



BALANCING ACTS: EXPLORING THE DUAL ROLES OF MARRIED TEACHERS IN GEOGRAPHICALLY ISOLATED AND DISADVANTAGED AREAS (GIDA)

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Abstract:

The purpose of this qualitative multiple-case research study was to unfold the multifaceted experiences, coping, and insights of educators during the full in-person education, focusing on their narratives and strategies to combat the challenges and opportunities brought about by this educational crisis during the pandemic. There were seven (7) teacher participants utilized in this study using the purposive sampling technique, and each of them underwent an in-depth interview using a semi-structured interview guide to gather data. The study presented a deep exploration of their perspectives and actions. The key findings emerged from the data: unity and collaboration in education, and supporting academically challenged learners through collaboration. The findings highlighted the importance of unity and collaboration within the educational community, the benefits of professional learning communities, interdisciplinary collaboration, mentorship, and fostering a positive school culture. The educational findings also probed strategies employed by teachers to support academically challenged learners during the pandemic and stressed the importance of combined efforts with parents and learner-centric approaches. They recognized the vital role of parents in creating conducive learning environments and emphasized the need for differentiated teaching strategies to accommodate diverse learning styles and abilities. This study would contribute valuable insights into the evolving environment of education during a global crisis. The narratives and experiences shared by educators offer practical implications for enhancing educational practices and resilience in the face of future challenges in the field of education.

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1. Introduction

"Balancing a career and family is not a destination; it is a journey, and it requires patience, understanding, and continuous effort." (Beverly Engel)

The above quote highlights the ongoing nature of balancing a career and family, emphasizing that it is not a one-time achievement but a continuous journey. For married teachers in GIDA, this balance is particularly complex as they navigate the demands of their profession alongside familial responsibilities. Each day presents unique challenges that require adaptability and resilience, as teachers strive to excel in their roles while being present for their families. This duality often leads to a delicate negotiation of time and priorities, where professional commitment and family obligations compete for attention.

However, maintaining a healthy work-life balance is a persistent and increasingly complex challenge for teachers. The demands of teaching often encroach on personal time, leading to difficulties balancing professional responsibilities with personal and family life. The imbalance between the demanding roles of a teacher and personal life can lead to heightened stress and a noticeable decline in overall well-being. This stress often manifests in physical ailments, especially when teachers manage classroom behavior alongside other demanding responsibilities, leading to fatigue, headaches, insomnia, and weakened immune systems (Sadeghi & Pourbahram, 2024).

Globally, challenges like work-life balance, childcare responsibilities, and career advancement opportunities are common problems that greatly affect teachers' well-being. Addressing these complexities requires policies promoting flexible work arrangements, equitable sharing of responsibilities, and supportive workplaces. Recognizing and addressing the dual roles of married teachers can enhance educational outcomes, promote gender equality, and support teacher well-being (Gupta *et al.*, 2021; Laaboudi, 2021).

In the Philippines, married teachers face unique challenges due to heavy workloads, low salaries, and limited resources. These often create stress in both professional and personal lives, compounding the difficulties of balancing career and family. This calls for systemic support to improve working conditions. The dual responsibilities of teaching and maintaining a marriage present significant challenges for educators. Many find themselves working long hours beyond the classroom, often at the expense of quality time with their families. Without adequate support systems, this imbalance can lead to burnout and decreased job satisfaction. (Hong *et al.*, 2021; Rani & Sharma, 2020).

Locally, in Himamaylan City's Schools Division, Negros Occidental, newly recruited teachers face significant challenges in remote schools due to transportation

issues and limited accessibility. Similarly, teachers in Bukidnon, Philippines, experience hardships related to geographic isolation, cultural diversity, and limited resources. Both studies highlight that despite these obstacles, teachers demonstrate strong coping mechanisms and a deep commitment to education. These personal and professional strategies enable them to maintain satisfactory performance levels. The findings emphasize the need for systemic support and targeted interventions to enhance the well-being and effectiveness of teachers in remote areas (Fabrigas & Paglinawan, 2025; Pancho, 2023).

The urgency of studying how married teachers balance dual roles in geographically isolated and disadvantaged areas is underscored by significant challenges they face, which can harm both their well-being and teaching effectiveness. Research highlights that work-family conflict and poor work-life balance increase stress and reduce female teachers' job performance. Similarly, a study found that work-life conflict negatively affects job performance among female teachers in Saudi Arabia. Addressing these issues through targeted support and policies is essential to improve teacher well-being and ensure quality education in these communities (Al-Alawi *et al.*, 2021).

This study explored the experiences and challenges of six married teachers from four remote schools in Malapatan 3 District, Sarangani Province. It focused on their dual roles as educators and mothers, highlighting the unique demands they face. Through interviews, the research offered insights into the complexities of teaching in isolated areas and the personal sacrifices involved. The findings revealed that despite the difficulties, these teachers remain committed to their profession and families, drawing strength from their sense of purpose and community support.

2. Literature Review

2.1 Challenges of Married Teachers in GIDA Schools

Married teachers often juggle dual roles within their professional and personal lives, presenting unique challenges and opportunities. As educators, they are responsible for imparting knowledge, nurturing young minds, and maintaining high standards of teaching excellence. Simultaneously, they must manage personal demands such as family responsibilities, household duties, and social obligations. This balancing act requires careful time management and prioritization to succeed in both domains. However, the resulting strain often leads to stress, emotional exhaustion, and reduced job satisfaction. Research has long acknowledged this dual burden as a key factor influencing teacher retention and mental health, emphasizing the need for systemic support mechanisms to mitigate work-family conflict and promote teacher well-being (Li *et al.*, 2021; Li, 2024).

Moreover, geographic isolation contributes to emotional and social disconnection. Married teachers in remote schools often feel alone due to sparse populations and limited interaction with colleagues. This isolation is intensified by the lack of support systems inside and outside the school setting. As a result, feelings of loneliness and detachment may develop, impacting teachers' professional motivation and personal contentment.

These challenges are consistently reported across multiple studies (Telyani *et al.*, 2021; Jones & Kessler, 2020; Poulsen *et al.*, 2024).

Consequently, dual-career dilemmas often emerge when both spouses are employed in GIDA schools. Relationships may suffer if one partner has fewer job prospects or is forced to work far from home. Career compromises, extended separations, and logistical challenges can erode marital satisfaction and disrupt family dynamics. These pressures not only affect the teachers' personal well-being but can also influence their professional performance and long-term retention in the teaching workforce. This highlights the need for policies that consider the family unit as a whole when assigning teachers to isolated locations (Rahman, 2019; Hosain, 2025; Solís García *et al.*, 2021).

2.2 Coping Mechanism of Married Teachers in GIDA Schools

Teachers are the critical human resource that propels the country's educational system. However, today's classroom instruction is a dynamic process. Teachers face obstacles due to ongoing changes in pedagogy, learning theory, curriculum, and educational goals. As a result, it is vital to prioritize teachers' well-being to ensure they can perform effectively. Teachers' well-being is influenced by factors such as comfort, physical and mental health, and overall happiness, which are key indicators of quality work life (Falecki & Mann, 2021; Viac & Fraser, 2020; Zhou *et al.*, 2024).

In addition to maintaining the well-being of married teachers, coping strategies and support networks are crucial. Important stress-reduction techniques include self-care, time management, and marital harmony. Moreover, school-level initiatives like peer support groups, flexible scheduling, and mental health resources contribute to the development of more sustainable working conditions. Teachers who actively set boundaries are more likely to experience less emotional exhaustion and greater job satisfaction. Consequently, these coping mechanisms not only benefit teachers but also enhance students' learning environments (Gearhart *et al.*, 2022; Ansley *et al.*, 2021).

Notably, married teachers often demonstrate strong commitments to their students and communities, cultivating meaningful connections, embracing various challenges, and serving as role models of perseverance. These insights emphasize the importance of recognizing and harnessing the strengths of married teachers in GIDA schools. Targeted interventions and sustained support are essential for improving their well-being and promoting their professional growth (Ben Amotz *et al.*, 2022; Chinawa *et al.*, 2024).

2.3 Insights Learned by Married Teachers in GIDA Schools

Research highlights the complex interplay between work and family responsibilities faced by married teachers in GIDA schools. Juggling the demands of teaching with familial obligations in resource-constrained environments often results in elevated stress levels and difficulty maintaining a satisfactory work-life balance. These challenges are further intensified by financial limitations, insufficient access to professional development, and the lack of adequate healthcare and educational resources for their

families. Such conditions significantly impact teachers' emotional well-being, job satisfaction, and long-term career engagement (McIlveen *et al.*, 2019; Wang *et al.*, 2024).

Moreover, teacher burnout remains a persistent concern, particularly pronounced in geographically isolated areas where personal and professional stressors converge. Studies highlight that emotional exhaustion, depersonalization, and reduced self-efficacy are common among educators facing overwhelming workloads without sufficient institutional support. In GIDA contexts, burnout is further intensified by physical and emotional isolation, as well as limited access to psychological and professional resources. Researchers emphasize the importance of systemic interventions such as counseling services, workload management, and peer support networks to address these challenges (Bakker & de Vries, 2021; Caga & Avelino, 2022; Demerouti *et al.*, 2021).

Despite the adversities and challenges married teachers face in GIDA schools, their resilience and adaptability shine through. Balancing professional duties with family responsibilities in remote and resource-limited environments, they continue to rise above the hardships with courage and creativity. Some draw strength from their communities, forging partnerships to enrich students' learning despite the lack of materials and support. Others find connection through professional learning communities and online networks, where they gain encouragement, share best practices, and remind one another that they are not alone. In choosing to stay, serve, and grow in these demanding settings, these teachers turn struggle into strength—quietly becoming beacons of hope for the learners and communities they serve (Prenger *et al.*, 2019; García-Martínez *et al.*, 2022; Kavanagh *et al.*, 2022).

3. Methodology

The present study utilized qualitative research to explore meanings and insights in a given situation. It was a general way of thinking about administering subject research.

Qualitative research focuses on capturing the lived experiences of individuals or groups by emphasizing their personal narratives within a specific context. It relies on descriptive, non-numerical data and uses systematic methods such as observation, documentation, analysis, and interpretation to uncover patterns, meanings, and characteristics of human experiences. Unlike quantitative research, qualitative studies do not aim to generalize findings but instead seek to understand a particular social or human issue as it naturally unfolds. The primary goal is to gain a deep, contextual understanding rather than predict or control outcomes (MacDonald, 2012, as cited in Miller, 2020; Westby, 2021).

In this qualitative research, data were analyzed using Colaizzi's method, which involved examining interview transcripts to capture the depth and complexity of participants' lived experiences as married teachers in Geographically Isolated and Disadvantaged Areas (GIDA). The process began with repeated readings of the transcripts to fully understand the overall meaning and emotional tone of each narrative. Insights and initial interpretations were supported by audio recordings, which ensured

accuracy and preserved the authenticity of participants' voices. This approach provided a structured and rigorous framework for exploring rich, meaningful patterns within the data (Colaizzi, 1978; Hunt *et al.*, 2020; Creswell & Poth, 2018).

In this study, a multiple case study approach was employed (Stake, 1995; Yin, 2018) to explore how married teachers in Geographically Isolated and Disadvantaged Areas (GIDA) navigate their dual roles in both professional and personal spheres. This research design is well-suited for examining context-specific, real-life educational issues, as it enables an in-depth investigation of complex phenomena within their natural settings. The multiple case study approach was particularly appropriate for this study, as it allowed for the exploration of variations across individual cases while fostering a comprehensive understanding of the unique challenges faced by married teachers in remote school communities (Arabis, 2023; Dayal & Tiko, 2020).

Case study research offers a powerful means of investigating the “how” and “why” of complex phenomena within their real-life contexts. While its usefulness has been well-documented, it remains underutilized compared to other research methodologies. To enhance the rigor of case study research, scholars can implement several strategies, such as conducting multiple in-depth interviews with the same participants, collecting data at various points in time, and engaging in multiple rounds of data collection within the same case. These practices contribute to the depth, validity, and reliability of the findings (Dillman & Blount, 2021).

In this multiple case study, I identified and explored the individual cases of selected participants to gain a deeper understanding of their lived experiences. Given the focus on teachers' personal and professional narratives, a multiple case design was most appropriate, as it enables the replication of findings across different cases and supports the theoretical prediction of contrasting outcomes. Participants were purposefully selected to align with this objective. To ensure the study's quality and rigor, I applied the principles of trustworthiness, thereby strengthening its credibility and reliability. Data collection was carried out through face-to-face, in-depth interviews using a semi-structured interview guide designed to elicit detailed insights into the teachers' experiences with full in-person education. The interview guide was developed specifically for this study and was validated by expert reviewers prior to implementation.

4. Results and Discussion

The findings of this study are not mere data points but powerful reflections of the lived experiences of married teachers striving to balance their dual roles in Geographically Isolated and Disadvantaged Areas (GIDA). They echo the resilience, sacrifice, and quiet strength of educators who, despite the odds, continue to nurture both their students and their families. These narratives offer a poignant glimpse into the emotional and practical realities of those who carry the weight of two worlds—classroom and home—with unwavering dedication. Their stories are the heart of this research: real, raw, and deeply human.

Table 7: Similarities and Differences on the Challenges, Coping Mechanisms, and Insights Learned by Married Teachers in Geographically Isolated and Disadvantaged Areas (GIDA)

Categories	Participants	Similarities	Differences
Challenges	1, 2, 3, 4, 5, 6	Realizing Dual Roles	
	1, 5	Having a Dilemma to Choose	
	1, 2, 5	Overthinking of the Situation	
	2, 3, 4	Misbehaving Learners	
	4		Staying Away for Long
	4		Maintaining a Marriage Relationship
	3		Loneliness
Coping Mechanisms	1, 3, 4, 5, 6	Staying Motivated	
	1, 2, 3, 4, 5, 6	Time Management	
	1, 2, 3, 5	Constant Communication	
	1, 2, 3, 5	Being Emotionally and Physically Fit	
	2, 4, 5	Being Empathetic	
	4		Setting Limitations
	6		Multitasking
Insights Learned	1, 3, 4, 6	Embracing and Loving the Profession	
	1, 2, 4, 6	Developed Oneself Holistically	
	6		Requires Patience
	5		Needs to Compromise

The table above highlights the similarities and differences among the participants regarding their experiences in balancing dual roles within Geographically Isolated and Disadvantaged Areas (GIDA). The first research question explores the challenges they encountered while navigating both professional and personal responsibilities in these contexts.

The challenges of balancing dual roles were consistently evident across all participants. Common themes that emerged included realizing dual roles, having a dilemma to choose, overthinking the situation, and misbehaving learners. These shared experiences reflect the collective struggles of married teachers as they navigate the demands of both their professional and personal lives. In contrast, three distinct themes—staying away for long, maintaining marital relationships, and experiencing loneliness—varied among participants, revealing individual differences shaped by unique personal circumstances and the specific contexts of their assignments, as detailed in the following section.

Realizing dual roles within GIDA contexts entails more than routine time management; it demands navigating the complex interplay between parenting responsibilities and professional teaching obligations amid limited resources and institutional support. Married teachers in these remote regions must balance the emotional and physical demands of family nurturing with the expectations of delivering quality education under challenging conditions. This study highlights the urgent need for context-sensitive strategies and robust institutional support to help educators manage

their intersecting roles effectively. Without such targeted interventions, achieving a balanced and sustainable integration of work and family life remains elusive (Guy & Arthur, 2020).

Having a dilemma to choose is one of the challenges faced by married teachers in Geographically Isolated and Disadvantaged Areas (GIDA), as they constantly navigate between urgent family responsibilities and professional obligations. The tension between caring for a sick child or responding to family emergencies, and fulfilling tasks such as preparing reports or supporting students, often results in emotional stress and mental fatigue. With limited access to support systems in these remote settings, sustaining both roles becomes increasingly difficult, making effective coping strategies vital. This challenge echoes findings on the impact of workload-related stress and emotional exhaustion among teachers (Bottiani, Duran, Pas, & Bradshaw, 2019).

Overthinking the situation is a significant challenge faced by married teachers in Geographically Isolated and Disadvantaged Areas (GIDA), as they constantly grapple with the emotional weight of balancing family and professional responsibilities. The persistent mental struggle—deciding whether to stay with a sick child or fulfill urgent school tasks—triggers anxiety, guilt, and fear of unforeseen consequences. This internal conflict often leads to a cycle of self-doubt and emotional exhaustion, undermining their overall well-being. Such overthinking reflects the fragile nature of work-life balance in remote settings, where support systems are limited and personal sacrifices are common (Nurmayanti, Minarsih, & Warso, 2019).

Misbehaving learners present a significant challenge for teachers, especially those in Geographically Isolated and Disadvantaged Areas (GIDAs). These educators must not only deliver instruction but also manage behaviors that threaten the learning environment. Compounded by scarce resources, low parental involvement, and students' emotional struggles, the burden grows heavier in these underserved areas. Without support, the pressure to manage conflicts and diverse needs fuels high stress and burnout, highlighting an urgent need for targeted institutional backing and innovative classroom strategies tailored to these unique challenges (Granero-Gallegos, *et al.*, 2020; Brunsting *et al.*, 2021; Finch *et al.*, 2023).

Staying away for long is a recurring challenge faced by married teachers assigned to Geographically Isolated and Disadvantaged Areas (GIDA), where extended physical separation from their families is often unavoidable. Being required to reside at their school for a week or more limits opportunities for regular communication and emotional connection, often resulting in misunderstandings, emotional fatigue, and marital strain. The prolonged distance not only tests the strength of relationships but also amplifies feelings of loneliness, guilt, and disconnection from family life. These experiences underscore the difficulty of sustaining both professional commitments and personal relationships in remote teaching contexts, where maintaining emotional intimacy becomes increasingly fragile (Abd Halim *et al.*, 2025; Tong *et al.*, 2019; Wu & Wang, 2022).

Maintaining a healthy marriage becomes difficult when one partner is frequently absent due to professional duties, as with teachers spending long hours away. Such physical separation creates emotional distance, fostering feelings of neglect and loneliness that may eventually lead one partner to seek affection elsewhere. This underscores the fragile balance required to meet professional demands while preserving intimacy and trust in the relationship. Frequent spousal absence has been shown to negatively affect marital satisfaction and emotional well-being (Chikopela *et al.*, 2020; Nadeem *et al.*, 2025; Wulandari *et al.*, 2019).

The coping mechanisms employed in balancing dual roles were consistently evident across all participants. Common themes that emerged included staying motivated, time management, constant communication, being emotionally and physically fit and being empathetic. These shared experiences reflect the collective struggles of married teachers as they attempt to meet the demands of both their careers and family lives. In contrast, two distinct themes—setting limitations, and multitasking—varied among participants, highlighting individual differences shaped by personal circumstances and the specific contexts of their teaching assignments, as further detailed in the following section.

Staying motivated as a teacher, especially in remote and challenging Geographically Isolated and Disadvantaged Areas (GIDAs), can feel overwhelming. Managing professional duties alongside family obligations leaves limited time for personal rest and rejuvenation. Research shows sustained motivation relies less on individual resilience and more on leveraging social support networks. Emotional support and practical help from family, friends, and colleagues are vital for teachers to manage stress and stay committed. With this backing and personal determination, educators can better navigate challenges and find lasting purpose (Kim & Asbury, 2020; Sokal *et al.*, 2020; Granziera *et al.*, 2021).

Effective time management is crucial for married teachers in remote, disadvantaged areas, where balancing professional responsibilities and family demands is especially challenging. These educators juggle multiple roles, providing quality instruction while meeting their families' emotional and practical needs. More than boosting productivity, time management is essential for sustaining well-being and emotional stability. Research affirms that strategic use of time reduces stress, enhances classroom performance, and supports teachers' overall resilience (Pogere *et al.*, 2019; Redding *et al.*, 2024; Zhang *et al.*, 2025).

Constant and meaningful communication is a powerful emotional lifeline for married teachers working in GIDA settings, helping them consistently navigate the complex and exhausting demands of both teaching and caregiving. By regularly staying connected with trusted colleagues, school administrators, and supportive family members, they gain essential emotional strength and practical support. This intentional dialogue significantly eases daily stress, strengthens collaborative relationships, and greatly boosts their resilience, adaptability, and effectiveness (Suyatno *et al.*, 2021; Varanasi *et al.*, 2021).

Maintaining emotional and physical well-being is crucial for married teachers in geographically isolated and disadvantaged areas (GIDAs) to balance their professional and personal demands effectively. Research indicates that overall wellness—including social, mental, and physical health—directly influences teaching quality and student success. Regular physical activity improves mood, reduces stress, and enhances focus, while social support and self-care strengthen resilience against occupational stress. These findings emphasize the urgent need for teachers to prioritize their health to sustainably fulfill their dual roles as educators and caregivers (Corbett *et al.*, 2024; Turner *et al.*, 2022; Einav *et al.*, 2024).

Empathy is a vital competency for married teachers, particularly those in geographically isolated and disadvantaged areas (GIDAs), where understanding students' diverse needs is essential. Empathetic educators can relate to students' challenges and manage discipline with compassion and care. By addressing students' academic, emotional, and social needs, they foster supportive, inclusive classroom environments. This approach strengthens teacher–student relationships and enhances student engagement and learning outcomes (Aldrup *et al.*, 2022a; Wang & Kang, 2023; Martinsone & Žydzīunaite, 2023).

Setting limitations is a crucial strategy for married teachers in demanding environments, as it helps establish clear personal and professional boundaries necessary for maintaining work-life balance. Acknowledging that not every task can be completed allows individuals to prioritize responsibilities based on urgency and relevance, fostering more intentional and manageable workloads. This strategic boundary-setting minimizes the risk of burnout and cultivates a stronger sense of control, autonomy, and emotional well-being. By focusing on high-priority goals, individuals enhance their time management, productivity, and overall life satisfaction (Gade & Yeo, 2019; Weiss & Ortlieb, 2024; Dwivedi *et al.*, 2021).

Multitasking is a vital skill for married teachers, particularly for those in Geographically Isolated and Disadvantaged Areas (GIDA), where the overlap of professional and personal responsibilities is constant. These educators must simultaneously manage lesson planning, student evaluation, and household duties under significant time pressure. When effectively executed, multitasking enhances work performance, job satisfaction, time management, and work-life balance. This has been affirmed by studies that explored how Filipino teachers adapt to heavy workloads, administrative functions, and complex teaching environments (Ancho & Bongco, 2019; Basinang, 2025; Jamian, Nazir *et al.*, 2020).

The insights gained in balancing dual roles were consistently evident across all participants. Common themes that emerged included embracing and loving the profession and developed oneself holistically. These shared strategies reflect the collective efforts of married teachers to navigate the simultaneous demands of their professional and personal lives. In contrast, two distinct coping mechanisms—requires patience and needs to compromise—varied among participants, highlighting individual

differences shaped by personal circumstances and the specific contexts of their teaching assignments, as further elaborated in the following section.

Embracing and loving the profession means teaching with heart—extending beyond the delivery of content to nurturing each student with empathy, patience, and care. When educators approach their role with genuine commitment, they become second caregivers, offering emotional support and guidance that contribute meaningfully to students' cognitive, social, and emotional development. Treating learners with the same compassion given to one's own family transforms the classroom into a safe and inspiring space where students feel valued, understood, and motivated to thrive. This relational approach has been consistently linked to improved student engagement, well-being, and academic success (Yin *et al.*, 2019; Ransom, 2020; Ye *et al.*, 2022).

Patience is a vital attribute for married teachers, especially those working in Geographically Isolated and Disadvantaged Areas (GIDA), where balancing professional obligations and personal life is particularly challenging. The demanding conditions in GIDA—such as limited resources, social isolation, and infrastructural constraints—require teachers to cultivate patience and emotional regulation to manage their dual roles. This inner resilience enables them to navigate both school-related pressures and family responsibilities without compromising their effectiveness (Baynosa *et al.*, 2024; de Vera & Gambarte, 2019; Quines & Saycon, 2019).

Needs to compromise is a recurring reality for married teachers in Geographically Isolated and Disadvantaged Areas (GIDA), as they strive to balance their roles as educators and family members. The demanding nature of remote teaching, coupled with the responsibilities of managing a household, often results in physical fatigue and emotional strain. By learning to compromise—whether by adjusting personal routines, sacrificing time at home, or reshaping classroom strategies—these teachers find ways to fulfill their dual commitments. Their experiences underscore the necessity of flexibility, empathy, and self-sacrifice in sustaining both professional excellence and familial well-being (Beduya & Bacasmot, 2024; Jalon, 2024; Torrino & Naparan, 2024).

5. Conclusion

The experiences of married teachers in Geographically Isolated and Disadvantaged Areas (GIDA) are markedly shaped by the unique demands of their environment, requiring constant adaptation in both their professional and personal lives. Faced with limited infrastructure, scarce teaching materials, and physical separation from their families, these educators continuously adjust their teaching strategies and daily routines to meet the needs of their learners. Embracing the challenges of remote and under-resourced settings, they make the most of what is available—crafting lessons from minimal resources, fostering community support, and finding creative ways to deliver quality education. Their ability to adapt and remain committed reflects the deep dedication and resilience necessary to thrive in such demanding contexts.

Furthermore, the completion of this research is a compelling testament that beyond the chalkboards and lesson plans dwell soul-stirring human narratives of love, sacrifice, and unwavering devotion silently borne by married teachers in GIDA. This academic odyssey transformed into an awakening, unveiling truths far deeper than transcripts—truths breathed between shared silences, tearful recollections, and stories pulsing with quiet courage. I stood humbled by the magnitude of strength these teachers embody, gracefully shouldering the demands of both hearth and classroom in places often forgotten. Their lived realities awakened in me a reverence for unseen resilience and an appreciation for quiet victories in the face of adversity. I never envisioned this scholarly endeavor would carve such an indelible mark on my spirit. To these teachers, to the lessons etched in my soul, and above all, to God whose divine hand steadied mine in moments of doubt—I am immeasurably and profoundly thankful.

Moreover, the study revealed consistent patterns across participants, such as the realization of dual responsibilities, dilemmas in decision-making, emotional overthinking, and behavioral management in under-resourced classrooms. These were compounded by individual experiences of separation from family, marital strain, and feelings of loneliness—struggles unique to their geographic and professional contexts. Despite these adversities, teachers demonstrated remarkable coping strategies, including time management, constant communication, empathy, and self-discipline. These adaptive mechanisms not only sustained their professional performance but also preserved their personal well-being in challenging environments.

Finally, this research highlights the urgent need for systemic and sustainable support tailored to the unique realities of GIDA teachers. Multidimensional solutions such as psychological care, flexible work arrangements, and family-inclusive programs must be prioritized to empower teachers both personally and professionally. By investing in the complete well-being of educators in isolated and disadvantaged regions, we not only uphold the dignity of the profession but also foster transformation in the communities they serve. As we move forward, may these voices from the margins continue to inspire change, compassion, and a renewed commitment to education that leaves no teacher and no learner behind.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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