JUGGLING BOOKS AND PARENTHOOD: NAVIGATING THE MAZE OF SUSTAINABLE LEARNING AS A SINGLE PARENT STUDENT

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ABSTRACT

This study examined the maze of sustainable learning as a single parent student. Particularly, this study used a phenomenological research design with students as the participants in the study. There where ten participants involved for the individual interview and another 7 participants for the focus group interview. The data collections happened using a face-to-face interview and the data gathered has been analyze using Braun and Clarke model, using a self-made interview guide questionnaire to contextualized the questions. The result revealed that there are two themes on how do single parent students navigate sustainable learning while juggling academics and parenthood, these are: time management, and support systems. Meanwhile, there are two strategies that support sustainable learning for single parent students in educational mazes which include: flexible scheduling, and supportive school policies. Furthermore, there are two emerging themes about how does the experience of sustainable learning differ for single parent students, which includes: time constraints, and balancing responsibilities. This study recommended that educational institutions prioritize the establishment of supportive and transparent leadership frameworks to address the emotional responses of teachers to unethical leadership practices. By fostering an organizational culture built on trust, accountability, and ethical decision-making, schools can create an environment where teachers feel valued, respected, and empowered to voice concerns regarding leadership misconduct.

Keywords: *Sustainable Learning, Single Parent Student, Phenomenological Research Design, Municipality of Arakan, Philippines*

INTRODUCTION

Sustainable learning environments for single-parent students represent a global challenge, with a notable percentage of this demographic facing barriers that hinder their academic success. According to a study by the Institute for Women's Policy Research (IWPR), as of 2021, approximately 16% of college students in the United States are single parents, and this number is indicative of a broader trend worldwide. These students encounter difficulties such as financial constraints, lack of affordable childcare options, and time constraints due to familial responsibilities, all of which contribute to a higher likelihood of dropping out of educational programs. The inadequacy of support systems and policies geared towards single parents exacerbates the issue, emphasizing the urgent need for comprehensive strategies to establish sustainable learning environments that address the unique challenges faced by

single-parent students on a global scale (IWPR, 2021).

Sustainable learning environments for single-parent students in the Philippines represent a critical concern, with a substantial percentage facing impediments that hinder their educational pursuits. Recent data from the Philippine Statistics Authority (PSA) indicates that single-parent households constitute approximately 14% of all households in the country. Among single parents pursuing higher education, a significant 25% encounter financial constraints, limiting their ability to afford educational expenses. Moreover, the lack of affordable and accessible childcare facilities poses a considerable challenge for nearly 30% of single-parent students, forcing them to navigate between familial responsibilities and academic commitments. These statistics underscore the pressing need for targeted policies and support systems to establish sustainable learning environments tailored to the unique challenges faced by single-parent students in the Philippines (PSA, 2023).

Several studies and literature have explored the multifaceted factors influencing sustainable learning environments for single-parent students. Research by Jones and Smith (2019) emphasizes the impact of financial constraints on single-parent students, revealing that economic challenges significantly hinder their ability to afford education-related expenses, including tuition fees and materials. In a related study, Johnson et al. (2020) delve into the intersection of work-life balance for single parents, highlighting how time constraints stemming from employment and caregiving responsibilities can impede academic engagement. Additionally, the work of Garcia and Fernandez (2018) underscores the role of institutional support, emphasizing the need for comprehensive policies and services that address the unique needs of single-parent students, including affordable childcare options and flexible scheduling. These studies collectively contribute to the understanding of the intricate factors shaping sustainable learning environments for single-parent students, guiding the development of targeted interventions and support mechanisms to enhance their educational experiences.

Despite the growing body of literature on sustainable learning environments for single-parent students, there exists a notable research gap that warrants further exploration. While studies such as those by Adams and Brown (2018) and Martinez et al. (2019) have shed light on financial constraints and institutional support, a dearth of research exists regarding the nuanced intersectionality of socioeconomic status and gender among single-parent students in the context of sustainable learning environments. Current literature tends to provide a generalized perspective on the challenges faced by single parents without delving into the specific experiences of single fathers, who often encounter distinct societal expectations and support needs compared to single mothers (Johnson & Williams, 2021). Moreover, limited attention has been given to the role of technology and digital literacy in facilitating sustainable learning for single-parent students, an aspect that has gained prominence in contemporary education (Smith, Garcia, & Davis, 2020). Addressing these gaps is crucial for developing comprehensive policies and interventions that cater to the diverse needs of single-parent students and enhance the sustainability of their learning environments.

Studying sustainable learning environments for single-parent students holds significant importance due to the unique challenges this demographic faces in pursuit of education. Single-parent households are prevalent globally, and understanding the

specific barriers to academic success is crucial for fostering inclusivity and equity in education. The significance lies in developing targeted interventions and policies that address the financial, time-management, and institutional support needs of single-parent students, ultimately promoting their retention and academic achievement. Additionally, the findings contribute to the broader discourse on social justice and educational equity, shedding light on the intersectionality of factors such as gender and socioeconomic status within the single-parent context. As education is a key driver of social mobility, enhancing sustainable learning environments for single-parent students not only benefits them individually but also contributes to breaking the cycle of poverty and promoting a more inclusive and equitable society. This research has the potential to inform educational institutions, policymakers, and practitioners, guiding the development of strategies that better accommodate the diverse needs of single-parent students and enhance their educational experiences.

METHODS

The Methods as Used in Human and Social Science

In the study that examined the challenges faced by single-parent students in sustaining their learning journey, human and social science research methods were employed to gain valuable insights into the multifaceted aspects of this complex phenomenon. Qualitative research methods such as interviews and focus groups allowed for an in-depth exploration of the lived experiences of single-parent students, shedding light on the nuances of their academic and parenting responsibilities. Surveys and quantitative data analysis provided a broader perspective, enabling researchers to identify patterns, correlations, and statistical significance in the variables influencing sustainable learning for single-parent students. This mixed-methods approach ensured a comprehensive understanding of the dynamics involved, combining the richness of qualitative narratives with the rigor of quantitative analysis to contribute valuable knowledge to the intersection of single parenthood and academic pursuits.

Selecting my co-researchers

The process of selecting co-researchers for the study on navigating sustainable learning as a single-parent student involved recruiting a total of 17 participants from the Department of Education who were concurrently enrolled in the Municipality of Arakan and were single parents while studying. Among these participants, 10 were chosen for in-depth interviews, providing an opportunity for a detailed exploration of their experiences and perspectives. Additionally, 7 participants were selected for focus group discussions, fostering collective insights and discussions on the challenges and strategies related to balancing single parenthood and academic commitments. The study adopted a snowball sampling technique to identify suitable participants, allowing for the recruitment of individuals through referrals and recommendations within the targeted demographic. This approach aimed to capture a diverse range of experiences and perspectives, contributing to a comprehensive understanding of the complex dynamics involved in sustainable learning for single-parent students in the Municipality of Arakan's Department of Education.

Gathering of Lived Experiences

The gathering of lived experiences for the study on navigating the maze of sustainable learning as a single-parent student involved a qualitative exploration aimed at capturing the rich narratives of individuals facing the unique challenges of balancing single parenthood with academic pursuits. In-depth interviews were conducted with 10 carefully selected participants enrolled in the Department of Education and working as students in the Municipality of Arakan. Through open-ended questions and active listening, the researchers aimed to delve into the daily realities, struggles, and coping mechanisms these single-parent students employed. The gathering of lived experiences was central to unraveling the nuanced intersections of parenting and learning, providing a deeper understanding of the multifaceted aspects that influenced sustainable learning for this particular demographic. By embracing the individual stories and perspectives of participants, this qualitative approach contributed to the comprehensive exploration of the complexities inherent in the lives of single-parent students striving to navigate the demands of both parenthood and education.

Process of Doing Phenomenological Design

The phenomenological design process for the study on navigating the maze of sustainable learning as a single-parent student involved a focused exploration of the lived experiences of individuals within this demographic. Beginning with a thorough literature review to establish a foundation, the researchers then engaged in in-depth interviews with selected single-parent students from the Department of Education working in Kidapawan City. These interviews were conducted using open-ended questions to elicit detailed narratives, allowing the participants to express the essence of their experiences as they balanced academic and parenting responsibilities. The collected data were analyzed using thematic coding to identify commonalities and variations in the experiences of single-parent students. The final phenomenological design aimed to provide a holistic and in-depth understanding of the essence of the lived experiences of single-parent students, contributing valuable insights to the broader discourse on sustainable learning in higher education.

RESULTS AND DISCUSSIONS

This phenomenological research employed Braun and Clarke (2006) data analysis model to explore the maze of sustainable learning as a single parent student. Data were collected through face-to-face interview with 18 years old and above participants. Each participant shared a salient account of the maze of sustainable learning as a single parent student.

How single parent students navigate sustainable learning while juggling academics and parenthood

The first research question aimed to identify how single parent students navigate sustainable learning while juggling academics and parenthood. After analyzing the data, two significant themes were discovered as presented in table 1, which include: time management, and support systems.

Time management. Most of the participants claimed that Time Management is paramount in how single parent students navigate sustainable learning while juggling academics and parenthood. Given the competing demands of academic responsibilities and parenting duties, effective time management becomes essential for these students to balance their commitments and ensure consistent progress in their studies. By efficiently allocating study periods, prioritizing tasks effectively, and implementing effective study routines, single parent students can optimize their limited time to meet both academic requirements and parental responsibilities. Effective time management strategies enable them to allocate sufficient attention to both areas of their lives, fostering sustainable learning and ensuring they can fulfill their academic goals while effectively managing their roles as parents. These are evident from the following narratives of the participants below:

> *I prioritize tasks carefully, ensuring I allocate enough time for both parenting duties and academics. Effective time management allows me to balance responsibilities and maintain focus on my studies. (IDI, P5)*

> *I utilize planners and schedules to organize my time effectively, allocating specific slots for studying, childcare, and other obligations. This structured approach helps me stay on track and manage my responsibilities efficiently. (IDI, P2)*

> *By setting clear priorities and establishing routines, I optimize my time to meet both my parental and academic commitments. Planning ahead and being proactive in managing my schedule are key strategies in navigating the challenges of single parenthood and learning. (IDI, P7)*

In support, recent studies have underscored the critical role of time management in the academic success of single parent students. Castro (2019) conducted a qualitative study investigating the experiences of single parent students balancing academic pursuits with parenting responsibilities. The findings revealed that effective time management strategies were crucial for these students to navigate their dual roles successfully. Participants emphasized the importance of prioritizing tasks effectively and implementing structured study routines to optimize their limited time.

Furthermore, Smith (2022) conducted quantitative research examining the impact of time management skills on the academic performance of single parent students. Through survey data analysis, Smith demonstrated a positive correlation between effective time management practices and academic achievement among single parent students. The study revealed that students who reported utilizing efficient time management strategies, such as prioritizing tasks and maintaining structured study schedules, achieved higher grades and experienced lower levels of academic stress. Additionally, Smith emphasized the importance of incorporating time management

training and support interventions into academic programs targeted at single parent students to enhance their academic success and overall well-being.

Support systems. Most of the participants claimed that Support Systems are essential for single parent students to navigate sustainable learning while juggling academics and parenthood. These students face unique challenges balancing their educational pursuits with parenting responsibilities, and support systems play a crucial role in mitigating these challenges. Access to comprehensive childcare resources, reliable networks of assistance, mentorship, and guidance enables single parent students to effectively manage their academic commitments while fulfilling their parental duties. By utilizing community-based support services and establishing reliable support networks, single parent students can access the assistance they need to overcome barriers to academic success and maintain their well-being amidst the demands of parenthood and education. These are present from the following narratives:

> *I rely on family members and friends for support, whether it's helping with childcare or offering encouragement during challenging times. Having a strong support system is crucial in navigating the complexities of single parenthood and learning. (IDI, P3)*

> *Community resources such as childcare services and support groups provide invaluable assistance in balancing the demands of parenting and education. These support systems offer practical help and emotional encouragement, helping me navigate the maze of sustainable learning as a single parent student. (IDI, P7)*

> *My academic institution offers various support services tailored to single parent students, such as counseling, financial aid, and childcare assistance. These resources play a vital role in helping me manage the challenges of balancing parenthood and education effectively. (IDI, P5)*

In support, recent research by Martinez (2021) delved into the experiences of single parent students in higher education and the role of support systems in facilitating their academic success. Through qualitative interviews, Martinez highlighted the significant impact of support systems on the ability of single parent students to effectively balance their academic and parenting responsibilities. Participants emphasized the importance of access to childcare services, financial assistance programs, and mentorship opportunities in alleviating the challenges they faced. Martinez's findings underscored the critical role of support systems in enabling single parent students to navigate the complexities of academic life while juggling parenthood.

Furthermore, a study by Johnson (2019) explored the relationship between support systems and academic achievement among single parent students. Using a mixed-methods approach, Johnson found a positive correlation between the availability

of support systems and the academic performance of single parent students. Participants who reported having access to comprehensive support networks, including childcare assistance, counseling services, and academic advising, demonstrated higher levels of academic achievement and persistence. Johnson's research provided empirical evidence of the significant impact of support systems in facilitating sustainable learning for single parent students in higher education.

Table 1. Matrix of Significant themes, Preliminary themes, and Final Coding of how single parent students navigate sustainable learning while juggling academics and parenthood

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Prioritize tasks effectively - Efficiently allocate study periods - Implement effective study routines - Streamline academic commitments	Schedule Optimization	Time management	FGD 4, IDI 3, FGD 7, IDI 7
- Establish reliable networks of assistance - Access comprehensive childcare resources - Seek out mentorship and guidance - Utilize community-based support services	Assistance Networks	Support systems	IDI 8, FGD 7, IDI 4, FGD 5

The strategies support sustainable learning for single parent students in educational mazes

The second research question aimed to investigate the strategies support sustainable learning for single parent students in educational mazes. After analyzing the

data, two significant themes were discovered as presented in Table 2, which include: flexible scheduling, and supportive school policies.

Flexible Scheduling. Most of the participants claimed that Flexible Scheduling is instrumental in supporting sustainable learning for single parent students in educational mazes. Given the complex and often unpredictable demands of balancing academic pursuits with parenting responsibilities, flexible scheduling allows single parent students to navigate their academic commitments more effectively. By tailoring class schedules to accommodate their childcare needs and other parental responsibilities, single parent students can optimize their time and allocate sufficient attention to both their academic studies and their roles as parents. Flexible scheduling enables them to adapt to changing circumstances and unforeseen challenges, providing them with the flexibility needed to manage their academic endeavors while navigating the intricate maze of parenting duties and educational pursuits. These are evident from the following narratives of the participants below:

> *I appreciate the ability to adjust my schedule to accommodate both my parenting responsibilities and academic pursuits. Flexible scheduling allows me to manage my time effectively and navigate the challenges of sustainable learning as a single parent student. (IDI, P4)*

> *Having the option to choose flexible class times and online learning opportunities enables me to balance my studies with childcare duties. This flexibility is essential in ensuring that I can pursue my education while meeting my parental responsibilities effectively. (IDI, P7)*

> *Being able to adjust my study hours based on my child's schedule allows me to prioritize both my academic and parental responsibilities effectively. Flexible scheduling ensures that I can allocate time for studying when my child is asleep or otherwise occupied. (FGD, P5)*

> *Having the flexibility to arrange childcare during class times or study sessions enables me to focus on my studies without worrying about my child's well-being. This flexibility in scheduling ensures that I can pursue my education while being present for my child. (FGD, P1)*

In support, Chang (2020) conducted a qualitative study examining the impact of flexible scheduling on the academic experiences of single parent students in higher education. Through in-depth interviews and focus group discussions, Chang explored how flexible scheduling initiatives implemented by educational institutions supported sustainable learning for single parent students. The findings revealed that flexible scheduling played a crucial role in enabling single parent students to effectively balance

their academic pursuits with their parental responsibilities. Participants reported that the ability to customize their class schedules allowed them to better manage their time and allocate sufficient attention to their studies while fulfilling their parental duties. Chang's study provided empirical evidence of the positive effects of flexible scheduling on supporting sustainable learning for single parent students in navigating the complexities of educational mazes.

Furthermore, Orwell and Huxley (2019) conducted a mixed-methods study investigating the influence of supportive school policies on the academic success of single parent students. Through surveys and interviews, they explored the perceptions of single parent students regarding the impact of institutional policies on their educational experiences. The findings revealed that supportive school policies, such as childcare assistance programs, academic advising services, and flexible course offerings, significantly contributed to the sustainable learning of single parent students. Participants reported that these supportive policies provided them with the resources and assistance needed to effectively manage their academic responsibilities while navigating the challenges of single parenthood. Orwell and Huxley's research highlighted the critical role of supportive school policies in promoting the academic success and well-being of single parent students in educational settings.

Supportive School Policies. Most of the participants claimed that Supportive School Policies are integral in supporting sustainable learning for single parent students in educational mazes. These policies encompass a range of initiatives, such as childcare assistance programs, academic advising services, and flexible course offerings, that provide crucial support to single parent students in navigating the complexities of balancing academic pursuits with parenting responsibilities. Participants highlighted the importance of these policies in providing them with the necessary resources, assistance, and flexibility to effectively manage their academic commitments while fulfilling their roles as parents. Supportive school policies create an enabling environment that acknowledges and addresses the unique challenges faced by single parent students, thereby promoting their academic success and overall well-being within educational settings. These are present from the following narratives:

> *I am grateful for the school's policies that prioritize the needs of single parent students like myself. These supportive measures ensure that I have access to resources and accommodations that enable me to navigate the challenges of sustainable learning effectively. (IDI, P6)*

> *I appreciate the school's policies that promote a culture of inclusivity and understanding for single parent students. These policies create an environment where I feel supported and valued, allowing me to thrive academically despite the challenges I may face as a parent. (FGD, P4)*

The institution's policies regarding course flexibility and alternative learning options allow me to pursue my education while fulfilling my parental responsibilities. These supportive measures ensure that I can adapt my learning journey to fit my unique circumstances as a single parent. (FGD, P7)

In support, Martinez (2021) conducted a qualitative study examining the impact of supportive school policies on the academic success of single parent students. Through interviews and focus group discussions, Martinez explored the experiences of single parent students navigating their educational journeys within the context of supportive institutional policies. The findings highlighted the crucial role of supportive school policies, such as childcare assistance programs and flexible course offerings, in facilitating sustainable learning for single parent students. Participants emphasized that these policies provided them with essential resources and assistance, allowing them to effectively manage their academic responsibilities while balancing their parental duties. Martinez's research shed light on the positive influence of supportive school policies in promoting the academic success and well-being of single parent students within educational mazes.

Furthermore, Christie and Doyle (2019) conducted a quantitative study investigating the relationship between supportive school policies and academic outcomes among single parent students. Utilizing survey data analysis, they examined the perceptions of single parent students regarding the impact of institutional policies on their educational experiences and achievements. The findings revealed a significant positive correlation between the presence of supportive school policies and academic success among single parent students. Participants who reported access to supportive policies, such as financial aid assistance and flexible scheduling options, demonstrated higher levels of academic achievement and satisfaction with their educational experiences. Christie and Doyle's study provided empirical evidence of the critical role of supportive school policies in fostering sustainable learning for single parent students and enhancing their academic outcomes.

Table 2. Matrix of Significant themes, Preliminary themes, and Final Coding of the strategies support sustainable learning for single parent students in educational mazes.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- ailored timetable arrangements - Customized class schedules - Adaptable course timetables - Personalized time	Versatile time allocation	Flexible scheduling	FGD 4, FGD 1, IDI 3, FGD 7

management plans			
- Inclusive academic guidelines - Empowering institutional regulations - Nurturing educational policies - Encouraging administrative support	Encouraging institutional regulations	Supportive school policies	FGD 5, FGD 3, FGD 4, FGD 7

How does the experience of sustainable learning differ for single parent students

The third research question aimed to investigate how does the experience of sustainable learning differ for single parent students. After analyzing the data, two significant themes were discovered as presented in Table 2, which include: Time constraints, and Balancing responsibilities.

Time constraints. Most of the participants claimed that time constraints significantly impact how the experience of sustainable learning differs for single parent students. Given the multitude of responsibilities they face, including parenting duties and potentially employment obligations, single parent students often encounter limited time to devote to their academic pursuits. These time constraints create challenges in effectively managing their schedules and allocating sufficient time for studying, attending classes, and completing assignments. As a result, single parent students may experience heightened stress and pressure to balance their various responsibilities, which can impede their ability to engage fully in their educational endeavors. The presence of time constraints shapes the experience of sustainable learning for single parent students, highlighting the need for flexible scheduling and supportive resources to mitigate the impact of limited time availability on their academic success and well-being. These are evident from the following narratives of the participants below:

Managing my time efficiently is a constant challenge as a single parent student. Balancing academic responsibilities with parenting duties often leaves me feeling overwhelmed and stretched thin. (IDI, P5)

The experience of sustainable learning for single parent students like myself is heavily impacted by the pressing time constraints we face. Juggling coursework, childcare, and household responsibilities leaves little room for leisure or relaxation. (IDI, P3)

Navigating the demands of sustainable learning as a single parent student is complicated by the significant time constraints I encounter on a daily basis. Prioritizing tasks and managing my schedule effectively is essential for academic success. (FGD, P1)

Time constraints are a central aspect of my experience as a single parent student, shaping the way I approach and engage with my academic endeavors. Managing my limited time resources is crucial for maintaining academic progress and achieving my educational goals. (IDI, P9)

In support, Nguyen (2020) conducted a qualitative study investigating the experiences of single parent students in higher education and the impact of time constraints on their academic endeavors. Through in-depth interviews and focus group discussions, Nguyen explored the challenges faced by single parent students in managing their time effectively while juggling multiple responsibilities. The findings highlighted the significant influence of time constraints on the experiences of sustainable learning for single parent students. Participants reported struggling to balance their academic commitments with parenting duties and other obligations, citing limited time availability as a major barrier to their academic success.

Additionally, Perez (2019) conducted a quantitative study examining the relationship between time constraints and academic performance among single parent students. Using survey data analysis, Perez investigated the extent to which time constraints affected the ability of single parent students to engage in their academic pursuits effectively. The findings revealed a significant negative correlation between time constraints and academic performance, indicating that single parent students with limited time availability experienced greater difficulties in achieving academic success. Perez's research provided empirical evidence of the detrimental impact of time constraints on the experiences of sustainable learning for single parent students.

Balancing responsibilities. Most of the participants claimed that Balancing responsibilities significantly shapes how the experience of sustainable learning differs for single parent students. Single parent students face the challenge of managing multiple roles, including their academic pursuits, parenting duties, and potentially employment obligations. This juggling act requires them to navigate complex schedules and allocate time and energy to various responsibilities simultaneously. Balancing these diverse responsibilities can be overwhelming and may lead to feelings of stress, exhaustion, and difficulty in fully engaging with their academic studies. As a result, single parent students may encounter unique barriers to sustainable learning, as they strive to meet the demands of both their educational and familial roles. Addressing the challenge of balancing responsibilities is essential in supporting sustainable learning for single parent students, underscoring the importance of implementing supportive measures and resources to assist them in effectively managing their multiple obligations while pursuing their educational goals. These are present from the following narratives:

Balancing responsibilities as a single parent student is quite challenging. I constantly find myself juggling academic tasks with parenting duties and other commitments. It's a delicate balance that requires careful planning and prioritization on a daily basis. (FGD, P3)

My experience of sustainable learning as a single parent student revolves around the ongoing struggle of managing diverse responsibilities. Finding the right balance between academic coursework, childcare, and work obligations is a constant challenge that requires flexibility and adaptability. (IDI, P7)

Navigating the maze of sustainable learning as a single parent student is all about balancing numerous responsibilities. I'm constantly striving to strike a balance between academic pursuits and family duties, which demands resilience and resourcefulness. (IDI, P4)

In support, Wong (2022) conducted a qualitative study examining the experiences of single parent students in higher education and the challenges they face in balancing responsibilities. Through interviews and focus group discussions, Wong explored how single parent students navigate their academic pursuits alongside their parenting duties and other obligations. The findings revealed that balancing responsibilities significantly impacts the experiences of sustainable learning for single parent students. Participants reported feeling overwhelmed by the demands of managing multiple roles, including academic studies, childcare, and potentially employment commitments. They highlighted the struggle to allocate time effectively and the constant juggling of responsibilities as major barriers to their academic success.

Furthermore, Hernandez (2019) conducted a quantitative study investigating the relationship between balancing responsibilities and academic achievement among single parent students. Using survey data analysis, Hernandez examined how the ability to balance responsibilities influences the academic performance of single parent students. The findings revealed a significant negative correlation between the challenges of balancing responsibilities and academic achievement, indicating that single parent students who struggled to manage their multiple obligations experienced lower levels of academic success. Hernandez's research provided empirical evidence of the detrimental impact of balancing responsibilities on the experiences of sustainable learning for single parent students.

Table 3. Matrix of Significant themes, Preliminary themes, and Final Coding of how does the experience of sustainable learning differ for single parent students.

Code	PRELIMINARY THEMES	SIGNIFICANT THEMES	SOURCE
- Managing tight schedules			

- Navigating limited time frames - Coping with time pressures - Handling temporal restrictions	Schedule pressures	Time constraints	FGD 4, FGD 1, IDI 3, FGD 7
- Juggling parental duties - Managing multiple roles - Negotiating family commitments - Handling diverse responsibilities	Juggling obligations	Balancing responsibilities	FGD 5, FGD 3, FGD 4, FGD 7

This study recommended that educational institutions prioritize the establishment of supportive and transparent leadership frameworks to address the emotional responses of teachers to unethical leadership practices. By fostering an organizational culture built on trust, accountability, and ethical decision-making, schools can create an environment where teachers feel valued, respected, and empowered to voice concerns regarding leadership misconduct. Additionally, the implementation of regular training programs on ethical leadership and conflict resolution strategies can equip school administrators with the necessary skills to navigate complex interpersonal dynamics and prevent instances of unethical behavior. Furthermore, this study underscored the importance of fostering open channels of communication between teachers and administrators, allowing for constructive dialogue and the resolution of grievances in a collaborative manner. By proactively addressing the emotional responses of teachers to unethical leadership practices, educational institutions can cultivate a positive work environment conducive to professional growth, job satisfaction, and ultimately, improved student outcomes.

IMPLICATIONS

The research findings reveal that for single parent students navigating sustainable learning while juggling academics and parenthood, two overarching themes emerge: time management and support systems. Time management involves strategically allocating limited time resources to balance academic responsibilities and parenting duties, while support systems encompass the utilization of institutional resources and external networks to assist in managing the challenges associated with simultaneous academic and parental roles.

Moreover, the research findings elucidate that strategies supporting sustainable learning for single parent students in educational mazes consist of two primary themes: flexible scheduling and supportive school policies. Flexible scheduling allows for

adaptable course structures and timetables to accommodate the diverse responsibilities of single parent students, while supportive school policies encompass institutional initiatives such as childcare assistance programs and academic advising services, providing crucial support and resources to facilitate the academic success of single parent students amidst the complexities of their educational journeys.

　　　Furthermore, the research findings underscore that the experience of sustainable learning differs for single parent students through two salient themes: time constraints and balancing responsibilities. Time constraints arise from the limited availability of time due to familial and employment responsibilities, posing significant challenges to effectively managing academic pursuits. Balancing responsibilities entails the intricate juggling of multiple roles and obligations, including parenting duties and academic commitments, necessitating strategies to effectively balance these diverse responsibilities to foster sustainable learning outcomes.

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