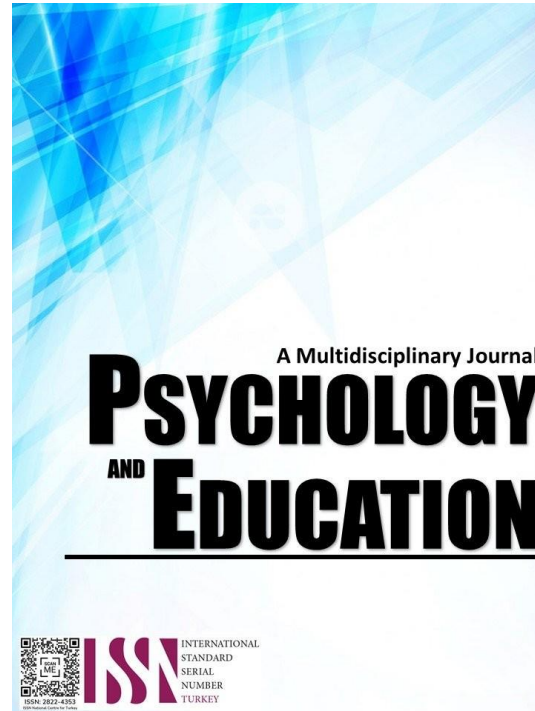


# NAVIGATING CHALLENGES: EDUCATION MANAGEMENT STRATEGIES OF FILIPINO FOREIGN TEACHERS IN TAIWAN CLASSROOMS



**PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 35

Issue 8

Pages: 922-934

Document ID: 2025PEMJ3413

DOI: 10.70838/pemj.350807

Manuscript Accepted: 03-23-2025

## Navigating Challenges: Education Management Strategies of Filipino Foreign Teachers in Taiwan Classrooms

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### Abstract

With the globalization of education, Filipino teachers became integral to international classrooms, particularly in Taiwan. This study explored the challenges and management strategies of Filipino foreign teachers in Taiwan using a qualitative phenomenological approach (Ladson-Billings, 2021). It examined how they navigated cultural, linguistic, and institutional differences while maintaining effective classroom management. The study involved 10 Filipino teachers with two or more years of teaching experience in Taiwan. Participants were recruited through professional networks, and structured interviews were conducted in person or online (Creswell & Poth, 2018). Data were thematically analyzed to identify key patterns and best practices in educational management (Braun & Clarke, 2022). Findings highlighted common challenges such as cultural adaptation, language barriers, and differing educational policies (UNESCO, 2023). Teachers employed various strategies, including culturally responsive teaching methods, differentiated instruction, and collaboration with local educators, to overcome these obstacles and enhance classroom effectiveness (Gay, 2018). Additionally, the study underscored the need for institutional support through mentorship programs, language training, and professional development initiatives. The results provide valuable insights for educators, policymakers, and institutions on improving support systems for foreign Filipino teachers. By addressing these challenges and fostering an inclusive educational environment, schools can enhance the teaching experience of foreign educators and improve learning outcomes for students in multicultural settings. Future research could further explore the long-term impact of cultural adaptation strategies on teaching efficacy and student performance.

**Keywords:** *education management, filipino foreign teachers, taiwan classrooms*

### Introduction

In an increasingly globalized world, teacher mobility became a vital aspect of international education, with educators working in foreign classrooms to meet global demands. Filipino teachers, recognized for their adaptability and resilience, were integral to this trend, often navigating unique challenges while managing diverse classrooms abroad. This study examined the challenges faced by Filipino foreign teachers in Taiwan and the education management strategies they employed to overcome them effectively.

The internationalization of education led to growing teacher migration, fueled by shortages of skilled educators in many countries (UNESCO, 2022). While this addressed global education demands, it also posed challenges such as cultural adaptation, language barriers, and pedagogical differences. These global trends highlighted the need for strategies to ensure effective education management in international settings.

In the Philippines, a significant number of teachers pursued overseas opportunities due to competitive salaries and professional growth. However, this migration impacted the local education sector, exacerbating teacher shortages in underserved areas (Department of Education, 2023). Despite this, Filipino teachers consistently excelled in international classrooms, bringing their training and cultural adaptability to global education.

Taiwan's push for bilingual education under the Bilingual Nation 2030 initiative increased the demand for foreign English teachers. Filipino educators contributed significantly to this goal but faced challenges such as cultural adjustment, communication barriers, and differing educational practices (Ministry of Education, Taiwan, 2023). Understanding how they navigated these hurdles offered valuable insights into fostering effective and inclusive classroom management in Taiwan.

This study sought to illuminate the experiences of Filipino foreign teachers in Taiwan by exploring the challenges they faced and the strategies they employed in managing diverse classroom settings. By examining these experiences, the research aimed to contribute to the broader discourse on global education management, with practical implications for policymakers, educators, and institutions in Taiwan and beyond. Ultimately, the findings underscored the resilience and adaptability of Filipino teachers and their significant role in shaping inclusive and effective international education practices.

### Research Questions

This study aimed to identify the personal and professional challenges encountered by these educators in diverse educational settings. It sought to understand the adaptation processes employed by Filipino teachers as they adjusted their strategies to fit global classroom environments.

The experiences of Filipino foreign teachers in Taiwan offered valuable insights into navigating the complexities of global education. This study aimed to investigate the personal and professional challenges they faced, the role of cultural identity in their classroom

management strategies, the interplay between professional development and classroom environments, and the outcomes that informed actionable improvements in education management practices.

1. What personal and professional challenges do Filipino teachers encounter while teaching in Taiwan classrooms?
2. How does cultural identity influence the classroom management strategies of Filipino teachers in Taiwan?
3. What is the correlation between professional development and classroom management among Filipino teachers in Taiwan?
4. What education management strategies do Filipino teachers in Taiwan find most effective in overcoming challenges?
5. What action plan can be developed to enhance the teaching experiences and professional support systems for Filipino teachers in Taiwan?

## Methodology

### Research Design

This qualitative study aimed to investigate the actual experiences of Filipino teachers working in Taiwanese schools. Beginning with a review of the study's design and research questions, this chapter discussed the techniques used to accomplish the study's goal. Then, the sites, participants, data collection methods, and the researcher's role were explained. The tools for data collection and the system for data analysis were then described in depth. The methods used to determine credibility and address ethical issues rounded out the chapter's conclusion.

This study employed a qualitative phenomenological research design to explore the lived experiences of Filipino foreign teachers in Taiwan. The phenomenological approach was chosen to gain an in-depth understanding of the challenges, adaptation strategies, and education management techniques these teachers used in a foreign educational setting (Creswell & Poth, 2018).

### Participants

The study targeted 10 Filipino teachers currently employed in Taiwan's K-12 education system, ensuring that participants had first-hand experience with the challenges of international teaching. The sampling criteria were as follows:

Must be a Filipino national teaching in Taiwan.

Must have at least two years of teaching experience in Taiwan.

Must be employed in a K-12 institution (public or private).

Must be willing to participate in structured interviews and share experiences.

The study used purposive sampling, a non-random selection method where participants were chosen based on specific qualifications that aligned with the research objectives (Palinkas et al., 2015). A minimum of 10 participants were selected to ensure a rich, qualitative dataset while maintaining feasibility in data collection.

The subject could be directly observed by the researcher in a natural context (Cherry, 2019). Additionally, it supported the external validity of the research by enabling the researcher to explore aspects that could not be altered in a laboratory due to ethical reasons. In other words, maintaining privacy and secrecy during an interview requires a suitable setting free from noise and distractions (Creswell, 2018). The interviews took place in a calm, well-ventilated space without any outside noise interference. However, the researcher conducted online interviews using ZOOM, Google Hangouts, Skype, Facebook, Line, and other software programs as needed due to the participants' geographic locations.

### Instrument

The primary instrument for this study was structured interviews, designed to explore personal and professional challenges, cultural adaptation, and classroom management strategies. The interview guide consisted of open-ended and audio-recorded questions with consent and was later transcribed for thematic analysis. The goal of this online survey was to gather demographic information on Filipino teachers working in Taiwan as a key instrument in the participant selection process. The researcher then reevaluated the data collection strategy by utilizing one-on-one interviews after obtaining the demographic information of the individuals.

Mischler (1986) noted that although interviews were a significant source of data collection, Creswell's (2008) interview model was used to create the interviews. Ten Filipino instructors who worked in Taiwan as foreign teachers were among the interviewees.

The form of interview that best suited this study was semi-structured interviews (Creswell, 2018). Additionally, semi-structured interviews enabled researchers to create in-depth analyses of participant perceptions (Cousin, 2009, p. 71). The use of both open-ended and closed-ended questions allowed for a more flexible and pliable exploration of the interviewee's stance (Fontana & Frey, 2000). Individual interviews served as the investigational platform for the study (Creswell, 2008), and they were conducted in a single period. Interviews with the Filipino teachers one-on-one were used to collect the data. To obtain a well-rounded perspective, the major component of the interview strategy included six different types of questions: background, knowledge, experience, opinion, feeling, and sensory (Patton, 1990).

## Procedure

The following steps were undertaken to collect and analyze data: Participant Recruitment – The researcher disseminated an invitation to participate in the study via a Google Form, which outlined the research objectives, criteria for selection, and ethical considerations. Interested participants were asked to indicate their willingness to take part in the study. Confirmation of Participation – Upon receiving responses through the Google Form, the researcher reviewed the submitted information to ensure that participants met the inclusion criteria. Participant Engagement – The researcher reached out to eligible participants via email or messaging platforms to confirm their participation, provide further details about the study, and address any inquiries they had. Scheduling of Interviews – A mutually convenient date and time for the interview were arranged based on the availability of each participant. Conducting the Interviews & Informed Consent – Prior to the interview, participants were briefed about the research process, confidentiality measures, and their right to withdraw at any stage. Informed consent was obtained before proceeding with the interview. The interviews were conducted through online video calls or other agreed-upon communication platforms to ensure accessibility and convenience. Confidentiality and Anonymity – Throughout the study, the researcher ensured that participants' personal information remained anonymous, as per their preference. Data collected, including interview recordings and transcripts, were securely stored and used solely for research purposes.

## Data Analysis

This study employed qualitative thematic analysis to systematically examine and interpret the responses of Filipino foreign teachers in Taiwan. Thematic analysis was a widely recognized method for identifying, analyzing, and reporting patterns (themes) within qualitative data (Braun & Clarke, 2022). Given the exploratory nature of this research, thematic analysis allowed for a structured yet flexible approach to understanding participants' experiences, challenges, and strategies in navigating Taiwan's education system.

The analysis followed Braun and Clarke's (2022) six-phase framework, beginning with familiarization, in which the researcher transcribed, read, and re-read interview responses to gain a deep understanding of the data. This process allowed for the identification of initial patterns and the documentation of preliminary observations, which were essential for the subsequent stages of analysis (Nowell et al., 2017).

Following familiarization, the next step involved coding, where key phrases and recurring ideas related to classroom management, cultural adaptation, and professional development were systematically highlighted (Vaismoradi et al., 2016). Each meaningful data segment was assigned a code that captured its essence. These codes were then grouped into broader themes, encapsulating shared meanings across the dataset. For instance, responses regarding language barriers and student engagement difficulties formed a theme on "Teaching Challenges in a Multicultural Setting," while insights on classroom strategies contributed to a "Cultural Adaptation Techniques" theme (Guest et al., 2012).

Once themes were identified, they were reviewed and refined to ensure they accurately represented participants' responses. Themes were assessed for coherence, relevance, and distinctiveness, ensuring that they provided meaningful insights into the experiences of Filipino teachers in Taiwan (Nowell et al., 2017). The researcher then defined the scope and central idea of each theme and supported them with direct participant quotations to enhance authenticity and reliability (Maguire & Delahunt, 2017).

Finally, findings were synthesized into a coherent narrative, drawing meaningful connections to existing literature and discussing implications for classroom management, professional development, and educational policies (Merriam & Tisdell, 2016).

## Ethical Considerations

To ensure ethical integrity in this research, several measures were implemented in accordance with established ethical guidelines for qualitative studies (Creswell & Poth, 2018).

First, informed consent was obtained from all participants before data collection. Participants received detailed information about the study's purpose, procedures, and their rights, including the right to withdraw at any time without consequences (Bryman, 2021). This ensured that participation was entirely voluntary and based on informed decision-making. Second, confidentiality and anonymity were strictly maintained. To protect participants' identities, all names and identifying details were removed from the data, and responses were assigned unique codes to prevent any potential identification (Tracy, 2020). Third, data protection measures were implemented to safeguard the collected information. All interview transcripts and audio recordings were securely stored in a password-protected digital archive, accessible only to the researcher. Additionally, these records were scheduled for deletion upon the completion of the research to prevent unauthorized access and uphold confidentiality (Wiles, 2013).

Furthermore, researcher reflexivity was upheld throughout the study to minimize potential bias. Acknowledging the researcher's positionality and ensuring transparency in data interpretation helped maintain objectivity and reliability in the findings (Smith, 2022). By adhering to these ethical considerations, the study ensured the protection, dignity, and privacy of all participants while upholding the integrity of the research process.

## Results and Discussion

This section presents the findings of the study on the education management strategies employed by Filipino foreign teachers in Taiwan

classrooms. The data was collected through structured interviews with participants currently teaching in Taiwan's K-12 education system. The results are categorized according to the research questions and analyzed using thematic analysis, with direct quotes from participants included to support the findings.

### **Personal and Professional Challenges of Filipino Teachers in Taiwan**

Filipino teachers working in Taiwan encounter numerous personal and professional challenges that significantly shape their teaching experiences. These challenges stem from cultural differences, language barriers, and variations in educational expectations. Understanding these struggles provides insight into how these teachers navigate the complexities of working in a foreign academic environment. The themes below highlight the common personal and professional difficulties encountered by Filipino teachers in Taiwan.

#### **Personal Challenges**

One of the most common personal challenges faced by Filipino teachers in Taiwan is the language barrier. Respondents from various locations, including

Taichung and Taipei, shared that,

“communication with students, parents, and colleagues is difficult due to limited Mandarin proficiency.”

One respondent from Kaohsiung mentioned,

“One of the biggest challenges I encountered was the language barrier, especially in communicating with younger students who are not fluent in English.”

Similarly, a teacher from Joy English School stated that,

“students frequently speak Chinese, making it harder to ensure an English-speaking environment in the classroom.”

Another significant challenge is cultural adjustment. Teachers have reported difficulties adapting to Taiwanese customs and expectations, both in the workplace and daily life. A respondent from Taipei shared that,

“the differences in social etiquette, classroom behavior expectations, and work culture initially made them feel isolated.”

Additionally, a respondent from anonymous entry mentioned,

“The cultural differences sometimes make it challenging to connect with students and colleagues, making integration a slow process.”

Several teachers also expressed concerns about homesickness and emotional stress. Being away from family and adjusting to a foreign environment leads to emotional struggles. A respondent from Taichung noted,

“The feeling of loneliness, especially during holidays when I cannot go home, is difficult to handle.”

This challenge is further intensified by the demanding nature of their jobs, leaving them with little time for socializing or self-care. Filipino teachers in Taiwan navigate various personal challenges, from language and cultural barriers to emotional difficulties. These struggles highlight the importance of institutional support, peer networks, and adaptation strategies to enhance their well-being and professional effectiveness.

#### **Professional Challenges**

Filipino teachers in Taiwan also experience challenges related to professional expectations and support systems. One key issue is adjusting to different teaching methods and educational expectations. A respondent from Kaohsiung explained,

“In the Philippines, education is student-centered and interactive, whereas in Taiwan, there is a strong emphasis on rote learning and memorization.”

Another respondent from Joy English School mentioned that

“private schools in Taiwan have strict teaching guidelines that limit creativity in the classroom.”

Another professional challenge is lack of sufficient professional support. While some schools provide workshops and training, many teachers feel that the available resources are inadequate. A teacher from Taipei shared,

“Our school provides professional development workshops, but they focus more on administrative tasks rather than effective classroom management strategies.”

Similarly, a respondent from Kaohsiung noted that while

“government schools offer occasional training; they do not fully address the unique struggles of foreign teachers.”

Filipino cultural background also influences classroom management, which sometimes clashes with Taiwanese norms. Teachers from various locations shared that they emphasize values such as respect, patience, and community spirit, which help in fostering positive relationships with students. However, some expressed difficulties in maintaining discipline within Taiwanese educational standards.

Filipino teachers in Taiwan navigate numerous personal and professional challenges, from language barriers and cultural adjustments to differences in teaching methods and institutional support. Overcoming these obstacles requires adaptability, resilience, and the willingness to embrace new cultural and professional experiences.

Research has shown that foreign teachers thrive when schools provide structured support systems, including language training and cultural integration programs (Hofstede, 2001). Providing more targeted professional development opportunities and inclusive policies can greatly improve their teaching experiences and overall well-being.

### **Cultural Identity and Classroom Management Strategies**

Cultural identity plays a significant role in shaping teaching methods and classroom management strategies for Filipino teachers in Taiwan. Their unique background influences how they engage with students, deliver lessons, and create an inclusive learning environment.

However, adapting these approaches to align with Taiwanese educational expectations presents both opportunities and challenges. This section explores the impact of cultural identity on teaching methods and strategies used to foster inclusivity in the classroom.

#### **Cultural Influence on Teaching Methods**

Filipino teachers bring unique cultural perspectives to their teaching methods, integrating values such as respect, patience, and collaboration into their classrooms. A respondent from Taichung mentioned,

"As a Filipino, I value a nurturing approach, encouraging students through positive reinforcement rather than strict discipline."

Similarly, a teacher from Kaohsiung shared that they

"incorporate "Bayanihan," or community spirit, by fostering group work and peer learning."

Many Filipino teachers emphasize student-centered learning, which contrasts with Taiwan's traditional approach that focuses on structure and memorization. A respondent from Joy English School stated,

"Taiwanese education focuses heavily on memorization, so I try to introduce interactive and student-centered learning methods to balance the approach."

Another teacher from Taipei explained how they integrate,

"storytelling, songs, and role-playing activities to make learning more engaging and meaningful for students."

The use of values-based teaching is another significant cultural influence. Teachers reported that they embed Filipino cultural values such as respect for elders, perseverance, and resilience into their lessons. A respondent from Kaohsiung mentioned,

"I make sure to teach moral lessons alongside English, so students learn not just the language but also life values."

Another teacher from New Taipei added that they,

"encourage students to appreciate hard work and empathy by using real-life examples and moral storytelling."

Filipino teachers also adapt their methods to accommodate Taiwanese students' learning styles and expectations. A respondent from Taoyuan shared,

"I noticed that students respond well to structured learning, so I blend Filipino interactive methods with Taiwan's structured approach by setting clear objectives while keeping lessons engaging."

Similarly, a teacher from Tainan said that,

"while they use traditional worksheets, they combine them with movement-based activities to maintain student interest."

Filipino teachers in Taiwan integrate cultural values such as respect, patience, and collaboration into their teaching methods. They emphasize student-centered learning, contrasting with Taiwan's traditional memorization-focused approach. Teachers incorporate interactive methods like storytelling, songs, role-playing, and group work to enhance engagement.

Additionally, they embed Filipino values, such as perseverance and resilience, into lessons, promoting moral development alongside language learning. To balance teaching styles, they adapt to Taiwanese students' structured learning preferences by combining interactive strategies with clear objectives and traditional materials.

### **Creating an Inclusive Classroom Environment**

Building an inclusive classroom is a priority for Filipino teachers, as they strive to accommodate students' diverse learning needs. A respondent from Taipei shared,

"I ensure that my classroom is a safe space by recognizing different learning paces and providing individualized support where necessary."

Teachers also integrate engaging activities, such as games and storytelling, to make learning more accessible. One of the key strategies is differentiated instruction, where Filipino teachers adjust their teaching methods based on students' needs. A respondent from Kaohsiung explained,

"I divide my class into smaller groups and provide tailored instructions so that both fast and slow learners can progress at their own pace."

Another teacher from Taichung mentioned,

"incorporating visual aids and hands-on activities to support students with different learning styles."

Filipino teachers also make an effort to create a culturally responsive learning environment. A respondent from Joy English School noted,

"By fostering mutual respect, students become more open to different viewpoints, improving their overall classroom experience."

Another teacher from Tainan shared that they introduce

"multicultural themes into lessons, helping students appreciate diversity and global perspectives."

Classroom routines and relationship-building also play a significant role in inclusivity. Teachers reported that they use strategies such as morning greetings, personalized feedback, and team-based activities to build strong relationships with their students. A respondent from New Taipei shared,

"I start every class with a warm-up conversation, asking students about their day. It helps them feel comfortable and more engaged in learning."

Furthermore, Filipino teachers rely on empathy and understanding to bridge cultural differences. A teacher from Kaohsiung mentioned,

"I incorporate culturally diverse materials in my lessons so students can appreciate global perspectives while feeling comfortable expressing their own traditions."

Another respondent from Taoyuan added that they,

"encourage students to share their own cultural backgrounds and experiences during class discussions" to promote inclusivity and respect for diversity.

Filipino teachers bring unique cultural perspectives to their teaching methods, integrating values such as respect, patience, and collaboration into their classrooms. A respondent from Taichung mentioned,

"As a Filipino, I value a nurturing approach, encouraging students through positive reinforcement rather than strict discipline."

Similarly, a teacher from Kaohsiung shared that they incorporate,

"Bayanihan," or community spirit, by fostering group work and peer learning.

Additionally, Filipino teachers often contrast their experience with Taiwan's educational system, which leans towards structured and disciplined instruction. One respondent from Joy English School stated,

"Taiwanese education focuses heavily on memorization, so I try to introduce interactive and student-centered learning methods to balance the approach."

Another respondent from Joy English School noted,

"By fostering mutual respect, students become more open to different viewpoints, improving their overall classroom experience."

### **Professional Development and Classroom Management**

Professional development plays a crucial role in equipping Filipino teachers in Taiwan with the necessary skills to navigate classroom challenges effectively. Training programs and continuous learning opportunities impact their teaching methodologies, while their ability to adapt to Taiwan's structured classroom environment influences their success. This section explores the significance of training programs and how Filipino teachers adjust to Taiwan's educational expectations.

### **Impact of Training Programs**

Filipino teachers in Taiwan undergo various training programs, but the impact of these initiatives varies depending on the institution and accessibility of resources. A respondent from Kaohsiung shared,

"Our school offers periodic workshops, but they focus more on administrative tasks rather than effective teaching strategies."

Similarly, a teacher from Taipei noted that while training sessions are available, they are often not tailored to the specific challenges faced by foreign teachers.

However, some teachers find professional development beneficial. A respondent from Taichung stated,

"The training sessions on classroom management helped me understand Taiwanese students' behavioral expectations, making it easier to handle discipline issues."

Another teacher from Tainan emphasized the usefulness of Mandarin language courses, explaining that

"learning basic Mandarin through school-sponsored classes helped me communicate better with my students and colleagues."

Despite these opportunities, many Filipino teachers feel that additional, more comprehensive training is needed. A respondent from Taoyuan shared,

"I wish there were more training programs focused on integrating interactive teaching methods with Taiwan's rigid curriculum."

Another teacher from New Taipei expressed that,

"professional development initiatives should include cross-cultural training to help foreign teachers adjust to Taiwanese classroom norms."

The impact of training programs for Filipino teachers in Taiwan varies based on institutional support and resource availability. While some schools offer workshops, they often focus on administrative tasks rather than effective teaching strategies. Some teachers find training on classroom management and Mandarin language courses helpful for communication and discipline. However, many feel the need for more comprehensive programs, particularly in integrating interactive teaching methods with Taiwan's structured curriculum and providing cross-cultural training to help foreign teachers adapt to local classroom norms.

### **Adapting to Taiwan's Classroom Environment**

Adapting to Taiwan's classroom environment is a significant challenge for Filipino teachers due to differences in teaching styles, student behavior, and school expectations. A respondent from Joy English School stated,

"In Taiwan, students are used to structured learning, so I had to modify my interactive teaching style to fit their expectations while keeping lessons engaging."

Similarly, a teacher from Kaohsiung explained that they initially struggled with classroom discipline, saying,

"I had to adjust to Taiwan's more passive disciplinary approach, where teachers rely more on structure rather than strict consequences."

Many Filipino teachers find it necessary to blend their teaching methods with Taiwan's traditional approach. A respondent from Tainan shared,

"I use a mix of structured drills and interactive activities so students remain focused while still enjoying the lessons."

Another teacher from Taichung mentioned that they

"incorporate visual and kinesthetic learning techniques to cater to different learning styles."

Classroom management also involves building rapport with students. A respondent from Taipei shared,

"By showing genuine care and interest in students' well-being, I was able to gain their trust, which helped with classroom discipline."

Similarly, a teacher from Taoyuan emphasized the importance of understanding students' expectations, stating,

"Taiwanese students respond well to positive reinforcement, so I always make sure to praise their efforts to keep them motivated."

Another key adaptation is understanding the school's expectations and policies. A respondent from New Taipei shared,

"At first, I found it challenging to meet the school's strict academic goals, but over time, I learned how to balance these expectations with my own teaching style."

Meanwhile, a teacher from Kaohsiung noted that

"adapting to Taiwan's education system requires patience, flexibility, and constant learning from colleagues and school administrators."

Filipino teachers in Taiwan face challenges adapting to the structured classroom environment, requiring them to modify their interactive

teaching styles. Many blend structured drills with interactive activities to keep students engaged while maintaining discipline.

Classroom management strategies include building rapport with students, using positive reinforcement, and incorporating visual and kinesthetic learning techniques. Teachers also adjust to school expectations by balancing academic goals with their own teaching styles. Successful adaptation requires patience, flexibility, and collaboration with local educators to understand school policies and student expectations.

### **Effective Education Management Strategies**

Professional development plays a crucial role in equipping Filipino teachers in Taiwan with the necessary skills to navigate classroom challenges effectively. Training programs and continuous learning opportunities impact their teaching methodologies, while their ability to adapt to Taiwan's structured classroom environment influences their success. This section explores the significance of training programs and how Filipino teachers adjust to Taiwan's educational expectations.

### **Adaptation Techniques**

Adapting to a new educational environment requires flexibility and resourcefulness. Filipino teachers employ different strategies to adjust to Taiwan's classroom culture. A respondent from Huwei shared,

"At first, I struggled with the rigid structure of Taiwanese schools, but I learned to integrate small interactive activities within the structured curriculum to maintain students' interest."

Similarly, a teacher from Keelung mentioned,

"I found that blending traditional teaching methods with visual learning tools like flashcards and digital presentations helped students stay focused and retain information better."

Another key adaptation is adjusting to school discipline and classroom behavior expectations. A respondent from Tatung shared,

"Taiwanese students are accustomed to strict classroom rules, so I had to adapt by balancing discipline with an encouraging approach that motivates students to participate."

Meanwhile, a teacher from New Taipei noted that cultural understanding plays a significant role, stating,

"By observing local teachers, I learned how to implement Taiwan's classroom norms while still adding my personal teaching style."

Filipino teachers also adapt through collaboration with local educators. A respondent from Wulin shared,

"I seek advice from my Taiwanese co-teachers to better understand the students' needs and align my lessons with their expectations."

Another teacher from Keelung emphasized the importance of learning from experience, saying,

"Every class is different, so I constantly refine my teaching approach based on student responses and school feedback."

Filipino teachers in Taiwan adapt to the local education system by integrating interactive activities within the structured curriculum and using visual learning tools to enhance student engagement. They balance strict classroom discipline with encouragement to motivate students while observing local teachers to align with Taiwanese classroom norms. Collaboration with local educators helps them better understand student needs, and they continuously refine their teaching methods based on experience and feedback.

### **Enhancing Student Engagement**

Maintaining student engagement is a top priority for Filipino teachers, and they utilize various strategies to keep their students actively participating in lessons. A respondent from Huwei mentioned,

"I use storytelling and role-playing to make learning more interactive and relatable for my students."

Similarly, a teacher from New Taipei shared,

"I incorporate movement-based activities and songs, especially for younger students, to keep them engaged and excited about learning."

Many teachers use personalized learning approaches to address different student needs. A respondent from Tatung explained,

"Some students struggle with English, so I provide additional visual aids and one-on-one support to help them catch up."

Another teacher from Wulin added,

"I modify my lessons based on students' interests—if they love sports or cartoons, I integrate these topics into English exercises to make learning fun and relevant."

Technology also plays a crucial role in engagement strategies. A respondent from Keelung shared,

"Using educational apps and interactive games helps students remain attentive and motivated to participate in class activities."

Meanwhile, a teacher from Tainan mentioned,

"I allow students to express their creativity by incorporating art and project-based learning into my lessons."

Filipino teachers also emphasize positive reinforcement and encouragement. A respondent from New Taipei noted,

"I make sure to celebrate small achievements by giving verbal praise or classroom rewards, which boosts students' confidence and motivation."

Another teacher from Keelung highlighted the importance of a supportive learning environment, stating,

"When students feel safe and encouraged, they are more likely to engage actively in class."

Filipino teachers in Taiwan prioritize student engagement by using interactive methods such as storytelling, role-playing, movement-based activities, and songs. They personalize lessons to meet individual student needs, incorporating visual aids, interests, and real-life contexts. Technology, including educational apps and interactive games, enhances motivation and participation. Creativity is encouraged through art and project-based learning. Additionally, teachers emphasize positive reinforcement, celebrating small achievements and fostering a supportive learning environment to boost students' confidence and active involvement in lessons.

Furthermore, fostering cross-cultural understanding between foreign teachers and local stakeholders can enhance collaboration and create a more inclusive educational environment (Triandis, 2009). Schools that implement mentorship programs and peer support networks for foreign teachers can significantly ease their transition and improve their overall job satisfaction. Recognizing and addressing these challenges is key to ensuring a positive and productive teaching experience for Filipino educators in Taiwan.

### **Action Plan for Institutional Support**

Institutional support plays a crucial role in the success and well-being of Filipino teachers in Taiwan. Many educators face challenges related to communication, cultural adaptation, professional growth, and workplace expectations. By addressing these concerns through structured policies and institutional backing, schools can enhance teacher effectiveness, job satisfaction, and overall classroom management. This section presents key recommendations and proposed policies based on the experiences of Filipino teachers across various locations in Taiwan.

### **Recommendations for Institutional Support**

Filipino teachers in Taiwan highlight the need for stronger institutional support to enhance their teaching experience and well-being. A respondent from Taichung stated,

"Schools should provide more language training for foreign teachers to help them communicate effectively with students and parents."

Another teacher from Kaohsiung suggested implementing cultural orientation programs, saying, "A structured cultural adaptation program would ease the transition for new teachers."

Teachers also emphasize the importance of professional development opportunities. A respondent from Joy English School noted,

"Workshops should focus on effective teaching strategies rather than just administrative requirements."

Similarly, a teacher from Taipei shared that

"having mentorship programs where experienced foreign teachers guide newcomers would be beneficial."

Another teacher from Huwei added,

"Encouraging social activities among foreign teachers can help build a sense of community and reduce isolation."

Furthermore, Filipino teachers recommend better collaboration between foreign and local teachers. A respondent from Keelung suggested,

"Regular meetings or team-building activities with local teachers can improve cooperation and teaching outcomes."

Another teacher from Tatung added,

"Local teachers can help foreign teachers understand school expectations, making the adaptation process smoother."

Filipino teachers in Taiwan emphasize the need for stronger institutional support, including language training and cultural orientation programs to ease their transition. They recommend professional development workshops focused on effective teaching strategies and mentorship programs for new teachers.

Additionally, improved collaboration between foreign and local teachers through regular meetings and team-building activities can enhance cooperation and teaching effectiveness.

### **Proposed Policy Improvements**

Filipino teachers in Taiwan have provided various insights on how institutional policies can be improved to better support foreign educators. A respondent from Taichung suggested,

"Schools should provide clearer contract terms to define job responsibilities and avoid misunderstandings."

A teacher from Joy English School and Taipei stressed the need for improved professional support. One respondent shared,

"More training programs should be available for foreign teachers, focusing on effective teaching strategies for Taiwanese students."

Additionally, respondents from Keelung and New Taipei advocated for better collaboration between local and foreign teachers. A teacher from Keelung noted,

"Workshops or meetings that bring together local and foreign teachers can foster better communication and teamwork in schools."

Meanwhile, a respondent from Tatum emphasized that,

"Teacher evaluation systems should be adapted to consider the challenges faced by foreign teachers, ensuring a fair assessment of their performance."

Lastly, a respondent from Wulin suggested that,

"Schools should implement bilingual support staff to assist foreign teachers in administrative and classroom tasks, making it easier to manage daily responsibilities."

The challenges faced by Filipino teachers in Taiwan highlight the need for strong institutional support and policy reforms. By improving professional development opportunities, addressing language barriers, and enhancing collaboration with local teachers, educational institutions can create a more inclusive and supportive environment.

Research by Hofstede (2001) emphasizes the importance of cultural adaptation in workplace integration, while Walker and Riordan (2010) suggest that structured mentorship and collaboration are key to foreign teacher success. These findings reinforce the necessity of targeted policies to improve the teaching experiences of Filipino educators in Taiwan.

Filipino teachers in Taiwan face significant personal and professional challenges, primarily due to language barriers, cultural differences, and educational expectations. Many struggle with limited Mandarin proficiency, making communication with students, parents, and colleagues difficult (Hofstede, 2001). Cultural adjustment is another major challenge, as teachers navigate differences in social etiquette, classroom behavior, and work culture, often leading to feelings of isolation. Emotional stress and homesickness further compound these difficulties, highlighting the need for institutional support and peer networks (Triandis, 2009).

Professionally, Filipino teachers must adapt to Taiwan's structured, memorization-based teaching style, which contrasts with the interactive, student-centered approach they are accustomed to. Many teachers report that professional development workshops focus more on administrative tasks than on effective teaching strategies. The lack of comprehensive training tailored to foreign teachers' needs creates difficulties in classroom management and instructional adaptation (Walker & Riordan, 2010).

Filipino teachers integrate their cultural values into classroom management and teaching methods. Many employ student-centered learning techniques, incorporating storytelling, songs, role-playing, and group activities to make lessons more engaging. This approach contrasts with Taiwan's traditional emphasis on memorization (Brown, 2007). Additionally, Filipino values such as "Bayanihan" (community spirit), perseverance, and respect for elders are embedded into their teaching to instill moral lessons alongside language learning.

To foster inclusivity, Filipino teachers implement differentiated instruction, recognizing different learning paces and needs. Strategies such as small-group instruction, visual aids, and interactive activities help engage students and accommodate diverse learning styles. Creating a culturally responsive classroom environment is also a priority, as teachers introduce multicultural themes and encourage students to share personal experiences, fostering an appreciation for diversity (Banks, 2009).

The effectiveness of professional development programs for Filipino teachers in Taiwan varies based on institutional support. While some teachers benefit from training in classroom management and Mandarin language courses, others find existing programs inadequate. Many suggest that training should focus on integrating interactive teaching methods with Taiwan's rigid curriculum and providing cross-cultural education to help foreign teachers adjust (Guskey, 2002).

Adaptation techniques include blending traditional Taiwanese teaching methods with interactive approaches. Teachers incorporate visual aids, movement-based activities, and structured drills to balance engagement and discipline. Collaboration with local educators also plays a crucial role, as teachers seek advice from Taiwanese colleagues to align lessons with students' expectations. Constant reflection and modification of teaching strategies based on student responses further aid in effective classroom management (Fullan, 2011).

Filipino teachers in Taiwan navigate various personal and professional challenges, requiring adaptability, resilience, and institutional support. Research suggests that structured mentorship, cultural training, and professional development significantly enhance the

experience of foreign teachers (Hofstede, 2001; Triandis, 2009). Schools must prioritize policies that foster cross-cultural understanding and inclusive education management to improve teaching effectiveness and foreign teacher retention.

In conclusion, strengthening institutional support, cultural adaptation, and professional development is key to improving the experiences of Filipino teachers in Taiwan. As globalization continues to shape education, fostering inclusivity and collaboration between local and foreign teachers will not only benefit educators but also enrich the learning experiences of students.

## Conclusions

Based on the findings, the study concludes that Filipino foreign teachers in Taiwan experience multifaceted challenges that require adaptability and resilience. Their cultural identity serves as a strength, allowing them to create warm, student-friendly classroom environments that improve learning outcomes. However, language barriers and differences in teaching methodologies remain significant challenges that require institutional support to overcome.

Professional development plays a critical role in helping teachers refine their strategies and integrate effectively into Taiwan's education system. Teachers who actively seek mentorship and engage in workshops report greater success in adapting to local teaching expectations. This highlights the importance of ongoing learning and peer support networks for foreign educators.

Furthermore, the study underscores the necessity for Taiwanese schools and government agencies to implement structured support programs. Schools that provide training on cultural adaptation, classroom management, and language assistance create more inclusive environments for foreign teachers, ultimately benefiting both educators and students. As one participant from Keelung stated, "Understanding both the local culture and educational system is key to effective teaching."

In conclusion, Filipino teachers in Taiwan navigate their professional challenges through cultural adaptability, professional growth, and institutional collaboration. Their experiences provide valuable insights into international education management, emphasizing the need for stronger policies that support the integration and professional success of foreign educators.

To address the challenges identified in this study, the following recommendations are proposed. These recommendations are informed by both the findings of this research and relevant literature on international education management.

For Filipino Teachers in Taiwan Filipino teachers should actively seek professional development opportunities to enhance their classroom management skills and cultural adaptability. Participation in classroom management workshops, bilingual education training, and mentorship programs can provide valuable guidance in navigating Taiwan's educational landscape. As one participant from Taipei emphasized, "Workshops and classroom management have been very useful." This aligns with Guskey's (2021) Theory of Teacher Change, which highlights that continuous professional learning contributes to effective teaching strategies and better student outcomes.

Furthermore, strengthening support networks with fellow foreign teachers can provide valuable insights and emotional support. A participant from Huwei shared, "Talking to fellow Filipino teachers gave me practical advice that I didn't get from formal training." Research by Deardorff (2021) highlights the importance of peer support networks in fostering intercultural competence, making them essential for foreign educators adapting to a new environment.

Additionally, learning basic Mandarin can improve communication with students, parents, and colleagues, leading to better integration. According to Ministry of Education Taiwan (2023), proficiency in Mandarin is beneficial for enhancing classroom interaction and understanding school policies. Structured language courses should be encouraged among foreign teachers to bridge communication gaps.

Taiwanese schools should implement structured onboarding programs to help foreign teachers understand local education policies, cultural expectations, and administrative procedures. A teacher from Kaohsiung suggested, "A well-organized orientation and basic Mandarin training would significantly help foreign teachers adjust." This aligns with Ingersoll & Strong's (2018) research, which found that structured teacher induction programs lead to higher job satisfaction and retention rates.

Providing language training support and mentorship programs will further ease the adjustment process. A mentorship initiative pairing foreign teachers with experienced local educators can improve their understanding of classroom norms and institutional expectations. As one participant from Tatung noted, "I found mentorship programs with senior teachers very helpful in adjusting to the new system." Bryman (2021) also emphasizes that mentorship fosters teacher development and professional integration.

Additionally, schools should develop clearer guidelines on grading systems, discipline policies, and classroom expectations. Many Filipino teachers reported confusion over Taiwan's grading structures and behavioral management policies, which could be resolved by standardized training materials and support workshops. Evertson & Weinstein (2021) highlight that clear policies and expectations improve classroom management effectiveness and reduce teacher stress.

For Policymakers and Government Agencies - Policymakers should strengthen policies that protect and support foreign educators, ensuring fair employment conditions, equitable evaluation methods, and access to professional development initiatives. Encouraging cross-cultural collaborations between foreign and local teachers is essential in advancing Taiwan's bilingual education goals (Ministry

of Education Taiwan, 2023). Collaborative programs that involve shared lesson planning, peer observations, and co-teaching initiatives can enhance teaching effectiveness and cultural integration.

Government agencies should also conduct regular evaluations of foreign teacher support programs to identify areas for improvement. This includes assessing language support services, reviewing training effectiveness, and ensuring fair compensation policies. As Hofstede (2001) highlights, successful international education systems prioritize cultural adaptation and institutional inclusivity.

For Future Researchers. Future research should explore the long-term impact of foreign teachers on Taiwan's education system, particularly in relation to student outcomes, teacher retention, and bilingual education initiatives. Comparative studies between Filipino teachers and other foreign educators could provide insights into best practices for international education management. Jansen (2022) found that cross-cultural comparative studies enhance understanding of the effectiveness of foreign teaching strategies across different national contexts.

Additionally, future research should evaluate the effectiveness of professional development programs in improving foreign teachers' classroom performance and cultural adaptation. Merriam & Bierema (2020) emphasize that structured training programs significantly impact teacher confidence and instructional effectiveness.

The findings of this study highlight the critical role of institutional support, cultural adaptation, and professional development in enhancing the teaching experiences of Filipino educators in Taiwan. As foreign teachers navigate linguistic, cultural, and professional challenges, structured training programs, mentorship initiatives, and clear policy guidelines become essential for their success. Filipino teachers should actively pursue professional development opportunities, such as bilingual education training and mentorship programs, to refine their classroom management skills and cultural adaptability.

Ultimately, the success of Filipino teachers in Taiwan is a collaborative effort that requires proactive engagement from teachers, educational institutions, policymakers, and researchers. By addressing key challenges and implementing strategic reforms, Taiwan can foster a more inclusive, effective, and culturally responsive education system that benefits both educators and students alike.

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