

CAREER ADVANCEMENT OPPORTUNITIES OF MIGRANT FILIPINO TEACHERS IN THAILAND

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Abstract- *The study determined the extent of opportunities of career advancement for migrant Filipino teachers in Thailand. Specifically, the following sub-problems were answered. This study was guided by the hypothesis that was formulated that there is no significant relationship between extent of opportunities of the career advancement for Migrant Filipino Teachers in Thailand and the profile variables of respondents.*

The descriptive research design was used in the study. Purposive sampling technique was used in determining the respondents from migrant Filipino teachers in Thailand. The research instrument that was used in gathering the data is a questionnaire distributed and retrieved by the researcher. The data gathered were analyzed and interpreted using frequency counts, percentages, mean, Spearman-rho correlation coefficient and Point Biserial and Likelihood Ratio.

Based on the results and findings accumulated, the following conclusions were generated: majority of the migrant Filipino teachers in Thailand are female young adults who are Roman Catholic believers, are teaching in the government schools for few years with a minimum qualification of college degree and specialization in English and sufficient number of seminars attended; migrant Filipino teachers perceive positive career advancement opportunities; and age and sex have moderate effect on the extent of opportunities of the career advancement for migrant Filipino teachers in Thailand.

Based on the above mentioned findings and conclusions, the following recommendations are hereby presented: migrant Filipino teachers in Thailand may establish professional development program or activities thru their organizations or religious affiliations. Partnership with institutions for graduate degree programs may be one of the main objectives of the program to be established. Further, migrant Filipino teachers are encouraged to participate and explore on different programs or activities that may enhance their awareness and motivation for the advancement of their teaching careers.

Moreover, since age and sex have moderate effect on the extent of opportunities of the career advancement for migrant Filipino teachers in Thailand, it is recommended that further studies may be conducted to explore all possibilities which may become basis for developments of policies and guidelines for improved career advancement program.

To further enhance the career advancement opportunities for teachers, a proposed training plan for career advancement for migrant Filipino teachers is recommended.

Keywords: *Teaching Career Advancement, Migrant Filipino Teachers, Career Opportunities*

INTRODUCTION

Career advancement refers to the upward progression of one's career. An individual can advance by moving from an entry-level job to a management position within the same field, for instance, or from one occupation to another.

Climbing the corporate ladder within the same occupation may be the result of gaining experience and possibly completing additional training. When one advances by changing careers, that person may transition to a related profession that has greater educational

requirements and responsibilities. One example would be a physical therapy aide who goes to school to become a physical therapy assistant. The first job requires just a high school diploma and the second, an associate degree.

When exploring an occupation you are considering, learn about the advancement opportunities that will be available after gaining experience. If you crave new challenges and increasing responsibilities, a career that lacks growth opportunities will become dull over time. Career dissatisfaction will soon follow. If there is no room to move up, you may have to move out. Career change isn't easy—it takes time, energy, and money—which explains why many people are stuck in dissatisfying careers. It is better to know up front whether opportunities for growth lie ahead.

In the teaching industry, a significant challenge retaining effective educators has been finding ways to offer teachers satisfying career paths that allow them to take on significant roles and responsibilities and earn higher salaries without leaving the classrooms they love. Teachers long for opportunities that recognize their talents and allow them to contribute to transforming their schools into more effective centers for learning. Moreover, teachers who may have interest in moving to an administrative role would benefit from avenues that allow them cultivate their skills over time while still serving as effective teachers (1).

As Madeleine Fennell, Chair of the NEA Commission on Effective Teachers and Teaching, has said, it is "time to blast open the glass ceiling or glass door of advancement in the [teaching] profession." A new vision of the profession would offer accomplished teachers multiple pathways to advance their careers without leaving the classroom. Development and advancement could occur at every stage of a teacher's career, based on demonstrations of effectiveness with students and colleagues (4).

One vision of such career pathways might look like this (5). New graduates—or perhaps those still in preparation programs—might enter the profession as Residents, working under the supervision of Master teachers until

certified. Once aspiring teachers demonstrate basic proficiency in the classroom and are certified, they become Novice teachers. In the Novice status as teacher of record, teachers might continue developing knowledge and skills for several years, working with a Master teacher or mentor, before earning full Professional status and receiving substantially higher pay. Earning Professional teacher status would require a teacher to demonstrate effective teaching, including successive years of improving student outcomes. Novice teachers unable to demonstrate effectiveness in a reasonable amount of time would not remain teachers.

Once Novice teachers advance to Professional status, they could remain in the classroom for the rest of their careers if desired, but they would have other options. Some may want to remain teachers but mentor Novice or Resident teachers for part of the day as Master teachers. Others may prefer to spend part of their day taking on leadership responsibilities, such as planning community outreach, developing curriculum, or planning professional development, as Teacher Leaders. Teachers would be offered a career lattice that recognizes varying professional strengths and interests and matches experience, desire and expertise with commensurate levels of responsibility and compensation.

Principals too will be selected based on their ability to be instructional leaders and managers of the complex dynamics in schools. Leaders in districts will look for teacher leaders who would make excellent principals and develop their skills. If a teacher decides to become a principal, he or she will get additional preparation to be certified as a principal, including significant clinical experience in a leadership capacity.

With the numerous opportunities through career advancement (6) in the lives of employees particularly the Filipino migrant teachers in Thailand, the researcher seeks to explore its potential to maximize its impact.

STATEMENT OF THE PROBLEM

This study will determine the extent of opportunities of career advancement for migrant Filipino teachers in Thailand. Specifically, it will answer the following questions:

1. What is the profile of the teachers in terms of the following:
 - a. age
 - b. sex;
 - c. civil status;
 - d. religion;
 - e. type of school they are teaching;
 - f. highest educational attainment;
 - g. field of specialization;
 - h. years in teaching service in Thailand;
 - i. year or grade level being taught;
 - j. number of relevant seminars/trainings attended?

2. What is the extent of opportunities of career advancement for Migrant Filipino teachers in Thailand along with:
 - a. Teaching;
 - b. School Direction;
 - c. Education Management; and
 - d. Education Supervision?

3. Is there a significant relationship between extent of opportunities of the career advancement for Migrant Filipino teachers in Thailand and the profile variables of respondents?

RESEARCH

METHODOLOGY

The descriptive research design was used in the study. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject (2) .

Respondents of the Study

The respondents of the study are the Filipino migrant teachers in Bangkok, Thailand.

Purposive sampling technique will be used in determining the respondents of the study. Purposive sampling is a non-probability sampling method and it occurs when elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a sound judgment, which will result in saving time and money (3).

Research Instruments

The questionnaire was utilized as the main instrument of the study. A questionnaire is a research instrument consisting of a series of questions (or other types of prompts) for the purpose of gathering information from respondents. There is one set questionnaire with two parts was used in gathering the data. The first part is personal profile of the Filipino migrant teachers in Thailand. Second part is the extent of opportunities of career advancement of Filipino migrant teachers in four clusters including extended role, department head, school administrator, and professorship.

Data Gathering Procedure

As soon as the questionnaire will be found as valid instrument for research, the researcher will prepared a letter the school authorities in Bangkok, Thailand to administer the questionnaire. It will then be administered to the Filipino migrant teachers in Thailand.

The retrieval of the questionnaires will done by the researcher herself with the help of some friends concerned. Utmost care will be observed both in the conduct and retrieval of the questionnaire to be able to gather the most relevant data needed in this research.

RESULTS AND DISCUSSION

PROFILE OF MIGRANT FILIPINO TEACHERS

The profile of migrant Filipino teachers in Thailand is described in terms of age, sex,

civil status, religion, type of school they are teaching, highest educational attainment, field of specialization, years in teaching service in Thailand, year or grade level being taught, and number of relevant seminars/trainings attended. The results acquired are presented in the succeeding table.

Age

Table 2 shows that majority of the migrant Filipino teachers in Thailand who responded in the study are in the age range of 31-40 years old which consists of 25 teachers or 50% of the total percentage. On the other hand, there are 17 or 34% are in the age range of 21-30 years. This indicates that migrant Filipino teachers are dominated by teachers in early adult stage.

Table 2
Profile of Migrant Filipino Teachers
n=50

Profile	Category	Frequency	Percentage
Age	21-30	17	34.0
	31-40	25	50.0
	41-50	8	16.0
Sex	Male	18	36.0
	Female	32	64.0
Civil status	Single	25	50.0
	Married	25	50.0
Religion	Catholicism	30	60.0
	Born Again	8	16.0
	Christian Seventh Day Adventist	8	16.0
	Others	4	8.0
Type of school taught	Private	13	26.0
	International School	15	30.0

Highest Educational Attainment	Government School	22	44.0
	Doctorate Degree	1	2.0
	With Units in Doctorate Degree	4	8.0
	Master's Degree Holder	5	10.0
	With Units in Master's Degree	10	20.0
	Bachelor's Degree	30	60.0
Field of Specialization	English	22	44.0
	Math	8	16.0
	Science	11	22.0
	Physical Education	3	6.0
	Others	6	12.0
Years of teaching service in Thailand	1-5	14	28.0
	6-10	17	34.0
	11-15	13	26.0
	15-20	3	6.0
	21-25	2	4.0
	26 and more	1	2.0
	Pre-School	1	2.0
Year or grade level being taught	Elementary	26	52.0
	Junior High School	15	30.0
	Senior High School	5	10.0
	College	3	6.0
Number of Relevant Trainings and Seminars	1-5	14	28.0
	6-10	8	16.0
	11-15	16	32.0

attended	15-20	9	18.0
	21 and more	3	6.0

indicates that migrant Filipino teachers in Thailand are dominated by teachers in the government schools.

Sex

Table 2 presents that majority of the migrant Filipino teachers in Thailand who responded in the study are female which consists of 32 teachers or 64% of the overall percentage. Meanwhile, there are 18 teachers or 36% are male. This suggests that migrant Filipino teachers in Thailand are dominated by female teachers.

Highest Educational Attainment

Table 2 presents that most of the migrant Filipino teachers in Thailand who responded in the study have bachelor's degree which consists of 20 teachers or 60% of the overall percentage. Meanwhile, there are 10 teachers or 20% earned units in Master's degree, 5 teachers or 10% are master's degree holder, 4 teachers or 8% earned units in doctorate degree and the remaining 1 teacher or 2% have doctorate degree. This suggests that migrant Filipino teachers in Thailand are dominated by teachers with the minimum qualification to teach which is having a college degree or diploma.

Civil Status

Table 2 reveals that majority of the migrant Filipino teachers in Thailand who responded in the study are either single or married which consists of 25 teachers or 50%, respectively. This signifies that there a neutral balance in terms of civil status for migrant Filipino teachers in Thailand.

Field of Specialization

Table 2 reveals that most of the migrant Filipino teachers in Thailand who responded in the study specialize in English which consists of 22 teachers or 44% of the overall percentage. Meanwhile, there are 11 teachers or 22% specialize in Science, 8 teachers of 16% specialize in Math, 6 teachers or 12 specialize in other subjects which were not mentioned, and the remaining 3 teachers or 6% specialize in Physical Education. This signifies that migrant Filipino teachers in Thailand are dominated by teachers who specialize in English and Science subjects.

Religion

Table 2 displays that majority of the migrant Filipino teachers in Thailand who responded in the study are Roman Catholics which consists of 30 teachers or 60% of the overall percentage. Meanwhile, there are 8 teachers or 16% are Born Again Christians and Seventh Day Adventists, respectively. The remaining 4 teachers of 8% belong to other religions. This denotes that migrant Filipino teachers in Thailand are dominated by Roman Catholic believers.

Years of Teaching Service in Thailand

Table 2 displays that most of the migrant Filipino teachers in Thailand who responded in the study have 6-10 years of teaching experience in Thailand which consists of 17 teachers or 34% of the overall percentage. Meanwhile, there are 14 teachers or 28% have 1-5 years of service, 13 teachers or 26% have 11-15 years of experience, 3 teachers or 6% have 15-20 years, 2 teachers or 4% have 21-25 years and the remaining 1 teacher or 2% have 26 and

Type of School Taught

Table 2 shows that most of the migrant Filipino teachers in Thailand who responded in the study are teaching in government schools which consists of 22 teachers or 44% of the overall percentage. Meanwhile, there are 15 teachers or 30% are teaching in international schools and the remaining 13 teachers or 26% are teaching in the private schools. This

more years of teaching in Thailand. This denotes that migrant Filipino teachers in Thailand are dominated by teachers with 1-10 years of teaching service in Thailand.

Year or Grade Level Taught

Table 2 shows that majority of the migrant Filipino teachers in Thailand who responded in the study are employed in the elementary level which consists of 26 teachers or 52% of the overall percentage. Meanwhile, there are 15 teachers or 30% are employed in the Junior High School level, 5 teachers or 10% are employed in the Senior High School level, 3 teachers or 6% are employed in College level, and the remaining 1 teacher or 2% are employed in the pre-school level. This indicates that migrant Filipino teachers in Thailand are dominated by teachers employed in the elementary level.

Number of Relevant Trainings and Seminars Attended

Table 2 presents that most of the migrant Filipino teachers in Thailand who responded in the study have 11-15 seminars and trainings attended which consists of 16 teachers or 32% of the overall percentage. Meanwhile, there are 14 teachers or 28% have 1-5 seminars and trainings attended, 9 teachers or 18% have 15-20 seminars and trainings attended, 8 teachers or 16% have 6-10 seminars and trainings attended, and the remaining 3 teachers or 6% have 21 and more seminars and trainings attended. This suggests that migrant Filipino teachers in Thailand are dominated by teachers exposed to sufficient number of seminars and trainings attended.

EXTENT OF OPPORTUNITIES OF CAREER ADVANCEMENT FOR MIGRANT FILIPINO TEACHERS IN THAILAND

The Extent of opportunities of career advancement for Migrant Filipino teachers in Thailand are clustered in the following

categories, namely: teaching; school direction; education management; and education supervision. The results acquired are presented in the succeeding tables.

Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of Teaching

Table 3 shows the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of teaching.

Table 3
Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of Teaching
N = 50

Career Advancement Opportunities	Frequency				WM	I
	4	3	2	1		
a. Teaching						
1. Opportunities in teaching and learning development where teachers are well-rounded, use various teaching methods, use correct and up-to-date teaching plan in accord with changing society, have the ability to deliver lessons to students in simple and easy to understand manner, do and develop innovative media for learning.	25	24		1	3.46	MEO
2. Opportunities in development of students/learners where teachers test on students' development, craft students'	27	19	4	0	3.46	MEO

development plan, uses psychological understanding and perceptive to students, and interpolate integrity and ethics as part of lesson.						
3. Opportunities in work development where teachers have the ability to work as a team with colleagues in planning lessons and evaluations and are willing to share and exchange experiences.	20	28	2	0	3.36	MEO
4. Opportunities in professional development, services to community and society where teachers have continuous self-study towards achieving international standards of teaching profession, share knowledge with community, and integrate community services as part of lesson.	20	26	4	0	3.32	MEO
5. Opportunities of teachers in other developments in languages and international communication towards ASEAN economic community and knowledge sharing particularly on English language skills and/or other languages that are	20	25	5	0	3.30	MEO

essentials to special needs in particular areas.					
Average Weighted Mean	3.38		Moderate Extent of Opportunity		

Legend: 3.51-4 = High Extent of Opportunity (HEO) 2.51-3.5= Moderate Extent of Opportunity (MEO); 1.51-2.5= Low Extent of Opportunity (LMO); 1-1.5= No Opportunity at All WM = Weighted Mean; I = Interpretation

In general, the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of teaching is moderate as revealed in the average weighted mean of 3.38.

In particular, the opportunity indicators with the highest weighted mean are as follows: *opportunities in development of students/learners where teachers test on students' development, craft students' development plan, uses psychological understanding and perceptive to students, and interpolate integrity and ethics as part of lesson* with 3.46 weighted mean and 27 HEO frequency; and *opportunities in teaching and learning development where teachers are well-rounded, use various teaching methods, use correct and up-to-date teaching plan in accord with changing society, have the ability to deliver lessons to students in simple and easy to understand manner, do and develop innovative media for learning* with 3.46 weighted mean and 25 HEO frequency

On the other hand, the opportunity indicators with the least weighted mean but still moderate extent are as follows: *opportunities of teachers in other developments in languages and international communication towards ASEAN economic community and knowledge sharing particularly on English language skills and/or other languages that are essentials to special needs in particular areas* with 3.30 weighted mean and 25 MEO frequency; and *opportunities in professional development, services to community and society where teachers have continuous self-study towards achieving international standards of teaching profession, share knowledge with community,*

and integrate community services as part of lesson with 3.32 weighted mean and 26 MEO frequency.

Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of School Direction

Table 4 presents the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of school direction.

In general, the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of school direction is moderate as revealed in the average weighted mean of 3.35.

In particular, the opportunity indicators with the highest weighted mean are as follows: *Opportunities in teaching administration where teachers use teaching plan for all subjects, co-design extracurricular with responsible teachers towards students' development, and co-design student-oriented extracurricular with responsible teachers.* with 3.42 weighted mean and 25 MEO frequency; and *Opportunities in school administration where teachers have knowledge of government policy in education, have continuous self-study towards achieving international standards of teaching profession, have resource management ability to promote efficient learning, have quality assurance of educational institution, and maintain good relationship with parents and community* with 3.36 weighted mean and 28 MEO frequency.

Table 4
Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of School Direction
N = 50

Career Advancement Opportunities	Frequency				WM	I
	4	3	2	1		
b. School Direction						

1. Opportunities in teaching administration where teachers use teaching plan for all subjects, co-design extracurricular with responsible teachers towards students' development, and co-design student-oriented extracurricular with responsible teachers.	23	25	2		3.42	MEO
2. Opportunities in school administration where teachers have knowledge of government policy in education, have continuous self-study towards achieving international standards of teaching profession, have resource management ability to promote efficient learning, have quality assurance of educational institution, and maintain good relationship with parents and community.	20	28	2		3.36	MEO
3. Opportunities in professional development where teachers conduct services to community and society, engage in personal development activities, and engage in	21	24	5		3.32	MEO

development of current body of knowledge.						
4. Opportunities of teachers in other developments in languages and international communication towards ASEAN economic community and knowledge sharing particularly on English language skills and/or other languages that are essentials to special needs in particular areas.	19	27	4		3.30	MEO
Average Weighted Mean	3.35		Moderate Extent of Opportunity			

Legend: 3.51-4 = High Extent of Opportunity (HEO) 2.51-3.5 = Moderate Extent of Opportunity (MEO); 1.51-2.5 = Low Extent of Opportunity (LMO); 1-1.5 = No Opportunity at All WM = Weighted Mean; I = Interpretation

On the other hand, the opportunity indicators with the least weighted mean but still moderate extent are as follows: *Opportunities of teachers in other developments in languages and international communication towards ASEAN economic community and knowledge sharing particularly on English language skills and/or other languages that are essentials to special needs in particular areas* with 3.30 weighted mean and 27 MEO frequency; and *Opportunities in professional development where teachers conduct services to community and society, engage in personal development activities, and engage in development of current body of knowledge* with 3.32 weighted mean and 24 MEO frequency.

Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of Education Management

Table 5 presents the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of education management.

In general, the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of education management is high as revealed in the average weighted mean of 3.56.

In particular, the opportunity indicators with the highest weighted mean are as follows: *opportunities in school administration and development where teachers have the knowledge of government policy in education, have continuous self-study towards achieving international standards of teaching profession, design student tests toward international level, have resource management ability to promote efficient learning, and have quality assurance of educational institution* with 3.66 weighted mean and 33 HEO frequency; and *opportunities of teachers in other developments in languages and international communication towards ASEAN economic community and knowledge sharing particularly on English language skills and/or other languages that are essentials to special needs in particular areas* with 3.50 weighted mean and 31 HEO frequency.

Table 5
Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of Education Management
N = 50

Career Advancement Opportunities	Frequency				WM	I
	4	3	2	1		
c. Education Management						
1. Opportunities in the development of educational personnel where the teachers plan activities and training courses	26	23	1		3.50	MEO

for teachers and educational personnel in the educational service area, promote harmony among teachers and educational personnel in the educational service area, build network among teachers and educational personnel in the educational service area, and create and promote professional ethics among teachers and educational personnel in the educational service area.					
2. Opportunities in school administration and development where teachers have the knowledge of government policy in education, have continuous self-study towards achieving international standards of teaching profession, design student tests toward international level, have resource management ability to promote efficient learning, and have quality assurance of educational institution.	33	17		3.66	HEO
3. Opportunities in professional development, services to community and society where	26	22	2	3.48	MEO

teachers engage in educational institution development activities to get recognition from teaching profession, community, and society, engage in the development of current body of knowledge, being academic leader, and being conceptual thinker.					
4. Opportunities of teachers in other developments in languages and international communication towards ASEAN economic community and knowledge sharing particularly on English language skills and/or other languages that are essentials to special needs in particular areas.	31	17	2	3.50	MEO
Average Weighted Mean	3.56	High Extent of Opportunity			

Legend: 3.51-4 = High Extent of Opportunity (HEO) 2.51-3.5= Moderate Extent of Opportunity (MEO); 1.51-2.5= Low Extent of Opportunity (LMO); 1-1.5= No Opportunity at All WM = Weighted Mean; I = Interpretation

On the other hand, the opportunity indicators with the least weighted mean but still moderate extent are as follows: *opportunities in professional development, services to community and society where teachers engage in educational institution development activities to get recognition from teaching profession, community, and society, engage in the development of current body of knowledge, being academic leader, and being conceptual thinker* with 3.48 weighted mean and 26 MEO

frequency; and *Opportunities in the development of educational personnel where the teachers plan activities and training courses for teachers and educational personnel in the educational service area, promote harmony among teachers and educational personnel in the educational service area, build network among teachers and educational personnel in the educational service area, and create and promote professional ethics among teachers and educational personnel in the educational service area* with 3.50 weighted mean and 26 HEO frequency.

Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of Education Supervision

Table 6 presents the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of education supervision.

In general, the extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of education supervision is high as revealed in the average weighted mean of 3.56.

Table 6
Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand in Terms of Education Supervision
N = 50

Career Advancement Opportunities	Frequency				WM	I
	4	3	2	1		
D. Education Supervision						
1. Opportunities in teaching development where teachers design curriculum, engage in educational psychology and counseling, craft educational assessment and tests, and create/develop and teach media development and modern teaching tools.	29	20	1		3.56	HEO

2. Opportunities in school development where teachers have knowledge of government policy in education, engage in continuous research and development, and provide support in educational quality assurance to the standard.	24	24	2		3.44	MEO
3. Opportunities in professional development, services to community and society where teachers have skills in research and development of curriculum, teaching materials, textbook, and teaching tools/media, have conceptual thinking, act as leader in technological application to teaching and learning, and synthesize body of knowledge to promote good relationship between educational institution and community.	34	16			3.68	HEO
Average Weighted Mean	3.56		High Extent of Opportunity			

Legend: 3.51-4 = High Extent of Opportunity (HEO); 2.51-3.5 = Moderate Extent of Opportunity (MEO); 1.51-2.5 = Low Extent of Opportunity (LMO); 1-1.5 = No Opportunity at All WM = Weighted Mean; I = Interpretation

In particular, the *opportunities in professional development, services to community and society where teachers have skills in research and development of curriculum, teaching materials, textbook, and teaching tools/media, have conceptual thinking, act as leader in technological application to teaching and learning, and synthesize body of knowledge to promote good relationship between educational institution and community* with 3.68 weighted mean and 33 HEO frequency; and *opportunities in teaching development where teachers design curriculum, engage in educational psychology and counseling, craft educational assessment and tests, and create/develop and teach media development and modern teaching tools* with 3.56 weighted mean and 29 HEO frequency.

On the other hand, the opportunity indicator with the least weighted mean but still moderate extent is the opportunities in school

development where teachers have knowledge of government policy in education, engage in continuous research and development, and provide support in educational quality assurance to the standard with 3.44 weighted mean and 26 HEO and MEO frequencies, respectively.

Summary Table on the Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand

Table 7 reveals the overall extent of opportunities of career advancement for migrant Filipino teachers in Thailand in terms of teaching, school direction, education management, and education supervision.

In general, the extent of opportunities of career advancement for migrant Filipino teachers in Thailand is moderate as revealed in the overall weighted mean of 3.46.

In particular, education management and education supervision received the highest extent of opportunities as evident by their average weighted mean of 3.56, respectively. Meanwhile, the teaching and school direction categories followed with average weighted mean values of 3.38 and 3.35, respectively.

Table 7
Summary Table on the Extent of Opportunities of Career Advancement for Migrant Filipino Teachers in Thailand

Categories	Average Weighted Mean	Interpretation
a. Teaching	3.38	Moderate Extent of Opportunity
b. School Direction	3.35	Moderate Extent of Opportunity
c. Education Management	3.56	High Extent of Opportunity
D. Education Supervision	3.56	High Extent of Opportunity
Overall Weighted Mean	3.46	Moderate Extent of Opportunity

Legend: 3.51-4 = High Extent of Opportunity (HEO) 2.51-3.5 = Moderate Extent of Opportunity (MEO); 1.51-2.5 = Low Extent of Opportunity (LMO); 1-1.5 = No Opportunity at All WM = Weighted Mean; I = Interpretation

Relationship Between Extent of Opportunities of the Career Advancement for Migrant Filipino Teachers in Thailand and the Profile Variables of Respondents

To determine the relationship between extent of opportunities of the career advancement for migrant Filipino teachers in Thailand and the profile variables of respondents, data were gathered and were subjected to statistical analysis.

Table 8 displays the significant relationship between extent of opportunities of the career advancement for migrant Filipino teachers in Thailand and the profile variables of respondents.

Table 8
Relationship Between Extent of Opportunities of the Career Advancement for Migrant Filipino Teachers in Thailand and the Profile Variables of Respondents

Profile Variables of the respondents	Extent of opportunities of the career advancement for Migrant Filipino teachers in Thailand							
	Teaching		School Direction		Education Management		Education Supervision	
	r-value	p-value	r-value	p-value	r-value	p-value	r-value	p-value
Age	.236	.099	.260	.068	.337*	0.017	.048	.743
Sex ^a	-.214	.136	.224	.136	.372*	0.008*	.128	.376

Civil status ^a	.17 5	.22 5	.04 6	.75 0	.12 8	.37 6	- .09 5	.51 1
Religion ^b	- .03 7	.89 6	- .18 6	.50 7	- .07 2	.79 9	.13 3	.63 7
Type of school they are teaching ^b	3.0 79	0.3 8	11. 63 2	0.0 71	8.4 42	0.2 07	10. 77 7	0.2 91
Highest educational attainment	.15 9	.27 0	.21 4	.13 6	.16 2	.26 1	.30 4*	.03 2
Field of specialization ^b	11. 83 5*	0.0 19	11. 59 5	0.1 7	10. 08 4	0.2 59	8.9 05	0.7 11
Year of Teaching in Thailand	.44 8* *	0.0 01	.33 7*	0.0 17	.19 9	.16 7	- .13 1	0.3 65
Year or grade level being taught	.14 9	.30 2	.25 7	.07 2	.34 4*	0.0 15	.12 2	.40 1
Number of Related Trainings and Seminars attended	- .05 1	.72 4	.20 1	.16 2	.17 8	.21 5	.29 0*	.04 1

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

^aPoint Biserial; ^bLikelihood Ratio

The relationship between the extent of opportunities of the career advancement for Migrant Filipino teachers in Thailand and their profile variables were determined using correlation analysis with the Spearman-rho correlation coefficient and Point Biserial and Likelihood Ratio. Results showed that there is a significant positive moderate (bold font) relationship between the profile variable age and the extent of opportunities of the career advancement for Migrant Filipino teachers in Thailand along education management. This is shown by the computed r-value of .337 with corresponding p-value of .017 which is lower than the set .05 level of significance. This means that the older teachers have higher extent of opportunity along education management.

Results also showed that there is a significant moderate (bold font) association between the profile variable sex and the extent of opportunities along education management. This is shown by the computed r-value of .372 with corresponding p-value of .008 which is lower than the set .05 level of significance. This means that the female teachers have higher extent of opportunity along education management. In addition, the profile variable field of specialization is also significantly associated with the extent of opportunity along teaching.

As to other significant variables, the highest educational attainment and number of related trainings and seminars have significant positive moderate relationship to the extent of opportunities for career advancement along education supervision. This means that the higher is the educational attainment the higher is the extent of opportunity and the more number of trainings/seminars, the higher is the extent of opportunity also. The years of teaching have significant positive moderate relationship with the extent of opportunities for career advancement along teaching and school direction which means that the more years in teaching the higher is the extent of opportunity. Also, the year of grade level taught have significant positive moderate relationship with extent of opportunity along education management. The higher is the grade level, the higher also is the extent of opportunity.

All the other profile variables of the teacher respondents have no significant relationship with the extent of opportunities of the career advancement for Migrant Filipino teachers in Thailand.

CONCLUSIONS

1. Majority of the migrant Filipino teachers in Thailand are female young adults who are Roman Catholic believers, are teaching in the government schools for few years with a minimum qualification of college degree and specialization in English and sufficient number of seminars attended.

2. Migrant Filipino teachers perceive positive career advancement opportunities.

3. Age and sex have moderate effect on the extent of opportunities of the career advancement for migrant Filipino teachers in Thailand.

RECOMMENDATIONS

Based on the above mentioned findings and conclusions, the following recommendations are hereby presented:

1. Migrant Filipino teachers in Thailand may establish professional development program or activities thru their organizations or religious affiliations. Partnership with institutions for graduate degree programs may be one of the main objectives of the program to be established.

2. Migrant Filipino teachers are encouraged to participate and explore on different programs or activities that may enhance their awareness and motivation for the advancement of their teaching careers.

3. Since age and sex have moderate effect on the extent of opportunities of the career advancement for migrant Filipino teachers in Thailand, it is recommended that further studies may be conducted to explore all possibilities which may become basis for developments of policies and guidelines for improved career advancement program.

4. To further enhance the career advancement opportunities for teachers, a proposed training plan for career advancement for migrant Filipino teachers is recommended.

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