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IMPLEMENTATION OF J-1 TEACHER EXCHANGE PROGRAM FOR FILIPINOS IN SOUTH CAROLINA, USA

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Abstract

The study aimed to determine the level of implementation of the J-1 Teacher Exchange Program among Filipino teachers in South Carolina, USA. It examined respondents' profiles, including demographic and professional characteristics, as well as program implementation based on the roles of host schools, visa sponsors, and teachers. A quantitative descriptive design was used, with data gathered through questionnaires and analyzed using frequency counts, weighted mean, percentages, and correlation measures. Findings showed that most respondents were female, married, aged 30–40, with master's units and three to five years of stay in the United States. Many had over ten years of teaching experience and K–8 certification. Salaries commonly ranged from \$3,001 to \$5,000, with incentives generally provided. Program roles were highly implemented, while identified challenges were moderately serious, particularly to managing rude and disrespectful student behavior. Program implementation showed low correlation with selected profile variables, including eligibilities and compensation-related factors.

Keyword: Implementation, J-1 Teacher Exchange Program, Management

1. Introduction

1.1 Background of the Study

The Teacher Exchange Program or J-1 Exchange Visitor, a category of the U.S. Department of State, affords foreign nationals opportunities to teach in primary and secondary accredited educational institutions in the United States for up to five years. This program was created in 1961 by the Fulbright–Hays Act in order “to increase mutual understanding between the people of the United States and the people of other countries by means of educational and cultural exchange.” (Mutual Educational and Cultural Exchange Act of 1961. 22 USC §2451).

The Department of State outlines specific requirements for foreign teachers to participate in the J-1 Teacher Exchange Program. Teachers must be qualified to teach in primary or secondary schools in their home country or last legal residence, be employed as teachers at the time of application (or meet eligibility requirements if not currently teaching), have recently completed an advanced degree, and possess at least two years of full-time teaching experience within the past eight years. They must hold a degree equivalent to a U.S. bachelor's in education or their intended teaching subject, meet U.S. state standards, demonstrate good character, and have sufficient English proficiency. Exchange teachers are also expected to enhance their professional skills, participate in cross-cultural school and community activities, and return to their home schools to share experiences and insights about the U.S. educational system (Bridge USA, n.d.).

To address teacher shortages, U.S. public school districts have increasingly recruited instructors from the Philippines to fulfill subject-area requirements mandated by No Child Left Behind (NCLB), which calls for teachers with verified subject-matter competence (Bartlett, 2014; Caravatti, 2015). Private recruitment firms facilitated the employment of Filipino teachers through H-1 B and J-1 visas, emphasizing both the financial advantages for schools and the quality of the recruits. Experts note that U.S. schools face challenges in recruiting and retaining American teachers due to working conditions, pay, and other factors. Currently, approximately 857,200 of the 8.1 million U.S. teachers are foreign-born (Furuya, Nooradini, Wang, & Waslin, 2019), and while teacher migration began quietly in the late 1990s (American Federation of Teachers, 2009), a substantial international teacher labor market emerged around 2002, with 91,126 migrant teachers holding H1B or J-1 visas (Bartlett, 2014).

The Department for Professional Employees (2021) reported that detailed information on J-1 teachers—including their ages, genders, countries of origin, school placements, and salaries—is not publicly disclosed by the U.S. Department of State, which issues 30,000 J-1 visas annually for foreign instructors. Despite limited data, K–12 school systems increasingly rely on the program to fill teacher vacancies and enhance staff diversity. From 2016 to 2019, the states with the highest number of J-1 teachers included North Carolina (2,027), South Carolina (1,224), California (1,159), and Texas (1,103). Between 2015 and 2021, the number of foreign teachers employed through J-1 visas grew by 69 percent, from 2,517 to 4,271, with a pandemic-related decline in 2020; most teachers came from the Philippines (4,338), Spain (3,614), Jamaica (2,213), China (1,816), and France (1,431). District administrators noted that foreign teachers not only fill staffing gaps but also enhance academic performance and achieve teaching recognition. Nevertheless, these teachers often face challenges such as cultural adjustment, isolation, and classroom difficulties, alongside opportunities for professional growth and new experiences (Heubeck, 2022).

Summit Express (2021) noted that one of the primary motivations for foreign teachers to join the J-1 Teacher Exchange Program is the pursuit of better opportunities abroad. Philippine teachers, in particular, often face the challenging task of securing

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funds for program fees, which can exceed ₱500,000 (\$10,000), sometimes relying on loans to cover the costs. Despite the financial burden, many persist because teaching in the United States enables them to provide more for their families and fulfills their professional aspirations. Beyond financial incentives, Erin (2021) highlighted ten benefits of participating in the program, including learning the U.S. educational system, understanding American culture, sharing their own culture, building international networks, professional and personal growth, becoming a global teacher, developing flexibility, travel opportunities, family reunification, and receiving rewarding compensation and benefits.

Meanwhile, the researcher conducted an informal survey with J-1 teachers currently employed in South Carolina districts and graduates from various universities in Pampanga. Findings reveal a lack of studies on the level of implementation of the J-1 Teacher Exchange Program for Filipino teachers in the U.S., which motivated this research to provide valuable insights into the program. The study aims to inform aspiring participants about cross-cultural teaching experiences in the “land of the free” while offering benchmarks for U.S. school districts to better support the needs of current and future J-1 teachers.

1.2 Objectives of the Study

This research determined the level of implementation of the J-1 Teacher Exchange Program for J-1 Filipino teachers in South Carolina, USA.

Specifically, it sought to answer the following questions:

1. What is the profile of the J-1 Filipino teachers in terms of:
 - a. gender;
 - b. age;
 - c. civil status;
 - d. highest educational attainment;
 - e. years of stay in the US;
 - f. years of teaching experience;
 - g. number of eligibilities;
 - h. numbers of trainings and seminars attended;
 - i. gross monthly salary; and
 - j. incentives or benefits received?
2. What is the level of implementation of the J-1 Teacher Exchange Program in terms of the following areas:
 - a. roles of the host school/department education;
 - b. roles of the visa sponsor; and
 - c. roles of the J-1 teacher?
3. What are the challenges encountered by the J-1 Filipino teachers?
4. Is there a significant relationship between the level of implementation of the J-1 Teacher Exchange Program and the profile variables of J-1 teachers?
5. What action plan can be proposed to improve the implementation of the J-1 Teacher Exchange Program?

2. Methods

2.1 Research Method

This research employed a descriptive research design, which aims to systematically and accurately describe a population, situation, or phenomenon, addressing questions of what, where, when, and how, but not why (McCombes, 2019). Unlike experimental research, descriptive studies involve observing and measuring variables without manipulation, often focusing on existing phenomena, their significance, and categorical classifications. Accordingly, this study is descriptive in nature, examining the online teaching experiences of J-1 teachers within the school districts of South Carolina, USA.

2.2 Respondents

The study's respondents consisted of J-1 Filipino teachers employed across South Carolina's school districts. Approximately 125 Filipino instructors work within the state's 12 districts. Using a stratified sampling technique, the calculated sample size was 95 at the 0.05 error level, based on Yamane's formula. However, due to availability and participation, 112 respondents completed the survey, and all responses were included in the study. The distribution of participants across the districts is presented below.

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Table 1
Distribution of J-1 Filipino Teachers Per School District

School Districts	Approximate Number of J-1 Filipino Teachers	Respondents Per District
School District A	8	6
School District B	12	9
School District C	7	5
School District D	5	4
School District E	13	10
School District F	12	9
School District G	14	11
School District H	3	2
School District I	11	8
School District J	9	7
School District K	10	8
School District L	8	6
School District M	6	5
School District N	4	3
School District O	3	2
Total	125	95

2.3 Instrument

This study employed a self-developed survey questionnaire based on the researcher's thorough reading of relevant papers and literature, as well as survey participants' responses. The instrument comprised four main sections: respondent profiles, including gender, age, civil status, educational attainment, years of stay in the U.S., teaching experience, number of eligibilities, trainings/seminars attended, gross monthly salary, and received benefits; the level of implementation of the J-1 Teacher Exchange Program, covering the roles of the host school/department of education, visa sponsors, and J-1 teachers; and the challenges encountered by J-1 Filipino teachers. To ensure validity and authenticity, the survey was reviewed by three experts in educational management, J-1 teacher exchange programs, and English, who had no close contact with the researcher to maintain objectivity. The questionnaire was distributed via Google Forms and pre-tested with a group of J-1 instructors who were not part of the actual study.

2.4 Statistical Treatment

To analyze and describe the acquired data quantitatively, descriptive statistics were used. For the first problem on the profile of J-1 Filipino teachers, frequency counts and percentages were used. For the second problem on the level of implementation of the J-1 Teacher Exchange Program, frequency counts, percentages, and average means were applied, interpreted using a 4-point scale ranging from "Not Implemented" (1.00–1.50) to "Highly Implemented" (3.51–4.00). The third problem, which examined the challenges encountered by the teachers, utilized frequency counts, percentages, weighted means, and ranks, interpreted on a 5-point scale from "Not a Problem" (1.00–1.50) to "Very Serious Problem" (4.51–5.00). Finally, to test the significant relationship between teacher profile variables and program implementation, Spearman rho, Pearson Chi-square, and Cramer's V were employed.

3. Results and Discussion

3.1 Profile of J-1 Filipino Teachers

The profile of the J-1 Filipino teachers in South Carolina, USA is classified in terms of gender, age, civil status, highest educational attainment, years of stay in the USA, years of teaching experience, eligibilities, numbers of trainings or seminars required, gross monthly salary, and incentives or benefits received.

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Table 2
Profile of the J-1 Filipino Teachers in South Carolina
(n=112)

Profile	Category	Frequency	Percent
Gender	Male	29	25.9
	Female	81	72.3
	LGBTQ+	2	1.8
Age	30 and below	19	17.0
	31-40	70	62.5
	41-50	17	15.2
	Above 50	6	5.4
Civil Status	Single	28	25.0
	Married	81	72.3
	Divorced/Annulled	3	2.7
Highest Education Attainment	Bachelor's Degree	23	20.6
	With master's Units	48	42.9
	Master's Degree	23	20.6
	With Doctorate Units	11	9.8
Years of Stay in US	Doctorate Degree	7	6.3
	Less than a year	30	26.8
	1 to 2 years	21	18.8
	3 to 5 years	50	44.6
Years of Teaching Experience	More than 5 years	11	9.8
	Less than 5 years	12	10.7
	5 to 9 years	38	33.9
Eligibilities	10 years and above	62	55.4
	K to 8 certifications	65	58.0
	Teach 1 to 2 HS subjects	16	14.3
	Certified to teach all subjects	9	8.0
	Special education/intervention others (Biological Science, 6-12 Mathematics; Elem Gen Ed and Multi categorical Special Ed etc.)	15	13.4
	7	6.3	
Number of Trainings/Seminars Attended	1 to 3 trainings/seminars	52	46.4
	4 to 6 trainings/seminars	24	21.4
	7 to 9 trainings/seminars	8	7.1
	10 or more trainings/seminars	28	25.0
Gross Salary	below 3000 USD	20	17.9
	3001 to 5000 USD	64	57.1
	5001 to 7000 USD	25	22.3
	7001 to 9000 USD	3	2.7
Offers a competitive salary and retirement benefits	no	31	27.7
	yes	81	72.3
Provides health insurance in case of sickness and emergency.	no	42	37.5
	yes	70	62.5
Gives performance bonuses.	no	48	42.9
	yes	64	57.1
Offers housing subsidies, relocation assistance, sign-on bonuses, hard-to-fill positions stipend, assists in teaching certification, and finances any training or seminar-related expenses	no	46	41.1
	yes	66	58.9

As depicted in table 2, the total number of respondents is 112. Evidently, there are 30 or 26.79% male J-1 teachers, 82 or 73.21% of female J-1 teachers, and 2 or 1.8% members of LGBTQ+. This connotes that majority of the participants in the J-1 Teacher Exchange Program are females.

Most participants (62.5%) are aged 30–40, followed by 20–30 years (17%), 40–50 years (15.2%), and 50 and above (5.3%), indicating that they are generally in their early middle age. In terms of civil status, 72.3% are married, 25% are single, and 2.7% are divorced or annulled, reflecting that the program is largely composed of married educators. Regarding educational attainment, 42.9% have master's units, 20.6% are bachelor's degree holders, another 20.6% have completed a master's degree, 9.8% have doctorate units, and 6.3% are doctorate graduates. This implies that most participants hold undergraduate degrees and are pursuing or have completed advanced studies, aligned with the requirements set by BridgeUSA (n.d.), which require relevant degrees and teaching experience.

Regarding years of stay in the United States, 44.6% have stayed for 3–5 years, 26.8% for less than 1 year, 18.8% for 1–2 years, and 9.8% for more than 5 years, indicating that many are already in the extension phase of their program. As noted by Boisseau (2019), the J-1 visa allows teachers to work for up to 3 years, with a possible 2-year extension. In terms of teaching experience, 58% have more than 10 years, 33.9% have 5–9 years, and 10.7% have less than 5 years, indicating that the majority are experienced educators. Regarding eligibility, 55.4% hold K–8 certification, while others hold high school, special education, or multiple-subject certifications, indicating that many are qualified to teach across various grade levels, particularly in kindergarten, elementary, and middle school.

In connection, the U.S. Department of State outlined the requirements for foreign teachers participating in the J-1 Teacher Exchange Program, including appropriate teaching qualifications, at least two years of teaching experience, compliance with U.S. state standards, good moral character, full-time teaching engagement, and proficiency in the English language (BridgeUSA, n.d.). The table also shows the number of trainings and seminars required prior to deployment. Specifically, 46.4% attended 1–3 sessions, 25% attended 10 or more sessions, 21.4% attended 4–6 sessions, and 7.1% attended 7–9 sessions, indicating variability depending on employer and sponsor requirements. In terms of salary, 57.1% receive a monthly income of USD 3,001–5,000, 22.3% earn USD 5,001–7,000, 17.9% receive below USD 3,000, and 2.7% earn USD 7,001–9,000. These figures demonstrate that compensation is relatively higher compared to local earnings, which motivates participation, as noted by Summit Express (2021). Similarly, Bense (2016) explained that professionals from developing countries often seek opportunities abroad to improve their income.

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Lastly, the table presents the incentives and benefits provided by employers or school districts. A majority, 72%, confirmed receiving competitive salaries and retirement benefits, indicating that U.S. institutions implement compensation strategies to attract and retain educators. In support, Erin (2021) noted that teacher exchange programs in the United States offer comprehensive benefits to participants. Furthermore, 58.9% of respondents reported receiving additional support such as housing subsidies, relocation assistance, sign-on bonuses, hard-to-fill stipends, and employer-funded certification, training, and seminar expenses, reflecting the broader support mechanisms extended to J-1 teachers.

3.2 Level of J-1 Teacher Exchange Program Implementation

The level of J-1 Teacher Exchange Program Implementation is categorized into three components, namely: roles of the host school/department of education, roles of the visa sponsor, and roles of the exchange teacher.

3.2.1 Roles of the Host School/Department of Education

Table 3 presents the roles of the host school and the department of education, which are highly implemented, as reflected by a grand mean of 3.62. This indicates that employers actively support J-1 teachers in their application and certification processes, provide relevant and up-to-date training and seminars, and attend to their overall welfare while promoting the program's cultural exchange component. In line with this, BridgeUSA (2021) emphasized that host schools and departments of education are expected to participate in community and cultural activities and to monitor the performance and professional responsibilities of exchange teachers.

Among the indicators, “screen and interview possible J-1 candidates and ensure that they meet U.S. teaching qualifications” received the highest frequency count of 84 (75%), indicating a strong emphasis on selecting highly qualified educators. Conversely, the indicator “furnish teachers with relevant information about their contracts and provide reasonable and proportionate salary and incentives based on their qualifications” received the lowest frequency count of 65 or 58%. This may be attributed to variations in district budgets, teacher qualifications, and differences in the cost of living across states, which influence salary and benefits.

Table 3
Level of implementation of the J-1 Teacher Exchange Program Along Roles of the Host/Department of Education
(n=112)

Roles of the Host School/Department of Education	4	3	2	1
1. Screen and interview possible J-1 candidates and ensuring that they meet the US teaching qualifications	84 75.0%	24 21.4%	3 2.7%	1 0.9%
2. Ensure that the J-1 teachers are in compliance with the cultural requirements of their visas and do embody the mission of the program which is “to sharpen their professional skills, participate in their cross-cultural activities and return home to share their experiences	80 71.4%	27 24.1%	3 2.7%	2 1.8%
3. Make sure that their teachers are equipped with relevant teaching-related seminars, and trainings and following teaching protocols	78 69.6%	33 29.5%	1 0.9%	0 0.0%
4. Supervise and monitor teachers' progress and assessing if teachers' capabilities and certifications are aligned with the subject areas, they are handling	71 63.4%	37 33.0%	4 3.6%	0 0.0%
5. Provide classroom management support, particularly in handling students' behavior and teaching interventions	71 63.4%	36 32.1%	5 4.5%	0 0.0%
6. Assure that the J-1 teachers are abreast with the current technological and educational trends	75 67.0%	35 31.3%	2 1.8%	0 0.0%
7. Look after the welfare of their teachers and making sure that they are safe and secure in the community	69 61.6%	35 31.3%	5 4.5%	3 2.7%
8. Furnish teachers with relevant information about their contracts and providing reasonable and proportionate salary and incentives based on their qualifications	65 58.0%	44 39.3%	2 1.8%	1 0.9%
Over-all Mean	3.62 Highly Implemented			

Legend: 3.51-4.0 (Highly Implemented), 2.51-3.50 (Implemented), 1.51-2.50 (Moderately Implemented), 1.00-1.50 (Not Implemented)

3.2.2 Roles of the Visa Sponsors

Table 4 presents the roles of visa sponsors, which are highly implemented, as reflected by a grand mean of 3.69. This indicates that visa sponsors effectively fulfill their responsibilities as third-party agencies recruiting J-1 teachers from other countries. In support, BridgeUSA (2021) stated that sponsors are responsible for screening qualified applicants, verifying their credentials and English proficiency, and monitoring their performance and adjustment throughout their stay in the United States.

Among the indicators, orienting J-1 teachers on compliance with program rules, including restrictions on illegal activities, received the highest frequency count of 84 (75%), which aligns with the provisions outlined in the Form DS-2019, the primary document governing the exchange program (BridgeUSA, n.d.). Conversely, ensuring the safety of J-1 teachers received the lowest frequency count of 72 or 64.3%, which may be attributed to the limited direct supervision of sponsors, as communication is often conducted remotely through emails or phone calls.

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Table 4
Level Oo Implementation of the J-1 Teacher Exchange Program
Along Roles of the Visa Sponsors
(n=112)

Roles of the Visa Sponsors	4	3	2	1
1. Assist J-1 candidates in processing their paperwork for their visas and certifications	81 72.3%	30 26.8%	1 0.9%	0 0.0%
2. Equip teachers with relevant information relative to their certifications, eligibilities, rights, responsibilities, and J-1 protocols	78 70%	33 29%	1 1%	0 0%
3. Inform the teachers that the J-1 visa is solely for teaching and that any other jobs apart from serving their host schools are strictly prohibited and punishable by law	81 72.3%	30 26.8%	1 0.9%	0 0.0%
4. Educate the teachers and the employers that upon the completion of the J-1 program, teachers should return to their home countries to share whatever they have learned from their US teaching experiences and stay in their countries for 2 years before they can reapply	80 71.4%	26 23.2%	5 4.5%	1 0.9%
5. Orient the J-1 teachers that they are not allowed to engage in any illegal activities which are detrimental to their J-1 status	84 75.0%	27 24.1%	1 0.9%	0 0.0%
6. Brief the teachers that they need to comply with the cultural requirements of their visa sponsors, pay their annual visa fees, and they must secure health and repatriation insurance/s for themselves and family members	83 74.1%	28 25.0%	1 0.9%	0 0.0%
7. Help teachers with their teaching-related concerns and other pertinent matters relevant to the legality of their stay in the US	82 73.2%	25 22.3%	5 4.5%	0 0.0%
8. Ensure the safety of their J-1 teachers	72 64.3%	32 28.6%	8 7.1%	0 0.0%
Over-all Mean	3.69 Highly Implemented			

Legend: 3.51-4.0 (Highly Implemented), 2.51-3.50 (Implemented), 1.51-2.50 (Moderately Implemented), 1.00-1.50 (Not Implemented)

3.2.3 Roles of the J-1 Teachers

Table 5 presents the roles of J-1 teachers, which are highly implemented, with a grand mean of 3.73. This demonstrates that participants are competent and adhere to the requirements of their J-1 visas and U.S. teaching standards. According to Bridge USA (2021), J-1 teachers must be eligible to teach in their home country or previous country of legal residence, hold employment or meet eligibility criteria including recent completion of an advanced degree and two years of full-time teaching experience, and comply with pre-kindergarten or K-12 teaching requirements in the United States. They must also demonstrate good moral character and seek entry to pursue full-time teaching at accredited institutions.

Among the indicators, “possess at least 3 years of teaching experience with a bachelor’s or advanced degree, good reputation and character, and prior work in public or private schools” received the highest frequency count of 85 or 75.9%, reflecting that most participants meet key professional and eligibility standards. Conversely, “work solely for their host schools and refrain from illegal activities” had the lowest frequency count of 37, or 33.0%, suggesting that some J-1 teachers may engage in additional work to cover living expenses, despite potential conflicts with visa regulations.

Table 5
Level of Implementation of the J-1 Teacher Exchange Program
Along with the Roles of J-1 Teachers
(n=112)

Roles of the J-1 Teachers	4	3	2	1
1. Uphold the J-1 Teacher Exchange Program’s mission which is to sharpen their professional skills and participate in cross-cultural activities in schools and communities	77 68.8%	33 29.5%	2 1.8%	0 0.0%
2. Possess at least 3 years of teaching experience with a bachelor’s degree or advanced degree/s and with a good reputation and character, and working in one of the private or public schools prior to the J-1 Teacher Exchange Program application	85 75.9%	27 24.1%	0 0.0%	0 0.0%
3. Secure the necessary paperwork to be eligible to teach and stay in the USA	85 75.9%	25 22.3%	2 1.8%	0 0.0%
4. Comply with the J-1 visa-related requirements	87 77.7%	23 20.5%	2 1.8%	0 0.0%
5. Abide with the rules and regulations of the US laws regarding the J-1 program, school, and community protocols	83 74.1%	27 24.1%	2 1.8%	0 0.0%
6. Conduct cultural activities in partnership with their host school/s, students, and community in general	83 74.1%	27 24.1%	2 1.8%	0 0.0%
7. Embody professionalism, punctuality, excellence, perseverance, patience, and maximum tolerance at all costs	87 77.7%	23 20.5%	2 1.8%	0 0.0%
8. Work solely for their host school/s and must not engage in any illegal activities	37 33.0%	35 31.3%	10 8.9%	16 14.3%
Overall Mean	3.73 Highly Implemented			

Legend: 3.51-4.0 (Highly Implemented), 2.51-3.50 (Implemented), 1.51-2.50 (Moderately Implemented), 1.00-1.50 (Not Implemented)

3.2.4 Summary of Level of Implementation of the J-1 Teacher Exchange Program

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Table 6 summarizes the overall implementation of the J-1 Teacher Exchange Program, showing that all three roles are highly executed, with a grand mean of 3.68. The roles of the J-1 teachers received the highest rating ($m = 3.73$), followed by the visa sponsors ($m = 3.69$) and the host school or department of education ($m = 3.62$), indicating that each component effectively fulfills its responsibilities in supporting the program.

Table 6
Summary of Level of Implementation of the J-1 Teacher Exchange Program

Level of Implementation	Weighted Mean	Descriptive Rating
Roles of the Host/Department of Education	3.62	Highly Implemented
Roles Of the Visa Sponsors	3.69	Highly Implemented
Roles of the J-1 Teachers	3.73	Highly Implemented
Grand Mean	3.68	Highly Implemented

3.3 Challenges Encountered in the Implementation of J-1 Teacher Exchange Program

Table 7 shows that J-1 Filipino teachers face “moderately serious problems” across all 12 indicators (grand mean = 3.05). The most pressing challenge is rude and disrespectful student behavior ($m = 3.79$), highlighting classroom management difficulties stemming from cultural differences (Imoite, 2021). Other notable challenges include disrespectful parent behavior ($m = 3.28$), feelings of depression from being away from family ($m = 3.24$), culture shock ($m = 3.29$), and salaries insufficient for the high cost of living ($m = 3.24$). These findings align with studies on international teacher migration, which report that adjustment difficulties and culture shock can negatively affect both professional performance and personal well-being (Participate Learning, 2018; Alyssa Hadley Dunn, 2011; Chen, Lin, & Sawangpattanakul, 2011; Yang et al., 2018).

Table 7
Challenges Encountered

Challenges Encountered	5	4	3	2	1	WM	Rank
I have experienced...							
a. difficult US educational systems and practices	14 12.5%	37 33.0%	35 31.3%	10 8.9%	16 14.3%	3.21	6
b. uncooperative and unresponsive visa sponsor	7 6.3%	15 13.4%	28 25.0%	22 19.6%	40 35.7%	2.35	12
c. expensive agency and visa fees	18 16.1%	19 17.0%	17 15.2%	15 13.4%	43 38.4%	2.59	11
d. laborious processing of paperwork for J-1 participation	17 15.2%	24 21.4%	24 21.4%	24 21.4%	23 20.5%	2.89	8
e. several teaching loads and a toxic working environment	11 9.8%	28 25.0%	26 23.2%	20 17.9%	27 24.1%	2.79	10
f. rude and disrespectful students' behavior	39 34.8%	32 28.6%	26 23.2%	8 7.1%	7 6.3%	3.79	1
g. rude and disrespectful parents' behavior	18 16.1%	32 28.6%	36 32.1%	15 13.4%	11 9.8%	3.28	3
h. unproportioned salary to the high cost of living	21 18.8%	28 25.0%	32 28.6%	19 17.0%	12 10.7%	3.24	4.5
i. prevalent racism and discrimination	18 16.1%	21 18.8%	37 33.0%	21 18.8%	15 13.4%	3.05	7
j. unbearable culture shock	26 23.2%	23 20.5%	32 28.6%	20 17.9%	11 9.8%	3.29	2
k. feelings of depression due to being away from family	24 0.1%	25 0.2%	33 0.3%	14 0.2%	16 0.1%	3.24	4.5
l. Low career growth/stagnation	16 14.3%	20 17.9%	34 30.4%	18 16.1%	24 21.4%	2.88	9
Grand Mean			3.05				Moderately Serious

Legend: 4.51-5.00 = Very Serious; 3.51-4.50 Serious; 2.51-3.50 = Moderate; 1.51-2.50 = Slight; 1.00-1.50 = Not a Problem

3.4 Relationship Between the Profile Variables Of J-1 Teachers And The Level Of Implementation Of The J-1 Teacher Exchange Program

The relationship between the profile variables of J-1 teachers and the level of implementation of the J-1 Teacher Exchange Program are generated.

3.4.1 Relationship of the J-1 Teachers Profile and the Implementation of Teacher Exchange Program

Table 8 illustrates the test of relationship of the J-1 teachers' profile and the implementation of the J-1 Teacher Exchange Program. Spearman rho or correlation coefficient, Chi-square, and Cramer's V were utilized to test the level of significance. Results are presented below.

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Table 8
Relationship of Profile and Overall Implementation of the J-1 Teacher Exchange Program

Profile	Correlation Coefficient (Spearman rho)	Sig.
Age	.174	.066
Highest Education Attainment	.122	.198
Years of Stay in US	-.146	.125
Years of Teaching Experience	.180	.057
Number of Trainings/Seminars Attended	-.074	.438
Gross Salary	-.028	.767

The results show that most teacher profile factors—age, highest educational attainment, years in the U.S., teaching experience, number of trainings/seminars, and gross salary—are not significantly related to the implementation of the J-1 Teacher Exchange Program, indicating they do not affect program execution. However, the number of teaching eligibilities has a low but notable correlation ($r = 0.286$), suggesting that teachers with more certifications, able to teach multiple subjects or grade levels, contribute more effectively to the program’s overall implementation.

Table 9
Relationship of Profile and Overall Implementation the J-1 Teacher Exchange Program

Profile	Chi-square Statistic	Sig.	df	Effect Size	Sig.
Sex	6.700	.153	4	.166	.189
Civil status	3.052	.549	4	.121	.512
Number of Eligibilities^a	18.317*	.019	8	.286*	.019
Benefits					
a. competitive salary and retirement benefits^a	9.29*	.008	2	.294*	.008
b. health insurance^a	6.318*	.042	2	.233*	.047
c. bonuses	3.624	.163	2	.171	.195
d. housing subsidies, relocation assistance etc..	4.396	.111	2	.191	.130

*significant at .05 level of significance

^a Cramer’s V

The table also shows that competitive salary and retirement benefits ($r = 0.294$) and health insurance ($r = 0.233$) have a low but notable correlation with the implementation of the J-1 Teacher Exchange Program, indicating that teachers who receive better compensation and benefits are more motivated, engaged, and likely to remain in their schools, thereby supporting program effectiveness.

4. Conclusions

Based on the study’s findings, the following conclusions are drawn: The J-1 Teacher Exchange Program for Filipinos is predominantly composed of female teachers, most of whom are married and aged 30 to 40, with nearly half holding bachelor’s degrees with master’s units. Professionally, the majority are in their third to fifth year in the U.S., possess over 10 years of teaching experience, and more than half hold K–8 certification, having attended various trainings and seminars to meet program requirements. Regarding compensation, nearly half earn a gross monthly salary of \$3,001–\$5,000, and most acknowledged that their employers provide incentives and reward programs to attract and retain teachers. The roles of host schools, visa sponsors, and J-1 teachers are highly implemented; however, the twelve identified challenges are considered “moderately serious problems,” with rude and disrespectful student behavior cited as the most significant challenge. Lastly, there is a low but notable relationship between certain teacher profile variables—number of eligibilities, competitive salary, retirement benefits, and health insurance—and program implementation.

5. Recommendations

Based on the findings, the following recommendations are proposed: The Department of State, visa sponsors, and school employers should provide clear statistics of J-1 teachers to ensure transparency and reference data. Employers and school districts should offer financial support for placement and visa fees to reduce monetary burdens. A J-1 Faculty Development Program should be implemented to address teachers’ personal, social, emotional, and instructional needs, while preparatory courses on U.S. culture, classroom management, and teaching practices must be mandatory for aspirants. Visa sponsors should closely monitor teacher safety, welfare, and professional growth. Collaboration, open communication, and team building among teachers, administrators, parents, students, and the community should be strengthened to promote cultural sensitivity and a positive school environment. Finally, further research on J-1 teachers’ experiences is encouraged to enhance program understanding and guide future participants.

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