

Defining Symbolic Camouflage: The Quality of Life and Sources of Stress of Single Educators in the State of Qatar, Phenomenology

Fredelito Don John A. Vallesteros, PhD^{1,2,3}, Leanda, Tristan Anthony^{1,2,3}, Magtira, Hans Jelo^{1,2,3}, Mala, Mohammad Cedrick^{1,2,3}, Sandoval, Jose Luis Alfonso^{1,2,3}, Belgica, Chynna Alexandra^{1,2,3}, Edulan, Erika Louise^{1,2,3}, Mangalino, Jhaznine^{1,2,3}, Mendoza, Kristine Nicole^{1,2,3}, Valdez, Cyra Ericka Mae^{1,2,3}

¹ Philippine School Doha, Doha, Qatar

² Research Development, Accreditation and Publication Office, PSD, Doha, Qatar

³ Research Capstone Project, PSD, Doha, Qatar

Abstract:-

Background: As a single educator, the possibility of experiencing stress is high, especially when working abroad. Educators are often buried with mass of schoolwork, resulting in long-working hours extending to their homes. Educator's time revolves around their professional work and leaving little to no time for their personal development. **Method:** A qualitative approach that uses phenomenological research design to understand the lived experiences and behaviors of single educators, specifically in Qatar, relative to the central question: "What are the sources of stress of single teachers who are currently employed in Qatar?" Data were gathered through a twenty-five semi-structured interview and were analyzed using an inductive approach in theme development. **Findings:** Findings have shown the different aspects of development that educators encountered as they live as a single person. **Conclusion:** Once individuals recognize their stressors, it stimulates the initiative to create room for personal growth. Acknowledging everyday stressors while looking at the bigger picture of one's life. **Recommendation:** to have an equal number of younger and older respondents to compare their experiences; to obtain more direct responses related to the central problem of the study; to select a wider range of teachers in different positions in the school to know possible correlation to their stress levels.

Keywords:- Single Educators, Stress, Professional Work, Personal development, Working Abroad, Behaviors, Aspects of Development.

I. INTRODUCTION

Being single can be an advantage in life. The liberty of creating decisions in their own hands, yet some struggles and challenges that life gives to single educators can be a challenging thing to conquer alone everyday. The study of the sources of stress of single Filipino educators is crucial for the subsequent reasons: first, in what ways they handle their stresses and burn-outs and second, what are the

common indicators that contribute to the sources of stress. The needs of their families back in their hometown were always their top priority, and this explains why most of them go miles away to provide the needs and luxury for their family. This explains why they do not have a partner or a romantic relationship with someone. Besides that, single Filipino educators confirm that they choose the proper person and procure a more stable personal relationship with someone. Nowadays, many Filipino educators are single, also being the breadwinner to their families back in their homes. However, although the educators have a stable job and career, there are moments that they feel mentally drained, another factor of stress is that there is no one who will be with them through thick and thin. Fajardo (2020) found that single professionals are viewed as unhappy and lonely individuals. Yet, while they enjoy life with freedom, the disadvantages of being in a single status is that they do not have partners and children that they can spend the rest of their lifetime with. In this chapter, the researchers are about to go deeper with the issues that pertain to the single educators' households focusing on the ability to realize single matters. This issue is not only applied to one nation but the world (Takahiro A. Kato, 2020).

The fact that breadwinners in the family are a reality of a standard family (Moen & Sweet, 2004; Pemberton, Peterson, & Slack, 2016). The feeling of stress does not only come from the experiences of trauma, but it can also be caused by everyday problems that persist over a long time. Stressors can also be emotional, causing stress from within, mentally or physically. This can be discussed at the time in order to perceive and slow down. The teacher's effectiveness in providing and teaching can help them build up their development to give a more significant way of managing needs. This type of support will accomplish a community of investors to provide fresh teachers with the consent to the road that they will need to become successful educators (DarlingHammond, 2017).

This phenomenon of a feeling of missing out to their fellow peers and to their same-age group is also an indicator of stress. Barbeiri (2016) found out that the apprehension of being missing out or left behind is not preventable, in which

it is common when other peers go through the stages of having their own family and a settled relationship with someone. Being single in life ends up being lonely due to the fact that they have a less recognizable support system in all of their significant others (Adamczyk, 2016). Having an absence of connection with someone, like having a simple chat, remembering the good all times, and socialising with their personal significant relationships always have this feeling of melancholy. This can serve as one of the factors of stress and burn-outs, since a single person does not have someone to rely on (CELA and Fokkema, 2017).

Having a relationship with someone, whether it is familial or personal is a significant thing to the individual's well-being and wellness. Mouratidis (2018) implies that one of the influential factors for successfully having a joyous and fulfilling life is having a personal relationship with someone. Being with someone can lessen the feeling of stress of an individual. Entering a life of relationship has less physical and psychological effects of stress. (Cohen 1992; Holt-Lunstad and Smith 2012; Holt-Lunstad et al. 2010, 2015; Waddell et al., 2019)

This research paper puts out the understanding about the sources of stress of Filipino educators in Qatar. The researchers are students who are also Filipinos that are studying in a Philippine school in Qatar that have the curiosity of what are the typical burn-outs of being a single educator. This makes the study more significant for both the readers and the researchers.

The readers, future researchers, and the single educators, can make use of this research paper as a source of reference and a guide on how to understand not only the stresses, but the life of being a single educator. This research is guided by the respondent's responses and stories on what is like being a single overseas Filipino educator, on how they cope up their stresses, their struggles being miles away with their family and overcome the feeling of melancholy and loneliness.

This research study used a qualitative approach and the use of a phenomenological research design to gather results. It's point of interest was to fully comprehend the sources of stress of the participants that were part in the study.

This was gathered through a semi-structured interview with the necessary information and data for the study. The twenty-five semi-structured interview guides and robotfotowere also utilized to acquire data (Kelchtermans& Ballet, 2002; Garcia & Acosta, 2016; Dela Cruz et al., 2019). The preliminary copies of the robotfotowere handed personally to the chosen respondents. The researchers looked for the demographic sketch of the participants namely the respondents's age, years of teaching, years of living in Qatar, and years of being single.

II. METHOD

2.1 Research Design

The study used a qualitative approach and is a phenomenological research design. It aimed to study and understand the lived experiences and behaviors of the participants involved. Qualitative research seeks to study subjects in its natural setting and attempts to interpret the issue's phenomena at matter (Aspers, 2019; Denzin& Lincoln, 2005). It is highly significant to know the detailed insights of the participants to form comprehensive descriptions needed. Phenomenological research accurately describes a phenomenon from individual variations with significant commonalities while staying true to the facts (HashlamounDaouk, 2019; Groenewald, 2004).

2.2 Research Locus and Sample

The study was conducted at the Philippine School Doha (PSD), founded in October 1992 in the State of Qatar.



Figure 1: Map of Qatar taken cc: Google Images

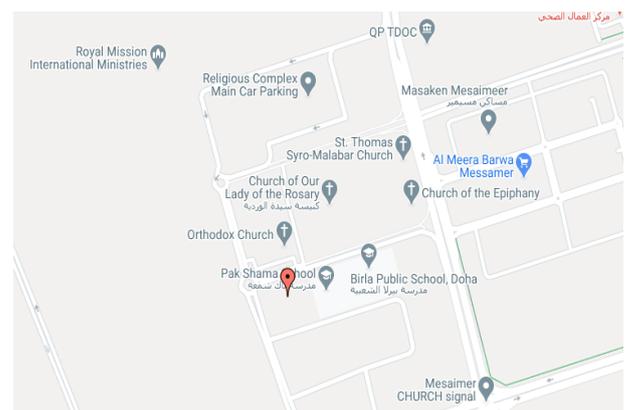


Figure 2: Location of Philippine School Doha cc: Google Maps

The respondents in this study were single Filipino educators who were selected carefully according to their civil status.

In the selection of the respondents, two things were considered in the selection. First, the age of the educator must be within the average marrying age of 27 and above. Second, the current civil status of the educator must be single. Since phenomenological research aims to understand the lived experiences of individuals, the researchers made sure to build a trusting relationship with the respondents to ensure that he or she feels comfortable in giving their detailed insights about the phenomenon.

Qualitative samples are smaller because it focuses on an in-depth analysis of the phenomenon. It utilizes purposive sampling that aims to gather "information-rich" respondents who are well-experienced on the phenomenon studied (Vasileiou, Barnett, et.al, 2018). Interview-based researchers seek to penetrate; pass the social-life of the respondents (Dipasupil, Gamayon, et.al, 2019; Crouch &McKenzle, 2006).

There were seven (7) respondents who were interviewed at Philippine School Doha during their available timings three (3) respondents were interviewed through Zoom, an online platform.

2.3 Data Collection and Ethical Consideration

The study's necessary data was obtained through a semi-structured interview composed of twenty-five (25) questions.

Preliminarily, copies of the *robotfoto*(personal data sheets) were distributed to the seven (7) respondents personally and the three (3) respondents through email. It contained vital information needed for the study. The respondents' demographic sketch was gathered, specifically the respondent's name, age, years of stay in Qatar, years in the teaching profession, and a short description of their works.

The data gathered were transcribed verbatim with the help of a recording device used during the interview-proper. The researchers assured the respondents that their identities and responses were kept in confidentiality and will only be known to the researchers involved and their respective research adviser.

Before the interview-proper, the respondents were given consent forms to ensure that they are willing to be interviewed and knowledgeable about the purpose of the study.

2.4 Data Analysis

The researchers effectively made the themes within the collected information and insights of the participants' answers. To have an adequate analysis it follows an inductive process; 1) Transcription of the data from recording into written text (emic); 2) Analyze the transcribed data to comprehend the participants' experience; 3) Translate the transcribed answers of participants' into the understanding of the researchers (etic); 4) Classify the themes and construct a thought unit with the identified

similar ideas in the dendrogram; 5) Create a simulacrum for a clearer picture of the findings.

III. FINDINGS

This phenomenological study describes the lived experiences of single Filipino educators who are currently employed in the state of Qatar, relative to the central question: "*What are the sources of stress of single teachers who are currently employed in Qatar?*" Furthermore, this study focused on the specific question: "*How do single teachers manage stress?*" In recent years, studies have shown that teachers face

many challenges when it comes to their work-related well-being. There are stress-inflicted issues, that includes low wages, fewer holidays, heavy workloads, inadequate time for rest, and the guidance of the students' difficult behavior have become the general causes of stress.

The common emotional problems of the teachers are stress-related high pressure, tiredness, loneliness, and mental exhaustion. These problems have earnestly consumed their physical and mental health. As a professional group of teachers, pressure is an important factor inhibiting the teacher's work-related well-being. Their unstable mental health and low job satisfaction are the factors that lead to the teachers' occupational stress. In a 5-year longitudinal study of Australian school principals, Riley (2014) also found that the occupational stress of the teachers is a main reason for their unstable mental health. (Li, Y., & Ren-Cheng, Z., 2019)

Figure 3 shows the simulacrum focused on four major themes: *Beyond Freedom, Beyond Growth, Beyond Actions, and Beyond Relationships*. These show the relevance of growth that single educators experience and actuate to develop themselves as individuals. Moreover, these themes show the different aspects of development that the educators share as they live as a single person.

The shape of the simulacrum is a clover that symbolizes independence. Clover stands for teachers who pull through life being the breadwinner in their families and a provider to themselves by managing their needs in their ways. The circle in the center comprises two flags that symbolize the Filipino educators who are teaching in Qatar. The simulacrum is divided into four themes, for the first theme, beyond freedom, located in the upper left leaf is represented by the color blue. Blue symbolizes peace and liberty of how a person lives and represents life. The second theme, beyond growth, located in the upper right leaf, is represented by the color green. Green symbolizes growth, balance, and health as it shows the learning of one person. The third theme, beyond action, located in the lower right leaf, is represented by the color orange. Orange symbolizes energy, rejuvenation, strength, and courage as it shows how a person accounts for their lives and how they face the consequences. The fourth theme, beyond relationships, located in the lower-left leaf, is represented by the color pink. Pink symbolizes the person's emotional being as it

showcases love and nature, and it is the color for comfort and compassion. For the stem, drawing into a teacher, located at the bottom, represents how a teacher carries all these responsibilities and how it affects their developmental growth.



Figure 3 Simulacrum

The Stages of Developmental Growth of Single Educators

These themes represent the different facets of their life that improve their growth. Having these changes within one's self means acceptance. This means being open to healthier changes. Consequently, this leads to freedom: autonomously listening to one's self and creating and accepting change.

Beyond Freedom

Freedom is a power given to each individual to think, speak, and act for themselves with no constraints. Beyond freedom means how an individual can manifest his or her liberty in executing his or her roles. Adults are often categorized as free people as they can act on their will; however, freedom comes with responsibilities. It is inevitable for adults to set priorities and place themselves below the top. As one respondent answered:

"Once you are at work, you are here the whole day; you are here physically and mentally. At home, I cannot separate work in my routine. One reason is that I am not with my family at home where I can destress. Professionally, I am surrounded by teachers and administrators. That is why we are pushed to do our best, but there are a lot of challenges. I am surrounded by good students, whom I can learn new things from." (E3)

An autonomous person must balance freedom and responsibilities, which include their actions, relationships, duties, and finances. Two respondents made mentioned that:

"On weekends, I go grocery shopping or go to the mall. If there are festivals around, we go where the activities are because we want something new and it gives us ideas. So it's a three in one, pleasure, leisure, and work. We create an unplanned plan in school. We cannot separate our work,

because that is where we create plans it is because you can think of something great if your brain is relaxed and if you're happy." (E3)

"After the students take the tests, we are the ones who are busy. Our weekends are used for checking, recording, making grades, and other work-related. After that we use the time for ourselves to recharge, to go to some places, and to be happy, because a happy teacher has a good relationship with the students." (E3)

In conclusion, the responses expressed how time is spent when there are no things to be done. In doing each's responsibilities, still a person must have time for self needs. It is said that balancing work and free time will lessen the pressure and stresses of work.

A. Familial Freedom

It is common for young Filipino adults to continue living with their parents so that they may be able to take care of them. The close family ties are rooted deeply within Filipinos. As two respondents said:

"When I moved to Qatar, I learned to live without my family because I have been living with them ever since I was working in the Philippines." (E6)

"I used to live with my family, and I used to teach college in the Philippines." (E6)

"I was happy with my family in the Philippines." (E4)

They often choose to stay with their families to alleviate their worries about their families' state. When they have done their respective roles as children to their parents and as brothers or sisters to their siblings, only then do they decide to seek more to life for themselves. Two respondents made mention that:

"When I left the Philippines, I was in my 30's so I matured and had a fixed outlook on life. I did not worry too much because I had already helped my family with their studies." (E3)

"I was excited because I got to realize my dream of becoming a global educator in 2005. I was also cautious as I got sick before leaving the Philippines. Despite everything, I was excited because I was living my dream." (E1)

However, when meets do not end, and action must be taken, they are forced to seek opportunities abroad. Migrating to an alien country tickles emotions of excitement but also causes pain and uncertainty to those who will leave their homes' comfort. Five respondents expressed:

"It hurts because I would be leaving my family, but all of that was for a better future, also I am the eldest in the family." (E4)

"I felt sad with my family being away and that I could not see them until I finished my contract." (E7)

“I was nervous and scared because it was the first time that I would be alone and leave my parents’ home” (E2)

“A mixture of excitement and fear because it was my first time to be away from my family.” (E6)

“I felt mixed emotions, mostly fear, and I left the Philippines because of many reasons.” (E10)

To conclude, a family is an integral part of the Filipino culture. It is embedded in their nature to put their families as their prime concern. This can be observed when Filipinos continue to live with them after their studies and enter the workforce. Freedom can be felt once they leave the homes' solace, but this does not imply that they are free from their families as even from abroad, they continue to provide for them. After finishing their duties, only then do they truly become free from their families. Through their sacrifices to offer better life opportunities, finances become better and more stable abroad.

B. Financial Freedom

The most common reason for Filipinos migrating overseas is due to better employment opportunities. Overseas the pay is considerably higher, and the work benefits are more attractive than what is offered in the Philippines. As stated by three respondents:

“I was a teacher back in the Philippines. I earned well, but not as much as what I earn in Qatar.” (E5)

“Earnings in the Philippines are not enough compared here to what I earn in Qatar.” (E5)

“It was difficult because of financial issues, and I was not able to get a good job even though I finished my studies.” (E7)

In addition, Qatar is a country that many Filipino families choose to migrate to and live their lives in. As a result, there is a huge Filipino community that each one can adapt and feel at home with. A respondent recalled:

“The salary in Qatar is higher even though it is the same profession and curriculum. This is a Philippine School so I felt that the adjustment was not that high since I will be surrounded by Filipinos.” (E3)

It is inevitable for one to compare themselves to others when a sense of pity envelopes their minds. To combat the feeling of self-pity, they boost their current state and seek opportunities beyond their comfort zones. A respondent pitied and said:

“My main reason was the financial upliftment of the salary. There was a time I felt pity about myself because I saw my other batch mates abroad, while I stayed in the Philippines even though I was more intelligent than them.” (E4)

Working overseas has allowed the respondents to earn more than what they have previously received, face more opportunities, and value saving and arranging their funds. As family members surround them in the Philippines, expenses are more often than not overlooked, as it is hard to say no to the requests of family members. Three respondents affirmed that:

“It is better because I have a sufficient salary that is enough for my expenses, and there are more opportunities here.” (E7)

“There are actually no big changes, but I learned to save a lot because I used to just give and give in the Philippines. Now I save what I have earned.” (E8)

To ensure that their salaries are well-maintained, they continuously calculate their expenses and savings to ensure they are in-track. Two respondents looked-back:

“I’m a poor accountant myself. I don’t know how to manage my income very well. I learned to use the bank and I save by depositing my money to my bank account.” (E5)

“I calculate all the finances first that need to be paid. Then savings, whatever and how much money left in my wallet, that is the only money I’ll use for the whole month.” (E4)

Their finances are not merely for their gain. They sought better financial opportunities for the future of their families back in the Philippines, and up to now, they continually provide for them. As three respondents said:

“I wanted to give my family a brighter future.” (E2)

“A bigger portion of my income is sent in the Philippines as a remittance to support my parents and the other portion is my savings for my bank account back in the Philippines.” (E1)

Although they have done their respective roles, they still do not forget to provide for their families' financial state. They balance saving for themselves and sending money back to the Philippines. Respondent three clearly emphasized:

“I try to save while still giving an allowance at home back in the Philippines. Since my mother and father are not working, and since my two sisters are married and not working anymore.” (E3)

Saving and securing one's future is something that must not be overlooked. The respondents' turn a blind eye to their wants and focus on building their future. As three respondents made mention that:

“I just make sure that I have savings. I don’t spend more than I earn so even sometimes, it’s very tempting especially when there are sales around. I always make sure

that I can afford and I don't have to take credit just to buy something I want.” (E6)

“I was able to start off getting a house last year, because I started with other personal things such as pursuing my masters and doctoral degrees.” (E3)

“I save by depositing my money to my bank account. I only use the money in my bank account when I go on vacation after a year and I do not have any other way to spend it.” (E5)

With all of their financial obligations, they inevitably seek financial help through bank credits. However, they ensure that the money borrowed is for a more significant cause that would benefit their futures. One respondent explained:

“I will have credit, but it goes to a very nice project, like a big house, infernos, and a car. There is good use of it even if it is a debt, at least I am continuously paying it. If I am done working as an OFW, I could say I have my savings and that is my house which is worth a million.” (E4)

Supporting their families financially is their top priority. The second is for them to have savings reserved in their accounts. Lastly, they ensure that they save for their leisure activities to unwind and enjoy the fruits of their. Respondent one confidently stated that:

“I make sure that I also have savings for my travels because I love travelling. I'm more of a budget traveler but I don't spend too extravagantly for travels. I make sure that my money is spent on the things I love the most and I make sure that I'm not an impulsive buyer.” (E1)

Education is a lifelong process. As educators, it is their responsibility and passion to continue and extend their knowledge. Working as an educator has provided them finances for physical manifestations of their labors and the intangible fruit of continuous learning. One respondent boasted that:

“Then I finished my master and doctoral, travelled, and last year, I was able to buy a house. Since I'm the one who's single in my family, I budget myself and I make sure that I have savings for the house, and have something for my pleasure which is traveling.” (E3)

In the end, working overseas had a big contribution in the life of an educator. As seen in the responses: the salary given in the Philippines has a huge difference on what is given abroad. Managing the finances in every day expenses is important as well as purchasing products. In this way, saving practically is learned because of proper budgeting. Learning to become financially-adept has helped Filipinos to become more aware of one's lifestyle and habits. It is to be inferred how this can achieve healthier development within their well-being. Acknowledging these things consequently help growing in other areas.

Beyond Growth

Growth is the development of an individual physically, emotionally, mentally, and spiritually. Beyond growth means the individual's recognition of their capabilities to attain success, maturity, happiness, and fulfillment. A person's development requires time and dedication to achieve their ultimate goal and realize their full potential. As proved by one respondent:

“My main goal was to teach in an international arena. It was a professional move on my part for professional growth and personal growth. I chose Qatar because it was the opportunity that was present at the time, so I grabbed it.” (R1)

Beyond Growth starts when an individual realizes his or her goals and capabilities. When an opportunity knocks, a person eager to grow will grab it and create his or her professional and personal growth journey.

A. Professional Growth

Filipinos take pride in their careers and work values. Having a stable job is a must for an individual to have a convenient life. This kind of mindset drives the Filipinos in exhorting themselves to strive even more to be proficient in their careers. One respondent made mentioned that:

“For my professional growth, I started as a national educator to an international educator. It was a professional move for me to go abroad. It opened more opportunities for me to grow professionally, this is where I get to speak in front of my colleagues, share my knowledge, and train students to compete extramurally.” (E1)

Filipinos ought to seek more significant opportunities that lead them to migrate overseas to attain their desired quality of life and profession. As remarked by two respondents:

“For my professional growth, I was able to finish my doctoral degree here in Qatar with the help of the Philippine School Doha.” (E4)

“For my professional growth, I managed to earn my master's degree and doctoral degree here in Qatar.” (E5)

Working abroad does not only provide them with a better quality of life, but it also enhances their work competencies as they are exposed to a more diverse work environment. As made mentioned by two respondents:

“For professional growth, I learned how to deal with different types of people, and I learned to improve my craft in teaching.” (E6)

“As an Educator abroad, I learned many things like how to work with different nationalities and their different cultures and because of this I accept diversity. I am so blessed to work in an international school here in Doha.” (E10)

Overall, there is a huge growth in the work proficiency of a person because of the influences they had adapted with the other people. In being an international educator, there are a lot of opportunities given to attain the better quality of living and surviving the job.

B. Personal Growth

Filipinos subjected to a diverse-cultured workplace learn how to deal and communicate with different types of people. This makes them rely more on themselves to adapt and respond quickly to their circumstances. As signified by one respondent:

“I have noticed a notable change in my personality, I became more independent, and I can make better decisions. I have also grown in maturity on how I communicate with other people.” (E9)

Most Filipinos are highly dependent on their family due to one of their most prominent values; being family-oriented. While being a good trait, this does not hide that family can hold them back from venturing out of their comfort zones. This is why an individual recognizes his or her true self, acknowledges his or her capabilities, and improves their decision-making skills and maturity when separated from family. One respondent shared that:

“For personal growth, I grew up in a family where seniority was a priority. I could have shared solutions to some issues concerning the family, yet they did not trust me. When I was still teaching in the Philippines, I lived with them. My confidence was low because my mother always decided for me. This job allowed me to become independent and prove to my parents that I am a grown-up.” (E1)

Small improvements count to significant results. Personal growth cannot happen overnight; hence, a gradual change will eventually add substantial enhancements. Like what one of the respondents mentioned:

“For personal growth, I learned that I can do things without relying on my mother, like doing household chores.” (E6)

Independence can be nurtured when someone is removed from his or her comfort zone. This will activate the individual's self-reliance and start being free from the control and influence of others. As stated by two respondents:

“I was able to live independently for two to three years. I am the one doing everything here by myself, but in the Philippines, I never did that.” (E4)

“In my personal growth, I learned to be independent.” (E2)

Independence brings knowledge. When an individual becomes independent, he or she is open to new learnings. This allows him or her to gain a new understanding of life and himself or herself. As mentioned by one respondent:

“For personal growth, I developed my knowledge and independence.” (E7)

With independence and knowledge comes strength. A self-reliant person is toughened by experience. Having to deal alone with problems and challenges builds up an individual's emotional and mental strength. This was confirmed by one respondent:

“For my emotional growth, I learned to be strong because I was far from my relatives, and being single here in Qatar is a big deal. You are dealing with all sorts of things individually. You have friends to help you, but you cannot rely on them on a 24/7 basis because they also have their problems. I learned more from being single, and that made me stronger.” (E5)

In the end, being self-reliant is learned by a teacher. This is caused by the emotional experiences and physical detachment from close people especially the family. Adjusting oneself and trying to go further outside the box helps a person grow independently in life. This relates and creates changes to a person's upbringing and wellness.

Beyond Action

Action is a crucial part of being a person. It is the deed of a person in performing something and is a counterpart of behavior. Beyond Action is how an individual manages his or her decisions and how these decisions influence their future. Every action a person makes, big or small, has an enormous contribution to their lives. Filipinos are conscious of their actions, whether this will be beneficial for them or not, as all these will affect their self-improvement and life opportunities.

“Personal interest was one of the reasons because I wanted to know in which areas I can improve as a person and as a teacher; I want to go beyond my strengths. Professional growth also because I believe when you work in a different environment beyond your comfort zone, you develop your professional skills and learn more new knowledge. Lastly is financial stability, even though I earn enough money in the Philippines, I know working abroad can earn more than what I earn back then.” (E9)

“No one really motivated me to go abroad, but when we say that word “abroad” in our country, it means better income and opportunity to change the life of my family so I just followed what I have.” (E8)

A mature person should be sensible in decision-making; however, big or minor decisions can be. It affects the self-improvement and life opportunities of a person. Four respondents claimed:

“When I was still teaching in the Philippines, I lived with them. My confidence was low because my mother always decided for me. This job allowed me to become independent and prove to my parents that I am a grown-up.” (E1)

“It hurt because I would be leaving my family, but all of that was for a better future, also I am the eldest in the family.” (E4)

“I moved to Qatar to have new experiences and more opportunities, learning, and growth, and better financial opportunities.” (E6)

Overall, one’s personal interest was the cause of motivation to go and try abroad. The situations of the economy and its response to the job offers started to limit and decrease. These caused the workers to act on it by going outside of the country for job opportunities while some just gave it a try and fortunately got the offer.

A. Self-Improvement

Self-improvement starts with the mind. The mind tells the body what actions to do and how to deal with the situations. An individual must have the courage to battle with his or her thoughts to manifest self-care. When an individual’s thoughts become healthy, only then can he or she focus on self-improvement. One central emotional tension one must handle is stress. As shared by two of the respondents:

“As much as possible I always look on the bright side of things. I don’t want to get into depression and fill my mind with negativity to the point of not wanting to live. I look for outlets when I feel that my workload or personal concerns are bothering me and take a break if I need to. I don’t let my stress affect me that much.” (E1)

“I can handle my stresses because I have my ways to manage all those. I am stressed when there is too much load, for example, there are different activities that should be done in a single period.” (E2)

Problems and trials are there to strengthen an individual’s mental and physical capacity. Looking for the brighter side of every situation is one of the motivations that can keep an individual moving forward. A respondent expressed:

“I manage it by stopping what I’m doing and walking for a while. I usually go to parks to unwind through walking and performing breathing exercises.” (E5)

Burnouts and sources of stress are faced by an individual when a person thinks too much and negatively. An individual can cope with their stress sources by unwinding to have a calm mind to get things done effectively.

“I tend to meditate whenever I feel burnt out. I calm myself and try to evaluate myself. I relax my mind and make sure my mindset is positive. The reason I do this is because I believe burnout happens because of a negative mindset. A positive mind can help me in my self-medication and self-motivation.” (E9)

In conclusion, living abroad helps an individual develop a more clear self-concept and get out of their comfort zone. The stresses or burn-outs as challenges experienced by Filipino educators were facets of improving oneself. One must have a positive mind to move forward as it helps an individual to feel better about themselves.

B. Life Opportunities

No matter how difficult things may get, Filipinos still keep their hopes and dream high. That is why many consistently seek better life opportunities to keep on advancing and not stagnant in one life status. They most likely want to explore and experience new things in life. One respondent recalled that:

“I moved to Qatar to have new experiences and more opportunities, learning, and growth, and better financial opportunities.” (E6)

To live a healthy and balanced life, individuals find a way to have fun in their presence while still working for their future. Working abroad is an opportunity opener to explore new things and places. Rewarding themselves for their hard work is a form of motivation to keep their drive towards success. As one respondent made mentioned that:

“Living here in Qatar for several years, I was able to travel to different countries because I have a higher salary, and everything is on budget. Travelling is the reward I can give to myself for the hard work that I put in my career.” (E1)

Having strong familial ties, Filipinos strive hard to have a convenient life for themselves and their families. They always put their families into consideration upon making their decisions. One respondent affirmed:

“I moved to Qatar to find a good job, a high salary, and to make my family have a better lifestyle.” (E7)

Moving from another country to work is now common for Filipinos as it allows the person to experience a different lifestyle and gain benefits. Filipino work abroad because they offer a higher salary, and the savings earned in the homeland are further from overseas. According to respondent nine:

“No one directly motivated me to move to Qatar. However, my parents were influenced by my desire to work in Qatar. Seeing the difficult situation, they motivated me to earn more money for them.” (E9)

To end, money is the main reason why a person works abroad. Finding a job abroad opens a completely new experience as the person can distance themselves from their own culture. Hence, working abroad has a lot of benefits, like developing oneself, job opportunities, and has a chance to travel to other countries.

Beyond Relationship

Relationship is the emotional connection and involvement of oneself to others. One cannot simply forsake connection to another being as this leads a person to struggle from carrying the weight of their issues alone, most often the fact that a person lacks relationships is also an issue that one faces. Two respondents admitted that:

“My burdens feel like I am paddling a boat alone with people onboard.” (E10)

“The burden that I feel while dealing with my problems alone is the lack of an immediate person to talk to. Being able not to talk to someone immediately feels very lonely as I am surrounded with a boundary of limitations.” (E9)

The lack of intimate human relationships, causes the person not to have anyone to celebrate with on the good days and lean on through in the bad days. The person lives in a constant state of loneliness resulting in self-pity. One respondent said emotionally:

“Self-pity, it’s like you’re just alone and you have a problem, and you have done something wrong. You feel that no one is by your side, and you’re just alone.” (E4)

Truly independence is a positive trait, but one must not equate this to the feeling of facing a battle alone. Building relationships is an integral part of becoming a person that is healthy mentally and emotionally.

A. Personal Relationship

Developing a state of connectedness and creating emotional interactions are essential in every person’s life. These bonds mature more and build-up by the mutual experiences the person encounters. Personal relationships are formed between two people that express affection, practices trust, and offer tender care. As one of the respondent stated:

“I opened my mind and my heart to someone because having a love life is a source of inspiration. When I was tired, seeing him was my source of energy, I always looked forward to seeing him.” (E3)

Trust is being developed in having a personal relationship. People learn to sacrifice time, share interests, and endure hurtful situations together as they journey in their romantic relationship. But when trust is broken, one must take the pain alone. This can leave him or her scarred for a long time. Respondent eight recalled:

“I had my first relationship when I was 33 years old already and we only lasted for six months. He cheated on me and I got very devastated which led me to having trust issues. It took me five years to enter a relationship again, it is not because I could not move on but the fear was there that what if these other guys who are trying to court me are just as bad or even worse than my ex.” (E8)

To other people, they find happiness in platonic relationships more than in romantic relationships. They feel that their hearts are more secure with friends or a group of people who share common interests. Educator four expressed:

“It is very hard for me to trust even on same-sex or opposite sex, and I would rather prefer being with a group of people and with my students. I’m happy being with them that is why, as a teacher at the age of 42, I am with an 18, 19, or 20 years old students, it’s because I want to enjoy life with this kind of group of people rather than to engage in a certain relationship wherein I will suffer the last.” (E4)

People nowadays tend to focus more on the relationship itself rather than going deep on the person's self-plans and individual life. Creating an experience outside a relationship helps a person achieve independence. This also contributes to the connection one can offer for themselves. As a respondent said:

“My first reason is I was heartbroken and another is that I wanted to grow up as an individual.” (E10)

B. Familial Relationship

Life is a journey of cultivating interactions. Creating relationships with other people is an essential aspect of living a healthy lifestyle. Everyone develops his or her inner circle-which is commonly the family member. Physical and emotional attachment has been fully developed. Thus, doing such a thing that would separate him or herself from their family would be something hard to do. One respondent made mention that:

“It hurts because I would be leaving my family, but, all of that was for a better future, also I am the eldest in the family” (E4)

Moving away from home and family is a challenging situation because there is a roller-coaster of emotions. Being able to get to the family is a luxury blessing because in Filipino culture, working away from family became a prerequisite to providing family members' needs. As stated by one respondent:

“ I felt sad with my family being away and that I cannot see them until I finished my contract” (E8)

It can be seen how Filipinos are family-oriented. It is tough for them to go abroad. However, they still understand why they are doing this, and it is for the better life of their family. Due to the family values instilled in Filipinos' personality, they want to strive for success for the better experience of their families. The eighth respondent emphasized:

“My desire to provide a better life for my family, especially for my parents. And I am also getting old, I cannot help but think if I will have someone by my side when I grow even older. I got to the point when I thought that it is okay since I still have my siblings, my nieces, and even my

own house so even if I am alone I will not be homeless. But still, as a person, I want to have someone to grow old with me” (E8)

That is why Filipinos have an everlasting relationship with their families. It is evident how their loved ones complete their lives because of the love that grew throughout time.

IV. DISCUSSION

The Filipinos are regarded as one of the most outwardly migratory groups in the world. Filipinos left the Philippines as early as 1907 to live and work abroad. Every year, a growing number of Filipino workers relocate to pursue better jobs in resource-rich countries. (Philippine Overseas Employment Administration, 2016; as cited by Montayre, J., Neville, S., & Holroyd, E. 2017). Overseas Filipino Workers also known as (OFWs) are being recognized as the modern-day heroes of the Philippines. It is evident that Filipinos are mostly hard working and diligent thus, significant contributions to the nation. Furthermore, the economy and livelihood of their families are strengthened due to the remittances that they send back to their families in the Philippines. (Khaleej Times, 2019). Qatar has been hiring foreign educators and leaders to share their expertise to contribute for the development of the country. Due to internationalization, the number of Filipino educators abroad started to increase and it helped Filipino educators and leaders to face better economic opportunities here in the State of Qatar (Del Rosario, K. A., & Ancho, I. V. 2020). Filipino migrant workers consider their loved ones as their significance to their quality of life. However, facing better economic opportunities abroad, Filipino migrant workers do experience lack of time-off and extensive working hours that they do not have the time to catch up with their families back in the Philippines. It is evident that not having time for oneself can lead to stress. (Choe, J., Michael O’ Regan, & Kimbu, A. N. 2020).

Stress is an emotional or physical tension of an individual to react to the challenge they are currently experiencing. There are two types of stress which are eustress (positive) and distress (negative). Stress on the job is identified as a distress whereas a teacher experiences negative emotions, such as anger, anxiety, depression or frustration, and tension that is encountered on the job. (Kyriacou 2001; as cited by Garth, K. D. 2015). Stress is an emotional or physical tension of an individual to react to the challenge they are currently experiencing. However, stress is an international problem, it is not only evident in a certain area but can be found among different schools as well as community centers. Among the many fields, education is one of the reasons people are experiencing high levels of stress. Teachers do experience burnout, mental distress, and frequent departures due to stressful working environments that one is initially staying in. Due to high levels of stress of an educator, some can not endure the tension that they are forced to leave their jobs resulting in shortage of staff. (Miguel Dos Santos, L. 2020).

Beyond Freedom

Decisions are part of one's life, whether it be big or small. It is common for an individual to choose their preferences over another. Thus, a person that can decide for themselves without the interference of other people has freedom. At the same time, space is the capability of an individual to choose their decision freely in life (Neumann, D. 2016). A person that is capable of doing something without constraints has freedom.

Furthermore, individuals who can make choices freely have a massive amount of responsibility on one's shoulder since decisions may lead to various consequences. Also, freedom is a dimension of responsibility, whereas it is the power of a person to express, form, or shape their action (Kane, R., 2019). Freedom is given to an individual who is the capability to do something without any constraints. However, space can be chaotic if it is abused. Therefore, the power of freedom comes with responsibilities (Ram, N. V. R. 2018).

The life of a person is full of responsibilities. Responsibilities can somehow be a constraint of a person's freedom since it conflicts with their preferences. However, responsibilities can make the life of an individual occupied and essential. Moreover, a person's massive number of duties in life makes it unavoidable as they can not see themselves without any responsibilities (Neumann, D. 2016). Due to the inescapable commitments, the freedom of an individual is constrained, unable to act freely. As a result, a person is forced to decide and know their priorities due to their time to live and the finiteness of life in this world (Breitbart, W. 2016). It is evident, and responsibilities are inescapable and full in the life of an individual. Also, a massive amount of accountability can constrain a person's freedom. However, a person still has the freedom to choose to be autonomous to satisfy the basic needs of oneself that will enhance a person's well-being, depending on the success they have achieved (Anić, P., Roguljić, D., & Švegar, D. 2017).

Family is a part of one's life, which they can't live without since they were there in one's whole life. According to Stolzenber (2018), family relationships are interpreted as something that can mold their personal beliefs and identity. That means what they perceived is right is dependent on what their family has thought of them. However, family responsibility is not distributed equally throughout the family (Angelo, Johanson & Lindahl, 2018). Because men are seen as the head of the family, and women are disregarded just as housewives, this is connected to gender differential.

Working abroad might take them away from their family, but the concern and the welfare of their loved ones, while they're far away, will never disappear (Hulstrand, 2017). However, these concerns are the main reason why most workers refuse to become expatriates and want to go back home where they feel more comfortable and safe (He, An & Zhang, 2019). Seizing better living conditions is the leading cause of why migrating to another country is very evident. However, decision making is

necessary for providing sufficient analysis of the benefit of working abroad (Alberto & Martins, 2016).

Family cultures are the sum of everything that one acquired, for example, one's attitudes, customs, and belief that is very distinguishable from one group of people from another that sets the individuals' behavior. Moreover, culture is said to be one of the essential factors that can affect economic performances because primarily the employee's productivity is dependent on the culture that was thought to them that may differ from person to person (Li, Park & Selover, 2017). According to Jouili (2019), culture is a double-edged sword that has a negative effect, which makes a huge challenge to their life. Some cultures hinder some from living an everyday life because of cultural discriminations.

It is a well-known fact that working abroad has better benefits than working in your home country; hence why, according to (Castro-Palaganas, Spitzer, Kabamalan, Sanchez, et al., 2017) That some see migration as an opportunity for their professional growth and their enhancements. To further prove this, we can see such ideas in Filipino culture, stated by Frederiksen (2014), who found that Filipino teachers chose to work abroad because of better salary rates and working environments. (Frederiksen, 2014; Ulla, M. B., 2018).

Filipinos are fond of exploring and tend to learn new experiences. That is why going abroad is a way to achieve it. Furthermore, working abroad for Filipinos means having better job opportunities for their future. Filipinos seek better job opportunities to sustain their daily needs. Therefore, Filipinos' main reason to work abroad is because of financial stability and employment opportunities that can be given to them (Frederiksen, 2014; as cited by Ulla, M. B. 2018). A Filipino's dream is to be financially stable to support their families and themselves. Unfortunately, the Philippines' salaries are not enough to support their families and even themselves since the Philippines' wages are why money was the main reason or "pull factor" for a Filipino to work overseas (Modesto, O. P. 2020). It is evident that better financial stability can be obtained abroad compared in the Philippines. Filipino migrants' are better experienced in the sudden improvement of their salaries and their general satisfaction in their work (Ron Bridget, T. V., & Ballesteros, M. D. M. 2015).

Family plays an essential role in Filipino culture; thus, Filipino have strong family ties. Filipinos migrate abroad. They sacrifice and turn a blind eye to their wants to support their families back in the Philippines. The main reason for Filipino migrants is to seek better economic opportunities to support the future of their families through remittances (Hall, B. J., Garabiles, M. R., & Latkin, C. A. 2019). Life in the Philippines is difficult. Most Filipino families are unfortunate to be financially stable. That is why others were the breadwinner. They were most likely the oldest child in the family who supported the daily necessities of their families (Straiton, M. L., Ledesma, H. M. L., & Donnelly, T. T. 2017).

The debt of gratitude or utangaloob is a value in the Filipino culture. Furthermore, solidarity is seen in this kind of act. The obligation of appreciation does not mean a burden because there is always an opportunity to return a favor (Capistrano, R. C., & Correa Bernardo, M. A. 2018). Even though they have done their respective roles in the family, they continue to support their family's necessities and not forget to save themselves. Filipino migrants sacrifice by enduring the difficulty of working abroad to bring a promising future to their families.

Furthermore, they tend to seek better financial gains, freedom from want, enough resources for their satisfaction and aspire to be a part of the modern consumption society (Patzner, H. 2018). Although they have done their respective roles, they too have their hopes and dreams that they wish to fulfill. Filipino migrants also have their agendas when working abroad. Also, they do not work abroad to support their families' financial stability and achieve their dreams in life (Straiton, M. L., Ledesma, H. M. L., & Donnelly, T. T. 2017).

Having financial benefits is right for you and your immediate family but having a plan is better for yours and their future. Nothing is more important in a person's life than securing your financial status for this world works on how much you can save and spend. Hence, financial planning is essential for overall economic well-being (Letkiewicz, Robinson, Domian, 2016). Philippines culture is known for putting family ahead of them. This has been taught to children at a young age and has been in their minds ever since they started thinking of their future. So they migrate from the Philippines to seek economic opportunities to support their families financially through remittances (Hall, Garabiles, Latkin, 2019). That is their most important goal to improve their children's lives and provide family members living in the Philippines (Skaptadóttir, U. D. 2019).

Teaching is an important job, and not everyone is up to the task. Some are better than others and better than others are needed to teach the next generation. Great teachers are roped in through better payment. They are paid a base salary that is adjusted upwards to reflect years of teaching experience and graduation credits toward an advanced academic degree (Hanushek, E. A., 2016). Teaching is rewarded with financial benefits and a chance to extend their knowledge to the unforeseeable future, for (Kwon, & Jung, 2017), the totality of education and learning are involved in the development process stages, personal life is Lifelong Education. Extending one's knowledge gives them added benefits and raises the quality of education that the teacher can provide.

In the end, we learn that Finance has connections to essential parts of your life, teaching, education, well-being, emotion, and so on. In this, we can say that learning how to save and manage your finances is beneficial for the future as financial education is vital because it increases financial decision making and knowledge (Beck, Garris, Richard, 2019). Finance is also essential for balancing your well-

being. According to Gedmintiene&Visockaite(2016), Finance is based on behavior because somebody's costs, savings, and investment lead to the present financial situation and the expectations, attitudes, and emotions.

Beyond Growth

Growth is an essential aspect of personal development. Though its roots are from individualism, this concept is critical in the job world. It has been a prerequisite in achieving enterprise prosperity as it stimulates employee motivation (Marianne, v. W., & Meyers, M. C., 2019). However, it cannot be avoided that impediments would affect growth in the midlife phase, especially stress that stemmed from work. Several employees, especially in higher positions such as managers, tend to practice various personal development practices to cope with the life and career strains. These routines helped them define their perspectives of their lives (Lychell, L., 2017).

One of the most critical professional developments is that of the teachers as they are the crucial factor to a higher quality of education and its modernization. University graduates' training results in society's socio-economic and socio-cultural development are highly dependent on teachers' professional development (Shibankova, L. et al., 2019). Despite the huge role they play in the educational system, teachers are often underpaid, more specifically in third world countries, which influences them to move to developed countries. However, their migration's main factors are to gain new work and life experience and practice their proficiency in an international setting (Modesto, O. P., 2020).

Migration acts as a bridge to a more liberating quality of life, allowing them to either level up in the "class hierarchy" or explore an alternative lifestyle in the new context. Class status in the Philippines drives Filipino professionals to work abroad and broaden their knowledge and skills in their particular work field (Robertson, S., 2019).

Teachers opt to migrate abroad to work and, at the same time, finish their master's and doctoral degrees. Having completed these higher degrees in an international school gives them a more in-depth study and more significant opportunities to work for international schools (Bocook, A., 2014). Immigrant Filipino teachers perceive their experiences as an opportunity, challenge, and growth. With this, they have embraced their position and professional identities in their diverse school communities (Modesto, O. P., 2020).

From the previous paragraph, it is to be inferred how working abroad can bring different personal and professional opportunities to Filipinos. However, overseas workers would inevitably face cultural apprehension due to foreign culture exposure. Thus, fresh migrant workers experience stressful workplace integration barriers, such as incapacity in understanding workspace norms and cultural perspectives (Lai, D. W., L., et al., 2017).

This is where the social engagement of migrant workers comes in. Filipino culture is centered on socialism, so this is essential to overseas Filipino workers. They tend to interact with co-workers of the same ethnocultural or linguistic background (Lai, D. W., L., et al., 2017). Having these social interactions helps workers create a social bubble in a foreign environment, thus improving social and professional growth.

It can be summarized how personal initiative stimulates growth for teachers, both for their personal and professional lives. Creating this mindset develops efficient career mobility as they adapt to the foreign workspace. An individual's independent initiative to move allows them to utilize their skills for labor mobility. (Wallinder, Y., 2019)

Beyond Action

It is hard for individuals to escape their responsibility. This results in the actions that are intended only for the people who are free individually. It thus happens to follow in having obstacles or problems in dealing with self-responsibility. This means that individuals find it hard to get away with responsibility, mainly when it deals with their priorities, such as their family role. (Ballet et al., 2016). Thus, Life is the precession of choices and decisions. This is the reality that it is hard not to give an option because it results from a judgment in making choices in Life. Measuring our time enables us to cherish our Life, particularly with the decisions we make. These decisions push us mainly to make choices and know our priorities on how to act upon them. (Breitbart, 2016).

Motivation typically leads to organizing the activities. It gives personal essence and significance to self-development by the actions applied under conditions in the job because these promote self-transformation of physical aims into an educator's inner needs. (Moreno, Gonzalez-Culture, & Martin-Albo, 2010; Soltyk et al., 2017). Positive feelings are exceptionally esteemed and as often as possible looked for. Beyond just being pleasant, nonetheless, positive feelings may likewise prompt long-term benefits in significant spaces, including work, physical wellbeing, and relational connections. Positive emotions extend individuals' idea activity collections and permit them to fabricate mental, scholarly, and social assets. Positive feelings—especially appreciation—may likewise play a function in spurring people to participate in certain practices promoting personal development. Communicating appreciation drives individuals to summon the push to develop themselves through increments in connectedness, height, calm, and explicit negative states, including obligation. (Amenta, Fritz, and Lyubomirsky, 2017).

With the employees' career concerns, this serves as a mandatory motivational resource that enables their sense of dedication to the session and change. (Coetzee, 2015, 2016). One of the significant roles in a teacher's accomplishments is when self-awareness and self-understanding play its central role in the process of the teacher's quality improvement. Teachers portray substantial factors that support the vocation of teaching. Meaning, teachers who

know and understand themselves well are better at handling themselves to various circumstances. They are known to have more self-confidence compared to others who lack those abilities. (Shastri, 2015; Maksimovik and Osmanovic, 2019). When an educator's motivation in the process of a professional activity increases, it also increases the physical education of the teacher's self-improvement on the desire to succeed. It is the time when one realizes the importance of self-improvement in the professional teaching field and the need for continuous education. The actions one does for growth in the area recognize the importance of developing professional skills and knowledge. (Moreno, Gonzalez-Culture, & Martin-Albo, 2010; Solytyk et al., 2017).

Moreover, The developing function is the effect of the self-improvement of an educator by having self-reflection. A teacher always wants to avoid potential problems. The relaxation function contributes to the teacher to express feelings of own satisfaction. It is through recalling the beautiful experiences of teaching. Self-reflection methods in being a teacher include observations, self-reflection interviews, questionnaires, assessment scales, or self-reflection pedagogical journals. (Geršicová, Barnová, 2018).

High levels of harmonious passion are therefore expected to relate to high levels of career satisfaction. However, what is unknown about this is how psychosocial motivational career mechanisms such as their psychological career resources and psychosocial career may influence the harmonious passion-career satisfaction. Employees' sense of harmonious passion is minimally affected by external influences. The individual feels under control over the work decisions and draws energy back to motivation from the personal endorsement and pleasure derived from the activity. (Burke et al., 2015).

Beyond Relationship

Single professionals are viewed as profoundly lonely and unhappy, and hoping that they could figure out why they have been singled out for this unusual fate. Yet, single people are self-centered while enjoying a life of going to parties, shopping, and traveling. (Cross et al., 2004; Fajardo, 2020) Single individuals were satisfied and motivated to work and were financially secured and satisfied in their professional growth and advancement. The most significant sources of their happiness were their families and friends, who were very loving and supportive. Single individuals also enjoyed freedom and independence because they do not have any marital and parental responsibilities. Yet, scholars suggested that although most of the singles stated the following responses, they also have recognizable disadvantages and challenges in their single status, and the reason is that they do not have partners and children with whom they can spend with for the rest of their lives. (Fajardo, 2020)

Personal relationships are one of the dominant factors for accomplishing a joyful life (Mouratidis, 2018). It was stated with the participants of one scholar that the participant's happiness is due to their romantic experiences. (Watkins and Beckmeyer, 2020). Relationships are one of

the most dominant aspects of well-being. Romantic relationships significantly impact well-being due to increased emotions and their psychological factors within these personal relationships. (Kansky, 2018) Both romantic and platonic are the critical components for having a healthy lifestyle and are strongly connected with well-being. (Diener and Seligman 2004; Waddell et al., 2019), Being in a relationship suffers from less physical and psychological effects of stress. (Cohen 1992; Holt-Lunstad and Smith 2012; Holt-Lunstad et al. 2010, 2015; Waddell et al., 2019)

Singlehood takes both freedom and loneliness. Single individuals take their career as both fulfillment and serve as a coping mechanism of being alone. They hoped for a committed relationship as they do like the feeling of connectedness and companionships. (Elmein and Alberta, 2018). Single relationship status was related to prominent romantic loneliness due to less recognizable support in all aspects by significant others. (Adamczyk, 2016). Being single was also positively tied in with recognizable stress, in which the sources of pressures are associated explicitly with social commitments, loneliness, and economy or money. (Fischer et al., 2017). Having a lack of bond-like having a chat, reminiscing the old times, and socializing with significant relationships with the same fellow age peers supports the argument of loneliness. Scholars suggested that different types of relationships serve other functions and fulfill distinct needs. (CELA and Fokkema, 2017)

Furthermore, the feeling of being left out or left behind is not avoidable since it is common when other peers go through some stages of having their own family and a settled relationship with someone. (Barbeiri, 2016). Scholars suggested that singles said that they felt more discriminated compared to the people who are homosexual, obese, and black. (Morris, 2005; Farrell, 2018). In terms of the workforce, married people receive certain benefits than single persons (Farrell, 2018). People who have married receive tax breaks, social security benefits, and have significant opportunities for quality health care (DePaulo, 2014; Farrell, 2018). One research has shown that single people are more likely to have recognizable traits, typically associated with low relational value. That is being lonely, insecure, and immature compared to the people who are married. (Etaugh&Malstrom, 1981 Greitemeyer, 2009; Morris, DePaulo, Hertel& Ritter, 2004; Farrell, 2018).

Moreover, romantic relationships have the power to arouse significant changes in people's lives, and some of these changes touch the personal self. Being in a romantic relationship can significantly affect who one is as a person (e.g., Aron et al. 2001; Rusbult et al. 2009; Carbonneau, 2016). Scholars suggested that improvements in a romantic relationship are through personal satisfaction, interpersonal conflicts, and commitment levels (Le, Dove, Agnew, Korn, &Mutso, 2010; Gallaty& Zimmer-Gembeck, 2008; Whitton &Kuryluk, 2012; Whitton, Stanley, &Markman, 2007; Bahia, 2016). Building a healthy relationship is a process by which people should spend time with their peers to slowly decide whether they are a perfect fitting as a potential partner. Proving whether a person's relationship reflects a

short-term infatuation or a committed love can be challenging in building a romantic relationship. (Vanguard, 2019)

Many scholars suggested that the strength of a family's relationship is credited with the strong bond and open communication developed through the years of living together (Ritchie and Fitzpatrick, 1990; Tranca and Neagoe, 2018), as opposed to romantic relationships, which are more likely to develop misunderstandings during the process of communicating with one another (Arcury, 2013; Tranca and Neagoe, 2018). The strength of a family's relationship can be observed in the Filipino households who are heavily in favor of the idea of family-orientedness (Miralao, 1994; Medina, 2001; Morillo H., Capuno J., & Mendoza A., 2013).

Furthermore, with the massive demand for Filipino workers worldwide, a scholar proposes the value of *kapit-bisig* extending to when a family member migrates to a foreign country. This acts as a binding force that allows families to stay connected together (Bacud, 2017). The Philippines is one of the leading countries whose people choose to repatriate to foreign countries (Liao, 2020). Filipino repatriation is caused by the country's low economic development and the continuous increase in living costs (Quinto and Perez, 2004; Domingo, 2017).

Filipinos live with their families even after obtaining a job. This results in them being family-dependent. When moved out of their familial homes, significant adverse changes occur; this was described as 'instant-adulthood' by scholars (Gaupholm and Little, 2020). Migrant workers' contribution to their families' financial matters is improved due to technological advancements; however, this does not answer the worker's physical and emotional wellness from the lack of physical interaction and support.

Nevertheless, migrant workers continue to persevere abroad for their families as mutual understanding among Filipino families is strengthened in the idea of indebtedness to their families (Javier, 2018). But a scholar opposed that the continuous cycle of paying back one's indebtedness is due to the stigma of the need to provide back to their families rather than a self-invoked responsibility (Zialcita, 2020). She further mentioned that although Filipino individuals care for their families' financial states, they unconsciously become more greedy to the idea of independence.

V. CONCLUSIONS

Teachers' stress is often defined as the experience of unpleasant emotions caused by the teaching occupation's multifaceted aspects. This includes student misbehavior, lack of recognition, student diversity, lack of decision-making, workload, and conflicts with parents, colleagues, and educational administration (Abós, Á., et al., 2019). While there is a wide selection of research about the causes of teachers' stress, there is only a very little to none range of

studies, particularly about the sources of stress of single Filipino educators.

Once individuals recognize their stressors, it stimulates the initiative to create room for personal development. Acknowledging everyday stressors while looking at the bigger picture of one's life, such as goals, growth from past challenges, and current priorities, likely escalate the individual's assessment of these stressors as being more manageable and less disruptive to daily emotional functioning. They can reform thoughts and views to control challenging situations (Davis, E. N., 2017). Thus, single Filipino teachers in Qatar developed independence and developmental growth through difficulties they have overcome.

Single Filipino teachers are more commonly the breadwinner of their family; thus, responsibilities are more massive on their ends. Leaving their home country to work abroad does not equate to total freedom as they continue to shoulder the financial obligations and make ends meet every month. Teachers cited some of the top reasons for migration: better-living standards, family migration, and salary differentials (Modesto, O. P. 2020).

Moreover, living in a foreign environment inevitably triggers culture shock among single teachers. Adapting to such takes time aided with patience. One of the areas of development they dealt with their interpersonal and intercultural skills. As Filipinos, being friendly and warm helped single teachers to develop social connections among foreigners. With the right social skills and foreign acceptance, they did not experience shyness, reservations, and stress (Meniado, J. C., 2019). With the initiative, Filipinos make decisions that would stimulate action growth for themselves.

However, since Filipinos tend to create emotional and physical attachments over time, having such separation with their loved ones becomes something they are not prepared for. Separating themselves from their families triggers opposing emotions. In this situation, the break is also directly related to loneliness and stress (Hall, B. J., et al., 2019). To relieve these negative emotions, single Filipino teachers find company and comfort from their colleagues and students.

As based on this study's simulacrum, single teachers' development as individuals is prompted beyond freedom, beyond growth, beyond action, and relationship. This paper makes the following recommendations for future research purposes: to have an equal number of younger and older respondents to compare their experiences; to obtain more direct responses related to the central problem of the study, and to select a wider range of teachers in different positions in the school to know its possible correlation to their stress levels. This study's respondents highly talked about their families; future researchers may also make a study focused on the effects of familial ties on single Filipino teachers' developmental growth.

REFERENCES

- [1]. Abós, Á., Sevil-Serrano, J., Kim, L. E., Klassen, R. M., & García-González, L. (2019). How Should Stressors Be Examined in Teachers? Answering Questions about Dimensionality, Generalizability and Predictive Effects Using the Multicontext Stressors Scale. *International Journal of Environmental Research and Public Health*, 16(18)<http://dx.doi.org/eres.qnl.qa/10.3390/ijerph16183388>
- [2]. Adamczyk, M., Denny, M., Huslak, N. S., Johnson, M., Modarressi, A., Nguyen, H., ...& Stillman, S. T. (2016). U.S. Patent No. 9,288,276. Washington, DC: U.S. Patent and Trademark Office. <https://patents.google.com/patent/US9288276B2/en>
- [3]. Adamczyk, K. (2016). An investigation of loneliness and perceived social support among single and partnered young adults: Research and reviews. *Current Psychology*, 35(4), 674-689. doi:<http://dx.doi.org/eres.qnl.qa/10.1007/s12144-015-9337-7> <https://search-proquest-com.eres.qnl.qa/docview/1838208318/1922D93C8D86452FPQ/4?accountid=49936>
- [4]. Alberto, R. C., & Martins, F. C. (2016). A psychological perspective on immigration: The reasons and hardships of migrating to Brazil's capital, Brasília. *International Journal of Migration, Health, and Social Care*, 12(3), 216-224. doi:<http://dx.doi.org/eres.qnl.qa/10.1108/IJMHC-06-2015-0021>
- [5]. Angelov, N., Johansson, P., & Lindahl, E. (2018). Sick of family responsibilities? *Empirical Economics*, 58(2), 777-814. doi:10.1007/s00181-018-1552-2
- [6]. Anić, P., Roguljić, D., & Švegar, D. (2017). What do students do in their free time and why? *Polish Psychological Bulletin*, 48(4), 504-515. <http://dx.doi.org/eres.qnl.qa/10.1515/ppb-2017-0057>
- [7]. Armenta, C. N., Fritz, M. M., & Lyubomirsky, S. (2017). Functions of positive emotions: Gratitude as a motivator of self-improvement and positive change. *Emotion Review*, 9(3), 183-190. Link: <https://journals.sagepub.com/doi/abs/10.1177/1754073916669596>
- [8]. Bacud, E. (2017). "Kapit-Bisig" Orientation as Cohesive Force among Filipino Families amidst the Impediments of the Globalizing Era. Retrieved from https://www.academia.edu/32435255/_Kapit_Bisig_Orientation_as_Cohesive_Force_among_Filipino_Families_amidst_the_Impediments_of_the_Globalizing_Era
- [9]. Bahia, H. K. (2016). Effects of the relationship check up on early adults' romantic relationship adjustment and substance use: A pilot study (Order No. 10190328). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1878911680). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1878911680?accountid=49936>
- [10]. Barbieri, A. (2016, Dec 16). I'm 27 and single, and am feeling isolated and anxious about the future. *The Guardian*. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/1849561410?accountid=49936>
- [11]. Beck, J. J., & Garris, Richard O., I, II. (2019). Managing Personal Finance Literacy in the United States: A Case Study. *Education Sciences*, 9(2), 1.
- [12]. Breitbart, W. (2016). Balancing Responsibility and Freedom [Editorial]. *Balancing Responsibility and Freedom*, 14, 317-318 (Palliative and Supportive Care), 318-318. Link: <https://www.cambridge.org/core/journals/palliative-and-supportive-care/article/balancing-responsibility-and-freedom/A0D793CD402818B75DF52FF952CE6E07>
- [13]. Bernardo, A. B. I., & Salanga, M. G. C. (2019). Validating the protean and boundaryless career attitudes scales with Filipino young adults. *Cogent Psychology*, 6(1)<http://dx.doi.org/eres.qnl.qa/10.1080/23311908.2019.1671133>
- [14]. Bocook, A. (2014, Jun 04). EWU student travels to London for international master's degree. *University Wire* <https://search-proquest-com.eres.qnl.qa/docview/2112901421?accountid=49936>
- [15]. Burke, R. J., Astakhova, M. N., & Hang, H. (2015). Work passion through the lens of culture: Harmonious work passion, obsessive work passion, and work outcomes in Russia and China. *Journal of Business and Psychology*, 30(3), 457-471. doi:<http://dx.doi.org/eres.qnl.qa/10.1007/s10869-014-9375-4>
- [16]. Capistrano, R. C., & Correa Bernardo, M. A. (2018). Mother knows best: exploring the matrilineal influence in family tourism among Filipinos living in New Zealand. *Young Consumers*, 19(2), 218-236. <http://dx.doi.org/eres.qnl.qa/10.1108/YC-08-2017-00727>
- [17]. Carbonneau, N., Vallerand, R. J., Lavigne, G. L., & Paquet, Y. (2016). "I'm not the same person since I met you": The role of romantic passion in how people change when they get involved in a romantic relationship. *Motivation and Emotion*, 40(1), 101-117. doi:<https://search-proquest-com.eres.qnl.qa/docview/1762952802/fulltextPDF/3D6D6EB12D644472PQ/4?accountid=49936>
- [18]. Castro-Palaganas, E., Spitzer, D. L., Kabamalan, M. M., Sanchez, M. C., Caricativo, R., Runnels, V., Labonté, R., Murphy, G. T., & Bourgeault, I. L. (2017). An examination of the causes, consequences, and policy responses to the migration of highly trained health personnel from the Philippines: the high cost of living/leaving-a mixed method study. *Human Resources for Health*, 15, 1

- [19]. CELA, E., &Fokkema, T. (2017). Being lonely later in life: A qualitative study among albanians and moroccans in italy. *Ageing and Society*, 37(6), 1197. doi:<http://dx.doi.org.eres.qnl.qa/10.1017/S0144686X16000209>
- [20]. Choe, J., Michael O' Regan, &Kimbu, A. N. (2020). Filipino migrant workers' leisure and subjective quality of life in Macao. *World Leisure Journal*, <https://search-proquest-com.eres.qnl.qa/docview/2430908227?accountid=49936>
- [21]. Coetzee, M. (2015). Employees' psychosocial career preoccupations in relation to their work-related commitment. *Southern African Business Review*, 19(3), 30-47. Link: <https://www.ajol.info/index.php/sabr/article/view/127489>
- [22]. Davis, E. N. (2017). The Relationship Between Daily Stress, Psychological Distress, and Personal Meaning in Adults at Midlife (Order No. 10708344). Available from ProQuest Dissertations & Theses Global: Health & Medicine; ProQuest Dissertations & Theses Global: Social Sciences. (1994444095). <https://search-proquest-com.eres.qnl.qa/docview/1994444095?accountid=49936>
- [23]. Del Rosario, K. A., & Ancho, I. V. (2020). Unfolding of Filipino School Leadership Experiences in Doha, Qatar. *Asian Journal of University Education*, 16(1), 97-108. <https://search-proquest-com.eres.qnl.qa/docview/2459014717?accountid=49936>
- [24]. Domingo, M. F. L., (2017). Exploring the Overseas Experience of Filipino Employees Working Abroad: A Qualitative Study on Cross Cultural Adjustment. *The Reflective Practitioner*, 2.
- [25]. Eichelberger, L. A. (2020). A Single Case Study on the Impact of Louisiana's Induction Program on High School Beginning Teachers.https://digitalcommons.lsu.edu/cgi/viewcontent.cgi?article=6454&context=gradschool_dissertations
- [26]. Elmien, L., & van der Watt Alberta, S. J. (2018). Living single: A phenomenological study of a group of south african single women. *Feminism & Psychology*, 28(3), 390-408. doi:<http://dx.doi.org.eres.qnl.qa/10.1177/0959353517731435>
- [27]. Garth, K. D. (2015). *Preventing teacher attrition: Expert teachers' sources of stress and coping strategies* (Order No. 3737194). Available from ProQuest Central; ProQuest Dissertations & Theses Global. (1747438264). <https://search-proquest-com.eres.qnl.qa/docview/1747438264?accountid=49936>
- [28]. Fajardo, M. N. LIFE EXPERIENCES OF SINGLE CAREER WOMEN: THEIR VIEWS, CHALLENGES, AND COPING. <https://rpo.ua.edu/wp-content/uploads/2020/06/1-Michelle-Fajardo-Summit-2014-for-printing-March-2020.pdf>
- [29]. Farrell, D. C. (2018). What's wrong with being single: Lowered relational value bias toward single people (Order No. 10748233). Available from ProQuest Dissertations & Theses Global. (2126706958). Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2126706958?accountid=49936>
- [30]. Gaupholm, J., & Little, M. (2020). The Effectiveness of Psychosocial Services Offered at a Residential Care Home in the Philippines in Preparing Residents for Life After Care. *Global Health: Annual Review*, 1(5), 4. Retrieved from <https://journals.mcmaster.ca/ghar/article/view/2362>
- [31]. Gedmintiene, D. D., &Visockaite, A. (2016). THE IMPORTANCE OF PERSONAL FINANCE FOR INVESTMENT AND APPLYING FINANCIAL BEHAVIOUR PRINCIPLES IN PERSONAL FINANCE INVESTMENT DECISIONS IN LITHUANIA. *SocialiniuMoksluStudijos*, 8(1), 118.
- [32]. Hall, B. J., Garabiles, M. R., &Latkin, C. A. (2019). Work life, relationship, and policy determinants of health and well-being among Filipino domestic Workers in China: a qualitative study. *BMC Public Health*, [19http://dx.doi.org.eres.qnl.qa/10.1186/s12889-019-6552-4](http://dx.doi.org.eres.qnl.qa/10.1186/s12889-019-6552-4)
- [33]. Hanushek, E. A. (2016). School human capital and teacher salary policies. *Journal of Professional Capital and Community*, 1(1), 26.
- [34]. Haraldsen, H. M., Nordin-Bates, S. M., Abrahamsen, F. E., &Halvari, H. (2020). Thriving, Striving, or Just Surviving? TD Learning Conditions, Motivational Processes and Well-Being Among Norwegian Elite Performers in Music, Ballet, and Sport. *Roeper Review*, 42(2), 109-125. <https://www.tandfonline.com/doi/full/10.1080/02783193.2020.1728796>
- [35]. He, G., An, R., & Zhang, F. (2019). Cultural intelligence and Work-Family conflict: A moderated mediation model based on conservation of resources theory. *International Journal of Environmental Research and Public Health*, 16(13) doi:<http://dx.doi.org.eres.qnl.qa/10.3390/ijerph16132406>
- [36]. How to build a healthy relationship. (2019, Oct 12). Vanguard Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2304070095?accountid=49936>
- [37]. Hulstrand, J. (2017). Working with parents: Strategies for success. *International Educator*, 26(3), 60-63. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2124690057?accountid=49936>

- [38]. Hutchison, E. D. (2018). Dimensions of human behavior: The changing life course. Sage Publications. [https://books.google.com.qa/books?hl=en&lr=&id=4PRrDwAAQBAJ&oi=fnd&pg=PP1&dq=Life+events+are+significant+occurrences+that+cause+an+abrupt+change+often+producing+serious+and+long-lasting+effects+\(Hutchinson,+2011%3B+Settersten,+2003\).&ots=T0vAg4PW15&sig=oAGQl_2Khc01eltgQlmJS1kBzN8&redir_esc=y#v=onepage&q&f=false](https://books.google.com.qa/books?hl=en&lr=&id=4PRrDwAAQBAJ&oi=fnd&pg=PP1&dq=Life+events+are+significant+occurrences+that+cause+an+abrupt+change+often+producing+serious+and+long-lasting+effects+(Hutchinson,+2011%3B+Settersten,+2003).&ots=T0vAg4PW15&sig=oAGQl_2Khc01eltgQlmJS1kBzN8&redir_esc=y#v=onepage&q&f=false)
- [39]. Javier Jr., R. E. (2018). Anak, Mag-anak at Magkakamag-anak: MulasaPagmamalayHanggansaPagwawalay. *Humanities Diliman*, 15(2), 61–92.
- [40]. Jouili, J. S. (2019). Islam and culture: Dis/junctures in a modern conceptual terrain. *Comparative Studies in Society and History*, 61(1), 207. doi:<http://dx.doi.org.eres.qnl.qa/10.1017/S0010417518000543>
- [41]. Kane, R. (2019). DIMENSIONS OF RESPONSIBILITY: FREEDOM OF ACTION AND FREEDOM OF WILL. *Social Philosophy & Policy*, 36(1), 114-131. <http://dx.doi.org.eres.qnl.qa/10.1017/S0265052519000232>
- [42]. Kansky, J. (2018). What's love got to do with it?: Romantic relationships and well-being. In E. Diener, S. Oishi, & L. Tay (Eds.), *Handbook of well-being*. Salt Lake City, UT: DEF Publishers. DOI:nobascholar.com
- [43]. Kato, T. A., Shinfuku, N., Sartorius, N., & Kanba, S. (2017). Loneliness and single-person households: Issues of kodokushi and hikikomori in Japan. <https://psycnet.apa.org/record/2017-54762-008>
- [44]. Kostas Mouratidis, Built environment and social well-being: How does urban form affect social life and personal relationships?, *Cities*, Volume 74, 2018, Pages 7-20, ISSN 0264-2751,
- [45]. <https://doi.org/10.1016/j.cities.2017.10.020>
- [46]. <http://www.sciencedirect.com/science/article/pii/S0264275117306236>
- [47]. Kwon, J., & Jung, Y. (2017). A Qualitative Case Study on the Meaning and Directivity of Lifelong Education for Those with Disabilities. *International Information Institute (Tokyo). Information*, 20(3), 2007.
- [48]. Le Gall, J., & Rachédi, L. (2019). The emotional costs of being unable to attend the funeral of a relative in one's country of origin. In Saramo S., Koskinen-Koivisto E., & Snellman H. (Eds.), *Transnational Death* (pp. 65-82). Helsinki: Finnish Literature Society. doi:10.2307/j.ctv11991mh.7
- [49]. Letkiewicz, J., PhD., Robinson, Chris, PhD., C.F.P®, & Domian, Dale, PhD., C.F.P®. (2016). Behavioral and wealth considerations for seeking professional financial planning help. *Financial Services Review*, 25(2), 106.
- [50]. Li, S., Park, S. H., & Selover, D. D. (2017). The cultural dividend: A hidden source of economic growth in emerging countries. *Cross Cultural & Strategic Management*, 24(4), 590-616. doi:<http://dx.doi.org.eres.qnl.qa/10.1108/CCSM-08-2016-0149>
- [51]. Liao, K. A. S., (2020). Operation 'Bring Them Home': learning from the large-scale repatriation of overseas Filipino workers in times of crisis, *Asian Population Studies*, 16:3, 310-330, DOI: 10.1080/17441730.2020.1811511
- [52]. Maksimović, J., & Osmanović, J. (2019). Teachers' self-concept and its benefits for science education. *Journal of Baltic Science Education*, 18(1), 98-107. Link: https://www.researchgate.net/profile/Jelena_Maksimovic3/publication/331090883_TEACHERS'_SELF-CONCEPT_AND_ITS_BENEFITS_FOR_SCIENCE_EDUCATION/links/5dfac1234585159aa487dbbe/TEACHERS-SELF-CONCEPT-AND-ITS-BENEFITS-FOR-SCIENCE-EDUCATION.pdf
- [53]. Marianne, v. W., & Meyers, M. C. (2019). Strengthening personal growth: The effects of a strengths intervention on personal growth initiative. *Journal of Occupational and Organizational Psychology*, 92(1), 98-121. doi:<http://dx.doi.org.eres.qnl.qa/10.1111/joop.12240>
- [54]. Meniado, J. C. (2019). Second language acquisition: The case of filipino migrant workers. *Advances in Language and Literary Studies*, 10(1), 47-57. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2233012604?accountid=49936>
- [55]. Miguel Dos Santos, L. (2020). Stress, Burnout, and Turnover Issues of Black Expatriate Education Professionals in South Korea: Social Biases, Discrimination, and Workplace Bullying. *International Journal of Environmental Research and Public Health*, 17(11), 3851. <http://dx.doi.org.eres.qnl.qa/10.3390/ijerph17113851>
- [56]. Modesto, O. P. (2020). Phenomenological Study of Filipino Immigrant Teachers in South Texas. *The Qualitative Report*, 25(8), 3149-3162. <https://search-proquest-com.eres.qnl.qa/docview/2443868474?accountid=49936>
- [57]. Montayre, J., Neville, S., & Holroyd, E. (2017). Moving backwards, moving forward: the experiences of older Filipino migrants adjusting to life in New Zealand. *International Journal of Qualitative Studies on Health and Well-being*, 12(1), 1-8. <http://dx.doi.org.eres.qnl.qa/10.1080/17482631.2017.1347011>
- [58]. Morillo, H., Capuno, J., & Mendoza, A. (2013). Views and Values on Family among Filipinos: An Empirical Exploration. *Asian Journal of Social Science*, 41(1), 5-28. Retrieved October 25, 2020, from <http://www.jstor.org/stable/23654807>
- [59]. Neumann, D. (2016). Freedom, responsibility and economics of the person. *Social Choice and Welfare*, 47(4), 1013-1019. <http://dx.doi.org.eres.qnl.qa/10.1007/s00355-016-1005-9>
- [60]. Nguyen, L. K. (2016). Women as fish: Physical movement and social mobility in contemporary Vietnam (Doctoral dissertation, Syracuse University). <https://search.proquest.com/openview/37a>

- 1769422e48c4538576bbeba1d560d/1?pq-origsite=gscholar&cbl=18750&diss=y
- [61]. Overseas Filipino Workers: Modern-day heroes. (2019, Jun 12). *Khaleej Times* <https://search-proquest-com.eres.qnl.qa/docview/2238434068?accountid=49936>
- [62]. Patzer, H. (2018). UNPACKING THE BALIKBAYAN BOX. LONG-DISTANCE CARE THROUGH FEEDING AND FOOD CONSUMPTION IN THE PHILIPPINES. *Studia Sociologiczne*, (4), 131-148. <http://dx.doi.org.eres.qnl.qa/10.24425/122486>
- [63]. Pavlyuk, O., Vynogradskiy, B., Pavlyuk, Y., Chopyk, T., Antoniuk, O., Solytyk, O., & Pavlova, I. (2019). Motivation to self-improvement among physical education teachers. Link: <http://repository.ldufk.edu.ua/handle/34606048/21997>
- [64]. Pemberton, Cynthia Lee A., Peterson, Teri S., & Slack, Amy R. (2016). Interweaving Life and Career: The Recursive Impact of Life and Career Decisions among Female Higher Education Faculty. <https://www.questia.com/library/journal/1P3-4210364801/interweaving-life-and-career-the-recursive-impact>
- [65]. Ram, N. V. R. (2018). Jan 26 & Aug 15 - FREEDOM AND RESPONSIBILITY. *Vidwat*, 11(1), 5-6. <https://search-proquest-com.eres.qnl.qa/docview/2011275644?accountid=49936>
- [66]. Ron Bridget, T. V., & Ballesteros, M. D. M. (2015). Overseas Filipino workers in conflict zones: narratives of Filipino nurses in Libya. *Bandung : Journal of the Global South*, 2(1), 1-21. <http://dx.doi.org.eres.qnl.qa/10.1186/s40728-015-0018-6>
- [67]. Rusconi, A., Moen, P., & Kaduk, A. (2013). Career priorities and pathways across the (gendered) life course. In *Handbook of Work-Life Integration Among Professionals*. Edward Elgar Publishing. <https://www.elgaronline.com/view/edcoll/9781781009284/9781781009284.00015.xml>
- [68]. Skaptadóttir, U. D. (2019). Transnational Practices and Migrant Capital: The Case of Filipino Women in Iceland. *Social Inclusion*, 7(4), 211-220. <http://dx.doi.org.eres.qnl.qa/10.17645/si.v7i4.2320>
- [69]. Stolzenberg, E. J. (2018). THE NEW FAMILY FREEDOM. *Boston College Law School Boston College Law Review*, 59(6), 1984-2053. Retrieved from <https://search-proquest-com.eres.qnl.qa/docview/2108183870?accountid=49936>
- [70]. Straiton, M. L., Ledesma, H. M. L., & Donnelly, T. T. (2017). A qualitative study of Filipina immigrants stress, distress and coping: the impact of their multiple, transnational roles as women. *BMC Women's Health*, 17 <http://dx.doi.org.eres.qnl.qa/10.1186/s12905-017-0429-4>
- [71]. Ta, V. P., Gesselman, A. N., Perry, B. L., Fisher, H. E., & Garcia, J. R. (2017). Stress of singlehood: Marital status, domain-specific stress, and anxiety in a national U.S. sample. *Journal of Social and Clinical Psychology*, 36(6), 461-485. doi:<http://dx.doi.org.eres.qnl.qa/101521jscp2017366461>
- [72]. Tranca, L.M., & Neagoe, A. (2018). THE IMPORTANCE OF POSITIVE LANGUAGE FOR THE QUALITY OF INTERPERSONAL RELATIONSHIPS.
- [73]. Ulla, M. B. (2018). English language teaching in Thailand: Filipino teachers' experiences and perspectives. *Issues in Educational Research*, 28(4), 1080-1094. <https://search-proquest-com.eres.qnl.qa/docview/2393072449?accountid=49936>
- [74]. Waddell, N., Sibley, C. G., & Osborne, D. (2019). Better off alone? ambivalent sexism moderates the association between relationship status and life satisfaction among heterosexual women and men. *Sex Roles*, 80(5-6), 347-361. <https://search-proquest-com.eres.qnl.qa/docview/2054492681/7A95A771427E4310PQ/27?accountid=49936>
- [75]. Wallinder, Y. (2019). Imagined independence among highly skilled Swedish labour migrants. *Sociologisk forskning*, 56(1), 27-51. <https://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1302040&dswid=318>
- [76]. Watkins, N. K., & Beckmeyer, J. J. (2020). Assessing young adults' beliefs regarding the importance of romantic relationships. *Journal of Family Issues*, 41(2), 158-182. doi:<http://dx.doi.org.eres.qnl.qa/10.1177/0192513X19871080>
- [77]. Wells, K. J. (2016). Work-family initiatives from an organizational change lens. *The Oxford handbook of work and family*, 215-228. -zzHrUy-A3aY&redir_esc=y#v=twopage&q&f=false
- [78]. Zialcita, F. N. (2020). Conversations On The Global South: Universalizing Local Values Through "Lifting Up." *Social Transformations: Journal Of The Global South*, 8(1), 5-39. <https://Doi-Org.Eres.Qnl.Qa/10.13185/3271>