

The Pedagogy of Love Among Single Lady Teachers in the Academe: An Inquiry in Hermeneutics Phenomenology

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Abstract- This hermeneutics study attempted to bridge the gap and issues on pedagogy of love among single lady teachers in the academe. I believed that this study provides unique solutions in order to minimize the differences between things to be closer and no further distinctions among the single lady teachers. Methods of data collection used was in-depth interview. These 10 single lady teachers will allow for in-depth data collection with repetition of interviews, and will provide the possibility for *saturation* to be achieved. Hermeneutic phenomenology was utilized as research design in the study. It is noted by several authors that in hermeneutic approach, I involved myself as a researcher in the study and consider myself as one of the informants of the study to share my experiences. All of my participants are elementary teachers from Davao City. The study unveiled that the single lady teachers in the academe practiced their pedagogy of love by teaching with love and compassion through teaching their students proficiently in instilling values and life skills, and responding to the call for teaching vocation. Anent to this, they treated their learners in the classroom by setting discipline and firm hand, resourcefulness and flexibility, going extra mile, and strengthening partnership with family in the course of collaboration. In like manner, single lady teachers shared their insights out from their experiences that they have joys and rewards in teaching, lessons and realizations, call of the profession, thoughts on being single, thoughts in marriage, anxieties and fears, and needs, hopes and aspirations.

Keywords: Single Lady, Teacher, Hermeneutics, Phenomenology, Pedagogy of Love, Academe, Philippines

1 Introduction

Being single by choice clearly squashed the theory that a Prince Charming is required for a fulfilled life (Epstein, 2011). In like manner, Williams (2010) stressed out that dedicating oneself to the single life doesn't mean that rejects her innate femininity. The research study of Firth (2010) singled out that women today are more capable and independent. She added that if there is a gap in their life, they don't want to fill it with a relationship. They fill it with other things, such as exciting hobbies, teaching jobs, business or spending time with friends. In the context of teaching career, Da Silva (2012) found out that most of the single lady teachers built an emotional support system and they know who to identify for different issues. She interpreted further that having this kind of emotional scaffolding in place frees growing numbers of women from compromising personal goals for the sake of a relationship, giving them the freedom to focus on other ambitions.

As I ventured on scanning previous researches, insights and principles from various scholars which demonstrate differences in reactions to negative and positive emotions affecting teaching provided me with scholarly avenue to conduct a hermeneutics phenomenological study on pedagogy of love among single lady teachers in the academe.

The purpose of eliciting experiences from single lady teachers generated new body of knowledge that in my

mind caught striking attention in the educational institutions due to its great importance to consider in the policy making process. Being caring teachers in order to fulfill the pedagogy of love, teacher must dare, in the full sense of the word, to speak of love without the fear of being called ridiculous, mawkish, or unscientific. In other words, teacher should embrace the educational story as a story centered in emotion by naming the central aspect of teaching as "love".

The educational conception of teacher is a provider of environment where love grows to overcome societal injustices. He contended that the vocation of teaching requires profound emotional resources in order to teach students well. But in the case of single lady teachers, some of them failed to realize the ideals of teaching and their pedagogy of love is fading as they travel with age in the academe. Most of them fall short to change their students into individuals who will live fuller and richer lives individually and collectively.

As a single lady teacher, I involved myself as one of the participants for it is my ardent desire to share my life experiences and I also want to know the experiences of other single lady teachers of what are the differences or spaces between issues in our status in the academe. I believed that by conducting this study will provide unique solutions in order to solve any problem produced, or to minimize as much as possible differences between things to be closer and no further distinctions among the single lady

teachers. Furthermore, I am hoping that the results of my study will declare and fill the gap of the addressed research questions and will fulfill its purpose. The following are the research questions to consider as my lens in the construction of the interview guide:

1. How is the pedagogy of love practiced by single lady teachers in the academe?
2. How do single lady teachers treat their learners in the classroom setting?
3. What important insights can be drawn from the single lady teachers in the academe?

2. Themes and Core Ideas on the Pedagogy Love as Practiced by Single Lady Teachers in the Academe

This is confirmed with the emerging themes during the analysis of data.

Table 1: Responses of Single Lady teachers in the Academe during the In-depth Interview to the question: "How is the Pedagogy of Love Practiced by Single Lady Teachers in the Academe"

Root Code	Branch Codes	
Teaching with love and compassion	Loving my students despite their attitude; loving them even if unlovable; not taking them for granted	
	Showing concern as second mother; treating students as my own children	
	Touching their lives; teaching with the heart	
	Sharing my life experiences to the learners for them to learn from; willingness to share wisdom with them	
	Being patient with them	
	Giving them advise; showing them the reality of life	
	Respecting them as persons	
	Making them comfortable; not afraid of me	
	Encouraging them to come to school every day;	
	Spending time with the students	
	Being generous with them	
	Being firm with them	
	Instilling values and life skills	Taught them patience and perseverance
		Told them not to take studies for granted;
Instilled the values of education		

26%	Taught them the "never say die spirit", not to get discouraged so easily
	Taught them respect
	Taught them commitment
	Taught them how to pray
Teaching proficiently and	Being child-centered, using varied teaching strategies
	Contextualizing the lessons, showing that lessons are important in daily life
	investing time, effort and money in my teaching job;
	knowing my students
	Seeing to it that learning target is achieved
	Through communication; get them to express their concerns with the lesson;
	Being a good role model to them
	Following them up always
Responding to the call for teaching vocation	I love teaching; it is my calling; my vocation
	I stayed long in the profession even if it is not easy
	I continued learning (taking further studies)
	I chose to teach Special Education (SPED)
16%	

Teaching with Love and Compassion- showing concern to students mean a lot because our presence alone is very important in the classroom. Students may not understand the lesson but the activities that happened inside the classroom is a learning experience already. Teaching Proficiently

A child is the center of teaching and teacher must develop the young minds. Be a child centered, not promotion oriented. Work without thinking of any reward. These lines echoed in my heart as I conducted the interview of these single lady teachers.

Instilling Values and Life Skills. Instilling the values of education; and teach them the "never say die spirit", not to get discouraged so easily are the values a teacher must inculcate to the minds of the students. In like manner, core idea classified as typical on the ground that single lady teachers teach the students with respect.

As I opened my mind and heart recalling on the duties and responsibilities of teaching profession in the transformation of the child cognitive, psychomotor and

affective skills. It came into my knowledge that being a teacher is the hardest among the professions to carry on. Responding to the Call for Teaching Vocation appeared in the scene for the reason that core ideas classified as general pointing out to single lady teachers that they love teaching as their calling and vocation; they stayed long in this profession even it is not easy. Nonetheless, core ideas classified as variant came out because single lady teachers continued to learn and choose to teach Special Education

3. Themes and Core Ideas on Single Lady Teachers Manage their Learners in the Classroom Setting

Table 3: Responses of Single Lady teachers in the Academe during the In-depth Interview: "How do Single Lady Teachers Manage their Learners in the Classroom Setting"

Root Codes	Branch Codes
Resourcefulness and Flexibility 37%	Employ varied strategies; adjust strategies based on students' need
	Consider individual differences and multiple intelligences; adjust to their diversity; respect their diversity
	I use reverse psychology
	Evaluate students' engagement; change strategy if not engaged enough
	Go along with the children; but discipline at certain point
	Deal with them not too loosely nor too tightly
	Involve the students in class activities
	Adopt a style suited to students' learning styles
	Give feedback
	Going the extra mile
27%	Pay more attention to the slow learners; try to be student-centered
	Giving some considerations and making compromises
	Being sensitive to their reaction/needs
	Allow students to see me after office hours
	Talk to them heart to heart
	Treat them as own children
	Patience, holding my temper
	Establish friendship/rapport with the students especially the unruly ones

Discipline and Firm Hand 24%	Stick to the rules i gave them; I draw the line; strict but compassionate
	I impose discipline, i set dos and don'ts
	Being focused in my teaching job
	I try to be consistent and fair
	I instill respect for rules/law; emphasize need to follow instructions
	Give them a warning
	I just stop and become quiet
	Tough love; strict in class but tender
Partnership and family collaboration 12%	I give each of them a responsibility
	Involve the parents in the discipline of their children; dialogue with their parents
	Get to know their family background in order to understand them better
	There is open communications, I listen to my students' suggestions and opinions
	Conduct home visitation
Work with students as partners	

The single lady teachers manage their learners in the classroom environment with discipline and firm hand, resourcefulness and flexibility, going the extra mile and partnership and collaboration, Apparently, the theme **Discipline and Firm Hand** came out with core ideas classified as general that single lady teachers are stick to the rules; draw the line; strict but compassionate; impose discipline, set dos and don'ts; focus in teaching job; and try to be consistent and fair to their students. In addition, core ideas classified as variant are: instilling respect for rules/law; emphasize need to follow instructions; give warning to students; stop for a while in the midst of lecture and become quiet; tough love; strict in class but tender; and give each of the students a learning responsibility.

Resourcefulness and Flexibility of single lady teachers with core ideas classified as general call attention to them for they are employing varied strategies; adjusting strategies based on students' need; considering individual differences and multiple intelligences; adjusting to their diversity; being respectful to students' diversity. In the same way, core ideas classified as typical are: single lady teachers use reverse psychology; evaluate students' engagement; and change strategy if not engaged enough. Nevertheless, core ideas classified as variant are: single lady teachers go along with the children; but discipline at certain point; deal with them not too loosely nor too tightly; involve the students in class activities; adopt a style suited

to students' learning styles; and give feedback. **Going the Extra Mile** made the single lady teachers different the rest of the teachers in the academe may be because they have ample of time to spend to their students. **Partnership and Family Collaboration** viewed by single lady teachers as important in carrying the objectives of teaching-learning process of the students.

4. Themes and Core Ideas on Insights that can be drawn from the experiences of Single Lady Teachers

Single lady teachers are satisfied with their teaching job. As of today, teaching profession is financially sound.

Table 3: Responses of Single Lady teachers in the Academe during the In-depth Interview: "What Insights that can be drawn from the Experiences of Single Lady Teachers "

Root Codes	Branch Codes
Thoughts on being Single 28%	I am happy being single, it is my choice; my decision; I may be single but not lonely; no regrets
	I find joy in my social life
	Being single is not a hindrance to have a happy and fulfilling life.
	I have accepted God's plan for me
	Who cares if I am single? we are still part of society
	Single ladies should not be the center of ridicule
	Single teachers are more productive because they have more time
	I enjoy being free; I have unlimited time for myself
	I don't mind what people say about single lady teachers.
	Sometimes I get affected with the teasing
I am uncomfortable with green jokes or jokes about couple's intimacy	
Joys and Rewards of Teaching 20%	Teaching is now financially rewarding
	It's not the materials things students give you that matter; it is how you are remembered
	Every single day with students is a learning experience; everyday is memorable
	Students never forget their teachers whether they were good to them or not
	Teachers serve as the students' guiding

	light
	It's worth sharing to realize that students value you and the experiences you had with them
	Despite being single, students consider me as their second mother
Lessons and Realizations 19%	In dealing with students, a teacher's age and status does not matter; it's the attitude towards work
	Efficiency of married or single teachers does not vary as long as they do their job; all teachers are equal
	A teacher also learns from her students
	Never be carried by your emotions and hold your temper
	One should be happy and content with what one has
	Happiness is not just finding a partner
	Think twice before doing anything you would regret later
Follow your heart	
Call of the Profession 12%	Love your work/profession
	Spend time with students; establish friendship with them
	Always treat students like your own children
	Have bonding activities with them; small things mean a lot to the students
	It breaks my heart to fail someone but I have to
Anxieties and Fears 11%	I worry of sickness
	I am afraid of growing old alone hopeless and helpless, I fear no one will take care of me
	I don't want to be a burden to my family, I want to rest in peace quietly
	Old age will come; but I am sure family will not leave me
	I fear losing the person I love
Thoughts on Marriage 6%	Marriage is not an assurance; not a guarantee to a happy life
	Marriage is not a contest; not something to be envious of
	I did not give marriage a chance.
Needs , Hopes and Aspirations 4%	Need regular bonding with friends and colleagues
	I am longing for someone to share my life with

Lessons and Realizations came into being because single lady teachers are having some comparisons with regard to age, status, fair and equality in their teaching job dispositions. Thoughts on being Single transpired into view for they believed that being single is a preference to live on without disappointment. Thoughts on Marriage came into light during the analysis, this theme consisted of core ideas classified as typical are single lady teachers considered marriage not an assurance; not a guarantee to a happy life; marriage for them is not a contest; and not something to be envious about. Marriage is the most awaited part of the single ladies life in most cases. But on the small portion of the population choose to stay single for a definite reason. Marriage for them is a gift that only God only knows the process and lovers can proress it. Anxieties and Fears took place in the thoughts of single lady teachers for they are concerned of their health as they grow with age in consideration of the core idea of being worried of sickness, wanting not to be the burden of the family. Feeling alone and being left behind are some of our fears. It cannot be denied that all of us are bothering with anxieties and fears as we continue to struggle the games of life. **Needs, Hopes and Aspirations-** Single lady teachers need regular bonding with friends and colleagues. Single lady teachers are also longing for someone to share their life with. Everybody has its own way of expressing emotions but in the case of single lady teachers I found that they are still longing for hopes, needs and aspirations aside from being alone, free, and happy.

5. CONCLUSION

The narratives of the single lady teachers concerning their practices on the pedagogy of love, management of learning and learners, and their experiences in all aspects of their personal and professional undertakings are summarized hereunder for clarity of the results and findings.

Most of the single lady teachers believed that they are demonstrating love in teaching and learning pedagogy to their classroom practices. This is supported by the emerging themes they are teaching with love and compassion, teaching proficiently in their field of expertise, instilling values and life skills to students, and positively responding to the call of teaching vocation. Moreover, most of the single lady teachers manage their learners in the classroom environment with discipline and firm hand to implement rules and regulations, resourcefulness and flexibility in delivering instructions, going the extra mile by extending time and help to their students and building partnership and collaboration with the parents. On the other hand, some of the single lady teachers conceived that

there is joys and rewards in teaching; personal and professional lessons and realizations help them form to become an effective teacher; thoughts on being single shows happiness and contentment; thoughts on marriage is not a guarantee of happy life; anxieties and fears on death and sickness they lifted them up to God; needs, hopes and aspirations they need regular bonding and longing for someone to share the rest of their lives.

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