

## Teaching and Learning: A Phenomenological Exploration of Tribal Educators' Work-Study Balance

*Hamengamon Kharsynnianga\* and Ellen Awungashi Samshokwo<sup>b</sup>*

### Abstract

This study investigates the lived experiences of tribal teachers in Northeast India who balance full-time teaching with academic study while pursuing a Bachelor of Education (B.Ed.) degree. Adopting a phenomenological approach, seven participants were interviewed through in-depth, semi-structured conversations, and data were analyzed using Colaizzi's method. The findings highlight six themes: dual identity as teacher and student, motivation shaped by both government mandates and intrinsic passion, struggle for balance across professional, academic, and family roles, reliance on support systems, financial and personal sacrifices, and transformative professional growth. While participants faced challenges such as time constraints, stress, health issues, and financial strain, they also reported resilience, increased empathy, and enhanced pedagogical skills. The study underscores the impact of systemic requirements on teachers' professional development, as well as the value of supportive networks in mitigating difficulties. By situating the narratives within broader social role and spillover theories, this research contributes to understanding how teachers in marginalized contexts navigate competing responsibilities, offering implications for policy, institutional support, and teacher education programs.

**Keywords:** tribal teachers, phenomenology, work-study balance, teacher education, Northeast India, professional growth

Managing work and study concurrently has become increasingly prevalent in contemporary society, as individuals strive to advance their careers and stay relevant while pursuing further education. However, the lived experience of juggling these two domains remains relatively understudied, particularly from a phenomenological perspective in the teacher education sector. Although the phenomenon is not new, it explores how full-time working teachers manage teachers' education. This study seeks to address this gap by examining the multifaceted aspects of managing work and study through the lens of phenomenology, focusing on the subjective experiences, meanings, and perceptions of individuals engaged in this delicate balancing act, especially for tribal teachers.

An important and increasingly common feature of modern life is the blending of academic and professional endeavors, necessitating a comprehensive knowledge of people's lived experiences navigating this dual terrain. With its emphasis on delving into and analyzing the core of lived experiences, phenomenological research provides an invaluable perspective for analyzing the challenges of juggling job and school (Pascal et al., 2010; Sohn et al., 2017). By moving away from a cause-and-effect emphasis toward human subjectivity and the meaning of acts, phenomenology aims to elucidate the meanings of events from lived experiences (Penner & McClement, 2008). This approach focuses on the personal meanings and interpretations people make of their experiences, offering deep insights into the difficulties, possibilities, and coping strategies used by people juggling employment and school (Penner & McClement, 2008). By exploring the first-person narratives of people who work and study, this study seeks to identify the central themes and trends that define their experiences

and provide insight into how this dual role affects their academic achievement, professional growth, and general well-being. These discoveries are meant to inspire upcoming postgraduate social work and health science researchers to think about phenomenology as having a direct practical application for real-life experience (Pascal et al., 2010).

### Need for Teacher Education in India

Education is a non-stop process for professional growth and self-development. Many occupations require training and retraining in order to meet the requirements of work. Teachers are part of the process of teaching and learning. They also require training and re-training to be better equipped to teach in the ever-changing teaching-learning environment.

Schools are hiring teachers with Bachelor of Education (B.Ed.) degrees over other graduates since it has become a requirement to do so in India. Graduates with a B.Ed. degree is the minimum qualification for teaching elementary and secondary schools according to the National Council for Teacher Education (NCTE) in the Notification No. 238 of September 4, 2001 (NCTE, 2021). This puts a lot of pressure on existing full-time teachers without a B.Ed. degree. In order for schools and teachers to be relevant, an additional degree was necessary.

Many teachers enrolled in distance education to get their diploma in elementary education (D.El.Ed) or degree in B.Ed. During COVID-19, colleges and universities in India had to offer online learning, which gave an opportunity for full-time working teachers to enrol in a B.Ed. program (Pandey, 2021). With this opportunity comes challenges as well. Although studying again is exciting, it also becomes difficult when you have other responsibilities. Lowe and Gayle

\* Asia-Pacific International University, Saraburi 18180, Thailand, e-mail: hamesynn1@gmail.com

<sup>b</sup> Spicer Adventist University, Pune 411007, India, Email: ellen@sau.edu.in.

(2007) found that college students who are either full-time or part-time students experience overload. However, more than half can manage work and study.

### **Tribal Teachers in Northeast India**

This region, characterized by its immense ethnic, linguistic, and cultural diversity, presents unique challenges and opportunities for educators. The integration of indigenous pedagogical approaches with formal educational frameworks is crucial for fostering culturally relevant learning environments that resonate with the diverse ethnocultural groups inhabiting Northeast India (Pachua, 2003). An oversight in education among the tribal has frequently led to curricula that marginalize tribal languages, traditions, and knowledge systems, contributing to alienation and underperformance among tribal students (Jamatia & Gundimeda, 2019). Consequently, examining the role of tribal teachers in this context becomes imperative, as they often bridge the gap between traditional community values and formal educational structures, thereby enhancing educational equity and attainment within these marginalized groups (Rupavath, 2016). Their role extends to navigating linguistic barriers, fostering culture, and developing professionally to educate and reflect the tribal ethos.

### **Challenges faced by students balancing work and study**

While balancing work and study can provide financial support and valuable experience, it also presents several challenges that can negatively affect academic performance, mental health, and overall well-being. This literature review examines the challenges and balance mechanisms students encounter when trying to juggle work and studies, drawing on recent research and theoretical frameworks.

The existing body of research highlights several key areas of concern regarding the effects of managing work and study on educators. One prominent theme is the prevalence of work-related stress among teachers, which can stem from various sources, including heavy workloads, challenging classroom environments, and a lack of adequate resources (Khasawneh, 2021). Many educators spend over 50 hours each week on school-related activities, with a significant percentage reporting feeling of stress, often attributed to factors such as students' behavior, time constraints, and large class sizes (Crafford & Viljoen, 2013). The emotional demands of teaching, coupled with administrative pressures and a perceived lack of support, can further exacerbate stress levels, leading to burnout and reduced job satisfaction (Agyapong et al., 2022). The Indian education system, while vast and diverse, is also characterized by unique challenges, such as inadequate infrastructure, high student-teacher ratios, and socio-economic disparities among students, which can contribute to increased stress levels among teachers (Gupta, 2023).

The increasing demands and expectations placed on educators by organizations can contribute to heightened stress and burnout (Kara, 2019). The teaching profession is recognized as highly stressful, encompassing physical factors like noise and indoor climate, chemical factors like hazardous substances, and ergonomic factors like computer workstations (Kara, 2019; Scheuch et al., 2015). Furthermore, the integration of technology in classrooms, while beneficial for students, can create additional pressure on teachers who may feel obligated to acquire new technological skills, potentially leading to physical, social, and psychological issues (Batanero et al., 2021).

### **Objective(s)/Research Question**

What is the lived experience of teachers managing both professional teaching responsibilities and academic study while pursuing a Bachelor of Education (teachers' training) degree?

### **Theoretical Framework**

A common feature of the contemporary student experience involves managing the competing demands of employment and academic endeavours, which calls for a thorough comprehension of the dynamics at work (Taylor et al., 2020). Research on the many aspects of this junction, such as work-life balance, stress management, and the effect on academic performance, has increased as more students combine job and study (Taylor et al., 2020). According to Ayadurai (2018), theoretical frameworks like the social role theory and spillover theory provide useful perspectives through which to investigate the complex relationships between job, study, and personal life. According to social role theory, people take on several positions in society, each with its own set of expectations and behaviours, and managing these roles properly affects one's general well-being (Ayadurai, 2018). According to the spillover concept, experiences in one area of life, like job, might have a favourable or bad impact on experiences in another area, like studying (Ayadurai, 2018). Understanding these theoretical underpinnings is vital for designing successful techniques to support students in managing the complications of balancing job and education (Ayadurai, 2018).

### **Methodology**

The research employs a phenomenological approach to explore the lived experiences of individuals managing work and study. The lived experiences of those managing work and studies will be explored using a phenomenological approach, giving participants' subjective viewpoints and interpretations priority (Lester, 1999). In-depth, unstructured interviews will serve as the primary data collection method, allowing participants to share their unique narratives, perspectives, and insights. The data obtained through the interviews were analyzed using thematic analysis, aiming to

identify recurring themes and patterns that capture the essence of the work-study experience.

### 1. Population and Samples

A purposive sampling strategy was utilized to select participants who have first-hand experience with balancing these two domains. Seven Participants (n=7) were selected who enrolled during the online learning period and who completed the program. Recruitment of participant teachers with the following inclusion criteria

- a. Who had a study gap of 5 years or above
- b. Over 30 years of age
- c. With over 5 years of teaching experience
- d. Tribal student educators from Northeast India

The researchers obtained the consent of the teachers to participate in the study after meeting the specified criteria. An Ethics Review Board (Human Subject #25-08) approved the study. All participants were provided with pseudonyms to maintain confidentiality.

### 2. Research Instrument

The Research instrument is an in-depth, open-ended, semi-structured interview question.

### 3. Collection of Data

Data was collected through in-depth, open-ended, semi-structured interviews. Each interview lasted approximately 30 minutes, and the sessions were audio recorded and subsequently transcribed into a Word document. Interviews were done online through video conference. All the interviews were recorded and transcribed verbatim.

### 4. Data Analysis

Participants' information was analysed using thematic analysis. Furthermore, to understand the lived experience of the phenomenon, Colaizzi's 7 Steps Method of Data Analysis was employed (Praveena, 2022). Each of the transcripts was read and reread to have a complete understanding of it all. Significant statements were highlighted that were related to the phenomenon. Meanings were derived from the statements. It was then organized into themes. The findings were then formed into a description. The description projected the phenomenon. Finally, the report was validated by the participants.

## Results and Discussion

The study results reveal the proposed theoretical framework, which shows that other areas are also affected when balancing both study and work. The well-being of the individual, family members, and work are affected while in the process. Six themes were developed following the thematic analysis. The descriptions are discussed below.

### Theme 1: Dual Identity as Teacher and Student

Other studies also support this theme. Richard (2021) mentioned that, particularly during their early training or professional development, instructors frequently experience a dual identity, viewing themselves as both teachers and learners simultaneously. Personal experiences, introspective exercises, and the larger educational environment all influence this duality, which affects classroom procedures, motivation, and beliefs (Izadinia, 2013).

Participants navigated a complex dual identity, oscillating between authoritative teachers and vulnerable students, evoking excitement, nostalgia, stress, and awkwardness due to long gaps since prior formal education. The Categories in the theme are 'Transition to Student Role' and 'Emotional and Psychological Experiences'. The following are codes identified and verbatim.

Awkwardness and adjustment: "*At the first it was very awkward for us. We feel very uncomfortable also joining and then talking to us by our junior teacher sometimes no it's little awkward*" (T1). This reflects the initial discomfort and social tension experienced when teachers become students, especially when taught by their juniors. The reversal of traditional hierarchies challenges their self-perception and professional identity, requiring emotional and social adjustment.

Excitement and nostalgia: "*It's somewhat exciting. I recall my high school days when we as a student sit in the classroom*" (T3). This reveals a positive emotional response, characterized by nostalgia and excitement. The experience of being a student again evokes memories of youth and simpler times, suggesting that the role reversal can also be rejuvenating and emotionally enriching.

Role reversal challenges: "*I was in the level of teaching... but now when I shift myself to become a student... there were some emotional impacts also ma'am*" (T1). Here, the speaker acknowledges the emotional complexity of transitioning from a teacher to a student. This shift involves a reconfiguration of identity and status, which can be emotionally taxing and may lead to internal conflict or vulnerability.

Stress from role shift: "*When we give pressure to the students and when we ourselves are on that spot again we tend to understand their hardships*" (T4). This reflects a newfound empathy and self-awareness. Experiencing the student role firsthand allows teachers to better understand the pressures they once imposed, leading to a more compassionate and reflective teaching practice.

### Theme 2: Motivation Amidst Mandate

Both internal and external factors influence teachers' decisions to continue their education. The need for intellectual challenge, lifelong learning, and self-improvement are examples of internal motivators. Teachers frequently pursue higher education to expand their

subject knowledge, hone their teaching skills, and find personal fulfillment. Opportunities for career growth, monetary rewards (such as pay raises), promotion requirements, and adherence to institutional or governmental regulations are the main sources of external motives. Social elements like support from peers and role models are also important (Gao et al., 2025).

External mandates like government requirements compelled participants to pursue the B.Ed., but intrinsic motivations like passion for teaching and professional growth were equally significant, with career advancement as a secondary consideration. The categories in the theme are Motivational Drivers and Career Expectations. The following are codes identified and verbatim.

*Government requirement:* “It is the government requirement that actually pushed me to complete this course honestly speaking” (T2). This statement reflects external motivation driven by mandates. The participant acknowledges that their enrollment was not initially self-driven but rather a response to policy compliance. This highlights how systemic pressures can shape individual educational trajectories, sometimes overriding personal choice.

*Passion for teaching:* “It’s my passion to teach I have start teaching also so of course teaching profession gives me a scope for me to earn my livelihood also... but that is not my main target” (T1). This quote reveals a deep intrinsic motivation rooted in passion and purpose. While teaching provides financial stability, the speaker emphasizes that their primary drive is not economic but rather a genuine love for the profession. This suggests a strong alignment between personal values and professional identity.

*Professional growth:* “I need to be updated as well as from time to time to let the students learn the maximum from me” (T4). Here, the participant expresses a commitment to continuous learning and pedagogical responsibility. The desire to stay updated reflects a student-centered mindset, where professional development is seen as essential to delivering quality education and maximizing student outcomes.

*Discourage but motivated:* A teacher responded about being discouraged by the administration but motivated through it, “It’s a lot of discouragement, but as time goes by, I learn to experience, and I say to myself every day is a new day and everything will change someday or the other way. So, with that motivation, I just move forward” (T4). Here, the participant shows that in spite of discouragement, self-motivation kept them going.

### *Theme 3: Struggle for Balance*

The key challenge for balance is that teachers frequently report excessive workloads, including teach-

ing, administrative duties, and academic study, leading to high stress and reduced personal time (Panella & Pilpa, 2021). There is also a sacrifice for personal wellbeing. Chronic imbalance can result in emotional fatigue, health issues, and strained family relationships (Prasad & Pasupathi, 2025).

Balancing teaching, family, and academic responsibilities was a central struggle, marked by time constraints, fatigue, and health challenges, with participants relying on structured routines and perseverance. The categories in the theme are Balancing Responsibilities, Time Management Strategies, and Coping Mechanisms. The following are codes identified and verbatim.

*Time management:* “The first thing is time issue... I had to prepare my lessons for my students. I give tuitions also plus I need to do some assignments regarding the B.Ed” (T1). This reflects the strain of managing multiple roles simultaneously. The participant experiences time scarcity, juggling teaching duties, tuition work, and academic responsibilities. The quote highlights the conflict between professional obligations and personal advancement, revealing the challenge of sustaining productivity across domains.

*Family responsibilities:* “Juggling from being a full-time work a mother to toddler... It was very very hard” (T7). This statement emphasizes the emotional and physical toll of balancing motherhood and professional commitments. The participant’s experience is marked by intense role conflict, where caregiving responsibilities intersect with work and study, leading to feelings of exhaustion and overwhelm.

*Workload and fatigue:* “I usually get sick because of no time to rest and... fatigue because of low haemoglobin” (T7). This quote reveals the physical consequences of overexertion, including illness and fatigue. The participant’s health is compromised due to lack of rest and nutritional depletion, underscoring the embodied impact of sustained stress and workload. It reflects how the pursuit of professional growth can come at a personal cost.

*Perseverance:* “Knowing that it is important for me and for my students somehow I push myself to finish up this” (T6). Despite the challenges, this quote illustrates a strong sense of purpose and resilience. The participant is motivated by the value of education—both for personal growth and student benefit. This reflects a deep commitment to teaching, where perseverance is fueled by a sense of responsibility and long-term vision.

### *Theme 4: Support as a Lifeline*

Literature shows that teacher learners received emotional, informational, and instrumental Support, peer, and institutional support. Teachers benefit from emo-

tional encouragement, practical advice, and resources from peers, mentors, and school leaders. Informational support is most frequently reported, but emotional support is especially crucial for well-being (Turner et al., 2022; Väisänen et al., 2017).

Support from colleagues, both in-person and via online communities (e.g., social media groups, WhatsApp), provides advice, affirmation, and a sense of belonging, especially for early-career and student teachers (Varanasi et al., 2024; Kelly & Antonio, 2016).

Structured programs, such as mentoring, lesson study, and collective interventions, help counteract professional isolation and foster ongoing learning (Schipper et al., 2021).

Support from family, colleagues, and institutions was critical, providing emotional, logistical, and financial assistance, creating an enabling environment that mitigated conflicts. The categories in the theme are Support Systems and Institutional Support.. The following are codes identified and verbatim.

*Family support:* “One is my wife because since I took up she has to keep the babies away when I’m having online classes” (T1). This quote highlights the critical role of family support, particularly in managing domestic responsibilities. The participants’ spouses actively facilitate their learning environment, demonstrating how spousal cooperation can ease the burden of balancing education and family life. It reflects the interdependence within family units during periods of personal growth.

*Peer support:* “We actually helped each other a lot of things so in that way that thing was very nice we could get help from various sources plus our classmates also” (T1). This statement reveals the importance of peer collaboration and solidarity. The participant finds value in mutual assistance and shared learning, which fosters a sense of community and reduces isolation. Peer support emerges as a coping mechanism and a source of motivation during challenging academic pursuits.

*Encouragement from institution:* “The administrators themselves have encouraged us for each teacher to continue learning” (T5). This quote reflects institutional encouragement as a motivating factor. Support from administrators legitimizes and reinforces the pursuit of further education, contributing to a positive learning culture. It suggests that organizational endorsement can significantly influence teachers’ commitment to professional development.

#### *Theme 5: Financial and Personal Sacrifices*

The themes found were in sync with previous literature which shows that insufficient salaries and the need to take on debt or multiple loans are common, leading to low net pay, debt traps, and ongoing financial insecurity (Plaza & Jamito, 2021). It is also found in previous

studies that family and social life are often affected, with some trainees reporting strained relationships and limited time for personal needs (Areysia, et al., 2024).

Participants faced financial strain due to low salaries and course fees, managed through borrowing, reducing expenses, and family assistance, alongside sacrifices of family time and health. The categories in the theme are Financial Challenges, Sacrifices, and Negative Experiences. The following are codes identified and verbatim..

*Financial strain:* “With the pay we are getting somehow it’s meager... we borrowed some money” (T1). This quote reflects the economic hardship experienced during the pursuit of education. The participant’s limited income necessitated borrowing, indicating that financial constraints are a significant barrier. It reveals the costly nature of professional development, especially for those in under-resourced contexts.

*Reducing expenses:* “We try to reduce our expenses which we used to spend more at home instead of buying some other luxury things” (T5). This statement shows a strategic adaptation to financial strain. The participant and their family consciously cut back on discretionary spending, prioritizing educational needs over comfort. It reflects a value-driven sacrifice, where long-term goals outweigh short-term pleasures.

*Family time sacrifice:* “I was not able to be very present for my children. I had to compromise quality time” (T2). This quote reveals the emotional cost of educational pursuit, particularly in terms of parental presence and bonding. The participant experiences guilt and loss over missed moments with their children, highlighting the tension between personal growth and family responsibilities.

*Health sacrifices:* “I suffered from one sickness ... because of stress” (T5). This statement underscores the physical toll of stress, with the participant linking a serious health condition to the pressures of balancing work, study, and life.

#### *Theme 6: Transformative Professional Growth*

The B.Ed. program was transformative, equipping participants with advanced teaching methods, technological skills, and professional confidence, fostering a desire for further learning and extending benefits beyond the classroom. The categories in the theme are Benefits of B.Ed., Sacrifices and Negative Experiences. The following are codes identified and verbatim..

*Improved teaching skills:* “ICT has helped a lot and teachers and students relation where you all taught us... how to make the students improve” (T1). This quote reflects the practical enhancement of pedagogical skills, particularly through the integration of ICT (Information and Communication Technology). The

participant acknowledges a positive shift in teacher-student dynamics, suggesting that the course has contributed to more effective and student-centered teaching practices.

*Technological proficiency:* “By learning this course through ICT I find that it has improved me so much... where we can help students in understanding and learning” (T5). This statement highlights the development of digital literacy and confidence in using technology. The participant sees ICT not just as a tool, but as a means to enhance student comprehension and engagement, indicating a modernization of teaching methods and a shift toward more interactive learning environments.

*Professional confidence:* “My confidence has been more... when I completed my B.Ed” (T4). This quote reveals a boost in self-efficacy and professional identity. Completing the B.Ed course has empowered the participant, reinforcing their sense of competence and readiness to take on educational responsibilities. It reflects the psychological growth that accompanies formal training.

*Desire for further learning:* “The B.Ed course has sparked the desire to learn more” (T2). This statement illustrates the motivational impact of the course, where learning becomes a self-sustaining cycle. The participant’s experience has ignited a long-term commitment to personal and professional development, suggesting that education can be both transformative and generative.

### Recommendation

This study suggests that future research explore the experiences of teachers teaching educators. This study focused on the learners; a similar study focusing on the teachers would provide some insights into the challenges and best practices of the teachers who work with the learners.

### Reference

- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review [Review of Stress, Burnout, Anxiety and Depression among Teachers: A Scoping Review]. *International Journal of Environmental Research and Public Health*, 19(17), 10706. Multidisciplinary Digital Publishing Institute. <https://doi.org/10.3390/ijerph191710706>
- Areysia, A., Zalukhu, C., Pardede, F., Dongoran, I., Togatorop, N., & Silalahi, N. (2024). The Perception of Teacher Well-being and Its Implications on The Interest of UNIMED Biology Education Students to Become a Teacher. *International Journal of Educational Practice and Policy*. <https://doi.org/10.61220/ijepp.v2i2.0246>.
- Ayadurai, V. K. (2018). Work-Life Balance, Work-Study Interface, Gender, Stress, and Satisfaction of Online Students. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=6724&context=dissertations>
- Batanero, J. M. F., Graván, P. R., Reyes-Rebollo, M.-M., & Rueda, M. M. (2021). Impact of Educational Technology on Teacher Stress and Anxiety: A Literature Review. *International Journal of Environmental Research and Public Health*, 18(2), 548. Multidisciplinary Digital Publishing Institute. <https://doi.org/10.3390/ijerph18020548>
- Crafford, M. J. A., & Viljoen, M. (2013). Stressors and stress symptoms of Life Science educators in schools in Tshwane North. *South African Journal of Science*, 109, 8. <https://doi.org/10.1590/sajs.2013/1117>
- Gao, L., Liu, H., & Shen, Z. (2025). Unraveling EFL Teacher Motivation for Pursuing a Master of Education Degree in the Chinese Context. *Behavioral sciences (Basel, Switzerland)*, 15(4), 473. <https://doi.org/10.3390/bs15040473>
- Gupta, A. K. (2023). Impact of Occupational Stress on Job Performance: A Heuristic Study of the School Teachers in India. *International Journal for Multidisciplinary Research*, 5(4). <https://doi.org/10.36948/ijfmr.2023.v05i04.5914>
- Jamatia, F., & Gundimeda, N. (2019). Ethnic identity and curriculum construction: critical reflection on school curriculum in Tripura. *Asian Ethnicity*, 20(3), 312–329. <https://doi.org/10.1080/14631369.2019.1568861>
- Izadinia, M. (2013). A review of research on student teachers’ professional identity. *British Educational Research Journal*, 39(4), 694–713. <https://doi.org/10.1080/01411926.2012.679614>
- Kara, S. (2019). Investigation of Job Satisfaction and Burnout of Visual Arts Teachers. *International Journal of Research in Education and Science*, 6(1), 160. <https://doi.org/10.46328/ijres.v6i1.817>
- Kelly, N., & Antonio, A. (2016). Teacher peer support in social network sites. *Teaching and Teacher Education*, 56, 138-149. <https://doi.org/10.1016/J.TATE.2016.02.007>.
- Khasawneh, M. A. S. (2021). Sources of Work Stress of English Language Teachers in Secondary Government Schools in Saudi Arabia. *Journal La Edusci*, 2(4), 1. <https://doi.org/10.37899/journal-laedusci.v2i4.450>
- Lester, S. (1999). An introduction to phenomenological research. <http://devmts.org.uk/resmethy.pdf>
- Lowe, J., & Gayle, V. (2007). Exploring the work/life/study balance: the experience of higher education students in a Scottish further education college. *Journal of Further and Higher Education*, 31(3), 225–238. doi:10.1080/03098770701424942
- National Council for Teacher Education. (2021). Notification No. 238 of September, 4, 2001. Retrieved

- from <https://ncte.gov.in/Website/NCTEACT12.aspx>
- Pachua, L. (2003). Church-Mission Dynamics in Northeast India. *International Bulletin of Missionary Research*, 27(4), 154-161. <https://doi.org/10.1177/239693930302700402> (Original work published 2003)
- Panela, T., & Pilpa, M. (2021). Balancing act: A phenomenological study on lived experiences of teachers in calbayog city, Philippines. *International Journal of Humanities and Education Research*. <https://doi.org/10.33545/26649799.2021.v3.ila.30>.
- Pandey, A. (2021). Online teaching during Covid 19 for students. Times of India. Retrieved from <https://timesofindia.indiatimes.com/readersblog/indian-society-in-modern-era/online-teaching-during-covid-19-for-students-36255/>
- Pascal, J., Johnson, N., Dore, C., & Trainor, R. (2010). The Lived Experience of Doing Phenomenology. In *Qualitative Social Work* (Vol. 10, Issue 2, p. 172). SAGE Publishing. <https://doi.org/10.1177/1473325009360830>
- Penner, J., & McClement, S. (2008). Using Phenomenology to Examine the Experiences of Family Caregivers of Patients with Advanced Head and Neck Cancer: Reflections of a Novice Researcher. In *International Journal of Qualitative Methods* (Vol. 7, Issue 2, p. 92). SAGE Publishing. <https://doi.org/10.1177/160940690800700206>
- Plaza, R., & Jamito, K. (2021). Financial Conditions and Challenges among Public School Teachers: Its Implication to their Personal and Professional Lives. *The International Journal of Humanities & Social Studies*. <https://doi.org/10.24940/theijhss/2021/v9/i4/hs2104-049>.
- Praveena. K.R. (2022). Application of Colaizzi's Method of Data Analysis in Phenomenological Research. *Medico Legal Update*. 21. 10.37506/mju.v21i2.2800.
- Prasad, C.P., & Pasupathi, G. (2025). Exploring the Influence of Work-Life Balance and Work Environment on Job Satisfaction among College Teachers. *Public Organization Review*. <https://doi.org/10.1007/s11115-024-00807-8>.
- Richards, J. (2021). Teacher, Learner and Student-Teacher Identity in TESOL. *RELC Journal*, 54, 252 - 266. <https://doi.org/10.1177/0033688221991308>.
- Rupavath, R. (2016). Tribal Education: A Perspective From Below. *South Asia Research*, 36(2), 206-228. <https://doi.org/10.1177/0262728016638718>
- Schipper, T., Willemsse, T., & Goei, S. (2021). Supporting teacher educators' professional learning through lesson study. *Journal of Education for Teaching*, 48, 316 - 331. <https://doi.org/10.1080/02607476.2021.1988825>.
- Scheuch, K., Haufe, E., & Seibt, R. (2015). Teachers' Health [Review of Teachers' Health]. *Deutsches Ärzteblatt International*. Deutscher Ärzte-Verlag. <https://doi.org/10.3238/arztebl.2015.0347>
- Sohn, B. K., Thomas, S. P., Greenberg, K. H., & Pollio, H. R. (2017). Hearing the Voices of Students and Teachers: A Phenomenological Approach to Educational Research. In *Qualitative Research in Education* (Vol. 6, Issue 2, p. 121). Hipatia Press. <https://doi.org/10.17583/qre.2017.2374>
- Taylor, A., Raykov, M., & Sweet, R. (2020). Hard Working Students Report of 2018 and 2019 Survey Findings. <https://doi.org/10.14288/1.0388354>
- Turner, K., Thielking, M., & Prochazka, N. (2022). Teacher wellbeing and social support: a phenomenological study. *Educational Research*, 64, 77 - 94. <https://doi.org/10.1080/00131881.2021.2013126>.
- Varanasi, R., Dell, N., & Vashistha, A. (2024). Saharaline: A Collective Social Support Intervention for Teachers in Low-Income Indian Schools. *Proceedings of the 2024 CHI Conference on Human Factors in Computing Systems*. <https://doi.org/10.1145/3613904.3642617>.
- Väisänen, S., Pietarinen, J., Pyhältö, K., Toom, A., & Soini, T. (2017). Social support as a contributor to student teachers' experienced well-being. *Research Papers in Education*, 32, 41 - 55. <https://doi.org/10.1080/02671522.2015.1129643>.