



I Am the Mother and the Father: Gallivanting the Untold Testimonies of Frustration and Realization of Single Mother Teachers

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ABSTRACT

This qualitative study employing the case study aimed at untold testimonies of frustration and realization among single mother teachers. Result showed that the challenges they faced include the discipline, time management, and work-life balance. They coped with these challenges by having a weekend getaway, finding friends, asking help from colleagues, self-management, and praying to God. The life's lesson shared by single mother teachers one has to be strong and courageous, and with a positive mindset. An intervention plan was developed to facilitate the needs of single mother teachers. Implications of the study for educational practice and future research are provided.

INTRODUCTION

Motherhood is a gift from God. It is a noblest profession that nobody can equate. From inception to conception of the child from its womb for nine months, mothers are indeed the epitome of strength. They made it sure that their children will grow with the values within them; teaching them with the good manners begins with the mothers.

There are cases that single mothers have been alone in figuring out the survivability with their children. Aside from the selfless love they gave to their children, they have to make it sure that they are financially capable and have the job that sustains their needs (Suminar et al., 2018). During the COVID-19 pandemic, single mothers experienced the harshest conditions of their lives (Taylor et al., 2022).

Some of them faced stereotyping and racism (Baker & O'Connell, 2022). They are usually misunderstood being single mothers. Hence, they could not find a decent job that suits to their qualification (Coba-Rodriguez & Lleras, 2022). Even their housing condition is not conducive for the well-being and welfare of their families (Nieuwenhuis & Zagel, 2022). In the Philippines, single mother faced a problem related to finances and cope through socio-psychological.

However, the above-mentioned literatures are far different from the frame of the current study. A similar study by Andra-Poa et al. (2022) mentioned about single mothering during the pandemic. Another, Bain (2020) explored the challenges of single mothers in the Philippines and their diaconal responsibilities in Evangelical churches. Conversely, none of these studies mentioned the testimonies of single mother teachers. Thus, the gap of the study.

Studying the circumstances faced by single mother teachers is another milestone in the exploration of their role in the Philippine society. Nevertheless, these mothers sometimes resorted to different sources of income in which could sustain the needs of their families especially the education of their children. Gallivanting into their testimonies will further understand them of their survivability and their quest to understand their life's frustrations and realizations.

Research Question

I explored the case study of single mother teachers in the Department of Education in the Municipality of Kabacan. These teachers will provide data to the following research questions:

1. What are the Socio-characteristics of the single mother teachers?

2. What are the challenges faced by single mother teachers;
3. How do single mother teachers cope with the challenges;
4. What life's lessons can single mothers share to all mothers;
5. What intervention plan for single mother teachers can be proposed based on the findings of the study?

METHODOLOGY

Research Design

A qualitative study employing case study was the research design of this paper. Qualitative was a methodology in which numerical data was not the main tool in the interpretation. Hence, words, pictures, and the like was represented the experiences of humans. Data was best understood when these are expressed profoundly through interviews (Groenland & Dana, 2020).

Case study was utilized as the design of the study. This was a qualitative methodology wherein it seeks to determined the uniqueness of individuals through their stories. Sometimes, these could made them different from the others because of their experiences (Schoch, 2020).

This paper was qualitative because the researcher wasn't resort it to numbers. The researcher was more interested in knowing the deeper reasons of their challenges as single mother teachers. Their coping mechanisms as well as the lessons they could share to all mother made it unique and is worth investigated.

Locale of the Study

This study was conducted in the Municipality of Kabacan, Province of Cotabato. It is one of the towns under the 3rd Congressional District. Kabacan serves as the economic hub where people from the nearby towns of Maguindanao used to buy their basic needs. Aside from that, this is considered as the rice granary of the Province of Cotabato.

Correspondingly, this is home to diverse people. Majority speak Ilocano and Maguindanao and a few speak Hiligaynon and Cebuano. Because of the establishment of the University of Southern Mindanao, it has been hailed as the bacon of education in the heart of Mindanao. It caters students from different provinces and cities.

In this regard, the researcher conducted the research among the single mother teachers in the Kabacan South District. This is one of the three districts. The other two are Kabacan North and Kabacan West. There are seven schools under this district. These are the Kabacan Pilot Central Elementary School, Kilagasan Elementary School, Cuyapon Elementary School, Dona Josefa Edralin Marcos Elementary School, Osias Elementary School, Upper Paatan Elementary School, and Lower Paatan Elementary School. All of these schools were considered because of the researcher's connection and employability.

Sampling Procedure

The researcher used the purposive sampling particularly the criterion-based sampling (Campbell et al., 2020). This non-probability sampling fits in the selection of the informants of the study. In addition, they were selected using the following criteria:

1. Seven (7) single mother teacher;
2. A teacher holding a permanent position;
3. Currently employed in Kabacan South District; and
4. Living with child/children and not in a relationship.

Research Materials

There were research materials that were crucial in the data gathering. The consent-to-participate form, the letter, and the author. All of these was used to saturate the needed data.

Data Analysis

Thematic analysis was the primary process of analyzing the collected data (Braun & Clarke, 2012). However, the MAXQDA software was used in grouping the responses for the easy drawing of the themes.

Data Gathering Procedure

The researcher strictly adhered to the following rules in the conduct of this study. Letters was sent to Schools Division Superintendent. Upon approval, this was sent to the District Supervisor, School Principals, and the target informants. The consent-to-participate form was first sent to the informants before they were interviewed. More so, they were asked for their full participation. Prior to this, they were briefed that their responses was used for research purposes only. They have nothing to be feared of that the data will be used against them.

During the interview, each of the informants was given the freedom to express themselves. Using the interview guide questions, they were asked relative to their challenges and coping mechanisms as single mother teachers. After the interview, the sense of reciprocity was observed. Tokens were provided to each one of them. The recorded responses were transcribed in a verbatim manner. Should they respond in the vernacular, The researcher translated it into English.

Thematic analysis was done. Pool of experts did the debriefing of the analysis of the data. Member checks was observed by asking the researcher's co-teachers to check the discussions made. Their comments and suggestions were all considered.

Henceforth, the researcher's returned to the informants asked them on the veracity of my discussions. If there was no objections from them, the finalizations of the discussions were carried out. Results were supported with core ideas as the basis for the understanding of the themes.

RESULTS AND DISCUSSIONS

Challenges faced by single mother teachers

The first research question indicates the challenges faced single mother teachers. Single mother teachers faced different constraints in life. These include the way they have to discipline their children, the health and financial status, time management, and work-life balance.

Disciplining Children. Single mother teachers often experience emotional strain due to the dual responsibilities they shoulder. Striking a balance between being an authoritative teacher and a nurturing parent can be overwhelming. This leads to feelings of guilt and self-doubt. The emotional connection they share with their children can sometimes blur the lines between professional and personal roles. This makes it challenging to maintain discipline without compromising on the mother-child relationship. Aside from that, the absence of the father figure at home could be challenging. Children usually have the fears towards their fathers than their mothers. Indeed, this dual role as a mother and father is complicated to the part of mother teachers.

As mentioned during the interview, the single parent mother stated that:

"For me the role of a mother and as a father is very challenging, It's been 2 years already that my husband passed away and I am still on the adjustment period. It's very hard for me because my children are very young and I need to consider their emotions when it comes to discipline as well, as how to budget my time because I have also a job. Prayer is my best weapon for this challenging role." (Informant 1)

In addition, an informant affirmed this by saying that:

"Disciplining and discipleship of a father is the most challenging part. Being complete family can help develop four children maturity." (Informant 2)

For Egaran (2023), without a male figure in the household, single mother teachers may encounter challenges in providing their children with male role models. Children benefit from diverse perspectives and guidance from both genders, and the absence of a father figure can lead to a sense of loss or confusion for their children. Single mother teachers may experience guilt over not being able to provide their children with a traditional family structure that includes both a mother and a father. This guilt can affect their confidence in disciplining their children effectively and lead to self-doubt about their parenting abilities (Mahomed et al., 2022).

Adding to this, the study of indicated that beyond emotional and developmental aspects, fathers often serve as providers for the family, offering financial and material support. This support contributes to the overall well-being of the family, ensuring access to essential resources, education, and a comfortable living environment (Yang et al., 2020). A father's commitment to providing for the family creates a sense of security, enabling children to focus on their personal growth and development without the burden of economic uncertainties.

Health and Financial Constraints. Financial constraints are a significant challenge by single mother teachers acting as both mother and father. They have to shoulder the financial responsibilities of the household, including providing for their children's basic needs, education, and other essential expenses, all on a single income. The burden of managing finances alone can be overwhelming and lead to feelings of insecurity and uncertainty about their financial future. In addition, when children get sick, a single mother cannot explain the predicament that she has to shoulder with. Finding money could be difficult especially in this most challenging times.

Informant 2 shared her experience that:

“Being a single parent is not easy. Performing the duties of both mother and a father is difficult especially those times of sickness and facing financially unstable.”

In the same vein, informant 3 affirmed this by stating that:

“It is a big responsibility being a parent, especially being a mother because mothers usually are the initiator in the family, when it comes to finance, protector of the well-being of the children and in the home in general.” (Informant 3)

This conforms that single mother teachers who take on the role of both mother and father encounter a myriad of challenges (Vo & Canty, 2023). These include those related to health and financial constraints. Furthermore, this may lead to stress that can compromise immune system that is making them more susceptible to illness. This in turn could lead to absenteeism from work and to potential repercussions on their professional standing and financial stability.

Moreover, Joseph et al. (2023) confirms that single mother teachers may face difficulties advancing in their careers due to time constraints. Opportunities for professional development and career growth may be limited, affecting their ability to secure higher-paying positions. The struggle to balance work and family obligations may hinder their chances of pursuing additional qualifications or taking on extra responsibilities that could enhance their earning potential.

Time Management. Time management is one of the most significant challenges faced by single mother teacher who act as both mother and father in their families. Balancing the responsibilities of a teaching career while also being the sole caregiver for their children can be overwhelming and demanding. Without a partner to share parenting responsibilities, single mother teachers may lack the support they need to manage their time effectively. The absence of an extra pair of hands can make household chores and parenting duties more time-consuming and physically taxing.

For informant 4,

“For me it is not easy to be a mother and also as a father. It is really hard to manage my time as a single mother since I work as a public-school teacher.”

Having the time with their children brought anxiousness among single mother teachers. One of them confirmed this during the interview. She stated that:

“My time being with my children especially those times that they needed me most, in time of sickness and there’s also an important reports or papers works that needed to be done, it really complicates time, how I wish I can divide myself, that no one will suffer, or sacrificed.” (Informant 5)

As educators, they dedicate themselves to shaping young minds (Taukeni, 2014). They have to prepare the lessons and attending to their students’ needs. Simultaneously, they shoulder the responsibilities of parenting. As parents, they have to juggle their time in order to provide the time that their children want from them. Therefore, they are torn between two biggest responsibilities.

Single mother teachers find themselves at the intersection of two time-consuming roles – that of an educator and that of a sole provider and caregiver for their children. The teaching profession inherently requires long hours for lesson planning, grading, and classroom preparation. Simultaneously, Rose (2017) affirms that the responsibilities of single parenthood demand attention to children's needs, extracurricular activities, and household chores. The overlap of these two demanding roles creates a unique challenge in managing time efficiently.

Work-life balance. Work-life balance is a constant struggle for many individuals. But it becomes even more complex for single mother teachers who take on both roles. As the sole parent in the household, she carries the burden of all parenting responsibilities. From managing household tasks to the provisions of emotional support. They have to fulfill the roles that are typically shared by parents. As well, the need to be available for their children hinders their ability to achieving a fulfilling work-life balance as their time and energy are primarily devoted to their children.

This is in consonance with the statement of an informant:

“Balancing work and life. Experiencing emotional struggles and pressure to make decisions.” (Informant 2)

Research showed the relevance of work-life balance to all. As a matter of fact, a balanced approach to work and personal life contributes to greater career satisfaction. When a person is feeling in control of their time and can pursue their interests of work, they are more likely to feel fulfilled in their professional lives (Alonge & Osagiobare, 2020).

Single mother teachers (Cochran, 2021) find themselves navigating the intricate dance of meeting the demands of both their teaching careers and the responsibilities of raising children on their own. The profession of teaching is known for its time-consuming nature, with lesson planning,

grading, and classroom management requiring significant hours outside the traditional school day. Simultaneously, single mothers must tend to the needs of their children, oversee homework, engage in extracurricular activities, and manage the daily routines of family life (Uddin et al., 2013).

Coping Mechanisms of Single mother teachers

The second research question deals with the coping mechanisms of single mother teachers. There are five significant themes which were culled out from the responses of the informants. These are weekend getaway, finding friend, asking help from colleagues, self-management, and praying to God.

Weekend Getaway. This theme implies the importance of getaway after a week-long filled with emotional and physical distress, single mother teachers deserve to wind out together with their loved ones. It is one of the most important things that they have to do as they have to hurdle the upcoming weekdays. They can recharge and eventually have the strength and vigor in facing the challenging days ahead considering that they have multiple obligations which include home and work. As they savored the fruition of the nature as well as the health benefits of weekend getaway, this will also be good to their health.

To escape from different forms of stresses and problems, an informant said that:

“Weekend getaways can relieve a part of our exhaustion. I would love to agree on the 4-day workweek that is proposed but not yet approved.”
(Informant 3)

The demanding nature of teaching and single parenting can leave individuals feeling drained, both physically and emotionally. Weekend getaways provide a valuable opportunity for single mother teachers to step away from the pressures of work and home responsibilities. These breaks offer a chance to recharge, rejuvenate, and engage in activities that bring joy and relaxation (Skaalvik & Skaalvik, 2015).

In addition, the routine of daily life, filled with lesson planning, grading, and household chores, can become monotonous and overwhelming for single mother teachers (Skaalvik & Skaalvik, 2015). Weekend getaways provide a break from the routine, offering a change of scenery and a chance to engage in leisure activities. Whether it is a nature retreat, a cultural excursion, or a simple weekend at a spa, these getaways allow single mothers to temporarily escape the daily grind and gain a fresh perspective.

Finding friends. One of the themes which emerged during the interview is that single mother teachers found friends. These are the people who they can share their personal problems and experiences. More importantly, as single mothers they can influence other people through their stories especially in their ways of coping of being both the father and mother to their children. In the same manner, this explains the importance of being surrounded by people with positive mindset wherein the sense of optimism is felt.

Informant 2 shared that:

“Finding true friends will help fulfill all the task at home and at school.”

Indeed, Williams (2019) concurs this that the journey of single motherhood can be isolating, with the weight of responsibilities often borne alone. Finding friends provides single mother teachers with a vital support system that understands their unique challenges and triumphs. These connections create a safe space for sharing experiences, seeking advice, and receiving emotional support. In times of stress or difficulty, friends become a pillar of strength, offering encouragement and understanding.

Similarly, building and maintaining friendships contribute significantly to the emotional resilience and well-being of single mother teachers. The camaraderie and laughter shared with friends act as a counterbalance to the inevitable stresses of work and parenting. Friendships provide an avenue for relaxation, enjoyment, and the creation of positive memories, fostering emotional stability and a sense of fulfillment (Bashir et al., 2023).

Asking help from colleagues. In the mist of quandary and uncertainties, human being tends to seek help from one another. It is a natural phenomenon because humans are social being. In the contexts of the single mother teachers, there are times that they are bombarded with a lot of challenges. Some of which are barely to manage. Hence, it is necessary to ask help from colleagues who have the total understanding of their situations. These are the people who know the situation of the single mother teachers.

This is in consonance with the statement of an informant:

“I just ask the help of my colleagues and my mother and the people around, seek some advice and ideas to overcome all the task at home and at school.” (Informant 4)

One of the immediate challenges for single mother teachers is balancing the demands of lesson planning, grading, and classroom management alongside the responsibilities of parenting. By doing so, seeking help from colleagues can involve collaboration on lesson plans, sharing teaching resources, and dividing tasks to reduce individual workloads. This collaborative approach not only eases the burden on single mother teachers but also enhances the quality of education through diverse perspectives and ideas (Williams, 2016).

Colleagues can play a crucial role (Oyoo, 2024) in supporting single mother teachers by advocating for flexible work arrangements and providing coverage when necessary. In order to understand the unique challenges faced by single mothers, colleagues can assist in negotiating flexible schedules or temporary adjustments during times of increased parental responsibilities or personal challenges. This flexibility allows single mother teachers to manage their dual roles more effectively.

Self-management. It is not all the time that single mother teachers have to depend from the help of the people. There will be times that they too have to stand on their feet. Eventually, this will help them to have the realizations of their significant role as a mother and as a teacher. As they have to take good care of themselves, there will be sense of fulfillment and self-love. At the end of the day, they have to set the sail of their lives and bring themselves on the destined places where it could give them the true essence of life.

During the interview, this was mentioned by the informant.

“A lot of self-management and self-growth activities, it is a very big help to calming my mind from burnout and exhaustion.” (Informant 5)

Similarly,

“Self-discipline especially when it comes with the time management, to overcome all those predicaments.” (Informant 7)

In support, self-management involves the establishment of clear boundaries between work and personal life (Katta, 2023). Single mother teachers must communicate their limits to colleagues, supervisors, and even family members to ensure that their time and energy are distributed appropriately. Setting boundaries prevents burnout, allows for better focus on tasks at hand, and creates a healthier work-life balance.

Effective self-management includes the intentional cultivation of a strong support system. Single mother teachers can benefit from connections with friends, family, colleagues, and fellow single parents. Building a network that provides emotional support, encouragement, and practical assistance enhances their ability to manage challenges more effectively (Williams, 2016).

Praying to God. Single mother teachers believed in the intercession of God. As they prayed for His divine intervention, they ask for forgiveness as well as the guidance in making their days full of meaning as they take good care of their children and students. Indeed, being a single mother is not a thing to be set aside since they have to carry the amount of work both at home and at school. Correspondingly, as human as they are these single mother teachers can feel the impact of the world. Calling for God’s help make them feel that they can easily carry all the burdens whatever it may be. At the end of the day, they having God in life is such a blessing because it provides them the sense of partnership with God’s presence in their lives.

As such, prayers have been the source of strength by the single mother teachers. During the course of the interview, it was revealed that:

“Prayer is the most powerful weapon to overcome all my challenges in life and fulfilling the task at home and at school.”(Informant 6)

Single mother teachers often face decisions that impact both their personal and professional lives. Prayer becomes a means of seeking guidance and wisdom from a higher power. By entrusting their challenges and uncertainties to God, these educators cultivate a sense of direction and purpose. The spiritual connection formed through prayer can lead to a clearer perspective, helping them make decisions that align with their values and goals (Williams, 2016)

In the same manner, Williams (2016) reiterated that resilience is a crucial quality for single mother teachers navigating the complexities of their roles. Through prayer, they cultivate spiritual resilience, developing the ability to bounce back from adversity with strength and grace. Trusting in a higher power enables them to face challenges with a resilient spirit, understanding that every difficulty is an opportunity for growth and learning.

Life’s lessons shared by Single mother teachers

The third research question determines the life’s lessons as shared by single mother teachers. Based on the analysis, there are two main themes which emerged. These are becoming strong and courageous, and having a positive mindset.

Becoming Strong and Courageous. Single mother teachers are the epitome of strength and dedication. It can be inferred that their roles are beyond explanation. They fulfilled multiple duties from home and at school. They have to be strong in facing all the adversities and aridity in life because there are many people who needed them the most. Furthermore, this implies that they have the courage and will to continue life even without the presence of their departed husbands. Life for them is still meaningful since they are able to move the mountains and face the strongest storms. In addition, as single mother teachers being strong and courageous is a manifestation of their great love for those who they served.

It was shared during the interview that:

“For the mothers out there like me, they can learn from my experiences, they can still stand and continue their journey here on earth even though their husband is already gone. It is very hard but if our own father in heaven and Jesus Christ is in our hearts. He is already there to guide, help and protect us on every decision we made. He is our comforter when we are sad.” (Informant 1)

Corresponding, the same sense has been shared.

“To be strong and courageous enough to face challenges. Finding best solutions rather than looking for another problem is the best experience others would learn from me.” (Informant 2)

The courage demonstrated by single mother teachers is a testament to their resilience in the face of uncertainty as indicated by Suwardani and Yasintha (2019). From financial insecurities to the challenges of balancing work and family life, these educators exhibit the courage to confront adversity and embrace the unknown. Their stories inspire others to face uncertainty with bravery, recognizing that courage is often the bridge to a brighter future.

Life rarely follows a linear path, and single mother teachers exemplify the importance of adaptability. They navigate unexpected twists and turns with flexibility, adjusting their sails to the changing winds of life. Through their experiences, they teach the lesson that adaptability is not a sign of weakness but a strength that allows for continued growth and success (Suwardani & Yasintha, 2019).

Having a Positive mindset. Even they face trials and tribulations, having the positive mindset still made them victorious. It cannot be denied that life may be too tough for them, yet these give them the vigor and strength to think for positive things. These single mother teachers continue to pursue life and give their best to their children and students. They dedicated themselves to their profession as teachers in order for them to lead their students and become the source of inspiration of their colleagues. Positive mindset is a must not only for single mother teachers but to all who have been struggling in their respective lives. It is through this, that lessons will strengthen them to move forward even in the most difficult situations.

In the statement of Informant 5, she stressed that:

“Being alone, raising our children is not pitiful, instead it is a status that you are a strong person, and can overcome all the suffering and challenges in life, that’s what I want to tell all the woman out there, living alone, raising alone their children, be strong to our children.”

Informant 6 confirms this by saying that:

“Be an independent woman, avoid in mind to rely in any man, having a mindset that you can do it alone, even without any help from a man can make you a stronger and independent woman.”

Finally, Informant 7 enunciated that:

Always think on the positive sides, always had hope and take all the challenges positively.

A positive mindset contributes to the creation of a supportive and uplifting environment. Single mother teachers foster a sense of community by radiating positivity in their interactions with colleagues, students, and parents. Through their optimistic approach, they build connections, break down barriers, and establish a supportive network that encourages everyone to thrive as reiterated by Houston (2020).

Maintaining a positive mindset enhances problem-solving skills and decision-making capabilities. Single mother teachers, faced with multifaceted challenges, demonstrate that approaching problems with optimism allows for clearer thinking, creative solutions, and a proactive approach to overcoming obstacles. A positive mindset transforms difficulties into opportunities for growth and learning (McLanahan & Sandefur, 2009).

Intervention Plan for Single Mother Teachers

Rationale

Single mother teachers always need support system. As they experienced as lot challenges in their daily lives, they need people in order for them to survive. These are those who can understand their ups and downs and those who accept them of who they are.

These single mother teachers have different views of coping. Some may be effective; some may be not. Indeed, they have to foster the value of strength in order for them to move forward amidst the test of time. There are so many things that ordinary people cannot understand.

Their stories teach lessons to people especially those who have been facing challenges in life. But at the end of the day, people may have different coping strategies. In this manner, this intervention plan is designed to strengthen the coping mechanisms of these single mother teachers to become the best version of themselves.

Objective

Facilitate a seminar workshop for single mother teachers on strengthening their coping mechanisms.

Intervention Plan

Areas of Concern and Database	Objectives	Strategies	Activities	Time Frame	Persons' Involved	Performance Indicator
Coping Mechanisms of Single Mother Teachers	Facilitate a seminar workshop for single mother teachers on strengthening their coping mechanisms	Seminar-Workshop	Seminar Workshop with single-mother teachers Partnership with DSWD and school administrators	Second Semester 2020-2021	Single Mother teachers DSWD School administrators	95%

IMPLICATIONS FOR PRACTICE, IMPLICATIONS FOR FUTURE RESEARCH, AND CONCLUDING REMARKS

Implications for Practice

In the world of teaching, teachers played a significant role in responding to the needs of their students. At home, they too stand as mothers and fathers who selflessly give their time and efforts in order to give their children the best of life. In this study, the most significant thing that single mother teachers have to offer to the world is their sense of resiliency. Though, they have been tested by time yet they still stand firm in order to meet the ends of life.

In this regard, as they shared their experiences these single mother teachers are the symbol of hope not only to women but to men. They have propelled in order to keep their lives going even in the midst of quandary and uncertainty. This entails their greatest contribution to humanity and in the world of teaching.

Though they juggled their times between their family and work, however, they were able to finish everything. Aside from that, they have proven that being a single mother is never a hurdle in making the difference in the society. It is a manifestation of their undying love for their profession as a mother and as a teacher.

Furthermore, these single mother teachers have found solace in the comfort of their children and their work. It reiterates their immense love and passion towards their profession. Serving the children especially those with special needs enabled them to have the sense of fulfillment. They have the enthusiasm to make themselves the best.

Finally, this study opens the doors of opportunities not only to single mother teachers, but to single father teachers alike. Through this, different aspects of life can be seen and therefore provides a deeper sense of realizations that experiences can vary from one person to person. Conversely, they could see the rays of light even in the darkest hours of their lives because they have the power to overcome any challenge.

Implications for Future Research

This study has deeper connections with qualitative approach. Different dimensions of life have been laid down in order to see the different facets of single mother teachers' experiences. It mirrors their devotions towards their profession and family.

To future researchers, this study will serve as model in coming up with a quantitative study. Themes will be used in the development of the questionnaire. Likewise, since this study was only limited within Kabacan, it is deemed necessary to listen to the stories of single mother teachers in wider perspectives.

In the like manner, it is also being looked forward of how single mother teachers become successful in their life's battles. For example, future researchers will have to look into the context of how they have reached the apex of success not just in sending their children to school but also in the teaching profession.

Similarly, a study will be conducted among male single teachers so that a comparison of the experiences can be brought out. This suggests that disparity of the coping mechanisms of male and female teachers. Adding to this, a content analysis as well as a discourse analysis can be carried out to further understand their responses deeply.

Concluding Remarks

As single mother teacher, I have so many realizations. First, I realized that what I had been through was not the toughest. I was thinking differently with some sorts of negativities. The way they value life is such a wonderful thing that they could offer to their children and to the students who have been waiting for their in their respective classrooms.

Every day of my life, I found the true essence of being a single mother. I fought so many silent battles because I do not want my children seeing me crying. There were towers of problems that I have to climb in order to understand the solutions and eventually apply them to my own.

Nevertheless, I am surrounded by people who have full of optimism. Their words of encouragements allowed me to move further and do the right thing. In fact, I have faithfully fulfilled my duties and responsibilities at school by making it sure that the students have the capacity to soar high and reach their dreams in life.

There are many lessons in life that I still have to learn with. I know that my children will soon be leaving and find their own journey in life. As much as possible I have to make myself the strongest version of a woman who will never give up no matter what.

Above all, this study is a reflection of my experiences as a single mother teacher. I learned the process of juggling things because nobody has to do it for me. To all women regardless of their situations in life, there are no reasons to retreat. Life is always fluid that we all need to go where it flows.

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