

## The Consequences of International Migration of Teachers from a Developing Country

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### ABSTRACT

As international migration is a mobility that happens for a reason, it is expected to have consequences on individual migrants and their respective families. In this study, consequences of international migration were sought on the micro-level involving 23 migrant teachers who have migrated from a developing country to teach in 11 foreign countries. Using phenomenography design, this qualitative study brings out the consequences of international migration, drawn from the variation in meaning of the migrant teachers' international migration experiences of their gains and losses in their quest for a bulge in their educational portfolio, mileage in their socio-cultural connection, and boost in their economic progress.

**Keywords:** consequences of migration, teachers' migration consequences, consequences of migration from a developing country

### 1. INTRODUCTION

"Consequences" for this study means the same as "impacts, effects, or outcomes" of international migration, which may be positive and/or negative on the migrants and their respective families (Koser 2010). This makes international migration a double-edge sword, the positive consequences of which are the wealth and prosperity it generates to some and the negative consequences are the misery it causes the others (Liang 2011). The wealth and prosperity are caused by the remittances that improved their financial resources and the misery is caused by the pains that emotions of regret, instability, and insecurity assailed both the migrants and their families (Parrenas, 2001).

For Nititham (2011), however, migration and its effects are multi-directional because its economic patterns worldwide do not only affect the migrants' own lives, but also the lives of their family and others with whom and for whom they interact and work.

The positive consequences may also be the new opportunities experienced by the migrants who take the risk of leaving their homes. These opportunities make the migrants earn income that they siphon to the families they left behind, enabling them to have something to spend for food, clothing, and housing; and to pay for the education of their children and even for the children of their relatives (Lopez-Cevallos and Chi 2012).

When the impacts of international migration are examined in the social development context as a process through time, opportunities that improve quality of life, position in society, gender, and intergenerational relations, or female empowerment open up for migrant individuals and their families (Rahman, 2007; Zachariah, Mathew, and Rajan, 2001).

In many parts of the world, international migration, on the micro-level, is a dynamic factor in alleviating poverty at the household level (Lopez-Cevallos and Chi, 2012) because it reduces unemployment and makes a part of the population live above the poverty line. People who are unemployed or underemployed get employed and this situation brings in remittances to their households and thus, sustains a higher standard of living for their families (Zachariah, Mathew, and Rajan, 2001) and even make them able to buy land and invest in entrepreneurial businesses in their home country (Lopez-Cevallos and Chi, 2012).

On the national level, when the home country cannot absorb in its employment stream the "oversupply" of its educated professionals, the imbalance between supply and demand could have consequences on the level of compensation in labor markets (Pelligrino, 2001).

The consequences can also make the migrants gain autonomy, social status, management skills and experience in dealing with the world outside their homes that remain with them for the rest of their lives for the benefit of their families and society (Rahman, 2007).

The effects of international migration on social, cultural, and economic development as reported in migration from Malaysia to Australia covering the last decade, have been increasing academic and policy interest in the relationship between migration and development (World Bank 2006; UN, 2009 as cited by Hugo, 2011).

But, the consequences may become negative when the migrants become victims of illegal recruitment or human trafficking; when migrants' human rights are violated; when terms and conditions in the working contract are not followed; or when the contract itself is rescinded.

As reported about them in the Philippines, Rueda (2012) stated that the migration to the United States of some Filipino teachers from Cebu City is a "dream come true" because it could "increase their income many times more while continuing to pursue what they loved to do – which was to teach." But, it "turns to nightmare" when instead of being able to teach in Los Angeles area schools as they were recruited, they found themselves with no teaching work and therefore were forced into doing odd jobs illegally in order to survive." And yet, they were forced to pay the balance of their placement fees. For their failure to do so, they were abused verbally and threatened of deportation.

In the case of married women migrants with a family left behind, one possible effect is a family breakdown. Their migration causes a home without a mother for the children or a husband that takes up another woman while living on the remittances of his migrant wife (Barber, 2008).

Particularly focusing on teacher international migration, Appleton, Morgan, and Sives (2006) state that international recruitment is not found to lead to harmful shortages of teachers in Jamaica and South Africa, but may "cream off" the more effective teachers.

While several previous studies had already reported different consequences of international migration on individuals and families, these consequences spoke of migrants in general and not of teachers in particular. Or, if ever studies focused on teachers, these studies focused on some other aspects of

teachers' international migration and not on the consequences sought by this present study. However, due to the constraints of data gathering, this study sought answers to the following questions:

1. What are the consequences of international migration on the individual migrant teachers from a developing country?
2. What are the consequences of international migration on the respective families of migrant teachers from a developing country?

## **2. THEORETICAL FRAMEWORK**

According to Olaniyan and Okemakinde (2008), Human Capital Theory indicates that people as investment enhance their economic productivity, which according to Zakharenko (2011) is compensated when transferred by the skilled person to the unskilled person, enhancing then a desire of the unskilled to study further. Massey, et al. (1993) states that international migration is conceptualized as an investment in human capital. He also explains the Neo-Classical Micro-Economic Theory which posits that people move where they can be most productive using their skills as human capital and that migrants tend to move to those countries where the economic returns for their educational qualifications are greatest (Pelligrino, 2001).

Moreover, Becker (2008) states that human capital is an asset that yields income and other useful outputs which may be tangible or intangible to people.

Guided by the above stated theories, this study looks into the consequences of international migration of teachers from the different regions of their developing country, who migrated with their human capital in the field of teaching.

## **3. RESEARCH METHODS**

### **3.1 Design**

This is a qualitative paper that utilizes phenomenography as a research design that is concerned with the identification of the multiple or varied conceptions that people have for a particular phenomenon or of the ways of experiencing, conceptualizing, realizing, and understanding various aspects of phenomena in the world around them to find out the variations of ways in which an aspect of the world is experienced by a group of people who have been in situations where they have been with the aspect of the world they dealt with (Saljo, 1997; Walker, 1998).

The aspect of the world in this study is international migration as it is experienced by a group of Filipino teachers in their different foreign countries of destination. The various experiences they conceptualized, realized, and understood from their international migration as teachers shared to the researchers during the interview sessions reveal the consequences experienced by them as individuals and their respective families.

Phenomenography "provides a way of looking at collective human experiences of phenomena holistically despite the fact that such phenomena may be perceived differently by different people and under different circumstances" (Akerlind, 2005) by describing and organizing the variations in the ways of experiencing an aspect of the world into categories of description (Reed, 2006) to clarify the different ways the same aspect of the world has been experienced by a group of people who are all highly confident that their interpretation is the most reasonable (Akerlind, 2005).

The variations then in consequences are described and organized into categories of experiences of gains and losses in international migration of the migrant teachers to clarify the variations in their experience of the international migration aspect of their world.

### **3.2 Selection and Sites**

Aimed at understanding the dynamics of international migration of teachers from a developing country, the interviewees selected were those from whom the researchers hoped to obtain as much as possible, variation in meaning of their experiences in international migration which is the one aspect of

their world in this study (Mann, 2010). The selection was done through snowballing technique, starting with one migrant teacher who is an acquaintance of the researchers and then continued to the referral of the said acquaintance and to more referrals made thereafter by the referred migrant teachers themselves.

Purposely selected for this study are 23 migrant teachers who have taught in their country of origin for at least 1 year before their migration and in a foreign country for at least 2 years, regardless of any educational level they have taught in their country of origin and in their country of destination.

Seventeen (17) of them are female and 6 are male. At the time of their migration, their average age was 37. Thirteen (13) of the female are married with children and husband left behind; 2 are single parents with 1 child each, also left behind; and 2 left as single but 1 came back married and another 1 still single. Of the 6 male migrants, 3 are married and the other 3 are single.

At the time of their interview, 17 of them were already back home for good in their different countries of origin; 2 were only on a short vacation; and 4 are still in their respective foreign countries of destination. They have gone to 11 foreign countries of teaching destination, namely: Bahrain, Brunei, China, Indonesia, Libya, Nigeria, Oman, Palau, Singapore, Saudi Arabia, and United States of America.

### **3.3 Instruments Used**

The study used a Robotfoto Form and a semi-structured Interview Guide which are both constructed and developed by the researchers to generate data leading to the finding of the consequences aspect of the dynamics of international migration.

Each question calls for an answer that invites follow up questions the answers of which serve as the interviewees' elaboration of their experiences and clarification of the meaning of their concepts and not formed through predetermined ideas and questions from the interviewer (Marton, 1986).

The Robotfoto Form solicited from the respondents their demographic profile through the following data: (1) full name, gender, civil status, age, and religion; (2) highest educational attainment; (3) course finished; (4) subject of specialization; (4) schools where each one has taught in the country of origin and abroad; (5) years of teaching in each school in the countries of origin and destination; (5) foreign country of destination; (6) property acquired due to migration (if any); (7) any educational degree and growth achieved in the teaching profession in the country of destination; (8) annual compensation from teaching and from other sources during the stay in the country of destination; (9) estimated amount spent in migrating; and the (10) property acquired as a fruit of international migration.

The Interview Guide was developed with questions that serve as springboard in drawing out from the interviewees variation in meaning of the consequences of their international migration.

### **3.4 Data Gathering Procedure**

The researchers engaged the interviewees in an in-depth interview face to face in person or through the Skype, using a semi-structured Interview Guide.

The 17 who were back in their country of origin for good and the 2 others who were just in the country for a short vacation were interviewed face to face in person by the researchers. The other 4, two in the United States and two in China, were interviewed through the Skype. They were scheduled separately for the interviews at the time convenient for both the interviewee and the interviewer.

At the start, each was requested to fill up the Robotfoto Form to establish whether each migrant was qualified to be an interviewee for the purpose of this study. Then, the researchers solicited their consent for the interview by requesting each to sign a Letter of Consent which states the research topic, purpose of the interview, deadline for the gathering of data, and confidentiality of their responses.

Whether in person or through the Skype, each interview session lasted for two hours.

### **3.5 Data Analysis**

Interviews were used as the primary means of data collection. That is why the data analyzed are verbatim transcriptions of the interviews conducted by the researchers with the migrant teachers who vary

in experiences in their respective foreign countries of teaching destination. The set of transcripts drawn out from them are taken as a 'snapshot' of some of their experiences that can reveal the consequences of their international migration through space and time (Akerlind et al. 2005).

The analysis process is both one of 'discovery' (Hasselgren and Beach, 1997) and one of 'construction' (Bruce, 2002). This means that the consequences are discovered first from the transcripts of the interviews and afterwards are constructed into varied categories qualitatively descriptive of the consequences. This makes analysis a 'bottom up' way of working from the data to the results, rather than a 'top down' way of starting from a result to the data (Green 2005).

The analysis process focused on describing qualitative similarities and differences to identify meaning or variation in meaning across the set of transcripts, with the researchers recognizing that in phenomenography and different people may see one aspect of the world in different ways (Bowden, 1996). It started with (1) the reading and re-reading by the researchers of all the transcripts as a full set of data (Green, 2005) to grasp the whole idea or concept of the subject teachers' migration experience. Then, it proceeded to (2) the extracting of significant statements or the key responses from each migrant teacher and to (3) the formulating of meanings for significant statements by finding keywords and phrases within each response.

Transcripts with similar individual meanings are (4) grouped into individual categories of description and (5) illustrated with quotations from the transcripts for each described category (Green, 2005).

Then, the researchers (6) articulated the aspect of the world for each transcript, transforming the language of the migrant teachers to their language by (7) integrating the findings into an exhaustive description of the consequences of the teachers' international migration; and (8) ending with all the transcripts sorted into individual categories of description, backed up with illustrative quotations from the transcripts (Bowden and Walsh, 2000).

Then, followed by (9) validating the findings; and (10) incorporating any changes of the subjects of the investigation. Validation of the findings was done by communicating the findings to other researchers.

### **3.6 Ethical Consideration**

In conducting the interview either face to face or through the Skype, permission was sought from the would-be interviewees.

Then, the interviews were set at the convenient time of the migrant teacher interviewees who, before their interview, were first enjoined by the researchers to accomplish the Robotfoto Form and then requested to answer the interview questions with accuracy and utmost objectivity. But, if they responded short of this expectation, they were respected no less.

The interviews were recorded and videotaped by the researchers only upon permission by the interviewees.

The questions asked during the interviews were confined to the research topic and did not intrude into the privacy and sensibilities of the respondents. This made the researchers play by feel what the interviewees would most likely not want to be asked them, and with due respect, not ask these.

The interviewees were assured that the data shared by them would be treated with strict confidentiality and other conditions set by them would be respected.

## **4. FINDINGS**

The consequences of international migration on the migrant teachers as individuals and their respective families are either positive or negative. The positive consequences are the gains and the negative consequences are the losses they experienced in terms of the following: (1) a bulge in educational portfolio, (2) a mileage in socio-cultural connection, and (3) a boost in economic progress.

#### 4.1 Consequences on the Migrant Teachers as Individuals

##### 4.1.1 Bulge in Educational Portfolio

This refers to the academic degree they earned from formal schooling in the foreign country of destination and the certificates obtained from non-formal education through seminars/workshops sponsored by their employers, and the informal education they had through travels. It also pertains to the change in professional status.

##### 4.1.1.1 Positive consequences

Forty-three percent of the 23 migrant teachers were able to avail of either formal, non-formal, or informal education in their respective foreign countries. They are proud to declare:

*I was able to study in the States, PhD applying Math in operations Research and attended faculty development seminars. In Oman, I went through a 3-month training on teaching techniques, test construction and measurement, classroom management and supervision; and monthly training on test planning.*

*I had the opportunity of taking a diploma program on Early Childhood Education.*

*I learned Arabic. Have become a multitasked teacher, having taught nursery, elementary, and SPED pupils. My teaching and administrative work had been enhanced. These led to my promotion.*

##### 4.1.1.2 Negative consequences

Eight others felt losses than gains. Their big loss is in their not being able to pursue an additional academic degree due to running out of time in finishing the masteral and/or doctoral studies they have started in their home country before they migrated. The following frustrations were expressed by three of them:

*My masteral studies in the Comprehensive Examination stage when I left my country, was stopped. When I tried to continue it after I went home in 1990, I had to repeat everything.*

*Educationally, I remained my old self. What I was before migration, I was also the same during and after my migration.*

*No educational opportunities for foreign workers in my place.*

##### 4.2.1 Mileage in Socio-cultural Connection

This mileage in socio-cultural connection of the migrants is the positive and negative impacts of international migration on them as individuals in terms of acquaintances and friends gained and lost, foreign cultures adapted for themselves or never got to like but had to live with.

##### 4.2.1.1 Positive consequences

The mileage in socio-cultural connection of the migrant teachers extended not only to camaraderie with fellow countrymen but also to camaraderie with other nationals of the world and acculturation in their foreign country of destination by orientation to foreign culture and adaptation to foreign lifestyle. Two of them have expressed their experiences as follows:

*Gained more friends at the US Embassy and a name*

*in our community in Riyadh for producing students able to perform rondalla in the Embassy.*

*Was able to mingle with Muslims; found out that they are peace-loving people; learned to understand and respect the Muslim religion and Arab culture; understand Islam and appreciate the prayer chant.*

#### **4.2.1.2 Negative consequences**

The losses turned out to be the desire for respect not gained from co-workers as expressed by one of them as follows:

*My co-workers in the hospital never cared to call me with respect because they have always thought of me as a kid. They called me "kid," sometimes Chinese kid, sometimes Vietnamese kid*

and by a feeling of insecurity in having a social life as expressed below by one of them:

*I became anti-social despite my chances of meeting Saudi Arabians. My life flow only from house to school and school to house. I did not attend any social gatherings because of fear that the place where we hold the occasion may be raided.*

#### **4.3.1 Boost in Economic Progress**

This is any earned income and acquired property that give a more comfortable life to the migrants compared to their life before their migration.

##### **4.3.1.1 Positive consequences**

This refers to raise in income and acquisition of pieces of property. All of the 23 migrant teachers had expressed gains from their international migration. Two of them expressed their gains as follows:

*My salary that is more than three times of what I earned in my home country, made me buy a house in a gated subdivision in Teresa, La Hacienda, an owner type vehicle and gadgets for the kids.*

*House and lot in the province; Condo Unit in St. Francis; a house in Baguio City; a Camry Toyota car, and a take home savings of US\$170,000.*

##### **4.3.1.2 Negative consequences**

The losses, as expressed by two of the migrants, are as follows:

*No economic opportunities for foreign workers.*

*By Riyadh standard, none. However, by US standard, the big difference in salary becomes my loss.*

## **4.2 Consequences on the Migrants' Respective Families**

### **4.2.1 Bulge in Educational Portfolio**

This refers to acquisition of education by the children or kin of the migrant teachers due to their earnings.

**4.2.1.1 Positive consequences**

The respondent teachers shared:

*My children are able to study in private schools.  
The children were able to finish their studies and are  
now professionals hopeful to fulfill their dreams.*

*Because I was able to support my brothers and sisters  
in their studies in college, they are now all degree holders  
and all living economically independent.*

**4.2.1.2 Negative consequences**

The losses were more on the studies of some of the children of the three migrant teachers. They expressed:

*My second child neglected his studies; failed in his subjects,  
and instead put up a band that played in bars during weekends.*

*My first child had become a frequent absentee in class; my third  
child was poor in Reading and Mathematics.*

*My daughter failed to perform well academically in college.  
She did not seriously study her course so, she had to stop  
schooling for 1 ½ years.*

**4.2.2 Mileage in Socio-cultural Connection**

The mileage in socio-cultural connection of the migrants' families is generally in the stretch of camaraderie and adaption to their lifestyle of the foreign cultures exposed to them by the migrant teachers in their families.

**4.2.2.1 Positive consequences**

Generally, the positive impact of international migration on the migrant teachers lies in the stretch of camaraderie to people of different nationalities that the migrant teachers in their families were able to extend to them. Two shared their gains for their families as:

*Friends I gained abroad had also become friends of my family.  
I took them as godparents of my children and they also took me  
as a godfather of their children.*

*I was able to have a family of my own.*

**4.2.2.2 Negative consequences**

The negative impact on mileage in socio-cultural connection is in terms of being made to adapt foreign cultures for themselves even if they never got to like them, of being betrayed by the husband, and of not being able to communicate as often as they wanted with their families. Three of the migrants shared:

*We had to wear the "abaya" even when we feel awkward in doing so.*

*My husband has become a womanizer.*

*My family had limited opportunity of communicating with me.  
Their available time to get in touch with me oftentimes did not  
match mine.*



#### 4.3.1 Boost in Economic Progress

The boost in economic progress is the factor that makes the migrant teachers better off in life because of what they were able to gain from teaching.

##### 4.3.1.1 Positive consequences

The gains were essentially the pieces of property the migrants have bought for their parents or for their brothers, sisters, and children. These gains are expressed by three of the migrants as follows:

*My parents have now a comfortable life on the US\$1500 monthly support I give them, and on the extra P8000 they get from the rent of the condo unit I was able to buy.*

*An improved lifestyle: with her being able to provide food for her family, including her brothers and sisters; house in the province for her parents; a small livelihood of chainsaw and other tools for lumber/logging for her brother, and a tricycle for her father.*

*I was able to save money and buy a car, house and lot for my family, and pay all the loans of my family.*

##### 4.3.1.2 Negative consequences

The losses were essentially the money remittances that were mishandled by the recipients in the country. This experience was expressed by three of the migrants:

*My earnings. The money I remitted to my husband in my home country was mismanaged and had turned to nothing.*

*The money I earned in Riyadh and sent home care of my sister as my support for my mother and son, was not given to my mother. It was spent by my sister for herself and when I went home, I had P20,000 standing debt in house rent.*

*During my first two years of teaching abroad, I sent practically all my earnings to my siblings in my home country with the hope that they would save at least some of them. But, they did not. They spent all of them and I was practically left with nothing.*

## 5. DISCUSSION

International migration is a cross country mobility that happens for a reason. Generally, the common reason is to be able to work abroad because there is no work in the home country (Dermendzhieva, 2011; Fan & Stark, 2007). The migrants work as "guest workers" in order to save enough money, hoping that one day, they will be able to go back home and take over a business of their own (Liang 2011).

Theories that explain why it happens posited among others that international migration is caused by the push factors in the country of origin and the pull factors from the country of destination. Taken in the light of the Push and Pull Theory of Lee (1966) and Ravenstein (1889) as taken up by Zientara (2011); the Neo-Macro and Micro Classical Economic Theory by Sjaastad (1962); the Neo-Micro Economic Theory

by Massey (1993) and the Human Capital Theory as discussed by Olaniyan and Okemakinde (2008); and Becker (2008), the push factors or pull factors are either non-economic or economic.

On this premise, this study presumes that the non-economic and economic causes generate consequences that are likewise non-economic and economic which may be positive or negative. Thus, this study looks into the positive and negative non-economic and economic consequences on the subject migrant teachers and their families of the push and pull factors of international migration.

In previous studies, the positive and negative non-economic consequences of international migration on the migrants as individuals and on their families were educational and socio-cultural occurring locally, nationally, and internationally (Acma n.d.).

The positive educational consequences are revealed by the migrant households being able to send their children to private English-medium schools. However, from Liang and Chen (2007) the consequences are negative stating that temporary migrant children especially those who have newly arrived, are less likely to be enrolled in school than local children, causing a disruption in their schooling that may have long-term consequences in their development of self-esteem and future academic plan.

In the Philippines, children of migrants were found attending private schools where they are doing well and are more active in extra-curricular activities (Asis, 2006) while Ye and Murray (2005) as cited by Liang and Chen (2007) state that the non-economic consequences on children, wives, and elderly left behind are negative. Children left behind suffered psychological distress, hopelessness, and reluctance in talking to people. They engage in gambling and smoking and after school, they spend much of their time in internet cafes.

Socio-culturally, the positive consequences are the high regard that the migrants earned from their community proceeding from impression that because they are overseas workers they are "awash with dollars, euros, or pounds," (Gutierrez, 2007) and the wives who were able to manage their finances, rose as individuals with considerable status and authority with autonomy and independence (Zachariah, Mathew, and Rajan, 2001).

The consequence however is negative when the wives left behind suffer emotional distress and loneliness and the elderly find practical difficulty with medical care for themselves and in taking care of children left behind. (Liang & Murray 2007) and that the stability of the family is eroded because the well-being of children are neglected causing them to be school dropouts (Asis, 2006).

Also, the sudden inflow of remittances to the migrants' families created anxiety and unsettled feelings of home and belonging. The recipients spend the remittances to no limits as if they have moved up a social class, causing a "competition among families and communities, which carries for them emotional, cultural, and colonial baggage" (Nititham, 2011).

Economically, the positive consequences are the gains migrants get from their earnings after subtracting the costs of their various migration transactions (Bradford, 2012) and which make the migrant households able to buy and own houses and lands, and keep bank accounts from the remittances sent to the wives by the migrant husbands (Zachariah, Mathew, and Rajan, 2001) or for "the purchase of land, construction or renovation of houses, underwriting the education of family members, especially children, starting small businesses, the purchase of consumer durables, and savings" (Asis, 2006).

If the gains earned are remitted by the migrants to their respective home countries, although varying in levels, poverty is visibly and significantly reduced (Adams and Page, 2005).

Economically then, the consequences were all right. Migration has undoubtedly raised the income of millions of migrant workers and their families. But, non-economically, wives who were left behind by their migrant husbands at the start had gone through the pain of loneliness, mental strain, some problems with in-laws and parenting children and therefore would rather have their husbands back home regardless of the economic gains they get from their migration. (Zachariah, Mathew, and Rajan, 2001).

However, in the long run, some wives were already able to adjust and had become self-confident autonomous individuals able to get things done the way their migrant husbands would do things for their families (Zachariah, Mathew, and Rajan, 2001).

From O'Neil (2004), however, the economic benefits of international migration undertaken to work have grave social costs more than anything else. International migration to work deprived children of motherly or fatherly care and guidance. Also, those with skills that can be invested for the benefit of their home country do not work anymore because they would merely bide their time until they are able to migrate.

In the quest for a bulge in educational portfolio, mileage in socio cultural connection and boost in economic progress, the migrants of this study experienced positive and negative consequences. For a bulge in educational portfolio, the positive consequences, on one hand, were the migrants' gains in the form of additional academic degrees earned in their country of destination; non-formal education from seminars and trainings attended; and informal education gained from travels made outside their place of destination. On the other hand, other migrants experienced the negative consequences such as : the migrants' frustrations in not being able to gain additional academic degrees, attend seminars and trainings, and travel outside their place of destination. After having stayed in their country of destination for years yet they did not get those opportunities, hence, those were their losses.

For a mileage in their socio-cultural connection, the positive consequences were the migrants' stretch of camaraderie with fellow teachers, school administrators, and other people of different nationalities while the negative consequences were those social discriminations some of the migrant teachers experienced in the workplace and the limitedness of mobility they could make around their country of destination that was experienced by some of them.

For a boost in their economic progress, the positive consequences were those that add to the economic resources of the migrants before they migrated and the negative consequences are those which depleted to zero their income from migration, causing losses for them and their families. Those that add to their economic resources are generally the salaries they earned from teaching which according to the migrant teachers are almost three times as much as the amount they received in their home country before they migrated.

## **6. CONCLUSION**

In this qualitative study using phenomenography design, the consequences sought on the micro-level involves 23 migrant teachers who have migrated from a developing country to teach in 11 foreign countries. The consequences were drawn from the variation in meaning given by the migrant teachers on their international migration experiences of gains and losses in their quest for a bulge in their educational portfolio, mileage in their socio-cultural connection, and boost in their economic progress.

The positive boost in economic progress on them as individuals and on their respective families and the negative bulge in their educational portfolio on them as individuals came out more pronounced in the experiences of the migrant teachers under study.

The positive boost in the migrants' economic progress gives an impression that they have achieved the ultimate purpose of their international migration but only for themselves and their respective families, and none for their teachers' community and society at large.

However, after having migrated for as long as the years that they have stayed in their foreign country of destination, all of them would still want to be back home. They would like to enjoy life together with their families.

This study reveals to migrants of developing countries that there are both positive and negative consequences in the educational, socio-cultural and economic aspects of their lives and their families as a result of their working abroad. These depend on their environments and how they adjust to them. That is why at the helm of this study comes out the need to look also into these cabin parts of their international mobility to teach. It will matter much in the governance of teachers' international migration to research on the following: (1) the consequences of teachers' international migration on their teachers' community and society at large; (2) the pull factors in going back home despite economic gains; (3) the policies on

educational opportunities for migrant teachers in a foreign teaching destination; (4) the reintegration system for returning migrant teachers, and (5) how to balance the positive and negative economic and non-economic consequences.

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