

2.5 Data Analysis Approach

After collecting the data, categorized the information. The objective was to identify any patterns representing concepts the participants represented during the data collection phase. Data analysis was the most complex, mysterious, and challenging of all phases of a qualitative project and receives a minor thoughtful discussion in the literature.

This study made use of thematic analysis in analyzing the collected and gathered data. Data were then organized into logical categories that summarize and bring meaning to the manuscript of notes. Specific codes were developed, allowing the researcher to categorize the responses into the abovementioned construct while identifying emergent themes (Kiger & Varpio, 2020).

Additionally, she grouped the common answers and came up with several themes, which the researcher narrowed down into just a few ones. To display the data in an orderly and organized way, data display was used. Data display is an organization of data showing them through matrices, charts, and graphs that enable the reader to draw out their ends.

Furthermore, the researcher employed data reduction, which means deleting the unnecessary data and modifying them into helpful material for the study to understand it (Behrisch et al., 2016; Boyatzis, 2018; Cairo, 2016; Passi & Jackson 2017).

3. FINDINGS AND DISCUSSIONS

Table 1

The table presents the experiences of infecund teachers in the Academe through the following analysis:

Cluster Themes	Emergent Themes
A. Childless teacher 1. Little bit sad 2. Unhappy about the situation 3. Feeling being an Incomplete woman 4. Boredom in daily routine 5. Lack of reason for working hard 6. Less fortunate having a child 7. Could not bear a child	Lack of a sense of purpose
B. Leverage in time and resources	Productivity

8. Multi-tasking and being busy at work is okay 9. Can focus on the teaching profession 10. More diligent and understanding toward their work 11. Workaholic teacher 12. More Flexible 13. Having most of the time at work 14. More purposeful with quality	
C. Generosity to students 15. Extending time and resources to others 16. Treat learners like their own children 17. Comfort the kids 18. School to be a channel of inspiration 19. Having more time for the learners	Kind heart
20. More focus on teaching 21. No children to take care 22. Time is not limited 23. Enhance teaching skills 24. Has the time for personal learning	Efficiency in teaching

3.1 Central Theme: The feeling of emptiness

A. Childless teacher: Lack of a sense of purpose

Being an infecund teacher in the Academe creates a vacuum that seems infallible. Although the participants in this study said that there is still joy in everything they do, occasionally, they feel something is missing. This unfathomable void simply goes noticeable when they are alone, either at home or at work.

There are days they confess that they feel bored about what they do because everything seems repetitive and dragging. Routines appear to be the same. A participant admitted that she feels like nobody seems to care for her when her husband is away and hopes she will become busy babysitting when she only has a child.

Another participant also mentioned that being an infecund teacher in the Academe sometimes leaves her unmotivated to work hard since she has no children to reap what she is working on.

The bliss of having a child is a different feeling for couples, but some studies added more insights. In three studies using an approach of converging evidence, the parents were happier,

had positive emotion, and had a higher level of life meaning than nonparents had. Filipinos want to have children too. Hence, having children was needed for them. Filipino couples cannot produce a child after years of marriage (Tudy & Gauran-Tudy, 2020; Bulloch, 2021; Medina, 2015; Taguibao & Bance, 2020).

They found that parents were happier, had a more positive feeling, and had a higher level of life meaning than nonparents in three investigations utilizing a converging evidence technique (Nelson, Kushlev, English, Dunn & Lyubomirsky, 2013).

Inability to conceive a child was not only frustrating but also traumatic. It was here that the informants sensed humiliation, incompleteness, and pressures. Several types of research revealed how childless couples battled the forces of nature. For example, childless people are stereotyped, misunderstood, and alienated. Some people question their manhood. Nonetheless, both male and female childless adults continue to face the challenges of daily life because societal acceptance appears to be an uphill battle, especially if one is a Filipino with high expectations from the community (Chancey & Dumais, 2009; Regnerus, 2020; Rich et al., 2011; Rouchou, 2013; Tabong & Adongo, 2013; Thomas, 2018).

B. Leverage in time and resources: Productivity

While being infecund teachers stirs emotional distress, having no children means more time and more resources. The participants in this study admitted that since they have no other responsibilities of rearing children at home, they have more freedom to do whatever they want. They can do multi-tasking, leverage in time, resources and being busy at work becomes okay. Nonetheless, both male and female childless individuals continue to face difficulties in daily life because acceptance in society appears difficult, especially if one is a Filipino with high expectations from the community.

Despite the struggles experienced by the participants, they were very proud of their commitment to work. If there was a need for school-related activities, the childless teachers were the most available. Childless teachers are supposed to be second parents, but they do not have experience in parenting. Being childless teachers gave us a sense of confidence in doing our tasks as teachers. Their availability could extend beyond the functions within the school premises (Mård, 2020; Olsen & Sexton, 2017; Avivi, 2017; Terry, Hayfield, Clarke & Braun, 2017).

C. Generosity to students: Kind Heart

Since infecund teachers can leverage time and resources, it is easier for them to extend time and resources to others. Their recipient is usually the students because they are spending more time with them in school, and they have built a relationship with their students, treating them as if their children. All of the participants said that they support their students with their basic needs. It even extends to supporting them financially.

As a result, it is beneficial to consider the positive aspects of childlessness, particularly the contributions of childless people to their families and society as a whole. In comparison to people without children, they were more generous to others in several studies. They transferred out their availability and commitment to their selected careers in the case of the childless Filipino instructors (Albertini & Kohli, 2009; Pollet & Dunbar, 2015; Tanskanen, 2015).

Another promoter of student motivation is an educational environment that helps students develop and maintain positive, meaningful relationships with adults and peers. In other words, pupils are concerned when they are concerned. Many children, particularly those from low-income households, need a constant, loving adult to guide them through school; others cannot connect with caring people.

Having the dependable support of a “pro-social” adult has been demonstrated in numerous studies to shield pupils against the effects of even the most severe psychological trauma. When kids maintain continuing connections with teachers, they achieve more excellent rates, are less likely to drop out, and have a more favorable attitude toward school. (Chu & Ready 2018; Gregory, Hafen, Ruzek, Mikami, Allen & Pianta 2016; Thomas & Hammond 2017)

D. Generosity to students: Efficiency in Teaching

Aside from the financial support, infecund teachers also said they could spend more time developing instructional materials and improving their teaching performance. Because of extra time, they can also focus on enhancing the learning of their learners in school.

Moreover, teachers who did not have children demonstrated their dedication to their work. Because they did not have many duties at home, notably in the care of children, their devotion

was synonymous with the luxury of time. They were available for any extra work that the school required. As a result, they had more time and energy to devote to their teaching careers (Denson, Szelényi & Bresonis 2018; Gu, You & Wang 2020; Lake, 2020; Tesar, Pupala, Kascak & Arndt 2017).

Cluster Themes	Emergent Themes
A. Ranges of anxiety from getting old 1. Anxious about growing old 2. Feeling lonely 3. Fear of the unknown and the future 4. Feeling worried 5. Age pressure 6. Feeling of no choice 7. Social belongingness	1. Anxiety and Fear
8. Stress factor 9. infecund teacher is not easy 10. Difficulty in relating to other teachers with children 11. Facing challenges 12. Long distance relationship 13. Not meet the timing 14. Experiencing bully 15. Feeling of failure 16. Emptiness with having no solution 17. Excited to cry 18. Societal Pressure	2. Challenges
19. Self-pity 20. less focus towards work 21. Sometimes felt destructive 22. Feel embarrassed because of the societal pressure 23. Impatient towards pupils behavior 24. sometimes people are judgmental 25. Pressured being talked by others 26. Hearing other pass judgments 27. Receiving unsolicited comments 28. Become so hot-tempered 29. Seriously affected 30. Personality hunger 31. Too much bad experiences 32. Societal judgments	3. Frustrations

For effective teaching to occur, we need torch lighters teachers who define themselves and set themselves apart from the rest. Effective teaching, it is claimed, also occurs when there is reflective practice. Reflective practices are seen to be the foundation and engine of a good education. The quality of the processes within the buildings, not the buildings themselves, is crucial for effective teaching and learning. Physical infrastructures will have an effect if they prevent work from being done (Barrett, Treves, Shmis & Ambasz 2019; Mupa & Chinooneka 2015)

Table 2

Thematic Analysis on the feelings of being infecund teachers in the Academe

3.2 Central Theme: Emotional and Social Pressure

A. Ranges of anxiety from getting old

The emotional and social pressure of being an infecund teacher is massive. They confessed that it ranges from the anxiety of getting old without someone to care for to difficulty relating to friends and co-workers. They also feel frustrated whenever people show them that they appear different from others.

Anxiety and Fear

Having no children to grow old creates a sense of anxiety about growing old. Infecund teachers admit that they sometimes overthink about what will happen to them when they retire. They would ask questions as to who would take care of them when they became sickly. They communicated their fear of the unknown and the future, a legitimate fear of winning battles a single day. Moreover, couples in other countries have had similar experiences, so this was nothing new. Because of cultural demands, childless women, for example, have faced sadness and other psychiatric issues. Though not articulating psychological effects, these childless Filipino teachers still shared the same feelings brought about by the pressures from society, particularly from among their colleagues and family members (Batool & De Visser, 2016; Doyle & Carballedo, 2014; Onat & Beji, 2012).

On the one hand, the pressure was felt by the childless women participants, with detrimental repercussions. According to a study of South African women, they were experiencing emotional instability as evidenced by their mistrust, wrath, and dissatisfaction. To cope with feelings of embarrassment or pressure, many women isolated themselves or withdrew from social situations. This act led to lower social integration. Likewise, participants showed the tendency to reserve themselves from people. However, these negative experiences could affect their physical and mental health. A study revealed a statistically

significant finding of childless women having poorer health, vitality, social functioning, and mental health in Australia. Furthermore, these problems might have an impact on the entire fabric of childless women. The inability to conceive has a massive effect on a woman's sense of self-identity. Thus, childless women continue to suffer physical and psychological problems. (Daibes, Safadi, Athamneh, Anees, & Constantino, 2018; Graham, Hill, Shelley, & Taket, 2015; Greil & Johnson, 2014; Pedro, 2014)

Challenges

Facing challenges is part of the pressures of the infecund teachers. One happens when they have false hopes of getting pregnant, especially when their period misses. They also have small fights with their spouses when they bring up the issue. Additionally, while childlessness is common among developed countries, it is slowly gaining traction in developing countries like the Philippines. In the Philippines, however, this phenomenon receives virtually little attention. The example of Filipinos is particularly noteworthy because there is a strong societal expectation that couples have children. Considering that it is predominantly a Catholic country, Filipinos strongly believe that a child is a gift from God. Moreover, Filipinos believe that children carry good luck to their families. Married Filipinos have a robust cultural expectation of becoming parents. As a result, childless women in the Philippines face a lot of pressure (Buchanan & Rotkirch, 2013; Concepcion & De Guzman, 198; Medina, 2015).

Frustrations

Most of the participants feel frustrated when they hear that they are talked about. Although they don't hear unnecessary remarks, when others pass judgment, they feel frustrated because they have no control and never want to be in the situation. They also feel irritated when receiving unsolicited comments or questions about not having children. On the contrary, as someone who decided in their early twenties that having children was not for them, I've had to put up with more than a decade of this (to put it mildly infantilizing) terminology. I've been called selfish for not wanting them; I have been asked what else I want to do with my life if I don't have children; I've been asked who would care for me when I'm old, and I've been told that I can't complain about being tired because there's nothing like parent fatigue. (Christensen, 2017).

Table 3

Thematic Analysis of being infecund teachers in the Academe affect their lives

3.3 Central Theme: Hope and Optimism

Cluster Theme	Emergent Theme
A. Keeping in Faith and motivated 1. Keeping in Faith and motivated 2. Extending patience to others 3. Spending more time on self and well being 4. be calm and take it easy to avoid harmful effects in work at school	1. Positive outlook
5. Happy and enjoy playing with children 6. Feel blessed 7. No pressure 8. It will come at the right time 9. Be positive always	2. Hopeful
10. Asking prayer and guidance 11. Strengthening the spiritual and emotional aspect 12. Talking with God 13. Focus on work 14. Setting the mind 15. Continue to motivate and encourage 16. Stay on track 17. Improve performance and influence learners 18. God is always there	3. Keeping faith

Table 3 presents the data of infecund teachers an effect they are lived in the Academe through the following analysis:

A. Keeping in Faith and motivated

Positive Outlook

Amidst pressures and challenges, infecund teachers still managed to find motivation in keeping in faith and motivated. They use their problems to extend patience to others and spend more time on themselves and their well-being.

Despite their situation, childless teachers continued optimistically. They stayed optimistic by putting their fate in God. Remaining optimistic was clear because their situation was childless teachers. They wanted to have a baby, and their strong faith in God permitted them to be happy. They did not lose hope that someday God would grant the wants of their hearts (DeYmaz, 2020; Guinness, 2018; McLemore, 2019; Ugarte, 2017; Walker, 2016).

Moreover, the informants were humble enough to accept the reality while remaining optimistic about their situation, despite their intense wish to have a child. One attitude among childless

people, particularly women, is to be optimistic. Though it is difficult for involuntary childless people to accept and be optimistic about their condition, they have little choice but to do so and manage their emotions well (Hämmerli, Znoj, & Berger, 2010; Koropecjy-Cox & Pendell, 2017).

When they were stressed, childless women used their trust in God as a coping technique (Sharma, Subedi, Rai, & Upreti, 2015).

Hopeful

Two of the participants still believe that in God's perfect time, they will still have children. They are hopeful since they can still bear a child when their age is to be considered. Although they admit that they sometimes feel discouraged, they still hope that God will answer their prayers one day.

Many Filipino couples are eager to start a family. There is a great deal of societal pressure. Some people seek medical assistance. Even religion, particularly Catholicism, plays a role in a couple's desire to have a child. Many couples travel to Obando, Bulacan, in the Philippines, a primarily Catholic country, to participate in the fertility dance in the hopes of conceiving a child via the intercession of the Virgin of Salamba. These ceremonies give childless couples hope that they will have a child (Gavashelishvili, 2018; Ochieng, 2020; Waren & Pals, 2013; Zshornack, 2015).

Keeping in Faith

The participants expressed that they have been relying on God for guidance and grace. They also said that when they are emotionally down, they opt to pour their hearts on God through prayer. In times of doubt and pressure, they admit that only their connection to the highest revives their joy and enthusiasm to keep going.

In addition, childless women put their faith in God as a coping mechanism whenever they were stressed. God's calling isn't always one we want. However, obeying that call is the only way to find true and enduring happiness. Recognizing my lack of children as a call from God has changed the way I view my entire life and the Lord's work in it. I'd wanted to be a mother for a long time. My current desire is to become the lady that God has called me to be. That is no longer the case. That's not everything.

Furthermore, we understand that there will be no more marriage or giving in marriage in heaven; our earthly partnerships are merely temporal foreshadowing's of Christ's eternal relationship with his wife. We are not failures if we

are impoverished or broken for the time being, childless or without a spouse, waiting or wanting—yet obedient. We are referred to as his children. (Sharma, Subedi, Rai, & Upreti, 2015).

4. DISCUSSION

4.1 Major Findings

This qualitative research described the experiences of infecund teachers in the Academe as categorized in four main themes: The feeling of emptiness, leverage of time and resources, emotional and social pressure, hope, and optimism.

Infecund teachers in the Academe have shared ideas and experiences being childless mothers. They sense that something is lacking in their lives, especially when they are alone. They also feel this emptiness when they see families with growing children. They admit that they sometimes reconsider the purpose of living, working, and staying alive without children, especially when they are aware that they will grow old.

On the other hand, they have recognized that they have much time and resources to share with their children, and they could extend more time in making their teaching better. They can easily yield to the extra responsibilities in school because they have nothing to worry about at home. They have developed a deep concern for their learners and treat them as if their own. Not just in their academics, infecund teachers extend financial help to those poor learners.

Emotional and social pressure is very common to infecund teachers. They are often asked about pregnancy and not having children. They are also aware that they are being talked about.

Although they face emotional and social pressure every day, they still combat those feelings with hope and optimism, relying on God. They never waver in their faith. Those below 40 years old participants hope that God will answer their prayer and give them a child in His time.

4.2 Comparison of findings with existing studies

While the infecund teachers of the Division of Sarangani feel empty about having no children, in the study of Chatel (2015), she presented the ten reasons why women do not like to have children are: claiming not desperate to be parents; do not like the idea of being pregnant; there is no enough time; do not want to have her own; the world is over-populated; having one life only; rather regret not having them simply do not want children; the maternal instinct is fulfilled another way and to

have a child does not appear appealing anymore (Handojo & Djundjung 2016; Morison et al., 2016; Oakley 2018; Ruskiewicz, 2016).

4.3 Limitations

The participants of the study are five (5) teachers from Alabel, Sarangani Province, for the school year 2019-2020, who have been married for seven years and up and not blessed with a child. This is based on the concept of Creswell (2015) that the participants involved in a phenomenological study are from 5 to 25. Women who have been wedded for less than five years and are not blessed with a child are excluded from this study. Further, lady childless teachers assigned in other divisions are also not part of the locale of the study. Moreover, this study is only limited to the teachers' perspective on their experiences being infecund teachers in the Academe.

4.4 Implications for future research

The result of the study could only generate experiences from infecund teachers for other concerned and relevant individuals in the Academe in Alabel, Division of Sarangani. Hence, another survey of the same kind may be conducted to other municipalities or divisions to validate this study's results.

Moreover, further research may be done to re-interview some of the participants to validate whether their feelings, views, and perceptions of being infecund teachers in the Academe may change over time.

Another research may also be conducted from the perspective of childless male teachers to have diverse information to have a broader sense and understanding of being infecund teachers in the Academe.

4.5 Overall Significance of the Study

Infecund teachers in the Academe is very common in the Department of Education. Thus, I believe that the study is important to understand the feelings and plight of the infecund teachers to provide social acceptance and broaden perspective towards the condition. It can also be used to reference other teachers experiencing the same situation as a source of inspiration.

Moreover, school administrators and authorities need to know the sentiments of infecund teachers in the Academe and provide technical assistance to emotionally struggling and socially pressured teachers and make them productive and fulfilled at work. There is a better reference for school administrators to follow up technical

assistance through training and workshops in handling cases of infecund teachers.

Additionally, teachers need to understand the feelings and flight of infecund teachers who have been recipients of many adjustments and frustrations in life. They will serve as an adviser to comfort and show their love and respect, to uplift the high morale of having in the situation in which they need care and sympathy.

Furthermore, students need to understand the feelings, flights, sentiments, and emotions of infecund teachers, their walks of life, how to control their insecurities that can be transformed into a positive by showing care, support, and understanding their condition.

Meanwhile, this research is also a great help in educating society on how infecund teachers feel about the situation. It is a better reference for school administrators to maximize the leverage on time among infecund teachers to mentor them to perform well in school and find opportunities to encourage them to become motivated, effective, and efficient teachers.

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