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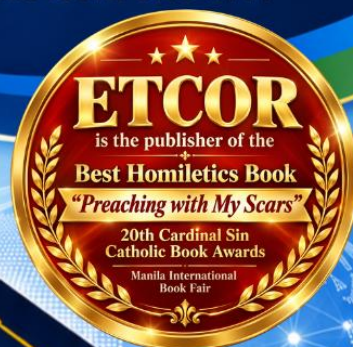
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Exploring the classroom management approaches of Overseas Filipino Teachers in Taiwan for managing challenging learner behaviors

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Abstract

Aim: This study explored the classroom management approaches used by eight Overseas Filipino Teachers (OFTs) in Kaohsiung City, Taiwan, in managing learners with challenging behaviors. Specifically, it examined how OFTs adapted their classroom management practices to Taiwanese cultural expectations, addressed language barriers, collaborated with Taiwanese colleagues, and managed the emotional demands of teaching in a cross-cultural educational setting.

Methodology: This study employed a qualitative phenomenological design using Interpretative Phenomenological Analysis (IPA). Data were gathered through semi-structured interviews with eight purposively selected Overseas Filipino Teachers in Kaohsiung City, Taiwan, and analyzed through the systematic and iterative six-stage Interpretative Phenomenological Analysis (IPA) procedure, with an independent coding check conducted for credibility.

Results: The findings showed that OFTs shifted from direct and verbally dominant classroom management approaches toward more structured, culturally responsive, and context-sensitive practice. They used multimodal communication strategies including gestures, visual aids, and Total Physical Response (TPR), to address language-related misunderstandings and prevent behavioral difficulties. Collaboration with Taiwanese colleagues supported the interpretation of student behavior, communication, and classroom expectations, while journaling, peer support, and other coping strategies helped teachers manage emotional stress and develop adaptive resilience.

Conclusion: Effective classroom management among Overseas Filipino Teachers in Taiwan involves more than the application of discipline and behavioral control strategies. It requires culturally responsive interpretation of learner behavior, flexible and multimodal communication, collaboration with local colleagues, and adaptive resilience. The findings suggested that teacher education programs and school-based support systems could strengthen the preparations of teachers for cross-cultural assignments by incorporating culturally responsive classroom management, communication strategies, co-teaching and collaboration protocols, and structured emotional-regulation practices and reflective practices.

Keywords: Overseas Filipino Teachers, classroom management, challenging behaviors, cross-cultural education, culturally responsive pedagogy

INTRODUCTION

Managing student behavior is one of the most critical and challenging responsibilities of teachers. This is reflected even more in multicultural and international classroom settings. It is widely accepted that educators encounter a range of challenging behaviors such as resistance to authority, reduced concentration, violent tendencies, uncooperativeness, and other forms of classroom disruption. These behaviors hinder not only the learning of the individuals involved but also the classroom environment. In fact, learners with challenging behaviors often stem from a complex interconnection of developmental, psychosocial, and environmental factors (Kuswardani & Paramita, 2023) and addressing these behaviors encompasses consistent discipline and understanding cultural backgrounds of individual students. The term 'challenging behavior' is used in this paper to refer to behaviors that impede teaching and learning, and the classroom



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process more generally. Some of these include challenging compliance, withdrawal, and outbursts. Worldwide, addressing the issue of challenging behaviors is a significant issue for educators, particularly in classrooms where cultural and linguistic diversity increases the possibility of challenges. For manageable behavior to occur, Ryan and Mooney (2024) state that culturally aware, responsive management strategies are needed, and a flexible and aware plan of action must consider who the student is and where they come from. This challenge is amplified in cross-cultural contexts such as Taiwan. These same global trends are mirrored in the increasing mobility of teachers themselves, with growing numbers of educators taking up positions in countries whose educational systems, cultural expectations, and behavioral norms differ from their own, requiring them to adapt their instructional and classroom management strategies to unfamiliar settings (Ochoa, 2026).

In the Asian context, teachers who come from abroad often find it even more challenging to maintain discipline consensus. In countries such as South Korea, Japan, and Taiwan, the number of foreign teachers has increased substantially, and many report feeling helpless when required to manage student behavior in ways that are consistent with local norms and disciplinary expectations. Villaver (2024) reports that Filipino teachers teaching in East Asia often take daily actions that are incongruent with their workplace expectations, the institution's expectations, local cultural relocation, and managing students.

In Philippine classrooms, these behaviors are typically handled by building rapport, cracking jokes, and exercising informal discipline. The framework for training in classroom management for teachers in the Philippines is centered around the country's own culture and systems. While some modules may address behavior management in the teacher education program, these modules apply to teacher behavior within the Filipino centric cultural framework, an oversimplified focus that does not fully account for the global landscape in which growing numbers of Filipino teachers now work; teacher training in the Philippines, for instance, operates within a framework of honor and deference to peers, which stands in stark contrast to Taiwan's hierarchical educational power, parental involvement, and student behavior.

On the other hand, Taiwanese classrooms value formality, order, and indirect style of communication as polite and levers to prevent a waste of time; thus, such behaviors are viewed impolite or troublesome. Out-of-turn teacher participation is a relevant case in point: though the behavior is not out of place, and may even be appropriate in the Philippines, it is disruptive in Taiwanese society. When Overseas Filipino Teachers (OFTs) are in Taiwan or any other foreign countries, there may be additional issues related to language, schooling policies, and cultural standards of student discipline. Ryan and Mooney (2024) argued that culturally responsive classroom management is critically important in these settings, meaning flexible management strategies for students with multiple social and cultural histories. Still, noting that teachers often feel isolated or ill-prepared, or unsupported, moving into classrooms that do not function under the same educational design they experienced (Yeo & Yoo, 2019).

Although there is growing interest in the international mobility of Filipino teachers, few studies have concentrated on the management strategies employed by Overseas Filipino Teachers (OFTs) to manage challenging learner behaviors in Taiwan's uniquely cultural settings. Recent studies in the literature focus on challenges to teaching in general, communication challenges with students due to language issues, or challenges to professional integration, as summarized by Lao and Espiritu (2025). Literature concerning context-adapted strategies that OFTs use to manage and mitigate challenging behaviors within the classroom is distinctly limited. Previous research has established that foreign and migrant teachers experience cultural identity strain, language-related communication barriers, and reliance on institutional support, with resilience developing through both individual effort and institutional mentorship (Fatima et al., 2024; Lanoy & Idul, 2025; Lao & Espiritu, 2025; Yeh, 2024). These studies largely generalize the experience of foreign teachers rather than examining how Overseas Filipino Teachers specifically manage challenging learner behavior in Taiwan; no established frameworks or localized resources exist to guide OFTs in managing challenging learner behaviors, and using these insights as the foundation for a proposed Filipino Teachers' Guide Kit. Taken together, the literature shows that both overseas and local Filipino teachers contend with cultural conflict, language barriers, and professional identity renegotiation, yet it offers no concrete account of the day-to-day classroom management strategies that Overseas Filipino Teachers develop for addressing challenging behaviors in the Taiwanese educational environment, nor does it explain how these teachers interpret and justify those strategies from their own perspective. There is a dearth of studies applying a phenomenological approach on the experience of OFTs in Taiwan, particularly on the management of learners with challenging behaviors within an intercultural context, and this gap hinders the scope of how Filipino teachers adjust their classroom management techniques in the face of cultural and emotional expectations. This study sought to address this gap by examining the lived experiences of Overseas Filipino Teachers in Taiwan and the comprehensive strategies they employ to manage challenging learner behaviors. Ultimately, this study aimed to inform the construction of a Filipino Teachers' Guide Kit, a practical guide for overseas Filipino

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teachers (OFTs) in Taiwan that helps in the management of challenging behaviors. In this way, this study expands the existing literature and bridges the gap between theory and practice in the context of global teacher migration and multicultural education.

The significance of this study was to explore the classroom management approaches employed by Overseas Filipino Teachers in Taiwan for learners with challenging behaviors. This research is of fundamental significance because it contributed to the growing body of knowledge in cross-cultural education, specifically regarding Overseas Filipino teachers dealing with challenging behaviors in Taiwanese classrooms. Specifically, the study contributed to educational practice by examining how teachers interpret learner behavior across cultures, adapt classroom management strategies to different educational environments, use multimodal communication to support teaching and behavior management, collaborate with local teachers and school leaders, regulate their emotional responses to classroom challenges, and transform their cross-cultural teaching experiences into professional learning. The study's contribution framed across five areas relevant to educational research and practice: teaching and learning, teacher education, educational leadership and school management, curriculum and instructional design, and pedagogical innovation.

In terms of curriculum and instructional design, the study's findings directly informed the content of the proposed Filipino Teachers' Guide Kit, which the study framed as an evidence-based proposal derived from the findings rather than a general reference document. Consistent with its status as an initial draft synthesized from the study's five superordinate themes, the Guide Kit was intended for further content and face validation with subject-matter experts and subsequent pilot-testing before it is incorporated into teacher-education curricula or school-based onboarding materials. In terms of pedagogical innovation, the study contributed a context-specific model of adaptive, culturally responsive classroom management that extends existing behaviorist and culturally responsive teaching approaches to the lived, cross-cultural realities OFTs encounter in Taiwanese classrooms.

Beyond its contribution to the literature, the study carried practical implications across multiple levels of the educational system. For Taiwanese school administrators and policy-makers, it offered insights into the needs of foreign teachers and how schools might build stronger support systems for their integration and intercultural collaboration; and for teacher education institutions, it underscored the value of embedding culturally responsive classroom management preparation into pre-service training for teachers bound for overseas assignments. This emphasis on teacher preparation is consistent with recent research examining teacher-tutors' readiness, practices, and competencies in implementing educational programs, which highlights the importance of preparedness and professional competence in effective educational practice (Perlas, 2026). This study also provided implications for educational institutions preparing teacher education programs in the Philippines and could serve as a reference point for future scholars who are looking into teacher migration, the global arena of cross-cultural pedagogy, and behavior management in international contexts.

Review of Related Literature and Studies

This review analyzed and consolidated research related to the concerns of Overseas Filipino Teachers in Taiwan regarding their experiences in managing learners with challenging behaviors. The review was thematically arranged into key areas that reflected the core concerns of the study: cultural adaptation strategies, language barrier challenges, support system utilization, professional development and growth, and the psychological and emotional dimensions of teaching abroad.

Cultural Identity Negotiation and Professional Self-Concept

Overseas Filipino Teachers (OFTs) in Taiwan face challenges in making necessary adjustments to their classroom management techniques to reflect cultural norms in Taiwan. Yeh (2024) pointed out that Overseas Filipino teachers in Taiwan regularly adjust their disciplinary strategies to meet local expectations and emphasized points from the study that explained that when teaching Taiwanese students, knowing their culture and student behaviors is important. This finding was directly relevant to the present study because it suggested that OFTs' disciplinary adjustments were not simply a byproduct of general cultural adaptation, but a targeted response to how challenging behaviors were understood and expected to be handled within the Taiwanese classroom specifically.

Patrick (2022) suggested that foreign teachers' authority is often challenged by their unfamiliarity with local classroom norms, which complicates their ability to build meaningful relationships with learners. This cultural disconnect can also prevent foreign teachers from delivering culturally responsive teaching effectively and seamlessly, as illustrated in Vega et al.'s study (2021) which emphasized its effect on relational trust and identity, the two accounts converge on the same underlying mechanism: unfamiliarity with local norms limits a foreign teacher's capacity to accurately read and appropriately respond to student behavior. Taken together with Yeh's (2024) findings on disciplinary adjustment,

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this suggested that cultural negotiation, between suspending one's own teaching style and adapting to contextualized practices, is fundamental to relation on how expatriate foreign teachers construct their professional self-concept, a negotiation that becomes especially salient when interpreting and responding to learners' challenging behaviors. Teachers' gradual reconstruction of their professional identities is influenced by this balancing act between their individual teaching philosophies and the imposition of what is acceptable in their educational context.

Cross-Cultural of Teacher-Student Dynamics

Among cross-cultural dynamics, language competence is a significant barrier that inhibits teacher-student relationships, directly shaping how challenging behaviors are perceived and addressed in the classroom. Fatima et al. (2024) noted that language proficiency contributes to challenges in communication between teachers and students, which affects the teaching-learning process, putting students with poor language skills at disadvantage. Similarly, Bukhari et al. (2023) posited that language competence serves as a major barrier to communication between teachers and students, and those students who have limited language skills lack confidence, which influences their effective verbal communication skills. Recent research has likewise examined the relationship between the use of learning materials and students' language-related competencies, highlighting the relevance of instructional resources in supporting language development (Esteves, 2026). This is sometimes addressed by Filipino teachers using visual aids, simplified English, and body language (Yeh, 2024). Authentic connections start when teachers acknowledge and affirm diverse cultural identities of international students, recognizing language differences, values, and behaviors that Taiwanese students bring in classrooms or during communication (Fatima et al., 2024). Filipino teachers who act upon their reciprocity of being open to Taiwanese cultural practices create a classroom environment where the students can also be more receptive to the teachers' reciprocal standpoint. These exchanges improve cross-cultural understanding and grow a relationship beyond functional communication to a relationship where classroom activity is creating authentic connections, intrinsically moving the classroom environment toward mutual growth. Collectively, these studies indicated that language competence and multimodal communication function not merely as general classroom-communication tools, but as the specific mechanisms through which OFTs came to recognize, interpret, and de-escalate challenging behaviors that originate from or are compounded by language and cultural miscommunication.

Systemic Navigation and Institutional Belonging

Formal and informal support systems are critical for helping Overseas Filipino Teachers manage challenging behavior. Lao and Espiritu (2025) state that peer support and administrative support mitigate stress and promote effective classroom practices. Institutional support serves as a critical predictor in job satisfaction and success in behavioral management with language classroom setting (Aswathy & Jayalakshmi, 2025); institutional support to educators, such as professional development (e.g. workshops, seminars, training, conference), recognition, and support to pursue a higher degree can improve job satisfaction. Systemic navigation involves overcoming institutional constraints, such as unequal access to training or ambiguous messages surrounding school procedures. Similarly, in related educational settings, the combination of instructional and administrative support has been shown to significantly predict successful adaptation among those receiving support amplifying the effect of front line support (Mahmood et al., 2024); by extension, inconsistent implementation of such support could create spaces that inhibit adaptation for foreign teachers. Such constraints can inhibit OFTs from feeling consistently a part of the institutional pattern, resulting in a diminished sense of belonging and further dependence on informal networks. In general, there is agreement among these studies that institutional and social support improves the overall experience of foreign teachers. However, the studies disagree regarding the specific aspects of "support."

Adaptive Resilience and Professional Growth

Lao and Espiritu (2025) suggest that ongoing professional development on cultural and behavioral competencies creates teacher confidence. Filipino teachers often draw on their expertise from their home country to explain foreign situations. Recent research on the professional competency of Technical-Vocational-Livelihood teachers likewise highlights the importance of teacher competence in relation to effective educational practice and professional responsibilities (Seraspi & Sumanga, 2026). The study by Alicamen and Becamon (2022) showed that foreign-nation Filipino teachers in Singapore were able to overcome difficulties they faced and exploited discomfort positively during study to grow personally and professionally as foreign teachers. The study by Alicamen and Becamon (2022) showed that foreign-nation Filipino teachers in Singapore were able to overcome difficulties they faced and exploited discomfort positively during study to grow personally and professionally as foreign teachers. Yet, as Villaver (2024) argues, if no contextual training puts these experiences of cultural competencies into the context of Taiwanese school culture, then

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the Filipino teachers might not be able to use it effectively. Recent literature also provided further support for the idea that resilience is not an individual trait but an embedded social process: Lanoy and Idul (2025) found that when Filipino teachers abroad experienced schools that had institutionalized mentorship, counseling and recognition systems, developing resilience as a teacher, facilitated resilience development. To facilitate cross-cultural learning, it is essential for Filipino teachers to prepare and customize instructional materials contextually regarding their home country experiences and perspectives so that pedagogical practices and classroom interactions can similarly translate into a foreign environment.

Behavioral Interpretation and Meaning-Making Across Cultures

Dealing with challenging behaviors while adjusting to a new culture can have a stress and emotional toll on teachers. Lao and Espiritu (2025) observed that many Filipino teachers experience anxiety and homesickness, which can impact their presence in the classroom, regardless of their background knowledge, experience, or the education they have had. This observation was similar to the findings of Orines et al. (2023), who provided insight into teacher burnout by mentioning that classroom discipline is one of the areas that can create a significant emotional impact and pressure along with burnout. Research on the relationship between well-being and effectiveness in the classroom explains that teachers who are emotionally well-regulated are likely to be effective at de-escalating conflicts in the classroom (Knuver & Brandsma, 2022). This indicated that meaning-making with respect to behavior is not a fixed disposition; instead, it is a dynamic process of cultural negotiation and adaptation. Such classroom context can influence student well-being and, in turn, affect their academic success, which may explain why so much is asked of these educators, carrying the workload of being, second only to parents, the stepping stone of development for young children.

Collectively, this body of research indicated that foreign and migrant educators, including Overseas Foreign Teachers (OFTs), frequently navigate a complex relationship involving cultural identity negotiation, language barriers, institutional support, and resilience while they adjust to a new teaching environment (Aswathy & Jayalakshmi, 2025; Bukhari et al., 2023; Fatima et al., 2024; Lao & Espiritu, 2025; Orines et al., 2023; Patrick, 2022; Vega et al., 2021; Yeh, 2024). However, what remains lacking across these studies is a thorough and focused investigation into how these educators perceive and manage challenging learner behaviors; the topic of behavior management is only touched upon in the literature as a result of wider cultural or institutional adaptation, rather than being treated as a distinct phenomenon deserving of its own exploration.

This gap matters because general studies of foreign or migrant teacher adjustment cannot fully explain the experiences of OFTs in Taiwan specifically: they do not capture how Filipino teachers, working within a Taiwanese institutional and cultural context that differs markedly from the Philippine context in which they were trained, come to interpret specific classroom behaviors as challenging, nor how they adapt concrete management strategies in response. Challenging student behavior warrants examination as a distinct focus, rather than as one incidental aspect of teacher adjustment, because it is the point at which cultural expectations, communication limitations, and institutional support most directly and practically converge in the OFT's daily classroom practice.

A phenomenological approach is well suited to closing this gap because it allows the lived experience of OFTs managing challenging learner behaviors, rather than institutional records or generalized survey measures, to serve as the primary source of understanding. Where prior studies have tended to describe cultural adjustment in the aggregate, an Interpretative Phenomenological Analysis of OFTs' own accounts can surface the specific interpretive and behavioral strategies these teachers develop, knowledge that general studies of foreign teacher adjustment have not been positioned to produce. This synthesis therefore directly informs the purpose of the present study: to examine, through the lived experiences of Overseas Filipino Teachers in Taiwan, how they interpret and manage learners with challenging behaviors within this specific cultural and institutional setting.

Theoretical Framework

This research was based on three integrated theories that allowed for a multi-faceted understanding of how Overseas Filipino Teachers in Taiwan manage learners with challenging behaviors in the classroom. These theories are Behaviorist Theory as developed by B. F. Skinner, Culturally Responsive Teaching Theory, developed by Geneva Gay, and Ecological Systems Theory, as developed by Urie Bronfenbrenner. These three theories served as the theoretical lenses through which phenomenon was interpreted and were distinct from the methodological framework of Interpretative Phenomenological Analysis (IPA), which is discussed separately below.

Skinner's (1938) Operant Conditioning Theory holds that behavior is shaped and maintained by its consequences, such that behaviors followed by reinforcement are more likely to recur while those followed by



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punishment or the absence of reinforcement are less likely to recur. For OFTs, this theory was most helpful in developing clear and consistent expectations for students in Taiwanese schools since maintaining discipline is important in the classroom, however, discipline can be interpreted differently within cultures. In this sense, Skinner emphasized the role of reinforcers and punishers to manage learners with challenging behaviors. When teachers use Operant Conditioning Theory in classroom settings, they develop instructions or procedures that fall into the categories of positive reinforcement, consequences, and routine. Skinner's theories assisted in studying how OFTs adapt their classroom management style and their reinforcement style to frame Taiwanese behavioral expectations. Although this study is primarily interpretative and experiential in orientation, a behaviorist lens remained useful because it provides a concrete vocabulary for categorizing the behavior-management techniques (e.g., routines, consequences, reinforcement) that participants described using, even as those techniques were themselves shaped by cultural context.

This study anchored on Geneva Gay's (2000) Culturally Responsive Teaching Theory (CRT), which suggests that educators should accept and recognize their students' cultural affiliations and backgrounds when making instructional and disciplinary decisions. Gay (2000) argued that educators must be responsive when engaging with their learners' lived experiences and values. In this study, OFTs navigated their classroom management styles and considered cultural norms of their Taiwanese counterparts and students, while reflecting on their own personal teaching identity. Specifically, CRT informed the design of the interview protocol, which asked participants to describe how they interpreted and responded to learner behavior within the Taiwanese cultural context; it also guided the analysis of participants' narratives by directing attention to instances in which teachers reinterpreted behavior in light of cultural expectations, and it informed the identification of adaptive, culturally responsive classroom management approaches that emerged from the data.

Ecological Systems Theory (Bronfenbrenner, 1979) affords the most complete perspective in terms of understanding the larger context of behavior management. Ecological Systems Theory posits that a child's behavior is influenced by several environmental systems, including the microsystem (the classroom), the mesosystem (the school community), and the macrosystem (the larger sociocultural system within which schooling occurs). For this study, the microsystem was most directly relevant to participants' day-to-day classroom interactions with students, while the mesosystem is relevant to the relationships between OFTs and their Taiwanese co-teachers, homeroom teachers, and school administrators. The macrosystem is relevant to the broader Taiwanese cultural expectations regarding discipline, authority, and communication that shaped how participants' classroom management practices were interpreted and received. These levels guided the interpretation of the data by directing attention not only to what participants did in the classroom, but to how their practices were shaped by, and negotiated within, these surrounding institutional and cultural systems.

These three theories combined helped to understand the realities of Overseas Filipino Teachers in Taiwan. Operant Conditioning helps categorize management techniques used under Behavior Control. Culturally Responsive Teaching puts boundaries on the interpretation of culture adaptation. Finally, Ecological Systems Theory gives the broader perspective to look at the institutional and wider sociocultural frameworks.

Methodological Framework

The theory outlined above defined the conceptual lenses for understanding the phenomenon. However, IPA served as a different methodological framework by providing direction for gathering and analyzing the data. Three components comprise the methodological underpinnings of IPA: phenomenology, hermeneutics, and idiography. Phenomenology guided the study's focus to the lived experiences of OFTs as they manage challenging learner behaviors, allowing the study to capture their descriptive accounts of their everyday practices and the meaning they attributed to those practices. Hermeneutics directed attention during the interpretation of the participants' narratives, while also directing attention to how the participants used their instructional strategies in relation to the diverse cultures and behaviors of their students. Idiography guided the analytical approach toward a detailed examination of each participant's individual case before identifying patterns across cases, preserving the context specific to each case. Rather than being at odds with the theoretical lenses of behavior management, cultural responsiveness, and ecological influence, the combination of these three methodological frameworks was applied to the participants' accounts.

Conceptual Framework

Figure 1

Conceptual Framework for Exploring Classroom Management Approaches of Overseas Filipino Teachers in Taiwan

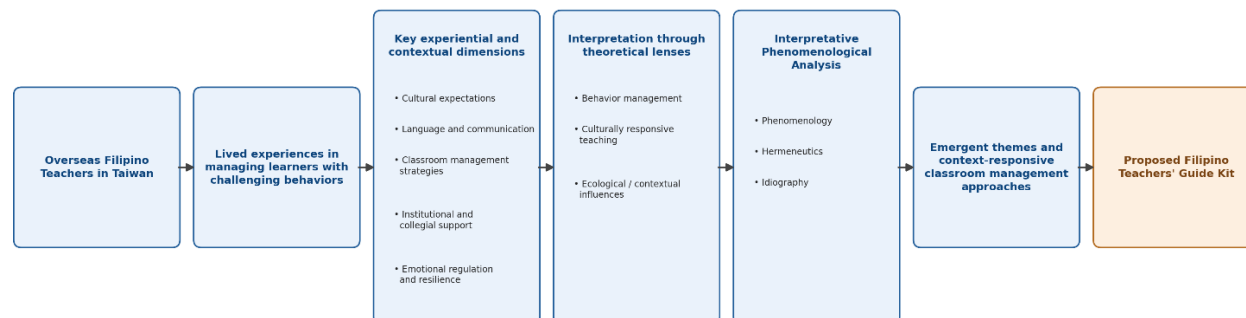


Figure 1 presents a conceptual framework that illustrates the basic themes of inquiry in this study, "Exploring the Classroom Management Approaches of Overseas Filipino Teachers in Taiwan for Managing Challenging Learner Behaviors." The lived experiences of the Overseas Filipino Teachers serve as the core focus of the Interpretative Phenomenological Analysis (IPA). IPA is grounded in three methodological arms: phenomenology, hermeneutics, and idiography.

Phenomenology describes the lived experiences of OFTs in managing learners with challenging behaviors. Understanding teachers' experiences in this context captures descriptive accounts of their day-to-day life and the interpretive dimensions of meaning-making in their classroom management practices. Hermeneutics, on the other hand, interprets the OFTs' narratives. This principle explores how teachers understand and manage their techniques as responses to the diverse cultures and behaviors of their students. Finally, idiography critically examines the individual cases of OFTs, highlighting context-specific details. This approach draws attention to the unique experiences of each teacher. The interrelatedness of these three elements provides an in-depth analysis of the narratives of OFTs across different teaching contexts in their host institutions.

Operant Conditioning Theory, Culturally Responsive Teaching, and Ecological Systems Theory reinforce the strategies employed by OFTs. Lastly, the creation of a proposed Filipino Teachers' Guide Kit serves as the proposed practical outcome of the study that could help teachers to improve their classroom management approaches. It proposes a framework to operationalize phenomenological and theoretical insights into a culturally responsive and systems-aware resource for Overseas Filipino Teachers in Taiwan, both current and future.

Statement of the Problem

Classroom management is particularly complex when teachers work across cultural and linguistic context where expectations regarding learner behavior, teacher authority, communication, discipline, and teacher-student relationships may differ from those in their home educational systems. Overseas Filipino Teachers (OFTs) in Taiwan may therefore encounter challenges in interpreting and responding to learners with challenging behaviors while simultaneously adapting to Taiwanese cultural norms, language-related communication barriers, institutional expectations, and professional relationships.

Existing literature has discussed the broader experiences of Filipino and foreign teachers in international educational settings, including cultural adaptation, communication difficulties, professional integration, institutional support, and teacher resilience. However, limited attention has been given to the specific and day-to-day classroom management approaches developed by Overseas Filipino Teachers in Taiwan when responding to learners with challenging behaviors. In particular, there remains limited understanding of how OFTs interpret learner behavior within a Taiwanese cultural context, adapt their classroom management approaches, communicate across language barriers, collaborate with local colleagues, manage the emotional demands associated with challenging classroom situations.

Addressing this gap is important because understanding the lived experience and context-responsive practice of Overseas Filipino Teachers could contribute to cross-cultural classroom management, teacher preparation, professional development, and school-based support for teachers working in international settings. Thus, this study explored the classroom management approaches employed by Overseas Filipino Teachers in Taiwan in managing



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learners with challenging behaviors. The findings may also serve as a basis for proposing a Filipino Teachers' Guide Kit that may provide context-responsive guidance for OFTs who are currently teaching or may teach in Taiwanese classrooms.

Research Objectives

General Objective

To explore the classroom management approaches employed by Overseas Filipino Teachers in Taiwan in managing learners with challenging behaviors.

Specific Objectives

Specifically, the study aimed:

1. To explore how Overseas Filipino Teachers adapt their classroom management approaches to Taiwanese cultural norms and expectations.
2. To identify the communication strategies employed by Overseas Filipino Teachers in managing challenging learner behaviors amid language barriers.
3. To explore how Overseas Filipino Teachers interpret and make sense of challenging student behaviors across different cultural contexts.
4. To explore how Overseas Filipino Teachers demonstrate adaptive resilience in sustaining effective classroom management.
5. To propose a Filipino Teachers' Guide Kit based on the findings of the study to support Overseas Filipino Teachers in managing challenging learner behaviors.

Research Questions

Specifically, it sought to answer the specific research questions:

1. What are the classroom management experiences of Overseas Filipino Teachers (OFTs) in Taiwan in handling challenging learner behaviors?
2. What communication strategies do Overseas Filipino Teachers employ in managing challenging learner behaviors amid language barriers?
3. How do Overseas Filipino Teachers interpret and make sense of challenging student behaviors across different cultural contexts?
4. How do Overseas Filipino Teachers demonstrate adaptive resilience in sustaining effective classroom management?
5. Based on the findings of the study, what Filipino Teachers' Guide Kit may be proposed to support Overseas Filipino Teachers in managing challenging learner behaviors?

METHODOLOGY

Research Design

This study employed a qualitative phenomenological design using Interpretative Phenomenological Analysis (IPA) to explore the lived experiences of Overseas Filipino Teachers (OFTs) in Taiwan in managing learners with challenging behaviors within a cultural and educational context different from their home environment. The phenomenological orientation was appropriate because the study sought to understand how participants experienced, interpreted, and made meaning of classroom management challenges arising from cultural difference, language barriers, institutional expectations, professional relationships, and emotional demands.

Interpretative Phenomenological Analysis (IPA) guided the examination of the participants' individual accounts and the meanings they attached to their experiences. The approach enabled an in-depth and idiographic exploration of how Overseas Filipino Teachers understood and adapted their classroom management practices within Taiwanese educational settings. Data were analyzed inductively to identify patterns of meaning and develop emergent and superordinate themes based on the participants' accounts.



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Population and Sampling

The participants in this study were eight Overseas Filipino Teachers (OFTs) who were teaching in public schools in Kaohsiung City, Taiwan. Participants represented different educational levels including elementary, junior high, and senior high settings. Purposive sampling was employed to select individuals who had direct experience with the phenomenon under investigation.

To be included in the study, participants were required to: (a) a Filipino citizen, (b) currently employed as teacher in Taiwan (c) have at least one year of teaching experience in Taiwanese schools, and (d) have experience managing learners with challenging behaviors. These criteria ensured that the participants could provide rich and relevant accounts of the classroom management approaches and challenges explored.

Eight participants were included to allow for an in-depth, idiographic examination of individual experience while identifying patterns of meaning across participants. The later interviews showed recurring patterns relevant to the phenomenon while continuing to provide individual perspectives that contributed to the interpretative analysis.

Research Instruments

The primary instrument used in the study was researcher-developed, semi-structured interview protocol consisting of open-ended questions designed to elicit in-depth accounts of the lived experiences of Overseas Filipino Teachers in Taiwan in managing learners with challenging behaviors. The semi-structured format allowed participants to describe their experiences in their own words while enabling the researcher to ask follow-up questions when clarification or deeper exploration was necessary.

The interview protocol was reviewed and validated by the three professionals with advanced academic qualifications and expertise in qualitative research, special education, and teacher professional development. Each validator had more than five years of relevant academic or professional experience. The interview questions were reviewed for clarity, relevance, appropriateness, alignment with the research objectives, and sensitivity to the participants' experiences.

Based on the validators' recommendations, the interview protocol was revised by rephrasing emotionally sensitive questions, simplifying items that addressed multiple concepts, and reorganizing the questions from broad experiential prompts to more specific and sensitive areas of inquiry.

Data Collection

Prior to data collection, ethics clearance was obtained from the appropriate Ethics Review Board. Participants were identified using professional connections, the local community of Overseas Filipino Teachers in Taiwan and social media, and were chosen based on their willingness to participate and their experience with classroom management in Taiwanese classrooms. Eligible participants were informed about the purpose of the study, the nature of participation, the voluntary nature of involvement, and their right to withdraw from the study without penalty. Electronically documented informed consent was obtained before the interviews were conducted.

Data were collected through individual semi-structured interviews conducted through Zoom. With the participants' permission, the interviews were audio-recorded to ensure the accurate capture of their responses. Each interview took 30 to 45 minutes. Follow-up questions were asked during or after the interviews, when necessary, to clarify responses and explore significant experiences in greater depth.

The recorded interviews were transcribed for analysis. The transcripts were reviewed for accuracy and prepared for Interpretative Phenomenological Analysis. Data collection took place from April 25, 2026 to May 3, 2026.

Treatment of Data

The interview data were analyzed using Interpretative Phenomenological Analysis (IPA) to explore how Overseas Filipino Teachers (OFTs) in Taiwan experienced and interpreted the management of learners with challenging behaviors. The analysis followed the systematic and iterative six-stage procedure described by Smith, Flowers, and Larkin (2021). The analytical process involved: (a) repeated reading and immersion in each transcript, (b) initial noting of descriptive, linguistic, and conceptual observations, (c) development of emergent themes, (d) identification of connections among emergent themes, (e) development of superordinate themes for each participant, and (f) examination of patterns across cases while preserving attention to individual experiences. To support credibility, reflexivity, and interpretive checking rather than to establish statistical intercoder reliability, an independent qualitative researcher applied the same six-stage coding framework to two of the eight interview transcripts (T1 and T8, representing 25% of the sample). This process aimed to increase the credibility and reflectivity of the analysis, rather than assess inter-rater agreement. The primary researcher and independent coder achieved an 83% convergence on

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their coding decisions for those transcripts. The two resolved discrepancies through a consensus discussion that allowed both coders to review each other's views of the same transcript excerpts together, refine their code definitions, align interpretations, and confirm that the thematic structure accurately reflected participants' life experiences.

Ethical Considerations

Ethical principles guided all stages of this qualitative study to ensure the protection, dignity, and well-being of the participants. Ethical clearance was secured from the appropriate Ethics Review Board before data collection. Participation was voluntary, and informed consent was obtained from all participants before the interviews were conducted. Participants were informed of the purpose of the study, the nature of their participation, and their right to decline to answer any question or withdraw from the study without penalty. Because the interviews involved discussions of potentially stressful classroom and professional experiences, attention was given to the participants' emotional well-being during the interview process. When participants showed signs of discomfort or emotional distress, the interview could be paused, rescheduled, or discontinued according to the participants' preference.

Confidentiality and anonymity were protected through the use of pseudonyms and the removal or generalization of identifying information, including specific locations, institutional roles, and non-essential details that could reveal the identity of participants. Audio recordings, transcripts, and other research data were stored securely using password-protected, AES-256 encrypted electronic storage accessible only to authorized members of the research team, consistent with the general data-protection principles underlying the Taiwan Personal Data Protection Act and the Philippines Data Privacy Act of 2012. Data were managed in accordance with the approved ethical protocol and applicable institutional and data-protection requirements.

RESULTS and DISCUSSION

This chapter presents, analyzes, and interprets the lived experiences of eight Overseas Filipino Teachers in Taiwan, coded as T1 to T8. The data were gathered through semi-structured interviews and analyzed using Interpretative Phenomenological Analysis (IPA). The study focused on how Overseas Filipino Teachers experienced, interpreted, and responded to classroom management challenges in Taiwanese classrooms. Five major emergent themes were developed from this analysis: (1) Structured Cultural Responsiveness; (2) Multi-Modal Communication; (3) Shared Authority Through Collaboration; (4) Reflective Emotional Regulation; and (5) Proposed Filipino Teachers' Guide Kit Based on the Findings.

Table 1

Summary of Research Questions, Emergent Themes, and Core Meanings

Research Question	Superordinate Theme	Core Meaning
1. What are the classroom management experiences of Overseas Filipino Teachers (OFTs) in Taiwan in handling challenging learner behaviors?	Shift from Direct Classroom Control to Structured Cultural Responsiveness	Participants shifted from expressive and verbal classroom management to routines, visuals, patience, and culturally sensitive interpretation.
2. What communication strategies do Overseas Filipino Teachers employ in managing learners with challenging behaviors amid language barriers?	Multimodal Communication as a Behavior Management Tool	Teachers used simplified English, gestures, visuals, Total Physical Response (TPR), modeling, repetition, and co-teacher translation to prevent confusion and reduce misbehavior.
3. How do OFTs interpret and make sense of challenging student behaviors across different cultural contexts?	Shared Authority Through Co-Teaching and Local Support	Taiwanese colleagues helped interpret student behavior, translate instructions, explain school policies, and reinforce classroom expectations.



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Research Question	Superordinate Theme	Core Meaning
4. How do OFTs demonstrate adaptive resilience in sustaining effective classroom management?	Reflective Emotional Regulation and Adaptive Resilience	Teachers coped through reflection, emotional control, support-seeking, patience, self-reminders, and acceptance of small progress.
5. Based on the findings of the study, what Filipino Teachers' Guide Kit may be proposed to support OFTs in managing challenging learner behaviors?	Proposed Filipino Teachers' Guide Kit Based on the Findings	The Proposed Guide Kit may include cultural orientation, communication tools, collaboration protocols, behavior strategies, and coping support.

Table 1 presents each research question with its associated superordinate theme and provides evidence from participant experiences to support the themes. This was designed to illustrate the overall progression of the study and demonstrate how the OFTs have navigated issues related to their classroom management, language barriers, cross-cultural collaboration, and their own emotional regulation in Taiwan.

For Research Questions 1 and 2, the participants' responses to classroom management and language barrier-related challenges demonstrated a significant transformation. Participants responded to classroom management challenges by transitioning away from a direct, verbally dominant approach toward culturally responsive classroom routines. Additionally, to address language barriers when implementing behavioral interventions, the participants used multiple forms of communication, including TPR, simplified English, demonstration of procedures, and collaborative approaches with their Taiwanese co-teachers to ensure order was maintained in the classroom while avoiding overwhelming students cognitively.

For Research Questions 3 and 4, the results indicated that the opportunity to collaborate with Taiwanese colleagues provided a critical link for establishing common ground and shared authority regarding cultural interpretations, language translations and mutually reinforcing policies.

Finally, this table also demonstrates how OFTs regulate their emotions professionally and personally while teaching in a cross-cultural setting. They accomplished this by utilizing reflective emotional regulation skills, adapting to new situations, maintaining professional efficacy through patience, support from peers and tempered expectations of incremental growth in their students. Overall, by synthesizing the empirical findings across these five dimensions, the last theme represents the practical application of the research questions and the development of a Proposed Filipino Teachers' Guide Kit to support Overseas Filipino Teachers in managing challenging learner behaviors.

Theme 1: Shift from Direct Classroom Control to Structured Cultural Responsiveness

The participants described adapting their classroom management practices after entering Taiwanese educational settings. Their narratives indicated greater reliance on structured routines, simplified communication, visual and non-verbal cues, patience, and attention to cultural context. These adaptations suggest that, for the participants in this study, classroom management involved not only regulating learner behavior but also interpreting that behavior within the cultural and linguistic conditions of the classroom. As T1 shared, "When I came here to Taiwan, I learned to slow down, simplify my instructions, and build a calm, consistent routine. I became more patient and sensitive to the students since they're mostly shy and reserved in nature." T3 similarly reflected, "Here in Taiwan, I learned to use more non-verbal cue strategies like gestures and consistent routines so that I can support the learners with limited English." These accounts suggest a shift toward more structured, non-verbal, and routine-based strategies among the participants. This pattern can be interpreted through Gay's (2018) Culturally Responsive Teaching model, which holds that classroom management is strengthened when teachers adjust their practices to fit learners' cultural and communicative context, as T1 and T3 appeared to do. Consistent with Paris and Alim (2017), the participants' shift toward visual, gestural, and routine-based approaches can be read as an accommodation of students' communicative needs rather than a deficit-based response, echoing Ladson-Billings' (2021) caution against treating cultural or linguistic difference as an obstacle to manage. Read alongside Bronfenbrenner's (1979) Ecological Systems Theory, these adaptations illustrate how classroom-level (microsystem) practices were shaped by the broader institutional and cultural context (mesosystem) in which the participants were teaching.

Theme 2: Multimodal Communication as a Behavior Management Tool

Language difficulties were one of the biggest obstacles to managing classroom behaviors for Overseas Filipino Teachers (OFTs) working in Taiwan. Rather than instantly viewing quietness or disruptions as negative behaviors, the teachers came to interpret their own perceptions of their students' behavior over time through simplified language, gestures, visuals, Total Physical Response (TPR), modeling, repetition, picture cues, demonstrations, and co-teacher translation. The participants' experiences in this study suggest that, within multilingual and cross-cultural classrooms such as the ones they described, seeking clarity before correction was useful classroom management practice. The participants learned that before disciplining a learner, they may first ask whether the learner understood the instruction. The participants' narratives suggested that some behaviors initially interpreted as noncompliance or misbehavior may have been associated with misunderstanding or difficulty comprehending instructions. As T8 explained, "Language barriers are a major factor in classroom behavior in Taiwan. When students struggle to understand instructions, frustration can lead to misbehavior." This shift in perspective, from asking why students were not behaving to asking why they were not able to be understood, marked a critical point in how teachers approached classroom management, changing their response from punitive to preventive. This theme expands the Culturally Responsive Teaching model (Gay, 2018) to include all forms of classroom communication and supports Lao and Espiritu's (2025) findings regarding how communication is utilized by Filipino teachers in Taiwan.

Theme 3: Shared Authority Through Co-Teaching and Local Support

From a modern ecological viewpoint, the participants' experiences demonstrate that classroom management is influenced by various systems that interact with each other. In the case of OFTs in Taiwan, classroom management was shaped by co-teacher relationships, homeroom teacher direction, school-wide rules, expectations of school administration, backgrounds of students, language barriers, and cultural norms of Taiwan (Tong & An, 2024). While Filipino teachers may have conducted instruction, Taiwanese colleagues translated, clarified, reinforced, contextualized, and legitimized behavior management strategies, supporting Bronfenbrenner's (1979) Ecological Systems Theory and Lao and Espiritu's (2025) finding that collaborative work among institutions is a key factor for the adaptations of Filipino Teachers in Taiwan. The findings of this study support current studies on collaborative teaching among Taiwan's educators. Collaborative or co-teaching approaches among local and foreign teachers have been shown to improve instructional coordination and students' ability to comprehend (Wu, 2024). As T7 described, "During my classes, my main role is to teach. And while my co-teachers or my partner teachers manage the class, they also translate some parts of the lesson when students have difficulty understanding the content." Some participants described a complementary division of responsibilities in which the OFT focused primarily on instructional delivery while Taiwanese colleagues assisted with translation, contextual clarification, and the reinforcement of classroom expectations.

Theme 4: Reflective Emotional Regulation and Adaptive Resilience

Participants described emotional regulation as a personal coping strategy that helped them remain composed while responding to challenging classroom situations. Participants demonstrated a capability to control their own emotions, remain calm when reflecting upon their own actions and emotionally composed responses when faced with problematic student behaviors. Journaling, quiet time for reflection, listening to music while going for short walks, communication with family members, support from colleagues, self-care, work-life balance, empathy and recording successful strategies supported the development of adaptive resiliency within the OFTs. This theme is consistent with the affective dimension of Gay's (2018) Culturally Responsive Teaching Theory and validates MacIntyre et al.'s (2022) finding that a positive relationship exists between language teachers' sense of hope and well-being, and the ability of those same teachers to effectively handle classroom stress. This is in addition to being influenced by "nested ecological" factors that affect teachers' emotional well-being and professional self-directed development at both classroom and institutional/cultural levels (Irgin, 2025). As T3 shared, "To cope with emotional stress I just reflect calmly, look back at my methods, talk to my closest coworker so we can discuss how to improve or adjust." Participants such as T3 described managing the combined demands of teaching and cultural adjustment through strategies such as journaling, reflection, and support from colleagues, which they associated with their continued professional growth.

Proposed Filipino Teachers' Guide Kit Based on the Findings

There is an opportunity for developing a culturally sensitive and practical guide to prepare future Filipino teachers in Taiwan for the realities of classroom instruction in a foreign educational context. The respondents indicated that future Filipino teachers could receive training on issues related to cultural orientation; classroom routine and structure; communication techniques; co-teaching collaborations; behavior management; managing emotional stress;



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and reflective practices as a professional educator. As T1 put it, "You need to be flexible. And of course, at the same time, being humble, empathetic and having cultural awareness." The Proposed Guide Kit was developed directly based on the challenging behaviors identified by OFTs in their interview data, and each of the elements is tied back to at least one of the five superordinate themes discussed above. Participants emphasized the importance of collaboration with local colleagues in understanding student behavior, communicating expectations, and responding to classroom challenges. Based on these accounts, the Proposed Guide Kit may include a co-teaching collaboration protocol intended to support communication, role clarification, and joint reflection between Filipino teachers and their Taiwanese colleagues.

Table 2
Proposed Filipino Teachers' Guide Kit Based on the Findings

Guide Kit Component	Content
Cultural Orientation Guide	Common Taiwanese classroom norms; student silence; eye contact; shyness; respect; routine-following; fear of making mistakes.
Classroom Routine Toolkit	Sample classroom routines; visual rules; transition signals; behavior charts; classroom expectations.
Communication Strategy Bank	Short English commands; TPR actions; picture cues; gesture guide; modeling strategies; repetition techniques.
Co-Teaching Collaboration Protocol	Pre-class planning checklist; post-class reflection guide; role clarification; when to ask help; behavior reporting steps.
Behavior Interpretation Checklist	Questions such as: Is the learner confused? Is the learner shy? Did the learner understand the instruction? Is this behavior culturally influenced?
Behavior Response Flowchart	Observe → Clarify → Simplify → Model → Reinforce → Consult local teacher → Reflect.
Emotional Coping and Reflection Sheet	Reflection prompts; self-check questions; stress regulation strategies; journaling guide; small-wins tracker.
Professional Growth Log	Lesson notes; behavior incidents; what worked; what needs revision; colleague suggestions; personal insights.

Table 2 presents the Proposed Filipino Teachers' Guide Kit that was developed based on the study's findings. The Proposed Guide Kit has eight components, each designed to address a set of needs identified through the study on Overseas Filipino Teachers' experiences and challenges in Taiwanese classrooms.

The first component is Cultural Orientation Guide which provides teachers with information about the common classroom practices in Taiwan. Some examples include students being silent during class time, limiting eye contact, being shy, showing respect towards authority figures, adhering strictly to a daily schedule and having a significant fear of making errors. Each example provided is a direct response to the study's finding related to difficulties experienced by OFTs who were unfamiliar with these types of behaviors due to cultural differences.

As a result, both the Classroom Routine Toolkit and Communication Strategy Bank may build upon the knowledge gained from the Cultural Orientation Guide. It provides teachers with additional tools and strategies that they can use to develop and implement action plans in the classroom. Examples of tools included in the Classroom Routine Toolkit are sample routines, visual rules, transition signals, and behavior charts. In addition, there are examples

of short English commands, Total Physical Response (TPR), picture cues and repetition techniques included. These tools are designed to assist teachers in establishing structural elements of classroom instruction and to assist them in developing ways to communicate effectively with students despite potential language barriers.

Co-Teaching Collaboration Protocol outlines procedures that teachers can follow prior to classes beginning (planning and preparation) and after classes have ended (debriefing). Additionally, this component identifies roles that teachers could assume during collaborative instructional activities and how or when teachers can ask for assistance from colleagues. Both procedures outlined in this component relate to study's findings which indicated unclear expectations regarding collaboration between teachers were a barrier to successful collaborative teaching.

A Behavior Interpretation Checklist asks teachers to consider three primary explanations for why a student has responded in a particular way. The explanations include the student is unsure what is happening, the student is shy or fearful or is being influenced by cultural norms. Next, a Behavioral Response Flowchart outlines six possible responses to a behavioral concern: Observe → Clarify → Simplify → Model → Reinforce → Seek help from local teacher → Reflect. Together these components take the research-based findings related to misinterpreting student behavior and transform them into a logical and systematic approach to reduce uncertainty in interpreting student behavior and promote culturally responsive classroom management.

The last two components recognize that adapting to a new teaching environment does not only require technical skills but also requires emotional regulation. Therefore, these include an Emotional Coping and Reflection Sheet and a Professional Growth Log. The Emotional Coping and Reflection Sheet provides opportunities for teachers to identify self-regulation strategies that they can use to manage stress and other emotions associated with adjusting to a new teaching environment. Furthermore, this sheet encourages teachers to record their thoughts on lessons learned, issues encountered, and feedback received from colleagues. The Professional Growth Log provides an opportunity for teachers to document their growth as professionals and to review their progress over time.

Collectively, all eight components create a complete developmentally organized support system. That moves from developing cultural awareness to developing practical classroom strategies to developing approaches to interpreting student behavior and finally developing sustainable approaches for coping with emotional demands and maintaining professionalism. The sequence of the components is reflective of the complexity of the challenges identified in this study and demonstrates that supporting Filipino teachers in Taiwan could require attending to multiple dimensions including cognitive, cultural, relational and emotional aspects at the same time. As such, this Proposed Guide Kit takes the findings from this study and converts them into proposed, preliminary tools intended to support the transition of OFTs within the Taiwanese education setting and potentially improve their effectiveness as educators.

Conclusion

This study explored the classroom management approaches of eight Overseas Filipino Teachers (OFTs) in Taiwan in managing learners with challenging behaviors. The findings indicated that the participants adapted their classroom management practices to the cultural and linguistic conditions of their teaching environments. Rather than relying exclusively on direct verbal correction, the participants described greater use of structured routines, simplified communication, visual and non-verbal strategies, and culturally sensitive interpretation of learner behavior.

The findings also showed that multimodal communication and collaboration with Taiwanese colleagues formed important components of the participants' classroom management experiences. Participants described using gestures, visual aids, modeling, repetition, and other communication strategies to clarify expectations and address misunderstandings. They also reported that collaboration with local colleagues helped them interpret learner behavior, communicate with students, understand institutional expectations, and reinforce classroom routines.

In addition, the participants described reflection, emotional regulation, and support from colleagues and personal networks as important coping strategies when managing stressful classroom situations. Taken together, the findings suggested that, within the experiences of the participants, cross-cultural classroom management involved not only behavior management techniques but also cultural interpretation, communication, collaboration, and personal coping.

The findings contributed to the Proposed Filipino Teachers' Guide Kit, which incorporated cultural orientation, classroom routines, multimodal communication, collaboration protocols, behavior interpretation, emotional coping, and reflective professional growth. The study could contribute to teacher education and professional development by highlighting areas that may be considered when preparing Filipino teachers for cross-cultural teaching assignments, particularly in Taiwanese educational settings.



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Recommendations

Based on the findings and within the scope of the experiences reported by the participants, the following recommendations are offered:

1. For Overseas Filipino Teachers

Overseas Filipino Teachers who are preparing to teach or are currently teaching in Taiwan may consider strengthening their understanding of local classroom norms and interpreting learner behavior within its cultural and linguistic context before concluding that a learner is intentionally noncompliant. The use of simplified instructions, gestures, visual supports, modeling, repetition, and other multimodal communication strategies may also be considered when language differences affect classroom interaction.

2. For Taiwanese Schools and School Leaders

Schools employing Overseas Filipino Teachers may provide structured orientation and school-based support concerning classroom norms, institutional expectations, communication practices, and available behavior-management procedures. School leaders may also facilitate regular opportunities for Filipino teachers and Taiwanese colleagues to discuss classroom concerns, clarify professional roles, and reflect on strategies for managing challenging learner behaviors.

3. For Co-Teachers and Local Teaching Partners

Co-teachers and other local teaching partners may establish clear procedures for communication, role clarification, lesson preparation, and the discussion of learner behavior. Collaborative reflection may help teachers better understand how cultural and linguistic factors influence classroom interactions.

4. For Teacher Education Institutions in the Philippines

Teacher education institutions may consider incorporating cross-cultural classroom management, culturally responsive pedagogy, multilingual communication, collaborative teaching, emotional regulation, and reflective practice into appropriate teacher preparation and professional development activities, particularly for prospective teachers who intend to work in international educational contexts.

5. For Education Agencies and Policymakers

Relevant education agencies and institutions in the Philippines and Taiwan may explore the feasibility of orientation and support mechanisms for Filipino teachers entering Taiwanese educational settings. Such initiatives may include cultural orientation, communication support, information on school policies and expectations, and access to professional or collegial support.

6. For the Proposed Filipino Teachers' Guide Kit

The proposed Filipino Teachers' Guide Kit may be further developed, reviewed by relevant experts and intended users, and subjected to separate evaluation before it is recommended for broader implementation. The present study provides the basis for its proposed content, but the effectiveness, usability, and acceptability of the Guide Kit would require additional research.

7. For Future Researchers

Future studies may examine the experiences of Overseas Filipino Teachers in other regions of Taiwan or other countries to determine whether similar or different patterns emerge. Researchers may also conduct further studies involving additional participants, educational levels, institutional contexts, or stakeholder groups. Separate studies may likewise evaluate the proposed Filipino Teachers' Guide Kit in terms of its relevance, usability, acceptability, and potential contribution to teacher preparation and professional development.

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