. The participants involved were 6 teachers who move from DepEd to other agencies, resigned from the service and work overseas and transferred to other station due to reclassification of position. The data were analyzed using Collaizzi Method and Clark Moustakas (1994).

The following are the significant findings of the study:

The themes on the worldview of teachers going in and out of DepEd system includes personal and professional growth, financial security and salary concerns, systemic issues in DepEd, job stress and workload and seeking a 'greener pasture'.

The themes on the teachers' responses to DepEd reclassification includes long and tedious process, unfair promotion system, career and financial considerations and increased workload with minimal salary increase and job stability and patience as key factors.

Teachers' perspectives on overseas opportunities have summarized themes on lengthy and uncertain reclassification process, emotional and psychological impact on teachers, overseas opportunities as a career alternative and challenges of teaching abroad.

Conclusions

The following conclusions were drawn from the findings and the tested hypothesis.

Teachers' decisions to enter or leave the DepEd system are influenced by factors such as job stability, career growth, salary, and workload. While DepEd provides security and the opportunity to serve the public, challenges like slow promotions, financial struggles, and administrative burdens often lead

educators to seek better opportunities elsewhere. Addressing these concerns is crucial to improving teacher retention and ensuring a high-quality education system.

The inefficiencies in DepEd's reclassification and promotion system have a significant impact on teacher morale and retention. Lengthy processing times, perceived unfairness in promotions, and the mismatch between workload and salary increases contribute to frustration and dissatisfaction. As a result, many experienced teachers leave in search of institutions that offer structured career growth, fair advancement opportunities, and better financial rewards.

Inefficiencies in the reclassification process lead to teacher dissatisfaction and turnover, highlighting the need for a fair and transparent promotion system. While overseas opportunities offer financial and professional benefits, they also come with emotional and psychological challenges that require personal and professional adaptation. Enhancing local salaries and professional development opportunities may help retain skilled teachers and improve overall job satisfaction.

Recommendations

Upon a thorough study of the findings, the following actions are recommended:

1. DepEd may implement competitive salary adjustments, streamline the promotion process, and enhance professional development programs to support teachers' career growth.
2. DepEd officials may implement a transparent and efficient promotion system while ensuring salary adjustments align with inflation and workload demands as well as creating a more supportive and sustainable teaching environment.
3. The Department of Education may implement transparent and efficient reclassification system, along with competitive salaries and career development programs, which could retain teachers and reduce the appeal of overseas opportunities.
4. The study was limited to explore the teachers' mobility due to reclassification and overseas opportunities. Research may also focus in comparing the experiences of teachers who remain in the local education system versus those who pursue overseas opportunities to better understand the long-term impacts of career mobility and in-depth exploration of the emotional and psychological effects of career stagnation and international migration on teachers and their families would provide valuable insights into their well-being.

Compliance with Ethical Standards

This study explored the teachers' mobility due to reclassification and overseas opportunities through a phenomenological lens, upholds strict ethical standards to ensure the protection, respect, and dignity of all participants. The following ethical principles guided the research:

Participants were fully informed about the nature, purpose, and scope of the study. Clear consent forms were provided, detailing their right to voluntarily participate or withdraw at any stage without any consequences.

The identities of the participating teachers were protected by using pseudonyms and withholding any identifying information. Data collected were securely stored and accessible only to the researcher to maintain confidentiality.

Given the sensitive nature of topics such as career decisions, frustrations with reclassification, and aspirations for overseas employment, the study approached all interactions with empathy, cultural sensitivity, and respect for personal experiences and opinions.

Every effort was made to ensure that participation in the study would not cause any emotional, professional, or reputational harm. Sensitive questions were carefully phrased, and participants could decline to answer any questions that made them uncomfortable.

Participation was entirely voluntary, with no coercion or undue influence. Teachers were assured that their employment status or relationship with the Department of Education (DepEd) or any other agency would not be affected by their decision to participate or not.

The researcher committed to presenting the findings truthfully and without fabrication or misrepresentation. Participants' narratives were faithfully captured and interpreted within the phenomenological framework.

Prior to the conduct of the study, approval was secured from the appropriate research ethics committee, ensuring that the study complies with institutional and national ethical guidelines for research involving human subjects.

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