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# Never Partnered: The Narratives of Single Teachers on Lifelong Singlehood

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## ABSTRACT

This study explores the experiences, advantages, and disadvantages of singlehood among teachers in the 2nd Congressional District of the Province of Cotabato, utilizing a qualitative phenomenological approach. Through in-depth interviews, data were collected from teachers who are navigating the dynamics of single life while managing the demands of their profession. Thematic analysis of the interview transcripts identified key themes such as Independence and Personal Freedom, Career Growth and Personal Development, Financial Independence, Emotional Resilience, and Work-Life Balance. Singlehood offers several advantages including personal freedom, autonomy, and financial independence, which allow teachers to focus on professional growth and personal goals. Teachers also reported a strong sense of peace and emotional resilience as they learn to balance their responsibilities with their desire for self-fulfillment. However, disadvantages emerged, such as increased workload, lack of emotional support, and potential social isolation, which can lead to stress and burnout. The lack of family obligations allows single teachers to invest more time in their careers but also places a significant strain on their personal lives, with fewer outlets for emotional support. The findings suggest that while singlehood provides opportunities for growth and independence, it also comes with challenges that require emotional resilience and strategic time management. Implications for practice include the need for schools to offer stronger support systems for single teachers, such as mentorship or peer networks, to help mitigate the challenges of isolation and stress. Future research could explore interventions to support work-life balance for single teachers and how these might influence job satisfaction and well-being.

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## INTRODUCTION

In life, there are individuals who chose to be single for the rest of their lives. In the teaching profession, a couple of these teachers remained alone. Lifelong singlehood is always a choice especially to those who preferred not to have partners in life. There are many reasons of their choices which is deemed necessary to be determined in this study.

In the study of Bellani et al. (2017), those who chose to remain single are those who were highly educated women (Hill, 2020; Setyonaluri et al., 2020). Lifelong singlehood emphasized independence. However, one of its major drawbacks is the feeling of loneliness and the absence of a social support network as they experienced increasing age and frailty (Baumbusch, 2004). Likewise, singlehood has been associated with deviance (Simpson, 2016) since women are supposed to be married as viewed by the society.

Empirical research suggested that factors such as demographic, economic, religious, and personal were associated with the choice of singlehood among women in Nigeria (Ntoimo et al., 2014). In Asia, singlehood has been part of the norm and lifestyle (Osteria, 2015) since the strain of chronic stress is low among them (Purdrovska et al., 2006), thus, singlehood is higher among women like in the case of Japan (Dales, 2017) and celebrates the rising acceptance of happy singlehood (Kislev, 2019).

The present study will employ the qualitative phenomenology. Previous studies utilized the multilevel analysis of lifelong singlehood which revealed a U-shaped relationship of gender equity (Bellani et al., 2017) and the use of a feminist approach in the analysis of the data (Simpson, 2016). Similarly, some studies involved men as part of the study (Davies, 2003; Timonen & Doyle, 2014; Setyonaluri et al., 2020). However, each did not provide data in the local perspectives. These justifications served as the gap of the current study since it will focus only in Arakan, Antipas, and President Roxas in the Province of Cotabato.

Lifelong singlehood among public school teachers has been observed among men and women teachers. However, research in the context in local parlance is not yet explored. By listening into the narratives of the informants can add to the existing literatures.

## Research Questions

The purpose of this study is to determine the narratives of men and women teachers on their choice on lifelong singlehood. The following sub-studies was addressed by following research questions:

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**Study 1 Lifelong Singlehood: Experiences and Reasons among Single Male/Female Teachers**

1. What are the lived experiences of single male/female teachers on lifelong singlehood;
2. What are the reasons of these male/female teachers of their life's choices;

**Study 2 Advantages and disadvantages of Lifelong Singlehood: The Male/Female Teachers' Narratives**

3. What are the advantages of lifelong singlehood among male/female teachers;
4. What are the disadvantages of lifelong singlehood among male/female teachers; and
5. What policy brief on lifelong singlehood can be developed based on the findings of the study?

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**METHODOLOGY**

The methodology section of this paper presents the design, locale, the procedure, the participants, the analysis of the data, and the ethical considerations.

**Research Design**

The general approach utilized in this study was qualitative. This indicates the importance of the lived experiences of people to make a profound understanding of their quest in creating meaning of their lives (Dehalwar & Sharma, 2024). Their responses are important in drawing implications without using any inferential statistics. Qualitative research underscores human behaviors as well the documents, pictures, and other data which will lead to the interpretation of the data (Campbell & Domene, 2024).

Phenomenological research is a qualitative research approach that seeks to understand and describe the essence of lived experiences from the perspective of those who have experienced them. The primary aim of phenomenological research is to gain deep insights into the lived experiences of individuals. Researchers seek to understand how people experience particular phenomena, events, or conditions (Robinson & Williams, 2024).

This study is qualitative in nature. The researcher used the interview as the means of the gathering of the data among the single teachers who are within the criteria. After which, they were allowed to narrate their own testimonies and of their choice of why they remained single.

**Research Participants**

The participants of this study were single men or women teachers to be identified from the secondary schools in the municipalities of President Roxas, Antipas, Arakan, Magpet and Makilala. They were selected using the purposive sampling. It is a non-random sampling technique used in qualitative research to select participants based on specific criteria relevant to the research question or objectives (Campbell et al., 2020). They have participated in the Key Informant Interview (KII) which was made up of 25 individuals and 25 individuals for Focus Group Discussion (FGD). Thus, the researcher set the selection based on the following criteria:

1. A secondary school teacher;
2. A female or a male;
3. Within the age bracket of 40-65;
4. Currently teaching in one of the schools in the identified towns; and
5. Never been married.

**Research Instrument**

The main instrument in the gathering of the data is the interview guide. It is made up of series of questions which are fundamental in the acquisition of the relevant information. Likewise, the researcher used a camera and audio recordings to capture the interview to ensure not to miss even a single detail. These instruments are designed to gather rich, detailed information that allows researchers to explore complex phenomena and understand informants' perspectives, experiences, and behaviors.

**Data Analysis**

Thematic analysis was employed in extracting the significant themes from the responses of the informants (Kiger & Varpio, 2020). It is a qualitative research method used to identify, analyze, and report patterns or themes within a dataset. It involves systematically organizing and interpreting qualitative data to uncover underlying meanings, patterns, and relationships.

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**RESULTS AND DISCUSSIONS**

This chapter presents the results and the discussions of the gathered data from the informants.

## PHASE 1

**Independence and Personal Freedom.** Lifelong singlehood is often associated with a sense of personal freedom and autonomy. For many teachers, being single means the ability to make choices without the need for compromise, offering them more control over their own life decisions. It allows for greater exploration of personal goals, hobbies, and interests, contributing to the development of independence and self-reliance.

Living as a single person offers greater personal freedom and independence which allows them to fully focus on their goals and interests without the need for compromise.

*"Having life as single can be both advantages and challenges, on the positive side, it creates a degree of personal freedom, independence, and the capabilities to focus solely on one's goal and interests without having to compromise or consider the needs of a partner." (IDI 2 Q 1.1 L 20-29)*

This suggest that singlehood fosters independence and freedom, enabling them to explore personal interests and goals without external constraints.

*"I think for me lifelong singlehood means I have the freedom to do whatever I want in life. Being single shapes or helps me to become independent and can explore things by myself." (IDI 6 Q 1.1 L 93-97)*

Being single highlights how it can bring a sense of freedom and happiness that enabled them to pursue their own desires and live life on their terms.

*"Ahmmm for me being single means freedom and happiness since I can do whatever I want in my life." (IDI 25 Q 1.1 L 420-422)*

Independence and personal freedom are key aspects of the lived experiences of single male and female teachers. Single teachers often enjoy the ability to make decisions on their own terms without the need to consider a partner's preferences. They can fully focus on their careers and personal goals. This freedom allows them to explore different interests and build a life based on their own values and desires (Smith & Wilson, 2018).

**Self-Discovery and Personal Growth.** Singlehood provides a significant opportunity for self-discovery and personal development. Many teachers view their single status as an advantage for deepening self-awareness, understanding their personal desires, and developing new skills. This period allows for introspection and reflection, offering them the chance to focus on their own growth and to gain a clearer understanding of their values and ambitions.

Singlehood promotes independence and self-reliance. It helps single teachers understand their personal preferences.

*"Singlehood can be described in two words, independence and self-reliance. In this season, I have come to know myself more, what I like and dislike." (IDI 3 Q 1.1 L 45-50)*

Choosing lifelong singlehood enables single teachers to develop independence and self-awareness, leading to personal growth.

*"Lifelong singlehood for me is a personal choice and circumstances I decided. It has shaped me in a way that I can have independence and self-discovery, I can discover more about myself that I didn't know existed." (IDI 5 Q 1.1 L 77-82)*

Being single allows teachers to gain a deeper understanding of their values and passions, promoting personal growth and self-awareness.

*"Being single often provides a chance to deeply understand yourself without the influence of a long-term partner. It fosters self-awareness, as you have more time and space to explore your values, passions, and purpose." (IDI 16 Q 1.1 L 237-245)*

Another, being single allows teachers to live independently and make decisions on their own terms. As stated:

*"The lifelong journey of singlehood has been a profound source of freedom, allowing me to live life on my own terms and shaping me into a self-sufficient individual." (IDI 21 Q 1.1 L 304-308)*

Single teachers have more time to reflect on their goals which leads to personal growth and a deeper understanding of themselves.

*"Being single allows me to spend more time reflecting on my goals and desires. It shapes my life in multifaceted ways, offering opportunities for personal growth, independence, and deeper understanding of oneself." (IDI 23 Q 1.1 L 385-391)*

Self-discovery and personal growth are significant aspects of lifelong singlehood for single male and female teachers. Being single provides them with the time and space to explore their own interests and passions. They often gain a deeper understanding of their strengths and weaknesses. This journey of self-reflection leads to personal growth and helps them develop qualities like independence and resilience (Kuang, et al., 2025)

**Freedom from Societal Pressures.** Teachers in lifelong singlehood often face societal pressure to conform to traditional expectations of marriage and partnership. Despite this, many embrace singlehood as a conscious choice that offers them greater personal freedom, the ability to prioritize self-growth, and peace of mind. The ability to resist societal norms is empowering for many, and it allows them to focus on what matters most to them.

Single teachers find fulfillment in prioritizing personal growth and embracing the challenges of singlehood. Indeed,

*"For me lifelong singlehood means prioritizing freedom to act independently and I prefer to choose this to focus first on my personal growth." (IDI 13 Q 1.1 L 187-190)*

Accepting singlehood as a choice allows teachers to find satisfaction and fulfillment beyond the need for a partner.

*"To be single and accepting singlehood is a challenge but after years of finding satisfaction beyond having a partner is rewarding, in a way." (IDI 14 Q 1.1 L 201-209)*

Embracing singlehood allows teachers to enjoy their freedom and gain a deeper understanding of themselves while overcoming challenges independently.

*"It means enjoying your freedom, being carefree, fulfilling what you have to do as a person and this actually helped me to get to know myself better, facing every obstacle independently." (IDI 15 Q 1.1 L 220-224)*

Choosing singlehood reflects a teacher's contentment with life and the ability to live fully without a partner.

*"My decision might change, however, in my perspective, lifelong singlehood is a choice and a sign that a person is content with his/her life without having a life partner." (IDI 19 Q 1.1 L 285-290)*

Freedom from societal pressures is a key aspect of lifelong singlehood for single male and female teachers. They experience less expectation to conform to traditional relationship norms. This independence gives them the opportunity to focus on their personal goals without worrying about societal judgment. Their ability to live life on their own terms leads to a greater sense of fulfillment and peace (Kuang et al., 2025).

**Peace of Mind and Contentment.** Many teachers find that being single provides emotional peace and contentment. This theme focuses on the reduction of stress and the ability to lead a simpler life, free from the complexities and compromises often associated with romantic relationships. Teachers find solace in their autonomy, enjoying the peace of mind that comes from living independently and focusing on their personal happiness.

During the interview, one of the informants shared that:

*"For me lifelong singlehood means you are enjoying your life to the fullest as a single person. It shaped my life experiences by doing independently what makes me happy." (IDI 9 Q 1.1 L 142-146)*

Singlehood provides teachers with peace of mind and strengthens their independence.

*"Being in singlehood brings peace of mind. It helped me to become an independent person." (IDI 10 Q 1.1 L 154-156)*

Also, it helps teachers to experience less stress and focus on their own happiness without external considerations.

*"Lifelong singlehood to me means less stress. It enables me to do what makes me happy and contented without considering anyone's side." (IDI 18 Q 1.1 L 273-276)*

As stated by Caniglia et al. (2025) that peace of mind and contentment are significant aspects of lifelong singlehood for single male and female teachers. They find comfort in the freedom to make decisions without outside influence. Their lives are often less stressful since they do not have to balance the needs of a partner. This sense of inner peace helps them focus on personal happiness and satisfaction.

**Emotional Resilience and Strength.** This theme highlights the emotional resilience and inner strength developed by teachers who have embraced lifelong singlehood. While singlehood may bring moments of loneliness, many teachers report that it has empowered them to become more self-sufficient, strong, and capable of facing challenges independently. The absence of a partner pushes them to develop greater emotional resilience and learn to rely solely on themselves.

Choosing to remain single helps teachers focus on personal growth and make decisions that align with their values.

*"It is a choice I make not because I run out of options, but a plan of producing wise decisions without wasting time. Singlehood helps me to value myself more and concentrate on my priorities related to self-development." (IDI 8 Q 1.1 L 123-128)*

Living alone teaches teachers resilience and self-reliance as they learn to depend solely on themselves.

*"A little bit sad and a little bit happy..because ah you know nag iisa ka sa buhay wala kang kasama , so later on ikaw lang talaga, but it made me strong kasi wala kang aasahang iba kundi sarili mo lang." ("A little bit sad and a little bit happy... because, you know, you're alone in life, you don't have anyone with you, so in the end, it's just you. But it made me strong because you don't rely on anyone else but yourself) (IDI 24 Q 1.1 L 404-409)*

Emotional resilience and strength are crucial elements of lifelong singlehood for single male and female teachers. They develop the ability to handle challenges independently without relying on a partner. Over time, they become stronger and more self-reliant as they navigate life's ups and downs alone. This inner strength helps them face obstacles with confidence and maintain a sense of stability (Stuart, 2025).

#### **Themes on the reasons of male/female teachers on life's choices**

**Personal Freedom and Autonomy.** Many teachers value personal freedom and autonomy as key factors influencing their decision to remain single. They feel liberated from the expectations and responsibilities that come with being in a relationship, especially when it comes to making decisions freely and living life on their own terms. This autonomy allows them to explore different interests and pursue career goals without the constraints of a partner. Teachers with this perspective often appreciate the ability to focus on themselves and their desires without needing to balance someone else's needs.

The desire for complete freedom to make personal choices and decide who to interact with strongly influences some teachers to remain single.

*"I think one of the reasons that influenced me to remain single is the benefits of being single which is freedom. Freedom where to go, who are the persons to mingle with and you have a 100% freedom to decide for yourself." (IDI 9 Q 2.1 L 96-102)*

In the same vein, the choice to live life according to personal values rather than societal expectations is a key factor for some teachers in remaining single.

*"Everyone is entitled to their own opinion but I just didn't get it through me since I have my own choice and I'll live my life the way I want not by how society or the people around wanted me too." (IDI 4 Q 2.1 L 41-45)*

Choosing solitude for reflection and creativity leads some teachers to embrace independence and personal fulfillment.

*"I find joy and peace in solitude, using it as time for reflection, creativity, or simply enjoying my own company. This preference can make lifelong singlehood a natural choice, as I genuinely enjoy the calm and clarity of solo living." (IDI 16 Q 2.1 L 147-153)*

As Cohn et al. (2025) shared that personal freedom and autonomy are significant factors in the life choices of single teachers. They value the ability to make decisions without being influenced by others. Teachers in this situation enjoy the independence to pursue their goals and interests without the obligations of a relationship. This sense of freedom enables them to prioritize their own well-being and aspirations.

**Financial Considerations and Responsibility.** Financial stability and the responsibility of supporting a family are significant factors for some teachers deciding to remain single. Teachers often recognize the financial challenges of supporting dependents or entering a relationship where resources are divided. Many express that the financial burden of raising children or managing a household is a primary reason for choosing singlehood. These teachers may prioritize financial stability and the ability to focus on their career or personal life without the stress of additional familial obligations.

Financial limitations and the desire to provide a stable life influence some teachers to remain focused on personal independence rather than starting a family.

*"To be single throughout life is not yet a made-up decision for me. However, one of the factors that causes me to be selective is the present economy and financial capacity. Surviving alone with my budget is already challenging, I cannot dare to raise up a child where I am not able to give or provide a comfortable life for him or her." (IDI 3 Q 2.1 L 28-36)*

Family obligations and being the breadwinner lead some teachers to prioritize their responsibilities over personal happiness and relationships.

*"Ahh family responsibility kasi example katulad sa akin bread winner ako,, ako ang inaasahan ng family kaya sila ang uunahin kesa sa happiness ko." ("Ahh, family responsibility, for example, like me being the breadwinner, I am the one my family depends on, so I prioritize them over my own happiness.") (IDI 24 Q 2.1 L 260-263)*

Financial considerations and responsibility play a key role in the decision of many teachers to remain single. They are concerned about their ability to support themselves and manage their finances independently (Park et al., 2022). The burden of raising a child or supporting a partner adds an additional strain they are not willing to take on. These teachers prefer to focus on securing their financial stability before considering any long-term commitments.

**Personal Fulfillment and Self-Discovery.** Several teachers see their singlehood as an opportunity for personal growth and self-discovery. They feel fulfilled in their solitude, allowing them time to reflect on their values and aspirations. Many mention how being single gives them the space to focus on their own needs and goals, fostering a deeper understanding of themselves. For these teachers, singlehood is a source of emotional peace and self-reliance, where they can pursue hobbies, personal projects, and career ambitions without interruption.

Experiencing uncertainty in relationships and observing failed marriages makes some teachers cautious about committing to long-term partnerships.

*"The decision to remain single has been influenced by several significant factors. Firstly, I have a deep reluctance to commit a relationship in a world where love often seems fleeting, and the stability of romantic partnerships is increasingly uncertain. Observing the prevalence of failed marriages has reinforced my belief that long-lasting love is rare." (IDI 21 Q 2.1 L 207-230)*

Personal fulfillment and the ability to focus on growth and aspirations motivate some teachers to remain single.

*"The factor that influences me to remain single is the fulfillment and satisfaction in singlehood, allowing me to focus on my personal growth, interest and aspirations." (IDI 23 Q 2.1 L 250-254)*

Contentment with personal freedom and avoiding the commitment of a relationship influence some teachers to choose a life without a partner.

*"Maybe, I was really destined to be single because I am happy with what status I am now that no one disturbs me and ahmm. I really don't want to commit any relationship." (IDI 25 Q 2.1 L 269-273)*

Personal fulfillment and self-discovery are significant factors for teachers who choose to remain single. They value the time and space to explore their interests and grow as individuals. Being single gives them the opportunity to focus on their personal goals without distractions. This focus on self-development leads to a deeper understanding of their needs and desire (van de Berg, 2023).

**Cultural and Societal Influences.** Teachers are often influenced by societal expectations and cultural norms when making life choices about relationships. Many experience societal pressure to conform to traditional ideas about marriage and family, but they assert that their personal decisions do not need to follow these paths. Teachers often mention that, despite the societal emphasis on marriage, they feel empowered to live independently and

reject norms that do not align with their personal values or experiences. These influences sometimes lead to internal conflicts, but ultimately, teachers choose to prioritize their own happiness over conforming to expectations.

Choosing to remain single can stem from prioritizing career goals over pursuing a relationship or waiting for the right partner.

*"As for me, I choose to be single because I haven't found the right one and also I tend to focus on my career than to find someone whom I can have a relationship with." (IDI 5 Q 2.1 L 48-52)*

People's assumptions about single men and women overlook their ability to contribute significantly to various fields while managing their own responsibilities.

*"Funny how people is so glued to making assumptions on single men and women. I get that somehow since people are called to building families. But single people also have their own responsibilities and actually are able to produce more contributions to any field." (IDI 8 Q 2.1 L 82-89)*

Choosing not to marry or have children reflects a personal preference that prioritizes individual desires over societal expectations.

*"I just don't feel getting married and having children. If other people want it, enjoy." (IDI 12 Q 2.1 L 120-122)*

Cultural and societal influences heavily shape the decisions of male and female teachers regarding lifelong singlehood. In societies where marriage and family are highly valued there may be pressure to conform to these norms. However, many teachers choose to stay single to break free from societal expectations. This choice often reflects a desire to prioritize personal goals and well-being over traditional roles by Carr et al. (2024).

**Challenges in Relationships.** Many teachers cite the difficulties and emotional challenges of maintaining a relationship as reasons for choosing singlehood. Some teachers mention that they have experienced past relationships that were difficult, and the desire to avoid repeating such emotional turmoil has reinforced their decision to stay single. Teachers in this category often describe the effort required to make relationships work as too time-consuming and mentally taxing, leading them to choose independence instead. The emotional resilience gained from overcoming such challenges allows them to feel more confident in their decision to remain single.

Preferring to enjoy personal achievements alone highlights a desire for independence and the reluctance to share hard-earned success with others.

*"Ahhm.. for me the reason why I stay single and remain single it is because I don't want to share my blessings to anyone to experience all my hard work with myself and if that person will share or get something from me, I do not agree with that this is my hard work then definitely I will enjoy it alone." (IDI 7 Q 2.1 L 66-73)*

Experiences of carrying the burden of a relationship lead to the choice of facing life independently and avoiding similar challenges.

*"Just accepted the fact that in this age its best to be alone and face the world alone. There were many experiences in the past that I always 'carry the relationship' thus making things sometimes worse." (IDI 14 Q 2.1 L 130-135)*

Moreover, Carr et al. (2024) affirmed that these challenges in relationships often influence the decisions of male and female teachers to remain single. Past experiences with failed relationships or emotional turmoil can make them hesitant to commit again. Many prefer to focus on personal growth and career instead of facing the complexities of maintaining a relationship. These teachers choose to prioritize their emotional well-being and stability over the challenges of romantic partnerships.

## Policy Brief

### Introduction

The issue of lifelong singlehood among teachers remains an underexplored area in educational research, yet it plays a significant role in shaping their professional and personal experiences. In the teaching profession, the status of being single often comes with both benefits and challenges that impact work performance, emotional well-being, and job satisfaction. While lifelong singlehood offers increased personal freedom, financial independence, and career flexibility, it also presents unique challenges such as social isolation, increased workload, and a lack of emotional support. Understanding the implications of lifelong singlehood can help inform policies that enhance the work-life balance and well-being of single teachers, ensuring that they remain effective, motivated, and fulfilled in their roles.

### Key Issues

#### 1. Workload and Career Development

Single teachers often experience an increased workload due to the absence of family obligations, which can lead to professional burnout. However, this absence of personal constraints can also allow for greater focus on career development and professional growth opportunities. Balancing these demands is crucial for maintaining both job satisfaction and mental well-being.

#### 2. Emotional Support and Social Isolation

While single teachers can dedicate more time to their students and work, they may lack the emotional support that comes from a family or partner. This isolation can lead to feelings of stress and burnout, impacting both their personal lives and professional effectiveness. The absence of support networks may affect their emotional resilience and overall work-life balance.

### 3. Work-Life Balance and Mental Health

Without family responsibilities, single teachers have more flexibility to dedicate time to professional duties. However, this flexibility often results in an imbalance between work and personal life, which can negatively affect mental health. The need for interventions and policies that promote a healthy balance is critical in ensuring the long-term well-being of single teachers.

#### Recommendations

##### 1. Mentorship and Support Networks

Schools should establish mentorship and peer support networks specifically designed to address the needs of single teachers. Providing avenues for emotional support and professional guidance can mitigate feelings of isolation and stress. Peer support groups can also encourage shared experiences and strategies for managing workload pressures.

2. **Flexible Work Hours and Mental Health Resources** Introducing flexible work hours for teachers can further balance professional responsibilities with personal well-being. Additionally, schools should implement accessible mental health resources, including counseling and stress management programs, tailored to single teachers' unique needs. These services would help reduce burnout and increase job satisfaction.

##### 3. Promoting Work-Life Balance Policies

Policies that encourage work-life balance are vital for the overall success of single teachers. Schools should provide adequate time off, mental health days, and create initiatives that allow teachers to decompress without feeling pressured to always work beyond their hours. Encouraging regular professional development and personal wellness programs is essential for teachers to recharge and grow both professionally and personally.

#### Conclusion

Lifelong singlehood among teachers presents both opportunities and challenges. While it can provide personal freedom, career flexibility, and financial independence, it also leads to social isolation, emotional strain, and increased workload. To address these challenges, schools must implement supportive policies that promote mental well-being, provide mentorship, and foster work-life balance. By supporting the needs of single teachers, educational institutions can ensure they remain motivated, engaged, and effective in their roles.

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## IMPLICATIONS

This chapter indicates the implications of the study for educational practices, future research, and concluding remarks.

#### Implications for Practice

Singlehood among teachers has significant implications for classroom dynamics and teaching practices. With fewer family obligations, single teachers may have more time to invest in professional development, lesson planning, and extracurricular activities, enhancing their effectiveness in the classroom. However, the heavier workloads and emotional challenges that come with singlehood, such as lack of emotional support, can lead to stress and burnout. Schools should consider providing additional support systems for single teachers, such as mentorship programs, professional development opportunities, and access to counseling, to help them balance their increased professional responsibilities with their emotional well-being.

The flexibility that single teachers have in their schedules can be leveraged to improve student-teacher relationships. As they often have more time for lesson preparation and after-school activities, single teachers can dedicate more attention to their students' individual needs. However, it is important for school administrators to recognize that the absence of a strong support system may hinder their emotional resilience. Providing a collaborative environment where single teachers can share experiences and strategies with their colleagues could help mitigate feelings of isolation.

School leadership can also focus on ensuring that single teachers are not burdened with excessive workloads compared to their married counterparts. As single teachers may be more likely to take on extra responsibilities, it is essential for schools to ensure that work is evenly distributed to prevent overwork. Fostering a fair and equitable environment for all staff, regardless of marital status, can help alleviate the pressures single teachers face and improve their overall job satisfaction.

Finally, promoting work-life balance is crucial for single teachers. Since they often experience difficulty in separating personal and professional lives, schools should encourage a healthy balance by providing adequate time off, flexible schedules, and mental health support. Teachers who feel supported in managing their personal lives alongside their professional duties are more likely to thrive in both areas, ultimately benefiting their students and the school community as a whole.

#### Implications for Future Research

Future research on singlehood among teachers should examine the long-term effects of singlehood on career satisfaction and burnout. Researchers could explore how the absence of a partner influences the mental health and overall well-being of teachers over time. Longitudinal studies could provide insights into whether single teachers experience more career-related stress and burnout compared to their married counterparts. This could help identify targeted interventions and support strategies to mitigate the negative effects of singlehood in the teaching profession.

Additionally, more research is needed to explore how singlehood influences the teaching practices and professional development of teachers. Studies could examine whether single teachers have more opportunities for career advancement, continued education, and leadership roles. Researchers should also consider the impact of singlehood on job performance and student outcomes. Understanding the relationship between singlehood and professional development could lead to tailored professional growth programs that meet the unique needs of single teachers.

Another avenue for future research is exploring the emotional and social support networks available to single teachers. Research could investigate whether single teachers have access to sufficient emotional support, both within the school environment and outside of it. Examining the social isolation of single teachers in comparison to their married peers may offer valuable insights into how emotional well-being can be better supported in the workplace. Future studies could explore whether social networks, peer mentoring, or counselor availability make a difference in how single teachers cope with stress and isolation.

Research could delve into the policy implications of singlehood among teachers, particularly in terms of workload distribution and work-life balance. Investigating whether schools have policies in place to support single teachers in managing workloads and balancing personal and professional life could contribute to more inclusive and supportive school environments. Studies should also explore how gender and cultural factors intersect with singlehood in the teaching profession, as experiences may vary significantly based on these factors.

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## Concluding Remarks

Singlehood among teachers is a multifaceted experience that brings both advantages and challenges. On one hand, single teachers often enjoy more flexibility, independence, and time to invest in their professional development. They may have greater opportunities for career advancement, as they can devote more attention to their teaching and extracurricular activities. On the other hand, singlehood can result in increased workload, stress, and a lack of emotional support, leading to burnout and isolation. It is essential for school administrators and policymakers to recognize these challenges and provide support systems that help single teachers thrive both professionally and personally.

The implications of singlehood for teachers extend beyond their personal lives and directly impact their teaching effectiveness and career satisfaction. While they may excel in areas such as lesson planning and student engagement, single teachers may also face heightened stress and emotional challenges due to the absence of familial support. The balancing act between work and personal life can be particularly difficult, and schools must prioritize mental health resources, work-life balance initiatives, and peer support networks to ensure that single teachers feel valued and supported in their roles.

Looking forward, there is a need for more comprehensive research into how singlehood impacts the professional experiences and career outcomes of teachers. By understanding the specific challenges faced by single teachers, researchers can better inform the development of policies and practices that promote their well-being and career success. Future studies should also explore how the teaching profession can evolve to be more inclusive of diverse family structures, ensuring that all teachers—regardless of their marital status.

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