

# Implementation of Retention and Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand: Basis for an Action Plan

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**Abstract** - The study investigated the retention and turnover practices of migrant Filipino teachers in Bangkok, Thailand. The study employed purposive sampling, targeting primary, secondary, and tertiary institutions employing Filipino teachers. Sixty-three school heads participated, providing insights into school profiles and the challenges faced by these educators. To explore this problem, a pre-survey was conducted to identify relevant variables, including school profile turnover and retention practices. Statistical analyses, such as frequency counts, percentages, and mean scales, summarized the data, while Spearman and Point Biserial correlations examined relationships between school profiles and retention strategies. Findings indicated the current state of retention and turnover practices among migrant Filipino teachers, highlighting areas for improvement and the need for tailored strategies. Recommendations include enhancing formal recognition programs, strengthening work-life balance initiatives, and refining turnover practices to create supportive environments. The implications extended beyond academia, providing practical insights for policymakers, school administrators, and educators. By implementing these strategies, schools can better meet the needs of migrant teachers, fostering higher retention rates and improving educational quality in Bangkok. This research emphasizes the importance of proactive measures to address migrant teachers' needs and promote inclusive educational practices.

**Keywords** – Filipino Migrant Teachers, Turnover Practices, Retention Practices

## INTRODUCTION

The globalization of education has led to increased mobility among teachers, with many seeking opportunities beyond their home countries (Iwan, 2017). Thailand, particularly its bustling capital, Bangkok, has become a significant destination for Filipino educators drawn by the prospects of cultural exchange and economic benefits (Orbeta, 2019). This migration trend has not only enriched the local educational landscape but also introduced diverse teaching methodologies and cultural perspectives (Ulla, 2019). Filipino teachers, known for their proficiency in English and pedagogical skills, contribute significantly to the multicultural

educational environment in Bangkok (Cabiladas, 2020).

However, this migration presents challenges such as cultural adjustment, language barriers, inadequate support systems, and financial constraints, which affect retention and turnover rates among these educators (Meneses, 2020; Ramlan et al., 2018). The historical context reveals that while Thailand's economic strategies and the formation of the ASEAN Economic Community (AEC) have influenced labor dynamics, Filipino teachers continue to face significant hurdles (Chaiyuth, 2019; Ortega, 2020). Recent data from the Philippine Statistics Authority underscores the growing number of Overseas Filipino Workers (OFWs), highlighting

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the crucial role of Filipino educators in the global labor market (Philippine Statistics Authority, 2023).

This study aims to explore the retention and turnover practices for migrant Filipino teachers in Bangkok, examining how school profiles and retention strategies impact their experiences. By addressing these issues, the research seeks to provide valuable insights for improving support systems and enhancing educational quality in Thailand.

### **Teacher Employment Dynamics in Thailand**

In Thailand, the public education system is complex, with teachers categorized based on their employers. Those employed by the Office of Basic Education Commission (OBEC) of the Ministry of Education (MoE) are civil servants, while local government-employed teachers fall under the Ministry of Interior (MoI), each with distinct career structures (Atagi, 2011).

As of 2015, OBEC employed 367,287 teachers, but this number is declining due to retirements, recruitment limitations, and a decreasing birth rate. Challenges persist in rural-urban deployment imbalances, shortages in STEM and English subjects, and difficulties in recruitment and deployment procedures (OECD-UNESCO, 2016; World Bank, 2015). A civil service downsizing policy from 2000 to 2005 worsened teacher shortages, particularly in STEM fields (OECD-UNESCO, 2016).

Efforts to address shortages include providing temporary licenses to graduates from other fields, but these initiatives face challenges due to licensing requirements (Atagi, 2011). Teacher relocation is significant, driven by high workload and personal factors, particularly in rural areas (Punyasavatsut and Gauthier, 2016). Teacher employment dynamics in Thailand reflect a complex interplay of policy decisions, recruitment challenges, and workforce distribution issues.

### **English Language Teaching in ASEAN: Context and Demand**

English has become increasingly essential as a lingua franca within the ASEAN region due to

globalization and regional integration (Kirkpatrick, 2011; Baker, 2012). Its role is crucial for communication, trade, and diplomacy across Southeast Asia's varied linguistic landscapes, especially as economic and political collaborations expand, demanding an English-proficient workforce for effective international engagement.

In response, Thailand, like its regional counterparts, has proactively adapted its language education policies. The Thai government's commitment is demonstrated through significant investments in educational reforms focused on teacher training and curriculum development (Hickey, 2014). These efforts aim to enhance the quality and delivery of English education, acknowledging its importance for global competitiveness.

Thailand has adopted a bilingual education strategy, employing a mix of native and non-native English-speaking teachers. This approach not only diversifies linguistic and cultural exposure for students, enriching their learning experiences and language acquisition but also integrates ASEAN cultural nuances into education, crucial for regional solidarity (Ulla, 2017).

The government has initiated several teacher development programs to provide educators with modern teaching methodologies and digital tools, often in partnership with international organizations and educational institutions to align with global standards and incorporate contemporary pedagogical trends.

Furthermore, the Thai education system has embraced innovation through language immersion programs and collaborations with foreign educational entities. These initiatives are designed to offer students practical language skills and exposure to native English contexts.

These comprehensive measures ensure Thailand is addressing its educational needs while contributing to a regional goal: enhancing ASEAN's collective English proficiency. This strategic approach underscores the significance of English mastery not just for national progress but for the strength and unity of ASEAN in global affairs.

### **Educators Retention Strategies**

The success of any educational system fundamentally relies on the excellence of its teachers, emphasizing the importance of retaining qualified educators. Teacher turnover poses a significant threat, by limiting the availability of experienced staff and also directly impacts teaching quality. However, recent research studies show that many teachers are leaving their academic institutions, causing alarm for school administrators regarding how they can retain their teachers (Santos, 2022).

In the Philippine setting, teachers influence not only the students' academic development but also their personal growth, so it is a big challenge faced by administrators to recruit qualified teachers, especially in impoverished areas. Rice (2013) states that selecting and recruiting teachers involves numerous factors. In the field of education, the significance of human resources in attaining organizational goals and objectives is underscored by Maicibi (2003), emphasizing the need for creating an ideal climate for employing professionals.

In line with this perspective, studies conducted in Malawi, particularly by Mbawana (2013), have identified the inevitable root causes of employee turnover in both public and private institutions. Employees consistently strive for personal satisfaction, encompassing factors such as adequate salary, professional development opportunities, promotions, and personal freedom at work.

Moreover, Vos (2016) asserts that good employees are invaluable assets to any organization. Their productivity, skills, and attitude significantly impact the success or failure of a company. Therefore, hiring the right employees, providing comprehensive training, actively listening to their feedback, and appropriately recognizing their contributions are crucial strategies in fostering employee retention and organizational success.

Echoing these sentiments, speakers at the 2017 Sage Summit emphasized the vital role of employees in driving business success and stressed the importance of job satisfaction and fulfillment as their motivation. In the education

sector, factors influencing teacher satisfaction and retention are critical for maintaining a stable workforce.

The implications of high teacher turnover rates, such as recruitment challenges and academic disruptions, prompt further investigation into the underlying reasons driving teachers to leave their positions. Employees who are satisfied with all aspects of their job, including the work itself, pay, supervision, promotion, and co-workers (Haslam, 2004; Kovjanic, Spreitzer, and Hartog, 2012), are more likely to have a strong intention to stay and low turnover intention (Bladder & Tyler, 2009).

### **Migration of Filipino Teachers in Thailand**

The migration of Filipino teachers to Thailand is a significant phenomenon in the global education landscape, influenced by various factors. This review explores these factors, including career advancement opportunities, societal dynamics, and financial considerations, shedding light on motivations, experiences, and implications for both sending and receiving countries.

Career advancement is a primary driver for Filipino teachers migrating to Thailand. Chalowong (2015) and Constable (2007) highlight Thailand's vibrant education sector as offering promising avenues for professional growth. Thailand serves as a strategic pathway for potential migration to other countries. Established Filipino networks in Thailand provide crucial support to incoming migrants (Constable, 2007).

Societal dynamics also shape migration patterns. Constable (2007) emphasizes the pursuit of religious freedom and the appeal of Thailand's climatic and environmental conditions to prospective migrants (Chalowong, 2015). Financial considerations drive many teachers to migrate, aiming to support their families back home. Remittances from migrant teachers are vital for their families' education, healthcare, and livelihoods (Constable, 2007).

The decision of Filipino teachers to migrate to Thailand is influenced by various of factors, including opportunities for career

advancement, societal dynamics, religious freedom, climatic environmental conditions, globalization, access to information, and the presence of established Filipino networks in Thailand (Chalowong, 2015). Notably, many Filipino educators view Thailand not merely as a destination but as a strategic pathway toward potential migration to European countries or the United States. Within this context, members of the Filipino Teaching Community in Thailand often migrate with the primary aim of providing financial support for their families back home (Constable, 2007).

Additional research indicates that Filipino Overseas Teachers (FOTs) are motivated not only by financial incentives but also by personal growth and professional empowerment (Alcibar, 2021). Teaching abroad, as highlighted by Dr. Rommel Klenton from the University of Brunei Darussalam, presents opportunities for enhancing global competitiveness and facilitating upward mobility. Dr. Klenton emphasizes the importance of being evaluated by international standards, which not only aids in professional development but also streamlines merit-based promotions among Filipino educators (Alcibar, 2021).

Investigations into the migration patterns and experiences of Filipino teachers in Thailand (Ocampo and Dela Cruz, 2018) offer valuable insights into the socio-economic factors driving their pursuit of employment opportunities abroad. These studies shed light on the challenges encountered by teachers in adapting to Thailand's cultural and educational environment, which significantly impacts their retention and job satisfaction (Reyes and Garcia, 2019).

### **Challenges Faced by Migrant Teachers**

Migrant Filipino teachers in Thailand encounter various challenges including cultural adaptation, racial discrimination, tough work conditions, language barriers, and job dissatisfaction. As they adjust to a new cultural environment. These challenges of cultural shocks and dissatisfaction at work are discussed by Bailey (2013) and Bense (2014), racial discrimination Savva (2017), and the demanding conditions and language obstacles Fimyar (2017).

In the Philippines, limited job opportunities and low salaries drive many teachers in other countries, such as Thailand, where conditions are perceived to be better. Despite the language barriers and lower pay compared to native speakers. (Frederiksen, 2014; Ulla, 2017).

In Thailand, Non-native English-speaking teachers, including those from Africa or the Philippines, experience discrimination and racism and are often paid less than their native-speaking counterparts (Hickey, 2014). These conditions not only diminish their professional growth opportunities but also perpetuate systemic inequalities within the educational system. The disparity in pay and respect limits their access to professional development, making it difficult for them to enhance their qualifications and compete on an equal footing (Frederiksen, 2014).

The theory proposed by Bourdieu and Passeron (1990) offers a useful framework for understanding these dynamics. According to their theory, teachers are recognized as educational authorities only after they undergo official processes that sanction certain languages and teaching styles over others. This often puts migrant teachers at a disadvantage, as their unique skills and experiences may be overlooked.

Existing research has demonstrated the intricate nature of the discourse surrounding 'native' and 'non-native speaker' teachers, particularly concerning learner perceptions. This complexity has been amplified by globalization, facilitating increased teacher mobility across borders. Thailand has experienced this phenomenon, with a growing presence of migrant teachers alongside local educators.

In this study at three secondary schools in Southern Thailand, perceptions of various local stakeholders involved in English teaching and learning were examined, including teachers, students, parents, and administrators. Through interviews and focus groups, the study investigated how these stakeholders perceived migrant (non-Thai) English teachers, focusing on the role of 'nativeness' in shaping these perceptions. The analysis revealed two overarching themes: 'race' and 'inequality',

interconnected with broader discourses. Firstly, perceptions of migrant teachers were heavily racialized, with 'nativeness' often equated with whiteness and Westerners, while 'non-nativeness' was associated with Asianness. Secondly, participants' perceptions were influenced by considerations of inequality, as access to 'nativeness' was viewed as a symbolic resource attainable only by learners with sufficient economic capital. This study sheds light on the complex interplay between racialized perceptions and socio-economic inequality in the context of English language education in Thailand (Savski & Comprondio, 2022).

### **Turnover Intentions**

In the Modern Era, teachers work in an environment marked by greater opportunities and social mobility, which can lead to turnover intentions. This situation poses significant challenges for schools, as the departure of experienced educators can make it difficult to find suitable replacements (Richardson & Watt, 2005). Turnover includes both voluntary and involuntary exits from an organization, reflecting an individual's decision to either continue or leave their job.

Voluntary turnover, often initiated by employees, risks the loss of valuable knowledge and skills, particularly when talented individuals depart. In contrast, involuntary turnover occurs when organizations determine whether employees should stay or leave. Factors that contribute to an employee's intention to leave, known as turnover intentions, include heightened absenteeism, reduced motivation at work, and conflicts with supervisors (Widodo, 2021).

According to the Theory of Planned Behavior, individuals' decisions to leave their jobs are influenced by personal reasons and situational factors, such as stress or workplace challenges (Ajzen, 1985). The importance of recognizing the value of international teachers is crucial for schools, as these educators bring diverse competencies and knowledge, such as curricular expertise, language proficiency, and intercultural skills (Mobley, 2010).

Research published in *Psychological Research on Urban Society* in 2018 highlights the mediating effect of affective commitment, emphasizing the importance of retaining teachers due to their substantial skills. Retaining these educators is essential to mitigate high replacement costs, prevent productivity losses, and uphold the integrity of the teaching profession (Mobley, 2010).

Further literature suggests that organizational commitment, job satisfaction, leadership styles, work-life balance, and organizational justice play pivotal roles in shaping turnover intentions among teachers (Meyer and Allen, 1991; Avolio, 2009; Greenhaus and Powell, 2006). Understanding and addressing these factors is essential for schools to develop effective retention strategies and maintain a stable and motivated teaching workforce.

### **Employee Retention Strategies**

Employee retention strategies are essential for mitigating high turnover rates, which present significant challenges in the Philippines by impacting productivity and increasing operational costs. Research has pinpointed several critical factors that lead to high turnover rates, including inadequate compensation, poor work-life balance, and a lack of recognition. These elements influence not only an individual's decision to stay within an organization but also reflect broader industry and cultural dynamics that affect employee satisfaction and loyalty (Bailey, 2013; Savva, 2017; Bense, 2014).

Offering competitive compensation and clear career development opportunities are effective strategies for retaining employees. Studies suggest that fair compensation and transparent career paths significantly boost employee retention by addressing both the career and financial needs of employees, thereby fostering a sense of progression and security within the workplace (Abramova, 2013; Fimyar, 2017).

The role of workplace culture and leadership is pivotal in employee retention. A positive organizational culture, supported by



strong and effective leadership, fosters an environment that promotes employee engagement and satisfaction. Effective leadership practices, such as supporting employees, recognizing their efforts, and maintaining consistent communication, have been shown to reduce turnover rates and cultivate a more committed workforce (Walkinshaw & Duong, 2012; Hickey, 2014). Leadership that actively promotes a supportive and inclusive culture is crucial for retaining high-quality staff.

In a 2023 article published by the Bangkok Post, ManpowerGroup Thailand emphasizes the importance of understanding and addressing the varied needs of different generational cohorts within the workforce as a strategic approach to employee retention. The article suggests that firms looking to mitigate challenges associated with high turnover rates must tailor their human resource practices to cater specifically to the diverse expectations and professional demands of each generation. This targeted approach is deemed essential for fostering a workplace environment that not only attracts but also retains talent effectively (Bangkok Post, 2023).

### **Teacher Turnover Dynamics**

The dynamics of teacher turnover are significantly influenced by the level of organizational commitment, the prevailing school culture, and the overall working environment. These factors profoundly affect teachers' decisions to stay or leave their positions. The Theory of Organizational Identification, as described by Ashforth and Mael (2004), provides a framework for understanding the relationship between employees and their organizations. It highlights that organizational identification arises from shared values, goals, desires, and aims between the company and its employees. When teachers feel a strong identification with their school, characterized by pride in their work and a positive emotional attachment, they are more likely to remain committed and less likely to leave.

### **Impact of Teacher Turnover on Student Outcomes**

Teacher turnover has a profound impact on student outcomes, with frequent changes in teaching personnel leading to increased dropout rates and compromised educational quality. As noted by Darling-Hammond, Sucher, and Thomas (2017), the continuity of instruction is crucial for maintaining the momentum of learning and for promoting consistent student achievement. This continuity is often disrupted by high turnover rates, which can destabilize the learning environment and hinder the educational process, thereby affecting the overall performance and success of students.

The importance of promoting teacher retention is critical not only for enhancing student achievement but also for ensuring the continuity of high-quality educational services provided by committed educators. Effective teacher retention strategies are pivotal for educational institutions, yielding benefits that extend beyond the classroom to enhance the broader community's socioeconomic status. By improving the quality of education, institutions contribute to a well-prepared, knowledgeable workforce that can support long-term economic growth and social stability.

The impact of teacher turnover extends into broader academic and professional concerns, prompting significant attention from key stakeholders in the educational sector, including the Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, and Philippine Accrediting Association of Schools, Colleges, and Universities. These organizations, along with government bodies, non-governmental organizations, regulatory agencies, and accreditation bodies, are urged to collaborate and develop effective interventions aimed at sustaining teachers and enhancing educational outcomes. Such collaborative efforts are essential for addressing the challenges posed by teacher turnover and for implementing strategies that foster a stable and effective educational workforce (Darling-Hammond, Sutchter, and Thomas, 2017).

### **Teaching in Thailand: A Transformative Journey**

Teaching in Thailand transcends mere employment; it offers a transformative experience deeply rooted in Thai culture, fostering personal development and enabling lasting impact. Academic research supports this notion, indicating that prolonged cultural immersion yields significant psychological and emotional benefits (Journal of Travel Research, 2020). Unlike short-term visits, extended stays enhance cultural awareness and adaptability, as evidenced by studies from Washington State University and Texas A&M (2019).

Beyond imparting language skills, teachers play a pivotal role in empowering Thai students to connect with the global community and pursue their aspirations, thus making a meaningful impact (DestinationTEFL). The cultural exchange between teachers and students not only enriches the educational experience but also cultivates enduring friendships and community engagement that extend beyond the classroom.

Ultimately, teaching in Thailand is a multifaceted journey characterized by personal growth, cultural enrichment, and significant contributions, leaving a lasting legacy in the vibrant landscape of the Land of Smiles.

Natenapha Wailerdsak's comparative analysis, "Labour Market and Economic Performance in Thailand and the Philippines: Supply-Demand Imbalance and the ASEAN Economic Community (AEC)" (Wailerdsak, 2015), offers a comprehensive examination of the labor market dynamics and economic policies influencing the growth paths of these Southeast Asian nations.

In contrast, the Philippines experienced sluggish growth, attributed to less effective family planning implementation, a lack of emphasis on foreign direct investment, and continued dominance of a small elite over economic resources, exacerbated by historical colonization impacts (McCoy, 1994; Oshima, 1987). This oligarchic structure stifled economic innovation, resulting in higher poverty rates and greater reliance on labor exports to address unemployment and underemployment.

By 2011, the disparity between the two countries was striking, with Thailand's GDP per capita at \$4,972, double that of the Philippines at \$2,370. The poverty headcount index also revealed a significant gap, with Thailand at 0.4 percent and the Philippines at 18.4 percent using the \$1.25 a day threshold (World Bank, 2012).

Looking ahead, the ASEAN Economic Community (AEC), established at the end of 2015, aims to enhance regional trade and investment and facilitate greater labor mobility among member countries. This initiative is expected to address labor supply and demand imbalances and increase regional competitiveness (Wailerdsak, 2015).

The literature underscores the pivotal role of government policy in shaping economic outcomes. Thailand's strategic integration of state and private investment, coupled with proactive demographic management, laid a foundation for economic success. Meanwhile, the challenges faced by the Philippines highlight the long-term consequences of political and economic concentration, suggesting a need for structural reforms to achieve comparable growth.

### **OBJECTIVES OF THE STUDY**

The study aimed to determine the implementation of retention and turnover practices for migrant Filipino teachers in Bangkok, Thailand. Specifically, the study seeks to answer the following questions:

- (1) What is the profile of schools in terms of: Student Population; Total number of employees; Number of migrant teachers employed; Years of operation; Area of school district; Type of School; Programs Offered
- (2) What is the level of implementation of retention practices for migrant Filipino teachers in Bangkok, Thailand?
- (3) What is the level of implementation of turnover practices for migrant Filipino teachers in Bangkok, Thailand?
- (4) Is there a significant relationship between the level of implementation of retention practices for migrant Filipino teachers in

- Bangkok, Thailand, and the profile of schools?
- (5) Is there a significant relationship between the level of implementation of turnover practices for migrant Filipino teachers in Bangkok, Thailand, and the profile of schools?
  - (6) What action plan can be proposed based on the results of the study?

**MATERIALS AND METHOD**

The study employed a descriptive-correlation design to evaluate the retention and turnover practices for Filipino migrant teachers in Bangkok, Thailand. It aimed to assess how these practices were implemented and examine the relationship between school profile variables and these practices (Orbeta, 2019).

A purposive sampling method was used, selecting 63 school heads from various educational institutions across Bangkok’s 50 districts, including primary, secondary, and tertiary levels (Guest, Bunce, & Johnson, 2006).

Data collection was conducted using a researcher-developed questionnaire, which was

divided into three sections: general school information, retention practices, and turnover practices (Cabiladas, 2020).

The questionnaire was administered personally to ensure confidentiality and secure handling of data (Meneses, 2020). Statistical analysis involved frequency counts and percentages to describe school profiles, and mean scale values to evaluate the implementation levels of retention and turnover practices. This systematic approach allowed for a comprehensive understanding of the practices affecting Filipino migrant teachers in Bangkok.

**RESULTS AND DISCUSSION**

This part is the presentation of the profile of the school which includes student population, total number of teaching employees, total number of non- teaching employees, number of Filipino migrant teachers employed, number of other nationality migrant teachers employed, years of operation, area of school district, type of school, and program offered based on the data shown in Table 1.

Table 1. Profile of School

Profile	Category	Frequency	Percentage
Student Population	500 and below	17	27.0
	501-1000	14	22.2
	1001-1500	2	3.2
	1501-2000	7	11.1
	More than 2000	23	36.5
Number of Teaching Employees	50 and below	23	36.5
	51-100	16	25.4
	101-150	9	14.3
	More than 150	15	23.8
Number of Non-Teaching Employees	25 and below	35	55.6
	26-50	18	28.6
	51 and above	10	15.9
Number of Filipino Migrant Teachers employed	10 and below	47	74.6
	11-20	10	15.9
	21-30	6	9.5
Number of Other Nationality Migrant Teachers employed	10 and below	48	76.2
	11-20	7	11.1
	21-30	8	12.7
Years of Operation	1 to 5 years	8	12.7



	6 to 10 years	9	14.3
	11 years and above	46	73.0
Area of School District	Area 1	36	57.1
	Area 2	7	11.1
	Area 3	7	11.1
	Area 4	6	9.5
	Area 5	1	1.6
	Area 6	6	9.5
Type of School	Public Primary	19	30.2
	Public Secondary	23	36.5
	Public University	2	3.2
	Private Primary	18	28.6
	Private Secondary	14	22.2
	Private University	3	4.8
Program Offered	Mini-English Program	23	36.5
	Intensive Program	18	28.6
	English Program	48	76.2
	English Chinese Program	13	20.6
	Others	14	22.2

**Student Population:** Table 1 reveals a diverse student population in Bangkok schools. Most schools had more than 2000 students (36.5%), followed by those with 500 or fewer students (27%), 501–1000 students (22.2%), and 1501–2000 students (11.1%). Only 3.2% had 1001–1500 students. This distribution shows that while many schools accommodate large student bodies, there are also significant numbers with smaller enrolments. Larger schools tend to experience higher teacher turnover rates (Ronfeldt, Loeb, & Wyckoff, 2013), while smaller schools face unique academic challenges (Johnson & Meador, 2018).

**Number of Teaching Employees:** The data shows that 36.5% of schools employed 50 or fewer teachers, 25.4% employed 51–100, 14.3% employed 101–150, and 23.8% employed more than 150. This shows a considerable number of schools in Bangkok face teacher shortages.

Research highlights that both small and large schools struggle with insufficient qualified teachers, which affects teaching quality (Lathapipat, 2016). High student-teacher ratios increase workloads and contribute to poor educational outcomes (Onyango, 2022), while inadequate support and challenging work

conditions lead to low job satisfaction and high turnover rates (Johnson, 2015).

**Number of Non-Teaching Employees:** Most schools in Bangkok (55.6%) had 25 or fewer non-teaching staff, indicating limited administrative support, while 15.9% had 51 or more, suggesting larger teams in some schools.

This distribution influenced resource management and educational quality, with smaller teams possibly facing service constraints and larger teams potentially struggling with resource coordination. Strategic staffing decisions were essential for supporting educational goals and significantly affected school performance and student outcomes (Hult, Jansen, & Langeland, 2017; Smith & Jones, 2019).

**Number of Filipino Migrant Teachers Employed:** Most schools in Bangkok rely on a small number of Filipino migrant teachers, with 74.6% employing 10 or fewer, which limits cultural diversity and perspectives for students. Only a small fraction of schools employ larger numbers, with 15.9% having 11-20 and 9.5% having 21-30 Filipino migrant teachers.

This uneven distribution suggests many students may miss the benefits of a diverse teaching staff. Policymakers should consider

strategies for more fair distribution and support for migrant teachers to enhance educational experiences.

Research by Lopez and Cruz (2018) emphasizes the importance of integrating and professionally developing migrant teachers to improve educational outcomes.

**Number of Other Nationality Migrant Teachers Employed:** Most schools (76.2%) in Bangkok employ 10 or fewer migrant teachers from nationalities other than Filipino, limiting cultural diversity among staff. Only 11.1% have 11-20 such teachers, and 12.7% have 21-30.

This limited diversity restricts cultural exchanges and perspectives in education. Policies to attract and retain a more varied teaching workforce would enhance learning experiences, student outcomes, and inclusivity.

Research by Hornberger (2003) and Gay (2010) highlights the benefits of diverse teaching staff for improving educational quality and fostering cultural understanding and tolerance. Prioritizing these efforts is essential for a more inclusive educational environment.

**Years of Operation:** A significant 73.0% of entities in the education sector have been operating for "11 years and above," indicating a mature market with well-established institutions. There is a decline in the number of entities running for 6 to 10 years (14.3%) and 1 to 5 years (12.7%), suggesting fewer new entries or higher turnover among newer institutions.

This trend likely makes longer-established institutions more attractive to investors. Policymakers could implement strategies to encourage the development and growth of newer educational entities to promote innovation and competition.

**Area of School District:** School distribution across six district areas varies

significantly, with Area 1 having the most schools (57.1%) and Area 5 the least (1.6%), likely due to differences in population density or geographic coverage.

Understanding this is crucial for effective educational planning and resource allocation. Area 1 may need added infrastructure and resources for its larger student population, while Area 5 might require targeted interventions to ensure equal access to education.

Addressing these disparities helps promote inclusive and effective educational outcomes, as supported by Al-Husain (2023), who emphasized tailored interventions to improve educational equity and effectiveness.

**Program Offered:** The table shows that the English Program is the most common (76.2%), followed by the Mini-English Program (36.5%), Intensive Program (28.6%), English Chinese Program (20.6%), and Others (22.2%).

This indicates a strong emphasis on English language education with a variety of program types. Erling (2023) highlights the growing demand for diverse English language programs, emphasizing the need to cater to different learning needs. Danping (2019) supports the effectiveness of specialized programs, such as English-Chinese, in enhancing language acquisition and cultural understanding.

These findings underscore the importance of tailored language programs in enriching the curriculum and meeting students' diverse needs.

Table 2. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Competitive Compensation and Benefits

Competitive Compensation and Benefits	VHI	HI	MI	PI	NI	M	DE
1. The school offers competitive salaries compared to other educational institutions.	17	23	17	3	3	3.76	HI
2. The benefits package provided by the school is appealing to the Filipino teachers.	19	18	18	5	3	3.71	HI

3. Filipino teachers are fairly compensated for their work at the school.	14	29	13	6	1	3.78	HI
4. The compensation structure effectively rewards high performance among Filipino teachers.	16	19	17	9	2	3.60	HI
5. Filipino teachers are provided with healthcare, retirement, and other benefits offered by the school.	16	18	14	8	7	3.44	MI
						Mean 3.66	HI

Legend: M – Mean; DE –Descriptive Equivalent  
 1.00-1.50 (NI - Not Implemented).  
 1.51-2.50 (PI - Partially Implemented);  
 2.51-3.50 (MI - Moderately Implemented).

3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

The data shows a high implementation of Competitive Compensation and Benefits for Filipino teachers. "Fair compensation" scores highest at 3.78, while "healthcare, retirement, and other benefits" scores lowest at 3.44.

Research suggests that focusing on professional development and supportive leadership is crucial for retention. A

comprehensive approach, addressing both monetary and non-monetary factors, is essential for long-term teacher satisfaction and retention (Johnson et al., 2020; Lee and Park, 2017; Nketsia et al., 2022).

**Table 3. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Career Development Opportunities**

Career Development Opportunities	VHI	HI	MI	PI	NI	M	DE
1. The school provides various training programs to enhance Filipino teachers' skills.	17	16	17	4	9	3.44	MI
2. Filipino teachers have clear opportunities for career advancement within the school.	10	19	18	8	8	3.24	MI
3. School leaders actively support Filipino teachers' career development goals.	15	23	15	3	7	3.57	HI
4. There are opportunities for Filipino teachers to take on challenging assignments to develop new skills.	15	23	13	7	5	3.57	HI
5. Filipino teachers are supported by the school in their career growth.	17	17	15	8	6	3.49	MI
						Mean 3.46	MI

Legend: M – Mean; DE –Descriptive Equivalent  
 1.00-1.50 (NI - Not Implemented).  
 1.51-2.50 (PI - Partially Implemented);  
 2.51-3.50 (MI - Moderately Implemented).  
 3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

Table 3 highlights dedicated support from school leaders for Filipino teachers' career development, with a weighted mean of 3.57.

This score reflects active encouragement and opportunities for skill enhancement through challenging assignments. Despite room for

improvement in training and career advancement, leadership support and skill development avenues are clear.

These findings align with Bonifacio and Mercado's (2018) study on positive career beliefs

among Filipino teachers in Thailand but contrast with a UNESCO report noting challenges in career advancement in the Asia-Pacific region.

**Table 4. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Training and Development**

Training and Development	VHI	HI	MI	PI	NI	M	DE
1. The school provides opportunities for Filipino teachers to attend training sessions relevant to their roles.	21	16	16	4	6	3.67	HI
2. Filipino teachers receive regular feedback on their performance and areas for improvement.	21	23	10	4	5	3.81	HI
3. Training and development programs are aligned with Filipino teachers' career goals and aspirations.	16	21	13	7	6	3.54	HI
4. School leaders actively support Filipino teachers' participation in training and development activities.	16	27	8	7	5	3.67	HI
5. Training and development opportunities are provided to Filipino teachers by the school to enhance their skills and career pursuits.	16	22	12	7	6	3.56	HI
						Mean	3.65 HI

Legend: M – Mean; DE –Descriptive Equivalent  
 1.00-1.50 (NI - Not Implemented).  
 1.51-2.50 (PI - Partially Implemented);  
 2.51-3.50 (MI - Moderately Implemented).  
 3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

Table 4 shows a high level of implementation (HI) for training and development practices for migrant Filipino teachers in Bangkok, with an overall mean score of 3.65. Schools support professional growth through relevant training sessions (3.67 HI), regular performance feedback (3.81 HI), and alignment of training with career goals (3.54 HI).

School leaders actively support participation in training activities (3.67 HI), and teachers perceive these opportunities as enhancing their skills and career prospects (3.56 HI). These findings align with research by Garcia et al. (2018) and Lee et al. (2020) on the importance of tailored professional development and supportive leadership.

**Table 5. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Recognition and Rewards**

Recognition and Rewards	VHI	HI	MI	PI	NI	M	DE
1. The school regularly acknowledges and rewards Filipino teachers for their achievements.	13	22	16	6	6	3.48	MI
2. There are formal recognition programs in place to appreciate outstanding performance among Filipino teachers.	14	16	20	4	9	3.35	MI
3. Filipino teachers receive timely feedback and recognition for their contributions.	12	23	16	6	6	3.46	MI

4. Rewards and incentives motivate Filipino teachers to perform at their best.	16	16	18	5	8	3.43	MI
5. Filipino teachers are valued and appreciated by the school for their hard work and dedication.	22	18	14	3	6	3.75	HI
						Mean 3.49	MI

Legend: M – Mean; DE –Descriptive Equivalent  
 1.00-1.50 (NI - Not Implemented).  
 1.51-2.50 (PI - Partially Implemented);  
 2.51-3.50 (MI - Moderately Implemented).

3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

Table 5 shows moderately implemented retention practices for migrant Filipino teachers in Bangkok, particularly in Recognition and Rewards. Timely feedback and recognition scored 3.46, showing potential inconsistencies. Motivation through rewards scored 3.43, showing moderate effectiveness with room for improvement. Valuing and appreciating teachers

scored 3.75, reflecting a highly implemented practice and a positive organizational culture.

These findings emphasize the need to enhance recognition and reward methods to improve retention, supported by Rokeman (2023) and Hodges (2024), who highlight the positive impact of effective recognition programs on teacher motivation and commitment.

Table 6. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Work-Life Balance Initiatives

Work-Life Balance Initiatives	VHI	HI	MI	PI	NI	M	DE
1. Leave of ascendance policies, which allow Filipino teachers to take time off for personal reasons, such as family emergencies, health appointments, or caregiving responsibilities.	27	16	16	2	2	4.02	HI
2. The school implements policies and practices to tackle potential issues concerning isolation, burnout, and work-related stress among Filipino teachers engaged in remote work.	15	21	18	4	5	3.59	HI
3. School leaders support and promote a healthy work-life balance among Filipino teachers.	16	25	14	5	3	3.73	HI
4. The school provides resources and programs to help Filipino teachers manage stress effectively such as health and wellness programs and others.	14	22	14	7	6	3.49	MI
5. The school provides consultation to experts in emotional and wellbeing counseling Filipino teachers to achieve a good balance between their work and personal life at the school.	13	20	17	5	8	3.40	MI
						Mean 3.64	HI

Legend: M – Mean; DE –Descriptive Equivalent  
 1.00-1.50 (NI - Not Implemented).



1.51-2.50 (PI - Partially Implemented);  
 2.51-3.50 (MI - Moderately Implemented).  
 3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

The school excelled in providing leave policies (4.02, HI) and addressing work-related stress (3.59, HI), providing dedicated support for teacher well-being. Leaders promoted work-life balance (3.73, HI), reflecting a positive culture. However, areas for improvement include stress management resources (3.49, MI) and teachers'

perception of work-life balance (3.40, MI). Enhancing these areas could further boost satisfaction and retention. These findings align with Chang et al. (2020), highlighting the importance of comprehensive work-life balance strategies for teacher well-being and retention.

**Table 7. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Employee Engagement Programs**

Employee Engagement Programs	VHI	HI	MI	PI	NI	M	DE
1. The school regularly seeks feedback from teachers to improve workplace satisfaction.	17	21	15	6	4	3.65	HI
2. There are opportunities for Filipino teachers to participate in decision-making processes related to their functions at the school.	15	23	12	5	8	3.51	MI
3. The school promotes a culture of open communication and transparency among Filipino teachers.	12	27	16	4	4	3.62	HI
4. Filipino teachers contribute to the school's mission and values.	21	22	15	3	2	3.90	HI
5. The school provides opportunities for faculty collaboration, professional membership to organizations and professional learning communities.	15	22	15	8	3	3.60	HI
						Mean	3.66 HI

Legend: M – Mean; DE –Descriptive Equivalent  
 1.00-1.50 (NI - Not Implemented).  
 1.51-2.50 (PI - Partially Implemented);  
 2.51-3.50 (MI - Moderately Implemented).  
 3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

Table 7 shows highly implemented retention practices for migrant Filipino teachers in Bangkok, particularly in Employee Engagement Programs. The school excels in seeking teacher feedback (3.65), promoting open communication (3.62), and fostering a strong connection to the school's mission and values (3.90). Opportunities for faculty collaboration and professional development are also strong

(3.60). However, there is room for improvement in involving teachers in decision-making (3.51).

These findings highlight the importance of enhancing teacher empowerment and expanding collaboration and growth opportunities, aligning with Johnson et al. (2018) on the significance of communication and participation in decision-making for teacher satisfaction and retention.

**Table 8. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Flexible Scheduling and Alternative Work Arrangement**

Flexible Scheduling and Alternative work Arrangement	VHI	HI	MI	PI	NI	M	DE
1. The school offers flexible work hours to accommodate Filipino teachers' personal needs.	17	24	11	8	3	3.70	HI
2. Filipino teachers have the option to work remotely regularly, if applicable.	15	18	14	8	8	3.38	MI

3. Flexible scheduling arrangements are based on mutual agreement between Filipino teachers and school leadership.	12	23	12	9	7	3.38	MI
4. School leaders are supportive of Filipino teachers' requests for flexible scheduling.	16	22	11	8	6	3.54	HI
5. Filipino teachers are given opportunities to access Technology and Resources if chosen to work remotely.	24	16	12	6	5	3.76	HI
						Mean	3.55 HI

Legend: M – Mean; DE –Descriptive Equivalent

1.00-1.50 (NI - Not Implemented).

1.51-2.50 (PI - Partially Implemented);

2.51-3.50 (MI - Moderately Implemented).

3.51-4.50 (HI - Highly Implemented).

4.51-5.00 (VHI - Very Highly Implemented)

Table 8 shows a generally high level of implementation of flexible scheduling and alternative work arrangements for migrant Filipino teachers in Bangkok. The school offers flexible work hours (3.70, HI) and provides good access to remote work resources (3.76, HI). However, regular remote work options (3.38, MI) and mutual scheduling agreements (3.38, MI) could be improved. Supportive leadership for flexible scheduling scored 3.54 (HI).

Overall, the mean score was 3.55 (HI), suggesting that while effective practices are in place, enhancements in remote work options and mutual agreements could further boost teacher retention. Research by Chen et al. (2019) and Ghimire (2023) supports the importance of supportive leadership and understanding educators' needs for flexible work arrangements to improve job satisfaction and retention.

Table 9. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Creating a Positive School Culture

Creating a Positive School Culture	VHI	HI	MI	PI	NI	M	DE
1. The school promotes a positive and supportive culture where staff members feel valued and respected.	19	25	13	4	2	3.87	HI
2. There is a shared sense of purpose and camaraderie among staff members within the school community.	17	30	10	4	2	3.89	HI
3. Open communication and collaboration are encouraged and practiced among staff members and school leadership.	20	24	14	3	2	3.90	HI
4. The school actively fosters a culture of inclusion, diversity, and equity among staff members.	19	26	12	3	3	3.87	HI
5. Filipino teachers are considered in the school culture creating a positive and conducive to their job satisfaction, and retention.	24	22	11	4	2	3.98	HI
						Mean	3.90 HI

Legend: M – Mean; DE –Descriptive Equivalent

1.00-1.50 (NI - Not Implemented).

1.51-2.50 (PI - Partially Implemented);

2.51-3.50 (MI - Moderately Implemented).

3.51-4.50 (HI - Highly Implemented).

4.51-5.00 (VHI - Very Highly Implemented)

Table 9 shows a highly implemented retention practice for migrant Filipino teachers in Bangkok, Thailand, focusing on creating a

positive school culture with a mean score of 3.90 (HI). The school promotes a supportive environment, with teachers feeling valued and

respected (3.87 HI), fostering a shared sense of purpose and camaraderie (3.89 HI), encouraging open communication and collaboration (3.90 HI), and actively fostering inclusion, diversity, and equity (3.87 HI). Filipino teachers perceive the school culture positively, contributing to their job satisfaction and retention (3.98 HI).

These findings emphasize the importance of a positive school culture, as highlighted by Smith et al. (2020), who noted the role of such a culture in enhancing teacher morale and retention. Similarly, Ismail (2021) affirmed the significance of fostering a positive and collaborative culture to achieve common goals and improve overall effectiveness.

Table 10. Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Workload Management

Workload Management	VHI	HI	MI	PI	NI	M	DE
1. The school has strategies in place to manage and mitigate excessive workloads among Filipino teachers.	16	24	17	4	2	3.76	HI
2. Filipino teachers are supported in balancing their workload and other responsibilities within the school.	18	23	16	4	2	3.81	HI
3. The school provides resources and assistance to help Filipino teachers cope with administrative tasks, grading, and other responsibilities.	18	25	14	4	2	3.84	HI
4. Measures are taken to minimize workplace stress and promote a healthy work-life balance among Filipino teachers.	17	27	14	2	3	3.84	HI
5. School leaders ensure that the distribution of Filipino teachers' workload is reasonable and manageable, considering individual capacities, responsibilities, and work-life balance considerations.	19	25	11	5	3	3.83	HI
						Mean 3.82	HI

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 10 indicates a highly implemented retention practice for migrant Filipino teachers in Bangkok, Thailand, focusing on workload management, with a mean score of 3.82 (HI). Effective strategies are in place to manage and mitigate excessive workloads (3.76 HI), support workload balance (3.81 HI), provide resources and assistance (3.84 HI), minimize workplace

stress (3.84 HI), and ensure reasonable workload distribution by school leaders (3.83 HI).

These practices enhance teacher well-being and job satisfaction, contributing to retention. Smith et al. (2018) support the importance of manageable workloads in reducing stress and increasing job satisfaction among teachers.

Table 11. Summary of the Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand

Indicators	Mean	Descriptive Equivalent
A. Competitive Compensation and Benefits	3.66	Highly Implemented
B. Career Development Opportunities	3.46	Moderately Implemented
C. Training and Development	3.65	Highly Implemented
D. Recognition and Rewards	3.49	Moderately Implemented

E. Work-Life Balance Initiatives	3.64	Highly Implemented
F. Employee Engagement Programs	3.66	Highly Implemented
G. Flexible Scheduling and Alternative work Arrangement	3.55	Highly Implemented
H. Creating a Positive School Culture	3.90	Highly Implemented
I. Workload Management	3.82	Highly Implemented
<b>Overall</b>	<b>3.65</b>	<b>Highly Implemented</b>

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented).  
 4.51-5.00 (VHI - Very Highly Implemented)

Table 11 summarizes the retention practices for migrant Filipino teachers in Bangkok, Thailand, indicating a generally high level of implementation with an average score of 3.65 (HI). Key areas such as Competitive Compensation and Benefits, Training and Development, Work-Life Balance Initiatives, Employee Engagement Programs, Flexible Scheduling and Alternative Work Arrangements, creating a Positive School Culture, and Workload Management received high scores, reflecting effective practices.

However, Career Development Opportunities and Recognition and Rewards were rated as moderately implemented, suggesting room for improvement. This comprehensive approach highlights the school's commitment to supporting teacher well-being, professional growth, and job satisfaction. Smith et al. (2020) emphasize the importance of such comprehensive retention strategies in enhancing teacher retention and satisfaction.

Table 12. Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Exit Interviews

Exit Interviews	VHI	HI	MI	PI	NI	M	DE
1. Exit interviews are conducted systematically for all departing Filipino teachers.	19	20	11	3	10	3.56	HI
2. Feedback from exit interviews is utilized to identify trends and areas for improvement.	19	16	15	4	9	3.51	MI
3. Filipinos are provided with honest feedback during exit interviews.	13	21	16	3	10	3.38	MI
4. Action plans are developed based on feedback from exit interviews to address concerns raised by departing faculty members. Filipino teachers	10	23	15	5	10	3.29	MI
5. Exit interview data is analysed to identify patterns and make informed decisions to improve retention.	11	25	13	5	9	3.38	MI
<b>Mean</b>						<b>3.42</b>	<b>MI</b>

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 12 evaluated turnover practices for migrant Filipino teachers in Bangkok, Thailand, focusing on exit interviews, which showed a moderate level of implementation with mean scores between 3.29 and 3.56. This indicates moderately implemented practices, including

systematic exit interviews, feedback utilization, and ensuring teacher comfort in providing honest feedback.

There is potential for improvement, particularly in systematically applying exit interview data to address retention issues.

Enhancing these practices is crucial for refining retention strategies. Webster's (2014) study supports the importance of exit interviews in understanding turnover reasons and

implementing effective retention strategies, emphasizing the need for better utilization of exit interview data.

Table 13. Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Improving Working Conditions

Improving Working Conditions	VHI	HI	MI	PI	NI	M	DE
1. The school has established a feedback system regarding working conditions and is taken seriously by school leadership.	12	27	16	5	3	3.63	HI
2. Filipino teachers are given feedback forms/surveys to identify the need for improvement of school policy which are taken into consideration.	11	26	18	3	5	3.56	HI
3. The school addresses concerns related to workplace safety promptly and effectively.	13	28	14	6	2	3.70	HI
4. The school administration addresses concerns and issues based on departing employees to improve organizational management.	14	26	13	7	3	3.65	HI
5. Measures are taken to minimize workplace stress and promote a positive atmosphere within the school to lessen the turnover rate.	11	27	14	6	5	3.52	HI
						Mean 3.61	HI

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 13 shows that turnover practices for improving working conditions for migrant Filipino teachers in Bangkok, Thailand, were *highly implemented* with a mean score of 3.61. Key practices included a feedback system on working conditions (3.63), the use of feedback forms/surveys (3.56), prompt addressing of safety concerns (3.70), and learning from leaving employees' feedback (3.65). These efforts reflect a strong commitment to enhancing working conditions, which can contribute to lower

turnover rates. The school's initiative-taking approach to reducing workplace stress and promoting a positive atmosphere, scoring 3.52, aligns with strategies to improve teacher retention.

Hirsch and Emerick (2007) highlight that positive working conditions are crucial for retention, supporting the effectiveness of these practices in fostering a stable educational environment.

Table 14. Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Succession Planning

Succession Planning	VHI	HI	MI	PI	NI	M	DE
1. The school has a formal succession planning process in place for key positions.	14	23	19	1	6	3.60	HI
2. Potential successors are identified and developed for key roles within the school.	14	26	14	4	5	3.63	HI
3. Succession plans are regularly reviewed and updated to reflect changes in Filipino teacher's needs.	13	23	16	5	6	3.51	MI



4. There is a contingency plan to respond to unexpected leadership vacancies due to faculty turnover.	12	24	18	4	5	3.54	HI
5. School leaders actively mentor and groom potential successors for leadership roles.	17	21	14	6	5	3.62	HI
						<b>Mean</b>	<b>3.58</b>
							<b>HI</b>

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 14 evaluated turnover practices related to succession planning for migrant Filipino teachers in Bangkok, Thailand, revealing a high level of implementation with an overall mean score of 3.58. The school excelled in having a formal succession planning process (3.60), finding and developing potential successors (3.63), and mentoring future leaders (3.62). However, regular reviews of succession plans (3.51) and contingency planning for unexpected

vacancies (3.54) were noted as areas for improvement. These practices highlight the school's strong focus on leadership continuity and organizational stability.

Research by Brown and Moshavi (2010) supports the importance of effective succession planning in maintaining educational quality and resilience, particularly in high-turnover environments.

Table 15. Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of End of Contract

End of Contract	VHI	HI	MI	PI	NI	M	DE
1. Incentives as stated in the contract are provided to teachers upon successful completion of their contracts.	18	22	11	1	11	3.56	HI
2. Payment for any accrued and unused paid time off or vacation days those employees have accumulated but not utilized before the end of their contract.	13	19	12	5	14	3.19	MI
3. Assistance provided to employees in finding new employment opportunities through outplacement services, such as career counseling, resume writing, job search assistance, and networking support.	10	18	17	3	15	3.08	MI
4. There is a formal post-evaluation process that provides feedback to teachers who complete their contracts.	14	19	15	3	12	3.32	MI
5. The school has provision of severance pay or benefits to the terminated employee or party, if applicable, based on company policies, employment contracts, or legal obligations.	14	20	11	4	14	3.25	MI
6. The school gathers insights on faculty satisfaction surveys specifically addressing perceptions of school policy that impact job satisfaction.	14	20	13	5	11	3.33	MI
						<b>Mean</b>	<b>3.29</b>
							<b>MI</b>

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 16. Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand in terms of Termination

Termination	VHI	HI	MI	PI	NI	M	DE
1. The school implements a policy on deductions or penalties for contract termination that is communicated and understood by the Filipino teachers	19	25	9	4	6	3.75	HI

2. The school clearly outlines the conditions under which it can terminate the contract due to non-compliance by teachers.	19	26	9	3	6	3.78	HI	
3. The school uses performance as a variable indicating the employee's performance rating or evaluation score is at the time of termination.	20	24	11	1	7	3.78	HI	
4. The school offers a specified duration of advance notice to employees who are facing termination before their employment ends.	19	23	13	1	7	3.73	HI	
5. The school has documentation and record keeping maintenance of accurate records documenting the termination process, including correspondence, termination notices, agreements, and any related documentation.	24	19	11	2	7	3.81	HI	
6. The school adheres to relevant labor laws, regulations, and contractual obligations governing the termination process, including notice periods, severance pay, and other statutory requirements.	22	21	10	3	7	3.76	HI	
7. There is clear and transparent communication with the terminated employee or party regarding the reasons for termination, the process involved, and any relevant implications or next steps.	24	18	12	2	7	3.79	HI	
8. The school has a process/procedure for reviewing termination decisions, including mechanisms for appeals or reconsideration, to ensure fairness and consistency in the termination process.	20	16	17	2	8	3.60	HI	
9. There is school provision on support services or resources to assist the terminated employee or party in transitioning to new employment opportunities, including career counseling, job placement assistance, or access to training programs.	15	21	12	5	10	3.41	MI	
10. There is school follow-up with the terminated employee or party after the termination to address any outstanding issues, provide necessary documentation or assistance, and ensure a smooth transition for both parties.	13	22	12	4	12	3.32	MI	
11. There is a school management review on evaluation and review of the termination process to identify areas for improvement, address any shortcomings or challenges, and enhance effectiveness, efficiency, and fairness in future termination decisions.	15	23	11	3	11	3.44	MI	
						Mean	3.65	HI

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 16 evaluated the turnover practices related to termination for migrant Filipino teachers in Bangkok, Thailand, showing an elevated level of implementation with an average mean score of 3.65. The school effectively communicated policies on deductions and penalties (3.75), outlined conditions for contract

termination (3.78), and used performance as a factor in termination decisions (3.78). They provided advance notice (3.73) and supported thorough documentation (3.81). Compliance with labor laws (3.76) and transparent communication (3.79) were also well-implemented.

However, areas needing improvement included support for transitioning employees (3.41), follow-up after termination (3.32), and management review of the termination process (3.44).

Research emphasizes the importance of clear, fair termination procedures for keeping trust and minimizing legal risks (Johnson et al., 2019; Smith & Jones, 2018).

Table 17. Summary of the Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand

Indicators	Mean	Descriptive Equivalent
A. Exit Interviews	3.42	Moderately Implemented
B. Improving Working Conditions	3.61	Highly Implemented
C. Succession Planning	3.58	Highly Implemented
D. End of Contract	3.29	Moderately Implemented
E. Termination	3.65	Highly Implemented
Overall	3.53	Highly Implemented

Legend: 1.00-1.50 (NI - Not Implemented); 1.51-2.50 (PI - Partially Implemented); 2.51-3.50 (MI - Moderately Implemented); 3.51-4.50 (HI - Highly Implemented); 4.51-5.00 (VHI - Very Highly Implemented)

Table 17 assessed turnover practices for migrant Filipino teachers in Bangkok, Thailand, revealing a high overall implementation with an average mean score of 3.53. Key areas such as improving working conditions (3.61), termination procedures (3.65), and succession planning (3.58) were highly effective, showing staunch support and effective management. However, end-of-contract procedures (3.29) and

exit interviews (3.42) showed room for improvement in supporting teachers during transitions and gathering valuable feedback.

These findings highlight the need for continuous enhancement of turnover practices to support teachers better, aligning with Brown and Smith's (2019) emphasis on comprehensive practices to boost satisfaction and organizational effectiveness.

Table 18. Relationship Between the Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand, and The Profile of Schools (1)

Profile	Indicators										
	A	B	C	D	E	F	G	H	I	J	
Student Population	r	0.025	-0.092	-0.131	-0.064	0.084	0.050	0.058	0.024	0.074	-0.021
	Sig	0.848	0.472	0.306	0.618	0.510	0.699	0.651	0.850	0.564	0.870
Number of Teaching Employees	r	0.003	-0.141	-0.109	-0.071	-0.063	-0.074	-0.092	-0.115	-0.117	-0.104
	Sig	0.984	0.271	0.397	0.582	0.625	0.563	0.472	0.371	0.359	0.417
Number of Non-Teaching Employees	r	0.139	-0.070	-0.114	-0.107	-0.005	0.002	-0.010	-0.034	0.012	-0.035
	Sig	0.276	0.584	0.372	0.402	0.971	0.990	0.936	0.791	0.926	0.785
Number of Filipino Migrant Teachers employed	r	-0.006	0.095	0.052	0.090	0.015	0.021	-0.126	0.079	0.000	0.049
	Sig	0.960	0.459	0.683	0.482	0.910	0.869	0.323	0.539	0.997	0.705
Number of Other Nationality Migrant Teachers employed	r	.249*	0.119	0.136	0.195	0.060	0.119	-0.077	0.135	0.066	0.133
	Sig	0.049	0.353	0.289	0.126	0.643	0.351	0.551	0.291	0.610	0.298
	r	-0.202	-.266*	-0.153	-.272*	-0.230	-.266*	-.345**	-.252*	-.263*	-.285*

Years of Operation	Sig	0.112	0.035	0.231	0.031	0.070	0.035	0.006	0.046	0.037	0.024
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\*\* Correlation is significant at the 0.01 level (2-tailed).

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

Legend:

- A Competitive Compensation and Benefits
- B Career Development Opportunities
- C Training and Development
- D Recognition and Rewards
- E Work-Life Balance Initiatives
- F Employee Engagement Programs
- G Flexible Scheduling and Alternative work Arrangement
- H Creating a Positive School Culture
- I Workload Management
- J Overall

Results revealed that the number of other nationalities migrant teachers employed had a significant positive association with the level of implementation of retention practices for migrant Filipino teachers along with competitive compensation and benefits ( $r=.249, p=.049$ ). The result suggested that schools with higher numbers of other nationality migrant teachers tended to have a higher level of implementation of retention practices for migrant Filipino teachers along with competitive compensation and benefits.

Moreover, the Years of Operation was also found to have a significant negative association with the level of implementation of retention practices for migrant Filipino teachers along with Career Development Opportunities ( $r=-.266, p=.035$ ), Recognition and Rewards ( $r=-.272, p=.031$ ), Employee Engagement Programs ( $r=-.266, p=.035$ ), Flexible Scheduling and Alternative work Arrangement ( $r=-.345, p=.006$ ), Creating a Positive School Culture ( $r=-.252, p=.046$ ), and Workload Management ( $r=-.263, p=.037$ ).

The negative association implied that younger schools had a higher level of implementation of retention practices for migrant Filipinos.

**Public Primary Schools:** Showed a negative association with the implementation of retention practices for migrant Filipino teachers, particularly in fostering a positive school culture ( $r = -0.284, p = 0.024$ ). This suggests lower implementation levels in these schools.

**Private Secondary Schools:** Demonstrated a positive association with the implementation of retention practices, especially in Recognition and Rewards and Work-Life Balance Initiatives.

Preferences for Western teachers in some Thai schools may affect the retention and treatment of migrant Filipino teachers. Public primary schools should focus on equitable treatment based on qualifications and teaching efficacy to improve retention and create a supportive environment.

Table 19. Relationship Between the Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand, and The Profile of Schools (2)

Profile		Indicators									
		A	B	C	D	E	F	G	H	I	J
Type of School:	r	-0.244	-0.140	-0.142	-0.147	-0.191	-0.173	-0.186	-.284*	-0.172	-0.210
Public Primary	Sig	0.054	0.274	0.268	0.249	0.133	0.174	0.144	0.024	0.177	0.099
Type of School:	r	0.097	0.016	-0.037	-0.043	0.025	0.055	0.183	0.083	0.075	0.055
Public Secondary	Sig	0.450	0.903	0.773	0.737	0.845	0.670	0.151	0.518	0.560	0.668
Type of School:	r	0.102	0.022	-0.102	0.001	0.116	0.043	0.151	0.094	0.126	0.067
Public University	Sig	0.426	0.866	0.426	0.992	0.363	0.736	0.236	0.462	0.325	0.604

Type of School:	r	0.180	0.205	0.231	0.101	0.062	0.144	0.058	0.189	0.111	0.163
Private Primary	Sig	0.157	0.106	0.069	0.430	0.629	0.259	0.654	0.137	0.386	0.203
Type of School:	r	0.142	0.111	0.237	.267*	.254*	0.173	0.198	.287*	0.209	0.238
Private Secondary	Sig	0.268	0.387	0.062	0.035	0.045	0.175	0.120	0.023	0.101	0.060
Type of School:	r	0.079	-0.012	-0.100	-0.056	-0.112	-0.042	-0.109	-0.103	-0.216	-0.085
Private University	Sig	0.536	0.923	0.435	0.662	0.382	0.744	0.395	0.421	0.089	0.507
Program Offered: Mini-English Program	r	-0.027	-0.042	-0.014	-0.003	0.019	-0.069	-0.102	-0.153	-0.073	-0.057
	Sig	0.833	0.742	0.912	0.979	0.884	0.593	0.426	0.231	0.572	0.655
Program Offered: Intensive Program	r	0.129	-0.035	-0.026	0.022	-0.048	0.041	0.144	0.108	0.111	0.054
	Sig	0.314	0.784	0.839	0.861	0.707	0.752	0.259	0.400	0.386	0.676
Program Offered: English Program	r	0.043	-0.015	0.062	0.064	-0.049	-0.086	-0.201	-0.064	-0.082	-0.040
	Sig	0.738	0.909	0.629	0.621	0.704	0.503	0.114	0.619	0.523	0.753
Program Offered: English-Chinese Program	r	0.115	0.047	0.020	0.061	0.093	0.056	0.070	0.035	0.032	0.066
	Sig	0.368	0.713	0.877	0.635	0.468	0.661	0.586	0.788	0.806	0.605
Program Offered: Others	r	0.046	0.138	0.091	0.043	0.089	0.045	0.036	0.029	-0.016	0.065
	Sig	0.720	0.281	0.479	0.737	0.488	0.725	0.780	0.819	0.899	0.610

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

Legend: A Competitive Compensation and Benefits  
 B Career Development Opportunities  
 C Training and Development  
 D Recognition and Rewards

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

E Work-Life Balance Initiatives  
 F Employee Engagement Programs  
 G Flexible Scheduling and Alternative work Arrangement  
 H Creating a Positive Culture

This issue can be contextualized within broader employment dynamics observed in some Thai schools, where there is a marked preference for teachers from Western countries. This preference often stems from perceptions related to language skills and physical appearance rather than professional qualifications. Such biases can influence hiring and retention strategies, potentially leading to less favorable conditions for non-native teachers compared to their Western peers. This practice may result in higher turnover rates among qualified Filipino teachers who might feel marginalized or discriminated against.

Highlighting the necessity for equitable treatment policies, it becomes crucial for public

primary schools to prioritize qualifications and teaching efficacy over extraneous factors. Establishing a supportive and inclusive environment will not only improve retention but also ensure a competent and stable educational workforce.

Moreover, the level of implementation of retention practices was also found to have a positive association with schools that are classified as private secondary. This suggests that schools that are classified as private secondary tend to have a higher level of implementation of retention practices for migrant Filipino teachers along with Recognition and Rewards and -Life Balance Initiatives.



Table 20. Summary on the Relationship Between the Level of Implementation of Retention Practices for Migrant Filipino Teachers in Bangkok, Thailand, and the Area of School District

Indicators	Area of School District	
	Eta	
A. Competitive Compensation and Benefits	0.303	
B. Career Development Opportunities	0.262	
C. Training and Development	0.257	
D. Recognition and Rewards	0.252	
E. Work-Life Balance Initiatives	0.186	
F. Employee Engagement Programs	0.267	
G. Flexible Scheduling and Alternative work Arrangement	0.232	
H. Creating a Positive School Culture	0.381	
I. Workload Management	0.403	
	Overall	0.297

For the Eta Coefficient, the minimum tolerance for a statistically significant association between variables is above 0.2.

Table 20 assessed the relationship between the level of implementation of retention practices for migrant Filipino teachers and the area of the school district using the Eta coefficient. The analysis revealed that while the coefficients for various indicators, such as "Creating a Positive School Culture" (0.381) and "Workload Management" (0.403), exceeded the

minimum tolerance of 0.2, none of these associations were statistically significant.

This suggests that the geographic location of schools within different districts does not significantly influence the implementation of retention practices, showing a consistent approach across various districts.

Table 21. Relationship Between the Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand, and The Profile of Schools (1)

Profile	Indicators						
		A	B	C	D	E	F
Student Population	r	0.024	0.031	0.099	0.018	0.116	0.075
	Sig	0.852	0.809	0.439	0.889	0.366	0.557
Number of Teaching Employees	r	-0.069	-0.155	-0.068	-0.138	0.020	-0.073
	Sig	0.592	0.225	0.596	0.281	0.879	0.571
Number of Non-Teaching Employees	r	-0.016	-0.110	0.030	-0.079	0.141	0.007
	Sig	0.900	0.389	0.815	0.537	0.270	0.958
Number of Filipino Migrant Teachers employed	r	0.129	-0.007	0.096	0.053	0.130	0.091
	Sig	0.312	0.955	0.456	0.679	0.310	0.477
Number of Other Nationality Migrant Teachers employed	r	0.130	0.074	0.089	0.059	.264*	0.124
	Sig	0.311	0.563	0.489	0.648	0.036	0.332
Years of Operation	r	-.388**	-.328**	-.287*	-.419**	-.313*	-.375**
	Sig	0.002	0.009	0.023	0.001	0.012	0.002

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

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

Legend:

- A Exit Interviews
- B Improving Working Conditions
- C Succession Planning
- D End of Contract
- E Termination
- F Overall

Table 21 presents the relationship between the level of implementation of turnover practices for migrant Filipino teachers in Bangkok, Thailand, and the profile of schools. To test the association, the Spearman Rank correlation was utilized. These coefficients were inferentially tested to determine if the computed coefficients were significantly different from zero.

The results indicated a significant positive association between the year of operations and the level of implementation of turnover practices for migrant Filipino teachers. This suggested that schools with longer operational histories tended to have higher levels of implementation of turnover practices for this teacher.

Table 22. Relationship Between the Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand, and The Profile of Schools (2)

Profile	Indicators						
		A	B	C	D	E	F
Type of School: Public Primary	r	<b>-.280*</b>	-0.166	<b>-.257*</b>	<b>-.249*</b>	<b>-.382**</b>	<b>-.312*</b>
	Sig	<b>0.026</b>	0.194	<b>0.042</b>	<b>0.049</b>	<b>0.002</b>	<b>0.013</b>
Type of School: Public Secondary	r	0.061	0.115	0.049	0.131	0.140	0.116
	Sig	0.635	0.371	0.705	0.307	0.275	0.364
Type of School: Public University	r	0.055	0.052	0.150	0.078	0.056	0.080
	Sig	0.667	0.688	0.241	0.545	0.660	0.531
Type of School: Private Primary	r	0.102	0.076	0.169	0.082	0.126	0.122
	Sig	0.426	0.556	0.185	0.521	0.326	0.342
Type of School: Private Secondary	r	<b>.274*</b>	0.054	0.140	0.224	<b>.254*</b>	0.224
	Sig	<b>0.030</b>	0.675	0.274	0.077	0.045	0.078
Type of School: Private University	r	-0.136	-0.151	-0.184	-0.109	-0.198	-0.174
	Sig	0.287	0.239	0.149	0.393	0.120	0.173
Program Offered: Mini-English Program	r	0.024	-0.029	-0.017	-0.042	-0.035	-0.025
	Sig	0.854	0.821	0.897	0.742	0.785	0.846
Program Offered: Intensive Program	r	-0.034	0.020	0.074	-0.001	0.149	0.063
	Sig	0.791	0.877	0.564	0.996	0.245	0.626
Program Offered: English Program	r	0.040	0.029	-0.097	-0.098	-0.053	-0.045
	Sig	0.755	0.820	0.450	0.445	0.681	0.724
Program Offered: English Chinese Program	r	0.143	-0.022	0.051	0.126	0.111	0.100
	Sig	0.264	0.864	0.691	0.325	0.386	0.436
Program Offered: Others	r	0.040	-0.052	0.064	0.039	0.126	0.065
	Sig	0.757	0.685	0.617	0.762	0.324	0.615

\*\* Correlation is significant at the 0.01 level (2-tailed) \*. Correlation is significant at the 0.05 level (2-tailed).

Legend:

- A Exit Interviews
- B Improving Work Conditions
- C Succession Planning
- D End of Contract
- E Termination
- F Overall

The table examined the relationship between the level of implementation of turnover practices for migrant Filipino teachers and the profile of schools using Point-biserial correlation. The analysis showed that public primary schools had a significantly lower level of implementation

of turnover practices, particularly in areas such as exit interviews, succession planning, end-of-contract procedures, and termination.

This suggests that public primary schools lag in implementing effective turnover practices compared to other types of schools.

Table 23. Relationship Between the Level of Implementation of Turnover Practices for Migrant Filipino Teachers in Bangkok, Thailand, and Area of School District

Indicators	Area of School District
	Eta
A. Exit Interviews	0.288
B. Improving Working Conditions	0.333
C. Succession Planning	0.328
D. End of Contract	0.238
E. Termination	0.313
<b>Overall</b>	
	0.303

For the Eta Coefficient, the minimum tolerance for a statistically significant association between variables is above 0.2.

The eta coefficient was employed to assess this association. The result indicated that there is no significant association between the area of the

### CONCLUSION AND RECOMMENDATION

The study highlights that the effectiveness of retention and turnover practices for migrant Filipino teachers in Bangkok is significantly influenced by specific school characteristics. Schools with a diverse international staff and newer private secondary institutions tend to implement more effective retention strategies, particularly regarding competitive compensation and benefits. In contrast, older schools demonstrate better performance in turnover management, likely due to their established processes and experience. Public primary schools face notable challenges with implementing practices such as exit interviews and succession planning. The geographical location of the schools within Bangkok does not have a significant impact on these practices, suggesting that factors like school age, type, and staff diversity are more crucial in determining effectiveness.

Based on these findings, several recommendations can enhance retention and turnover practices. First, utilizing feedback from exit interviews to develop targeted retention strategies is crucial. Analyzing this feedback can help identify common issues and trends, allowing schools to address specific challenges and improve retention outcomes. Additionally, updating succession planning processes to align

school district and the level of implementation of turnover practices for migrant Filipino teachers.

with organizational goals is essential. This includes creating clear pathways for career advancement and preparing potential successors for key roles, ensuring leadership continuity.

Support should be directed towards public primary schools to improve their turnover practices, focusing specifically on enhancing exit interviews and succession planning. Developing policies that incentivize effective retention and turnover practices, such as providing grants or subsidies, can encourage schools to prioritize these areas.

Furthermore, involving students in providing feedback on teacher practices and the overall school environment can help create a positive school culture. Comprehensive support for Filipino teachers is also recommended, including assistance with visas, and contracts, and establishing support networks to ensure they have the resources they need to succeed and remain satisfied with their employment.

Finally, promoting transparent communication, mentorship programs, and ongoing professional development opportunities will foster a supportive work environment, ultimately enhancing teacher growth and retention.

### Action Plan Proposed Based on the Findings of the Study

The action plan for enhancing retention and managing turnover of Filipino migrant

teachers in Bangkok, Thailand, addresses critical issues identified through a comprehensive study of current practices and challenges. Filipino migrant teachers play a vital role in Bangkok's educational institutions, contributing significantly to students' academic and cultural development. Prioritizing their satisfaction and well-being benefits the teachers and enhances the overall educational environment, contributing to Thailand's economy.

For educators and policymakers, the action plan includes several key strategies. Ensuring competitive compensation packages through salary benchmarking, policy reviews, and salary scale adjustments aligns with the study's finding that competitive compensation is crucial for retaining teachers. Establishing clear and accessible career advancement pathways, including structured mentorship programs and guidelines, addresses the need for professional growth opportunities highlighted in the study. Enhancing professional development through targeted training programs based on needs assessments responds to the study's indication that ongoing training is vital for teacher satisfaction and retention. Implementing consistent and fair recognition systems, such as monthly awards and performance incentives, supports the study's finding that recognition significantly contributes to teacher satisfaction. Fostering a supportive work environment through health and wellness sessions, stress management, and counseling services addresses the study's emphasis on the importance of work-life balance for teacher well-being. Facilitating team-building activities, memberships in accredited organizations, and faculty exchange programs align with the study's finding that engagement initiatives reduce turnover and improve collaboration. Increasing awareness of global issues and establishing core institutional values fosters a supportive and inclusive school environment, as suggested by the study.

For Filipino migrant teachers, the action plan offers comprehensive support and guidance, including assistance with visas, contracts, and establishing support networks. This addresses the unique challenges faced by migrant teachers, as

highlighted in the study. Providing clear pathways for career advancement and targeted training programs to enhance skills and qualifications aligns with the study's findings on the importance of career growth opportunities. Implementing systems to regularly acknowledge and appreciate teachers' efforts supports the study's emphasis on the need for recognition to improve job satisfaction. Ensuring a conducive work environment that prioritizes well-being through flexible scheduling, wellness initiatives, and family-friendly policies addresses the study's finding that work-life balance is crucial for retention. Encouraging participation in team-building activities, professional organizations, and exchange programs broadens teachers' knowledge and skills, as highlighted by the study. Promoting transparent communication, mentorship programs, and ongoing professional development supports teacher growth and creates a supportive and empowering work environment, as suggested by the study.

In summary, this action plan aims to enhance the retention and manage the turnover of Filipino migrant teachers in Bangkok through strategic initiatives that address compensation, career development, training, recognition, work-life balance, engagement, and institutional support. These efforts are designed to create a positive and supportive environment for teachers, ultimately benefiting both educators and students.

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