

“Studying of the Challenging Journeys of Teachers with Military Husbands” (Case Study)

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DOI: <https://dx.doi.org/10.47772/IJRISS.2024.8120028>

Received: 01 December 2024; Accepted: 05 December 2024; Published: 28 December 2024

ABSTRACT

This qualitative study aimed to describe teachers' experiences married to military men. The conversational partners were 20 teachers married to military men who had lived together for more than five years, with at least one child, regardless of age. The conversational partners described and narrated their lived experiences, which served as the study's primary data. The experiences they openly shared were organized into five themes such as facing reality, positive experiences, unresolved concerns, getting through, and insightful advice. These are the core ideas derived from their responses to the research questions. Acknowledging and confronting the realities of military life, as highlighted in Facing the Reality, is crucial for fostering personal growth and informed decision-making among teachers. Positive Experiences underscore moments of pride and camaraderie, contributing to emotional well-being and retention. Addressing Unresolved Concerns necessitates proactive support mechanisms within schools to alleviate ongoing concerns. Getting Through emphasizes resilience-building strategies, enhancing job satisfaction and retention. Lastly, Insightful Advice provides practical guidance, prompting schools to develop educational programs and resources that support military families effectively, fostering a cohesive and supportive educational community.

Keywords: teachers married to military men, lived experiences, phenomenology

INTRODUCTION

"Kay namana man ta ug sundalo, panindigan jud nato ning atong pagka inatay." "Aw, maayo man pud ning nakaasawa ta ug sundalo, kay makatuon jud ta ug inusarag atubang aning mga responsibilidad. Importantante happy." These are the challenging yet empowered lines of teachers married to military men, making them more active at home, in school, and in the community.

Teachers married to military men face unique challenges shaped by the transient nature of military life. Across various countries, frequent relocations due to military postings demand constant professional adjustments, as these educators are often required to adapt to new school systems, curricula, and teaching environments. In the United States and the United Kingdom, military spouses struggle with maintaining career stability, as they are frequently uprooted from their teaching positions [2]. Moreover, military deployments lead to long separations, which contribute to emotional strain and affect the overall well-being of these educators. Studies from countries like Australia and Canada also reveal that military spouses, particularly teachers, face difficulty securing long-term positions, resulting in professional instability. However, they demonstrate remarkable resilience and adaptability [26].

Comparative research highlights military spouses' challenges in managing their professional aspirations and personal responsibilities. In Europe, military spouses are often caught in the dilemma of prioritizing family obligations over career advancement, especially when their partners are deployed for extended periods. A study comparing military spouses in the U.S. and Europe found that the absence of consistent support structures exacerbates these challenges, making it harder for teachers to establish stable careers across different educational systems [52]. However, many of these spouses exhibit significant strength, leveraging their ability to adapt quickly to new environments and form supportive community networks [34].

In the Philippines, teachers married to military personnel face more complex challenges due to the country's geographical layout and military deployment. Many military families are stationed in remote or conflict-prone areas, which limits career opportunities for military spouses, including teachers [16]. These educators often endure prolonged separations from their partners, impacting their emotional well-being and complicating their roles as teachers and family caretakers [21].

In Alamada, Cotabato, teachers married to military personnel often struggle to balance their teaching responsibilities with household duties during their spouses' absences. This act presents logistical challenges, significant emotional strain, and professional uncertainty. This study aims to explore the varied experiences of these teachers and the unique challenges they face within the educational landscape. By highlighting their specific struggles, successes, and perspectives, the research seeks to provide valuable insights that can inform educational institutions about these. The ultimate goal is to foster a deeper understanding, thereby enabling the development of targeted support systems, resources, and strategies that enhance their teaching experiences and improve educational outcomes for their students.

Statement of the Problem

This study generally aimed to explore the lived experiences of teachers married to military men.

Specifically, it sought answers to the following questions:

1. What are the lived experiences of teachers married to military men?
2. What are the challenges faced by teachers married to military men?
3. What learnings and insights are worth sharing with other teachers with military husbands?

Significance of the Study

The results of the study may be beneficial to the following stakeholders:

Teachers Married to Military Men. The results may provide a platform for amplifying the voices, acknowledging the challenges, and advocating for targeted support systems tailored to the unique circumstances faced by teachers married to military men, thereby fostering a deeper understanding of their lived experiences within the teaching profession.

Military Men. The results may illuminate the profound impact of their service on their spouses' professional and personal lives as educators, potentially fostering a deeper appreciation and understanding of the challenges military families face within the broader military community.

Armed Forces of the Philippines. The results may provide valuable insights into the complex dynamics and challenges faced by military families, potentially aiding in developing more comprehensive support programs and policies that cater to the unique needs of teachers married to military personnel, thereby fostering stronger family support structures within the military community.

Educational Institutions. The results may offer a deeper understanding of the nuanced challenges faced by teachers married to military men, potentially prompting the development of targeted support initiatives and policies that accommodate the specific needs of these educators, enhancing their well-being and retention within the academic workforce.

Future Researchers. The results may provide a foundational framework and rich insights into the multifaceted experiences of teachers married to military men, serving as a springboard for further in-depth investigations exploring the intersections of professional, personal, and military life to broaden the understanding of this unique demographic.

Delimitations and Limitations of the Study

This study is focused on the lived experiences of teachers married to military men. It covered their

experiences, challenges, learnings, and insights, which can be shared with other teachers. This is limited to the 20 teachers who have been married to military men for five years, with children still active in the service, and military husbands who have been in the military for five years.

For the limitations of this study, considering that the conversational partners are from Alamada, Cotabato, the findings reflect the experiences of a specific group in a rural, geographically isolated area. This may not fully capture the diverse experiences of teachers married to military men in urban areas. Additionally, participant bias could arise due to self-reported data, and the study's focus on female spouses may overlook the unique experiences of male teachers married to military women. The study also does not account for variability in military roles or explore the broader professional challenges military spouses face in non-teaching careers.

RELATED LITERATURE

Experiences of Teachers Married to Military Men. In the study [61], they found out that teachers married to military men get on a distinctive journey that interlinks the demands of a professional teaching career with the complex challenges of military life. This combination often leads to a delicate balance between the dedication to shaping young minds in the classroom and the unwavering support for a spouse serving in the armed forces. The experiences of these educators underscore the resilience, adaptability, and emotional fortitude required to navigate the complexities of constant change, separation, and unwavering commitment.

One of the primary challenges teachers married to military men face is the frequent confusion caused by relocations. The nature of military life often entails relocating to various bases or postings, disrupting the professional trajectory of these educators [58]. This wandering lifestyle necessitates adaptability, often forcing teachers to uproot themselves from established teaching positions, familiarize themselves with new educational systems, and rebuild their careers with each move [32]. The struggle to find consistent employment and establish oneself professionally in new locations poses a significant hurdle, affecting career growth and stability [10].

Moreover, [54] emphasized that the emotional toll of prolonged separations during deployments casts a profound shadow on these teachers' lives. The uncertainty, stress, and anxiety that accompany the absence of a spouse deployed in military service can be overwhelming. For educators managing their classrooms and households, maintaining a sense of routine for their students while grappling with personal worries and the longing for their partner's safe return becomes an everyday challenge. The emotional burden and isolation during deployments exemplify these teachers' strength and resilience in balancing their professional responsibilities with personal hardships.

Despite these challenges, teachers married to military men exemplify remarkable resilience and resourcefulness. They often form a tight-knit support network within educational communities, finding solace and understanding among colleagues and school administrators who empathize with their unique circumstances. The support and flexibility offered by educational institutions and colleagues play a pivotal role in alleviating the strains of the military lifestyle, enabling these teachers to navigate the complexities of their dual commitments more effectively. These educators exhibit unparalleled dedication and sacrifice.

They exemplify adaptability by embracing change, demonstrating unwavering commitment to their students, and exhibiting a remarkable ability to continue teaching effectively amidst personal challenges. Their experiences, though overloaded with trials, embody strength, determination, and an unyielding spirit that inspires students and colleagues [53].

Challenges Faced by the Teachers Married to Military Men. It was found in the study [22] that teachers married to military personnel encounter numerous challenges unique to their dual roles. Some prominent challenges include frequent relocations, career instability, emotional stress during deployments, personal and family strains, lack of support networks, uncertainty and adaptability, financial challenges, education of their children, maintaining professional relationships, and emotional resilience. In particular, military life often involves frequent relocations, disrupting teachers' careers. These moves necessitate adapting to new schools, educational systems, and communities.

For educators, this can mean uprooting established teaching positions, re-establishing themselves professionally, and navigating potential gaps in employment due to moves. The transient nature of military life can adversely impact the career trajectory of teachers. Difficulty in finding consistent employment, challenges in career advancement, and constraints on pursuing continuous education due to frequent relocations may hinder their professional growth. Deployments of military spouses can be emotionally taxing for teachers. Coping with prolonged separations, anxiety, and stress related to a partner's deployment can significantly affect educators' emotional well-being, potentially impacting their teaching performance and overall job satisfaction [17].

Moreover, balancing personal life and professional commitments becomes a significant challenge. Teachers may often need to manage household responsibilities and family matters single-handedly during deployments or while adapting to new environments, impacting their work-life balance. Moving to new locations frequently can lead to a need for established support networks. This absence of familiar faces, friends, and community connections can add to the isolation and emotional strain experienced by teachers in military families. The unpredictable nature of military life demands adaptability. Teachers married to military personnel must adjust to sudden changes, including last-minute deployments or relocation orders, requiring them to be resilient and flexible [37].

On the other hand, financial strains may arise due to potential gaps in employment or the need to adapt to changing cost-of-living standards in new locations. This can impact the family's financial stability and long-term planning. Teachers in military families also face challenges related to their children's education, including adjusting to new schools, maintaining educational continuity, and addressing any disruptions caused by frequent moves. Maintaining Professional Relationships: Building and maintaining professional relationships with colleagues and school administrations in new locations can be challenging, impacting collaborative opportunities and support systems. Teachers married to military men require a high level of emotional resilience to manage the constant changes, uncertainties, and emotional stressors inherent in military life while continuing to excel in their professional roles. Navigating these multifaceted challenges necessitates strength, adaptability, and a supportive environment for teachers in military families to thrive in both their personal and professional spheres [41].

Study findings [42] showed that teachers married to military personnel navigate a unique landscape of challenges within school environments, stemming from the intricacies of dual commitments – the dedication to their teaching profession and the uncertainties of military life. The practical challenges they encounter while fulfilling their roles in educational institutions are multifaceted, requiring resilience, adaptability, and unwavering dedication. From frequent relocations to emotional strains and maintaining professional continuity, these educators grapple with a spectrum of hurdles that significantly impact their teaching experiences. One of the primary practical challenges faced by teachers married to military men revolves around the reality of frequent relocations.

Each move necessitates a new beginning, prompting educators to navigate the process of finding employment in different school systems. The disruption caused by relocating to new locations challenges their job stability and professional growth. Adjusting to diverse educational environments, adapting teaching methodologies to suit varied student populations, and acclimating to new school policies become routine as they establish themselves within each new school community [19].

Learnings and Insights of Teachers Married to Military Men. Teaching is a profession demanding resilience, adaptability, and unwavering commitment. This calling carries an added layer of complexity for educators who are also spouses of military personnel. The dynamic nature of military life, marked by deployments, relocations, and unpredictable schedules, presents unique challenges that require a delicate balance between professional responsibilities and personal circumstances. Through experiences and learning as a teacher with a military spouse, I have discovered valuable insights that are believed can benefit fellow educators in similar situations [28]. The study of [23]) showed that flexibility stands as the cornerstone of managing the classroom amidst the uncertainties of military life. Lesson plans, grading systems, and classroom structures should incorporate flexibility to accommodate sudden changes brought on by a spouse's military duties. Having contingency plans in place assists in maintaining continuity in education despite disruptions. Equally important is building a support network within the educational community. Connecting with colleagues who understand

the particulars of military life fosters a sense of camaraderie and offers a valuable source of guidance and empathy during challenging times. Open communication with school administration is also crucial, enabling the establishment of support systems or accommodations when needed. Self-care emerges as a vital component in navigating the complexities of teaching while supporting a military spouse. Balancing personal well-being with professional responsibilities requires prioritizing activities that refresh and relax, thereby ensuring a sustained ability to manage the challenges that arise [18].

Recognizing and utilizing available resources for military families is paramount. These resources encompass counseling services, support groups, and financial assistance programs, offering guidance and aid during heightened stress or uncertainty. Patience and understanding are virtues that extend not only to oneself but also to the students. Acknowledging the potential impact of military life on students' lives and being empathetic to their situations can create a more supportive and understanding classroom environment. Preparing for the reintegration of a returning spouse involves managing personal schedules and potential changes in availability.

Communicating with students, if necessary, assists in managing expectations and transitions [40]. Another study [29] revealed that maintaining organizational skills and planning mitigates stress and allows for a smoother workflow in the classroom and at home. It aids in managing personal and professional responsibilities effectively, even during heightened personal demands. Encouraging resilience in both oneself and students becomes a cornerstone for navigating the challenges presented by the intersection of military life and teaching. Celebrating strengths and accomplishments, fostering adaptability, and embracing challenges as opportunities for growth are vital aspects of this journey. Teaching as a military spouse demands a unique set of skills and approaches. It requires adaptability, patience, and a deep commitment to both professional responsibilities and personal circumstances. By fostering flexibility, building a support network, prioritizing self-care, utilizing available resources, and nurturing resilience, teachers with military spouses can effectively navigate the complexities of their roles and create a supportive environment for themselves and their students. Through these insights and learnings, they hope to inspire and support fellow educators who share similar experiences, fostering a community of understanding and resilience within the educational landscape.

Another study, which is on Realizations and Transformative Insights: Teachers Married to Military Partners, emphasized that teaching, a profession characterized by its commitment to nurturing young minds and shaping futures, often intersects with various personal challenges. For educators married to military personnel, the landscape of their professional and personal lives intertwines in unique and often unforeseen ways. Through their journeys, these teachers encounter profound realizations that reshape their perspectives on teaching, resilience, and the intricate tapestry of life [31].

The realization of unpredictability emerges as a defining factor in the lives of teachers married to military partners. They discover firsthand the capricious nature of military obligations, with sudden deployments, frequent relocations, and altered schedules becoming a norm. This awareness prompts a fundamental shift in their approach to planning, teaching, and managing their classrooms, necessitating unparalleled flexibility and adaptability.

These educators undergo a transformation in their understanding of empathy and patience. The challenges faced by military families—separation, uncertainty, and adjustment—create an empathetic bond with their students, who might grapple with similar emotions due to their own family's military involvement. This realization fosters an environment of compassion within the classroom, where understanding becomes a bridge connecting teachers and students, nurturing a supportive learning community [47].

METHODS

This chapter includes the research design, sampling design, role of the researchers, conversational partners, data sources, data-gathering procedure, instrumentation, data analysis, trustworthiness of the study, and ethical considerations.

Research Design

The phenomenological approach is a qualitative inquiry that emphasizes experiential, lived aspects of a particular construct – how the phenomenon is experienced when it occurs rather than what is thought about this

experience or the meaning ascribed to it subsequently. For this reason, phenomenology is sometimes described as dealing with pre-reflective experience. It is a research approach well-suited to analyzing the process and experience [46].

This qualitative study employs a phenomenological approach that focuses on describing, understanding, and interpreting the meaning behind the stressors among teachers married to military men. The data of this study constituted descriptions, narrations, and stories of military spouses who are teachers.

Sampling Design

Purposive sampling was employed to select conversational partners most likely to provide relevant and valuable insights. This method identified and selected specific cases that maximize the effectiveness of limited research resources. In this study, purposive sampling focused exclusively on teachers married to military men. This sampling design necessitated that the researcher clearly understood the purpose of the survey to accurately identify and engage eligible participants [3]. Consequently, military spouses were deliberately included in the research.

Role of the Researcher

In qualitative research, the researcher has many roles to consider. Her role was to attempt to access the thoughts and feelings of the respondents, as it involved asking for information or experiences that might be very personal to them. However, her primary responsibility was to protect the participants and their data [7].

The researcher had various roles in conducting the study. She explored social interactions, systems, and processes to understand how respondents came to understand, act, and manage the challenges of a particular setting. She explored and discovered facts from the conversational partners' experiences to develop probable solutions to existing problems. Moreover, according to [42], good listening is crucial for assessing qualitative research quality and obtaining richer data. The researcher of this study listened very closely to what the respondents shared to get the best responses needed for this study. She became a critical and active reader. This meant that she did not take the information and opinions from the sources for granted but investigated, tested, and validated them [72]. With this notion, she established the critical reading of the various information from credible sources.

Lastly, the researcher of this study facilitated the interview and data analysis to ensure that barriers to the research process were reduced by proper communication. She also gathered accurate, complete, reliable, timely, and relevant information. She ensured the collection of data that followed the said criteria.

Conversational Partners

The researcher conducted this study among twenty teachers in the Municipality of Alamada who were married to military men and had lived together for more than five years. These were military men who had been in the service for five years and were still active. They were individuals with at least one child, regardless of age. This does not include teachers who have been married for less than five years.

Instrumentation

The researcher used a semi-structured interview guide to collect the data needed to answer the statement of the problem. The interview guide was divided into three (3) parts. Part I dealt with 2 preliminary questions, while Part II had 4 main questions with 4 sub-questions on the experiences of teachers married to military men, the stresses they experience, their learnings about their experience, and the insights they shared with other teachers who were married to military men. This instrument underwent validation with the panel as validators.

Data Analysis

The most significant activity in the analytical process was looking into the participant's responses and finding their similarities and differences. There were many ways to analyze data. In analyzing data, the researcher

followed the sequence of [25], which aimed to reveal and interpret the perspectives and individual perceptions about the phenomenon. Bracketing was setting aside one's beliefs, feelings, and perceptions to be more open to the phenomenon. Thus, the researcher familiarized herself with the data, generated the initial code, searched the themes, developed a detailed description, reviewed the themes, produced the reports, and pursued verification of the fundamental structures.

RESULTS AND DISCUSSIONS

This chapter provides and presents information gathered from the participants according to the themes generated from their responses to the questions asked. It discusses the lived experiences of teachers married to military men. To deepen the understanding of the phenomenon, it also examined the challenges faced by the teachers married to military men and their learnings and insights worth sharing with other teachers with military husbands.

Profile of the Conversational Partners

Matrix 1 Profile of the Conversational Partners

Pseudonym	No. of Years Married to Military Men	Husband's No. of Years in Service	No. of Children
MW1	6	14	2
MW2	11	20	2
MW3	5	14	2
MW4	11	15	1
MW5	9	15	2
MW6	8	10	2
MW7	7	14	2
MW8	7	10	3
MW9	5	20	2
MW10	25	21	3
MW11	11	15	2
MW12	5	14	2
MW13	13	16	3
MW14	7	9	3
MW15	8	17	2
MW16	14	20	1
MW17	7	14	1
MW18	5	8	1
MW19	7	13	3
MW20	13	16	1

Categorizing of Emergent Themes

Matrix 2 Themes, Core Ideas, and Categorization of Experiences of Teachers Married to Military Men

THEMES	CORE IDEAS	CATEGORIZATION
Facing the Reality	Varied Emotions	Typical
	Adjustments	Typical
	Financial Security	Variant
	Longing for Husband's Presence	Variant
	Dual Roles of Wife	Variant
	Acceptance and Understanding	Variant
	Long Distance Relationship	Variant
Positive Experiences	Gratifying Situations	Typical
	Bonded by Love and Affection	Variant
	Good Qualities of Husband	Variant
Unresolved Concerns	Disagreements	Variant
	Lack of Time and Communication	General
	Financial Problem	Typical
	Extra-Marital Affairs	General
	Problem with in-Laws	Variant
	Disregarding Family Obligations	Typical
	Internal Struggles	Typical
Getting Through	Giving of Trust	Variant
	Prayer	Variant
	Support System and Motivation	Variant
	Strength and Independence	Variant
	Focused on Family and Business	Variant
Insightful Advice	Lessons Learned	Typical
	Keeping a Good Relationship	Typical
	Wife's Virtues	Typical
	Standing Up for a Decision	Typical
	Managing Family and Finances	Typical
	Better to Have a non-Military Spouse	Variant

Facing the Reality: The first theme is facing the reality, which means acknowledging and confronting the actual circumstances or situations as they exist, without denial or evasion. It involves accepting the truth, even when it is uncomfortable or complicated, and being willing to deal with it directly. This could include recognizing personal shortcomings, accepting the consequences of one's actions, or acknowledging challenges that must be addressed. Facing reality is essential to personal growth, problem-solving, and making informed decisions, as it enables individuals to confront obstacles head-on and work towards finding solutions or making necessary changes.

Studies [33], [57]), [65], [11], and [25] emphasize the critical importance for teachers married to military personnel to face the realities of military life. These realities include frequent relocations, deployments, and the strain on family dynamics. Acknowledging and confronting these challenges enable teachers to better support their families, effectively manage their professional responsibilities, and maintain their well-being amidst the unique demands of military life.

The first core idea of facing reality is varied emotions. It encapsulates a spectrum of different feelings, moods, and reactions experienced by an individual or group, reflecting the complexity and diversity of human emotional responses in various situations, ranging from joy and excitement to sadness, anger, fear, or confusion.

The statement means that "facing reality" involves experiencing a wide range of emotions. It highlights that when individuals confront real-life situations, they encounter a variety of emotional responses, which can be positive (like joy or excitement) or negative (such as sadness, anger, fear, or confusion). This reflects the complex and diverse nature of human emotions in different circumstances. It suggests that dealing with reality often brings out a broad spectrum of feelings.

This implies an acknowledgment of the multifaceted nature of their experiences. It suggests that recognizing and accepting the full spectrum of feelings they may encounter, from the pride and sense of purpose associated with supporting a spouse in military service to the challenges of coping with frequent separations, uncertainties, and the emotional toll of deployments. By acknowledging the reality of these diverse emotions, teachers can validate their own experiences and seek support as needed, promoting resilience and emotional well-being amidst the complexities of military life.

The findings of this study corroborates to the study of [9] who found that military spouses, including teachers, often experience high levels of stress due to frequent relocations, deployments, and the demands of managing family life alone during separations. Furthermore, research by [45] emphasizes the emotional toll of deployment on military families, noting increased rates of anxiety, depression, and marital strain. These findings suggest that teachers married to military men may contend with a complex mix of emotions, including pride in their partner's service, but also feelings of isolation, uncertainty, and emotional strain resulting from the unique challenges of military life. Additionally, studies by [67] and [7] emphasize the importance of social support networks in mitigating the negative emotional impacts of military life, suggesting that fostering strong connections with colleagues, friends, and support groups can help teachers navigate the emotional ups and downs of being married to a military spouse.

Adjustment as facing a reality entails recognizing and addressing military life's practical, emotional, and logistical challenges. This involves adapting to frequent relocations, navigating periods of separation during deployments, and managing the unique stressors associated with supporting a spouse in military service.

This means adjusting to this reality involves acknowledging the potential impact on one's career, family dynamics, and personal well-being and actively seeking strategies to cope with and overcome these challenges. It may involve finding ways to maintain stability and continuity in one's teaching career despite frequent moves, cultivating a strong support network within the military community, and prioritizing self-care to manage the emotional strain of prolonged separations and uncertainty.

The implication of adjustment as facing reality among teachers married to military men is that these individuals must actively recognize and respond to the unique challenges posed by military life. They must

acknowledge the realities of frequent relocations, deployments, and other stressors and take proactive steps to adapt and cope with these circumstances. By doing so, they can better navigate military life's practical, emotional, and logistical complexities, maintain stability in their careers and personal lives, and cultivate resilience in the face of adversity. Embracing adjustment as a necessary aspect of their reality enables them to effectively address the challenges they encounter and work towards creating a fulfilling and sustainable lifestyle within the context of their military partnerships.

It supports the study of [9], which emphasized the substantial stressors associated with military life, including frequent relocations and deployments, significantly impacting emotional well-being and family dynamics. Additionally, [8] highlighted the pivotal role of social support networks in alleviating the adverse emotional effects of military service, stressing the importance of adjustment strategies such as resilience cultivation and community connections in navigating the intricacies of military partnerships. These findings underline the necessity for teachers married to military men to recognize and adapt to the realities of their circumstances, fostering resilience and emotional well-being amidst the challenges of military life.

Financial security, as facing a reality for teachers married to military men, encompasses acknowledging and addressing the unique financial challenges associated with military life. This includes factors such as potential fluctuations in income due to deployments or relocations, uncertainty about housing arrangements, and managing expenses during periods of separation.

This means that teachers married to military men may need to cross the complexities of dual-income households while also considering the potential impact of military benefits, such as housing allowances or healthcare coverage, on their financial stability. Additionally, they may need to plan for the future, considering factors like retirement savings and insurance coverage while being prepared for unexpected expenses in military life. Achieving financial security in this context involves proactive financial planning, budgeting, and seeking resources and support to effectively manage financial challenges, ensuring stability and peace of mind amidst the unique circumstances of military partnerships.

Furthermore, this is highlighted by the study [9] on the financial stressors associated with military life, including fluctuations in income due to deployments and relocations and the challenges of managing expenses during periods of separation. Additionally, research [8] underscores the importance of financial planning and budgeting in mitigating financial strain among military families, emphasizing the need for teachers married to military men to manage their finances to achieve stability and security proactively. These findings underscore the necessity for teachers in this demographic to recognize and address the financial realities of military life, fostering resilience and financial well-being amidst their unique challenges.

Longing for husband's presence as facing a reality for teachers married to military men means enduring long periods of separation from her husbands. The longing for his presence is a constant occurrence in her life, interwoven with the challenges of maintaining both personal and professional responsibilities alone.

This means that this situation demands resilience as she directs the emotional strain and seeks ways to stay connected despite the physical distance. The statement further implies that being a teacher married to a military man involves significant challenges due to frequent and prolonged separations from her husband. The longing for his presence indicates a deep emotional longing and a sense of missing his companionship. Additionally, it is a challenge for these teachers to handle both her professional responsibilities as a teacher and the personal trials of maintaining a relationship while her husband is away.

Hence, this requires inner strength, resilience, and the ability to cope with the emotional strain of separation.

The result of the study agrees with the study of [51], which discusses the complexities of managing careers like teaching amidst military duties. The necessity for resilience is evident in coping strategies identified [15], emphasizing the efforts required to maintain stability during such periods. Finding support from peers in similar situations, as explored by [38] and [20], becomes essential for emotional and practical assistance.

The dual roles of wife among teachers married to military men intricate balance act of these individuals. They

fulfill their professional responsibilities as educators, engaging with students and maintaining academic standards. Simultaneously, they assume additional roles typically handled by their absent spouses, including managing household tasks, making critical decisions, and providing emotional support to their families.

The core value denotes that this dual responsibility extends beyond the classroom, requiring adaptability and resilience to effectively manage both spheres of their lives amidst the unpredictability of military deployments. This implies that they must effectively manage their responsibilities as educators while simultaneously assuming the roles typically filled by their spouses during deployments. This includes maintaining household operations, making crucial decisions, and supporting their families emotionally. This is a profound level of responsibility and resilience required to navigate the challenges of balancing professional duties with the demands of military life. It stresses the unique circumstances these individuals face, where they must constantly adapt and manage multiple roles to maintain stability and support their families through periods of separation and uncertainty.

This finding supports the study of [30], which emphasized the adaptive strategies employed by military spouses, including teachers, to manage household responsibilities and emotional support during deployment periods. The study highlights the necessity for resilience and flexibility in balancing professional obligations with familial duties amidst the unpredictability of military life. Similarly, [51] explore the career implications for military spouses, emphasizing the challenges of maintaining stability in professional roles such as teaching while navigating the demands of military deployments.

Acceptance and understanding become part of the daily life of teachers being married as they have to deal with frequent separations due to deployments. It is not just about being apart physically but also about having the emotional strength to overcome those tough times. Researchers like [4] and [66] explore how these separations affect military spouses, including teachers, and stress how important it is to accept the reality of these absences and find ways to cope. This understanding is not just needed from the teachers themselves—it also extends to schools and the community. Flexible policies and strong support systems can make it easier for teachers to balance their work and personal lives. [39] also highlight that peer support networks are crucial, as they provide encouragement and practical help for military spouses.

The implication of acceptance and understanding for teachers married to military men revolves around acknowledging and navigating the unique challenges they face due to frequent military deployments. It signifies recognizing the inevitable separations and emotional strain involved, necessitating resilience and adaptability to maintain personal and professional stability. This acceptance consists in accepting the realities of military life, including the unpredictability and demands placed on families. Ultimately, it emphasizes the importance of empathy, flexibility, and community support in enabling teachers in military marriages to effectively manage their roles and responsibilities amidst the complexities imposed by military service.

This study's findings corroborate the study [4] and [66], who explored the psychological impact of military deployments on spouses, including teachers, emphasizing the need for acknowledging and accommodating the challenges of frequent separations. Further, [39] have noted the significance of peer support networks in providing mutual encouragement and practical assistance, which contributes to a supportive environment for teachers managing personal and professional responsibilities amidst the demands of military life.

A long-distance relationship among teachers married to military men refers to the geographical and emotional separation experienced due to military deployments. This reality entails physical distance and extended periods spent apart from one's spouse, as military duties often require personnel to be stationed or deployed far from home. For teachers in such marriages, this situation means managing their professional responsibilities while their spouse is away, often in challenging or high-stress environments. The term also encompasses the emotional strain of maintaining intimacy and connection despite the physical separation, relying on communication technologies and intermittent visits to sustain the relationship. It features the resilience and coping mechanisms of maintaining a strong marital bond while simultaneously fulfilling personal and professional obligations during prolonged periods of separation imposed by military service.

This implies that teachers married to military men face the discouraging reality of maintaining relationships

across long distances due to frequent military deployments. The term summarizes the challenges of physical separation, where spouses are often geographically apart for extended periods. Beyond the obstacles of managing daily life alone, such as household responsibilities and child-rearing, there's a profound emotional toll. These individuals must contend with loneliness, uncertainty about their partner's safety, and prolonged absence. Maintaining intimacy and connection becomes a significant challenge, requiring reliance on communication tools like video calls and emails to bridge the gap. Moreover, the irregularity of military life adds another layer of complexity, requiring adaptability and resilience to cope with sudden changes and uncertainties.

This findings support the study of [42] and [66] that the emotional and psychological effects of separation on military spouses highlighted feelings of loneliness, stress, and uncertainty. Additionally, findings by [39] stress the role of support networks and coping strategies among military spouses, including teachers, as they traverse the complexities of sustaining relationships amidst the demands of military service.

Positive Experiences

Positive experiences encompass various aspects of their unique circumstances, including support for their spouse's service to the country, opportunities for personal growth and resilience as they face the challenges of military life, and the formation of strong bonds within the military community. Positive experiences can also stem from camaraderie, shared purpose among military families, and the fulfillment derived from contributing to their spouse's career and the broader military mission. Additionally, togetherness after periods of separation and the opportunity to experience diverse cultures and environments through relocations can also be viewed as positive aspects of the military lifestyle.

A gratifying situation for teachers married to military men could be witnessing their spouses' success and fulfillment in their military careers. This includes achievements such as promotions, awards, or successful missions, which not only bring personal pride to the spouse but also validate the sacrifices and support provided by the teacher. Additionally, recognition or appreciation from their spouse's unit or superiors can be deeply gratifying, affirming the importance of their role within the military community. Furthermore, resilience and strength as a couple during challenging times, such as deployments or relocations, and successfully overcoming obstacles together can also be gratifying for teachers married to military men.

It implies that teachers married to military men find satisfaction and fulfillment in various aspects of their spouse's military career and their experiences as a couple within the military community. Gratifying situations for them may involve witnessing their spouses' professional achievements, receiving recognition for their support, and facing challenges together with resilience.

This finding relates to the study [59] that further supports the idea of resilience among military spouses, highlighting their ability to adapt and thrive despite the challenges of military life. Additionally, [64] explored the impact of social support on the well-being of military spouses.

The good qualities of husbands married to teachers involve steadfast support, resilience, adaptability, and looking into the complexities of military life alongside their spouses' teaching careers. These husbands demonstrate unwavering encouragement and understanding of the dual challenges their wives face, balancing their professional roles with the uncertainties and frequent separations inherent in military deployments. They exhibit resilience in maintaining stability and emotional strength during extended periods apart, ensuring consistent communication and emotional support to sustain their marital bond and family cohesion.

The implications of husbands married to teachers in military service are profound, reflecting a dynamic partnership essential for navigating the complexities of dual careers and military life. Their unwavering support and understanding underscore a shared commitment to overcoming challenges, fostering resilience and emotional strength amidst frequent separations.

The findings described align closely with the study of [6] and [4], who investigated how military service impacts family life, including marital relationships, communication strategies during deployments, and the

adaptation of family roles to accommodate military demands. Moreover, they explore military families' resilience and coping strategies, highlighting the importance of mutual support and understanding between spouses facing dual career challenges in the military context [14] [4]

Unresolved Concerns

The third theme is Unresolved Concerns for teachers married to military men, which encompass lingering issues or worries that persist despite attempts to address or resolve them. These concerns may arise from various aspects of military life, such as frequent relocations, deployments, or the inherent risks associated with military service. Examples of unresolved concerns include worries about the safety and well-being of their spouse during deployments, uncertainty about future assignments or relocations, challenges in maintaining continuity in their careers or personal lives amidst frequent moves, or difficulties in coping with the emotional strain of prolonged separations. Despite efforts to manage these concerns, they persist and can impact the teacher's emotional well-being, relationship dynamics, and overall quality of life. Addressing unresolved concerns requires open communication, support from the military community, and proactive coping strategies to mitigate their impact and foster resilience amidst the uncertainties of military life.

Disagreement as an unresolved concern for teachers married to military men refers to persistent conflicts or differences of opinion within the partnership that remain unresolved over time. These disagreements can arise from various factors, including differing perspectives on military life, career aspirations, family decisions, or coping mechanisms during deployments and relocations.

These imply that these can lead to increased stress, tension, and strain within the relationship, potentially impacting both partners' ability to cope effectively with military life's challenges. Additionally, unresolved disagreements may hinder effective communication, mutual support, and decision-making within the partnership, potentially exacerbating feelings of isolation and frustration.

This study's findings corroborate the findings [9] and [43] highlighting the persistent conflicts and tensions within military marriages stemming from frequent relocations and deployments. Additionally, research by [67] and [8] emphasized the challenges of communication and decision-making within military partnerships,

Lack of time and communication among teachers married to military personnel represents the significant hurdles they face in maintaining effective personal and professional connections amidst the dual challenges of military deployments and teaching responsibilities. The demanding nature of military service often leads to extended separations and unpredictable schedules, limiting the opportunities for regular communication and shared time with their spouses. This can strain emotional support networks and impact marital relationships as spouses navigate their roles independently amid these constraints. In the educational context, the lack of time due to heightened responsibilities and potential relocation challenges can affect collaboration with colleagues, professional development opportunities, and the ability to engage with students effectively.

This implies that teachers married to military personnel face substantial obstacles in maintaining personal relationships and professional commitments due to the unique demands of military service. Moreover, the impact extends to their professional lives, affecting collaboration, professional development, and student engagement opportunities.

This finding supports the study [14] who further discussed the work and family life of military families, emphasizing the complexities faced by dual-career couples in balancing professional responsibilities with military obligations. These studies collectively highlighted the significant obstacles teachers married to military personnel encounter in managing time and communication amidst the unique demands of military service, validating the need for adaptive strategies and supportive networks to mitigate these challenges effectively.

The financial problem experienced by teachers married to military personnel refers to the challenges and constraints related to managing finances within the context of military life. These issues arise due to several factors specific to military service, such as irregular income due to deployments, the potential for frequent

relocations impacting spouse employment opportunities, and fluctuations in housing allowances or benefits.

The dual career nature of these couples can also amplify financial stress, particularly if both spouses are impacted by military-related financial fluctuations or if one spouse's career is repeatedly disrupted due to moves or deployments. These financial challenges can affect overall household budgeting, long-term financial planning, and stability, necessitating careful financial management strategies and potentially seeking additional sources of income or financial support to maintain financial health amidst the uncertainties of military service.

It has the implications that teachers married to military personnel often face heightened financial uncertainties and constraints due to income irregularities, potential career advancement interruptions, and frequent relocations. This situation necessitates careful financial planning, adaptive budgeting strategies, and seeking additional sources of income to maintain financial stability. Moreover, these financial pressures can impact overall well-being, family dynamics, and long-term financial goals.

Additionally, studies explore the resilience strategies employed by teachers married to military men in maintaining financial health amidst the unique demands of their families [4]. These findings lead to the complex interplay between husbands in military service and financial stability within dual-career households, highlighting the need for supportive structures, financial planning, and adaptive strategies to mitigate the impact of financial challenges on family well-being.

The core idea of Extra-marital affairs among teachers' husbands who are military personnel is a sensitive and complex issue within the context of military sociology and family studies. Factors such as prolonged separations, communication challenges, and the stress of military life can strain marital bonds, creating vulnerabilities that may lead to relationship difficulties, including extra-marital affairs.

This implies that the combination of prolonged absences, communication barriers, and the emotional toll of military service can create circumstances where spouses may experience feelings of loneliness, isolation, or disconnection, which can impact their relationship dynamics. Additionally, the demands of balancing dual careers and family responsibilities within the military context add further complexity to maintaining healthy relationships.

The findings of this study corroborate the study of [6], who explored how prolonged absences and communication challenges can strain spousal relationships and contribute to possibilities such as extra-marital affairs. Studies also highlighted the importance of resilience, communication strategies, and support systems in mitigating these risks and maintaining marital stability amidst the demands of military service. According to [14], by understanding these dynamics, researchers seek to provide insights into practical strategies for military families, emphasizing the need for proactive measures to strengthen marital bonds and address relationship challenges.

Problem with in-laws by teachers married to military personnel can present unique challenges within the broader context of family dynamics and military life. This situation may involve geographical distance from extended family due to frequent relocations dictated by military postings, limiting physical interactions and support networks traditionally provided by in-laws. Additionally, the unpredictable nature of military deployments and assignments can further complicate family gatherings and the ability to maintain regular contact with in-laws. These challenges can potentially drain with extended family members, impacting emotional support and familial connections. Moreover, differences in lifestyle, values, or expectations between teachers and their military spouses' families may contribute to tensions or misunderstandings.

This implies that teachers married to military personnel face challenges of geographical distance, frequent relocations, and the unpredictability of deployments, which can hinder regular interactions and support from in-laws, impacting the teachers' sense of familial connection and emotional support networks. These circumstances may exacerbate feelings of isolation or strain in maintaining relationships with extended family members, potentially affecting overall family cohesion.

This finding supports the study [62], who discussed the role of communication barriers and logistical

constraints in hindering relationships with in-laws among military couples, emphasizing the strain on familial bonds caused by the demands of military service. These studies underscore the importance of understanding and addressing the unique challenges teachers married to military men encounter in maintaining relationships with their in-laws, validating the need for strategies that foster communication, resilience, and family cohesion despite the disruptions imposed by military life.

Disregarding family obligations by teachers' husbands who are military personnel refers to instances where military service priorities overshadow or neglect responsibilities and commitments within the family unit. This issue often arises due to the demanding nature of military duties, which can disrupt family routines and ruin relationships. Instances of disregarding family obligations may include missed important events, lack of participation in household responsibilities, and challenges in maintaining consistent communication with family members.

This implies that teachers married to military personnel often contend with significant challenges stemming from their spouses' military obligations, potentially overshadowing family responsibilities. The inconsistency in fulfilling family obligations due to military commitments can impact family dynamics, communication, and overall cohesion.

These findings support the research of [1], whose studies collectively validated the challenges faced by teachers' husbands who are military personnel in performing their responsibilities, highlighting the need for supportive resources, communication strategies, and resilience-building measures to sustain family well-being amidst the unique demands of military life.

The internal struggles of teachers married to military men encompass a range of emotional and psychological challenges stemming from the unique dynamics of military life. These may include feelings of loneliness and isolation due to frequent separations during deployments, uncertainty about their spouse's safety, and the strain of managing household responsibilities alone. Teachers may also struggle with balancing their career aspirations with the unpredictable demands of military service, which can disrupt professional goals and routines. Additionally, the constant adjustments to new environments and social networks due to frequent relocations can lead to a sense of instability and difficulty in establishing roots or meaningful connections.

This implies that teachers married to military men face significant internal challenges as they explore the complexities of military life alongside their own professional responsibilities. The internal struggles highlighted encompass emotional and psychological dimensions, including feelings of loneliness, uncertainty about the future, and the stress of managing both personal and professional lives amidst frequent relocations and separations. Moreover, the internal struggles also emphasize the importance of supportive relationships within the military community and among peers and colleagues to provide emotional support and practical assistance during difficult times.

This is aligned with the findings of [5], who investigated the psychological impact of internal struggles faced by military families, including feelings of loneliness, stress, and uncertainty, and discussed the coping strategies and internal adjustments needed to deal with the emotional challenges associated with frequent moves and separations.

Getting Through

The fourth generated theme is Getting through by teachers married to military men, which refers to successfully navigating the challenges and difficulties inherent in military life while maintaining a sense of resilience, stability, and well-being. This entails overcoming obstacles such as frequent relocations, deployments, and the emotional strain of separation, uncertainty, and the demands of supporting a spouse in military service. Getting through involves developing coping strategies, seeking support from the military community and other resources, and fostering resilience to adapt to the ever-changing circumstances of military life. It also encompasses finding ways to balance personal and professional responsibilities, maintaining communication and connection within the relationship, and cultivating a sense of purpose and fulfillment amidst the challenges.

It implies successfully overcoming the challenges and difficulties associated with being married to a military man as a teacher. It suggests that these individuals can adapt, persevere, and maintain stability and well-being in their personal and professional lives despite the obstacles. Getting through involves resilience, determination, and the ability to navigate the unique complexities of military life while continuing to pursue personal and career goals. It signifies a sense of accomplishment and strength in facing adversity and the importance of support networks and coping strategies in facilitating this journey.

These support the studies of [65] and [49], who emphasized the importance of social support networks and community resources in facilitating the process of getting through for military couples, highlighting the role of peer support and access to mental health services in promoting well-being and personal growth.

The core idea of giving trust as a mechanism for "getting through" for teachers married to military men involves having faith and confidence in their spouse's abilities, decisions, and commitment to the relationship despite the challenges posed by military life. This entails trusting their partner to fulfill their duties and obligations within the military, such as deployments, training exercises, or other obligations while maintaining a strong and supportive partnership. By giving trust, teachers married to military men can foster unity and a sense of partnership within their relationship, enabling them to get through all the adversities.

It implies a deep sense of reliance and confidence in one's spouse, particularly within the context of military life. By entrusting their partner with faith and belief in their abilities, decisions, and commitment to the relationship, teachers married to military men are able to face the uncertainties and obstacles in their couple's life. Ultimately, giving of trust signifies a shared commitment to overcome challenges as a couple.

This study supports the study [65] on the role of trust in promoting emotional well-being and stability within military partnerships, suggesting that mutual trust and reliance are essential components of successfully getting through difficult times. These findings supported the significance of giving of trust as a strategy for teachers married to military men with confidence and solidarity.

Prayer serves as a vital means of support and solace for teachers married to military men, offering a source of strength and comfort during the numerous challenges they face. It enables teachers to find peace amidst the emotional turmoil of extended absences and the inherent risks associated with military service. It also facilitates a sense of community and support within religious or spiritual networks, helping to alleviate feelings of isolation and providing a platform for sharing concerns and seeking solace. This implies that prayer plays a significant role in the coping mechanisms of teachers married to military men, offering them spiritual and emotional comfort. By engaging in prayer, these individuals find a source of strength and resilience to navigate the uncertainties of deployments, frequent relocations, and the emotional strain of prolonged separations from their spouses. Prayer provides a sense of connection and reassurance, fostering inner peace and a connection to a higher power that helps alleviate stress and anxiety. Moreover, it serves to seek guidance and support during difficult times, facilitating a sense of community within religious or spiritual networks where they can share their experiences and find solidarity.

This finding corroborates the study of spiritual coping mechanisms in military families, as highlighted by [34], who explored the role of faith and spirituality in supporting resilience and well-being among military spouses. Their research emphasized how prayer and religious practices are essential tools for maintaining a sense of hope and purpose amidst all the trials in life. Additionally, the findings align with the work of [12], who discussed the psychological benefits of spiritual beliefs and practices in promoting adaptive coping strategies among military families facing adversity.

The support system and motivation serve as a crucial lifeline for teachers married to military men, offering vital assistance and emotional sustenance to work together. This network typically includes fellow military spouses, colleagues, friends, and family members who understand these couples' unique challenges and uncertainties. The support system provides practical assistance during times of deployment or relocation, such as helping with childcare, household tasks, or offering logistical support. Importantly, it also serves as a source of empathy, encouragement, and companionship, mitigating feelings of isolation and loneliness often

experienced during separations. Additionally, professional networks within the educational community can offer understanding and flexibility, accommodating the unexpected demands of military service on teachers' schedules and work commitments.

This implies that a strong support system is indispensable for teachers married to military men, providing essential assistance and emotional reinforcement to help them cope with the unique challenges of military life. By fostering connections with fellow military spouses, colleagues, friends, and family members, teachers can access practical help and empathetic understanding during deployment, relocation, or other disruptions. This network offers logistical support with daily responsibilities and serves as a source of encouragement, companionship, and solidarity. It helps mitigate the feelings of isolation and loneliness that often accompany separations from their spouses due to military obligations. Moreover, professional networks within the educational community contribute to understanding and flexibility, accommodating the unpredictable nature of military service and supporting teachers in balancing their career responsibilities with the demands of their spouse's military commitments.

The findings of this study corroborate the findings of [48], who investigated the role of social support networks in the family. Their research highlighted how strong support systems, including relationships with fellow military spouses and community networks, contribute significantly to coping with the challenges of military life and maintaining family well-being. Additionally, [69] discussed the importance of peer support and community resources in providing emotional and practical assistance to military spouses, particularly during periods of separation and adjustment to new environments.

Teachers married to military men often exhibit remarkable strength and independence as they cope with the unexpected demands of military life. This strength manifests in their adaptability to change, as they often need to quickly adjust to new environments and establish routines despite these disruptions. Independence is also demonstrated through their capacity to handle various household and family responsibilities single-handedly during their spouse's absence, ensuring continuity and stability for their families. Moreover, their independence is characterized by their ability to make decisions autonomously and effectively manage challenges that arise in both personal and professional domains.

This implies that teachers married to military men exhibit the ability to maintain strength and their capability to uphold responsibilities within their teaching profession and their households, particularly during periods of separation from their spouses. This independence highlights their determination to uphold stability for their families and succeed in their professional endeavors.

The finding of this study accords with the study of [44], who explored the resilience and adaptive capabilities of military spouses in managing their challenges. Their research emphasized how spouses, including teachers married to military men, demonstrate strength and independence in maintaining stability and fulfilling responsibilities amidst the disruptions caused by military service. Additionally, [12] discussed the self-reliance and problem-solving skills developed by military spouses.

Focusing on family and business often entails striking a delicate balance between personal commitments and professional endeavors. This balance becomes particularly challenging for teachers married to military men due to the unique demands of military service and the rigors of an educational career. The dual responsibilities require careful planning, effective time management, and prioritization to meet family needs and career aspirations. The impact of military life on family dynamics and the educational environment necessitates adaptability and clear communication to sustain harmony and success on both fronts.

This implies that teachers married to military men face a dual challenge of prioritizing and balancing family responsibilities alongside their professional careers in education. The focus on family and business underscores their commitment to maintaining stability and success in both domains despite the unique challenges posed by military service. It highlights their need for adaptability and effective time management. This is supported by [60], who found out the impact of military service on family dynamics and the strategies military families employ to maintain stability and success in both personal and professional spheres.

Insightful Advice

The last theme is insightful advice, which means a piece of advice for teachers married to military men is to prioritize open communication, flexibility, and mutual support within their relationship. This entails fostering a strong foundation of trust, understanding, and empathy and being willing to adapt to military life's unique challenges and uncertainties together. Additionally, seeking out resources and support networks within the military community can provide valuable guidance and camaraderie during transition and difficulty. It is also important for teachers in this demographic to prioritize self-care and personal fulfillment, recognizing that maintaining their own well-being is essential for effectively supporting their spouse and family throughout the demands of military service.

The core idea is lessons learned, which means that these lessons encompass a range of personal and professional growth. Teachers in this demographic learn lessons that serve as a foundation for foreseeing future challenges, fostering personal growth, strengthening relationships, and finding resolutions amidst the demands of military life.

This implies that teachers married to military men have gained valuable insights and experiences from their journey. The implication is that through their experiences, these individuals have developed skills and perspectives that enable them to face future challenges with greater confidence and effectiveness.

This confirms the study findings of Rosen et al. (2018) and Wadsworth et al. (2016), who emphasized the importance of support networks and coping strategies in facilitating learning and growth for military couples. These findings collectively stress the significance of lessons learned as a mechanism for teachers married to military men to enhance confidence, drawing on their experiences to inform future challenges and opportunities.

Maintaining a strong relationship with teachers opens opportunities for effective communication, fostering openness, allowing couples to adjust to changing circumstances and uphold stability in their family life. Building and nurturing supportive networks within the military community and beyond provide additional sources of strength and encouragement. Quality time together, even amid busy schedules, strengthens bonds and reinforces emotional connection.

This implies that maintaining a strong and healthy relationship for teachers married to military men. It highlights the significance of building supportive networks within the military community and seeking resources to address specific challenges, ensuring both partners feel supported and valued.

This aligns with the findings of Peterson, Rosen, and Vaaler (2016), which explored the impact of military deployments on family relationships and emphasized the importance of maintaining a strong relationship and support networks during periods of separation.

Teachers married to military men possess a distinctive set of virtues that enable them to manage the complexities of their dual lifestyles successfully. Their adaptability allows them to integrate into new communities and educational settings seamlessly while maintaining stability for their families. Empathy and supportiveness towards their spouse's military career signify their commitment to the relationship. Their unwavering dedication to their profession as educators further highlights their ability to balance personal and professional responsibilities, contributing positively to their school communities despite the disruptions posed by military service.

This finding supports the study of [15], exploring wife's virtues in the roles of individual and relational strengths. These studies collectively confirm that virtues observed in teachers married to military men emphasized their capacity to maintain stability, support, and growth within their relationships despite the complexities of military obligations.

Standing up for decisions as teachers married to military men involves asserting confidence and determination in choices made despite the uncertainties and challenges posed by military life. It requires the ability to make informed decisions independently, considering the impact on both personal and family dynamics amidst

frequent relocations, deployments, and separations. This includes advocating for career aspirations and family priorities and maintaining a sense of stability amidst the unpredictable nature of military service.

This implies that teachers married to military men face circumstances where they must assert their decisions with conviction and clarity despite the challenges of military life. Standing up for decisions also suggests a commitment to maintain stability and advocate for family well-being amidst the dynamic demands of military service.

This affirms the study [69], who discussed the importance of assertiveness and decision-making skills observed in teachers married to military men, emphasizing their role in dealing with strong dispositions in making a stand in their family.

Managing family and finances for teachers married to military men involves skillfully balancing the economic needs and household responsibilities amidst the dynamic nature of military life. It requires prioritizing financial stability and security for the family while navigating challenges such as fluctuating housing allowances, healthcare coverage adjustments, and potential periods of reduced income during deployments. Effective management also entails leveraging available resources, such as military benefits and financial counseling services, to optimize financial strategies and minimize stress.

It implies that for teachers married to military men, managing both family and finances entails planning and budgeting to ensure financial stability. It also involves adapting to fluctuations in housing allowances, healthcare coverage, and other benefits that may impact household finances. Effective management requires leveraging available resources and support systems within the military community to optimize financial strategies and mitigate stress. Moreover, it emphasizes the importance of open communication and collaborative decision-making with their spouse to align financial goals and priorities,

These findings corroborate the study of [72] on the financial resilience of military families and emphasize the adaptive strategies associated with military service. These studies collectively present the complexities and strategies observed in managing family and finances for teachers married to military men, emphasizing the critical role of proactive financial planning, communication, and collaboration in fostering stability and well-being amidst the unique demands of military obligations.

Having a non-military spouse can be advantageous for teachers married to military men as it provides stability and continuity in family life during deployments and relocations. The non-military spouse can offer a steady presence at home, maintaining routines and providing emotional support to children and the family unit. They bring a separate support network and community ties that can assist with practical needs and social connections, easing the challenges of military life. Additionally, the non-military spouse's ability to independently pursue their career and personal goals can contribute to overall family well-being and financial stability.

This implies that having a non-military spouse in the context of teachers married to military men offers several benefits and advantages. It suggests that the presence of a stable, non-military partner can provide continuity and support in family life. The non-military spouse's ability to maintain routines, offer emotional stability, and manage day-to-day responsibilities contributes to a more stable home environment. The non-military spouse's independence in pursuing career and personal aspirations allows for greater flexibility and financial stability within the family unit.

This supports the study of [43], who studied the adaptation strategies of military families and emphasized the importance of dual-career couples in balancing family responsibilities and career aspirations. These studies show the advantages observed in having a non-military spouse for teachers married to military men in their role in enhancing family well-being.

Functional Implications

Facing the reality highlights the necessity for teachers married to military personnel to acknowledge and confront the practical, emotional, and logistical challenges of military life. This suggests that facing these

realities is essential for personal growth, effective problem-solving, and informed decision-making. For educators, understanding and supporting teachers in this demographic involves recognizing their resilience in navigating frequent relocations, deployments, and family separations. This awareness can inform supportive policies and practices within schools, fostering a culture of empathy and understanding among colleagues and administrators.

The theme positive experiences manifests moments of pride, resilience, and camaraderie among teachers married to military men. It includes the promotion of emotional well-being and a sense of fulfillment within military partnerships. Educators can leverage these positive aspects to cultivate a supportive environment within schools, celebrating achievements and fostering a sense of community among military-connected families. Recognizing and highlighting these positive experiences can also contribute to morale and retention among educators facing the unique challenges of military life.

Unresolved concerns address lingering worries and tensions that persist despite efforts to address them. It suggests the need for proactive support mechanisms and resources to help teachers manage these concerns effectively. Schools can play a vital role in offering counseling services, peer support groups, and flexible policies to mitigate the impact of unresolved concerns on teachers' well-being and job performance. Educators and administrators can collaborate to create a supportive culture that encourages open communication and problem-solving strategies to address these challenges.

Getting through encapsulates the strategies and resilience employed by teachers married to military personnel to navigate the complexities of military life. It emphasizes promoting adaptive coping mechanisms, resilience-building strategies, and mutual support networks within the educational community. Educators can foster a culture of support and understanding by sharing best practices, offering mentorship programs, and advocating for policies that recognize the unique needs of military-connected educators. By promoting strategies for getting through, schools can enhance retention rates and job satisfaction among teachers facing the challenges of military life.

The theme insightful advice provides practical guidance for teachers married to military men, emphasizing the importance of communication, flexibility, and self-care. It includes the development of educational programs and workshops that equip educators with the skills and knowledge to support military families effectively. Schools can collaborate with military support organizations to offer resources, training, and advocacy initiatives aimed at promoting well-being and resilience among teachers in this demographic. Educators can benefit from peer mentorship programs and community outreach efforts that foster a sense of solidarity and mutual support within the educational setting.

Insights

Teachers who are married to military personnel show a lot of strength and flexibility. They deal with moving around, deployments, and being away from their families. This toughness is essential for their personal lives and helps them succeed as teachers, even when things are unsure because of military life.

One important thing I have noticed is how much they rely on support from others. Teachers in military marriages get much help from other teachers, mentors, and special programs that help them handle the emotional, professional, and family challenges. These support systems are critical to help them deal with the stress of military life and make their jobs more enjoyable.

Military life also affects how they feel emotionally. These teachers might feel proud and happy but also stressed or worried. Schools and military support groups need to understand and help them manage these emotions to keep them feeling good about their jobs and lives.

When it comes to their careers, military-connected teachers often have their jobs interrupted because they move or their spouses are deployed. Schools can help by offering flexible work options, professional development that fits their needs, and creating a supportive atmosphere where their unique challenges are recognized.

It is also necessary for schools and leaders to be aware of what these teachers need. There should be more understanding from colleagues and school administrators and better access to resources that help these teachers stay strong and healthy. What is interesting is how much these teachers grow personally. Dealing with military life helps them better handle stress, communicate, and adapt to new situations. These skills make them stronger not just in their personal lives but in their teaching careers, too.

Finally, building a sense of community among these teachers is greatly important. They need to share their experiences, learn from each other, and push for changes that support them better. Doing all these can help them feel good about their jobs and make sure they keep succeeding.

RECOMMENDATIONS FOR FUTURE STUDIES

“The Influence of Military Spouse Status on Teacher Job Satisfaction and Burnout: A Quantitative Analysis”

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