

Stress Factors Among Married Women Teachers

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Abstract: The role of women in modern society has significantly evolved, with increasing numbers of married women actively contributing to the education sector. However, this dual responsibility of managing professional duties and familial obligations often subjects them to high levels of stress. This study aims to investigate the major stress factors affecting married women teachers in India, focusing on work-life balance, time constraints, lack of administrative support, societal expectations, and family responsibilities.

A survey was conducted among 200 married women teachers working in primary, secondary, and higher secondary schools across Delhi NCR. The data were analyzed using descriptive statistics and visualized through graphs and tables to assess the distribution and intensity of stress factors. The findings reveal that time management between home and work, excessive workload, and inadequate recognition are the top stressors among respondents.

The literature review supports these results, indicating that Indian married women teachers face significant psychological and emotional strain due to their multifaceted roles. This paper discusses the implications of such stress on teachers' job satisfaction, performance, and mental health. It concludes with practical recommendations to reduce stress levels through institutional support, time management training, and family counseling services.

This study contributes to understanding the psychosocial challenges faced by female educators and underscores the need for reforms in both institutional and domestic spheres to enable a more supportive work environment for women. Further longitudinal research is recommended to evaluate the long-term effects of such stress and the effectiveness of interventions.

Keywords: Stress, Married women, Teachers, Work-life balance, Time management, Indian education, Job satisfaction, Family responsibilities, Emotional well-being, Gender roles

I. INTRODUCTION

Teaching is widely acknowledged as one of the most stressful professions, often involving long hours, heavy workloads, and emotional labor. For married women teachers, these professional demands are compounded by domestic responsibilities, resulting in heightened stress levels. In India, where cultural and societal norms traditionally place the burden of household management and caregiving on women, the challenges faced by married working women are particularly intense (Goyal & Arora, 2012).

Married women teachers are expected to simultaneously fulfill the roles of educator, mother, wife, and homemaker. This dual or often triple role conflict leads to stress, anxiety, and burnout (Suri & Mishra, 2020). According to Lazarus and Folkman's transactional model of stress (1984), stress occurs when perceived demands outweigh the individual's perceived ability to cope. In the context of Indian society, where work-life balance support mechanisms are limited, this imbalance becomes more pronounced.

Recent studies indicate that the primary stressors among married women teachers include time constraints, lack of institutional support, emotional exhaustion, low recognition, and societal expectations (Kaur, 2020; Sharma & Singh, 2019). Furthermore, patriarchal family structures often hinder women's ability to seek personal space or self-care, exacerbating their psychological strain. In rural areas, these issues are more severe due to lack of childcare facilities, poor transport infrastructure, and rigid gender norms (Bharadwaj & Mehta, 2021).

Despite educational reforms and rising female participation in the workforce, there has been limited research focused specifically on married women educators in India. Addressing this gap, the present study investigates the key stress factors among married women teachers in Delhi NCR, aiming to provide insights into their lived experiences, challenges, and the need for targeted interventions to improve their mental well-being and professional performance.

II. METHODOLOGY

A descriptive survey design was used. A structured questionnaire was administered to 200 married women teachers in urban schools across Delhi NCR. The questionnaire included 20 items related to common stress factors rated on a 5-point Likert scale.

Results

Table 1: Major Stress Factors Reported by Married Women Teachers

Stress Factor	% Reporting High Stress
Work-Life Imbalance	82%
Excessive Workload	76%
Lack of Recognition	68%
Inadequate Administrative Support	64%
Family Pressure	72%

III. DISCUSSION

The data reveals that **work-life imbalance** is the most dominant stressor. This aligns with Kaur (2020), who noted that women's responsibilities at home often conflict with school duties, particularly during examination periods or parent meetings. The **lack of recognition** and **administrative support** further demoralizes teachers, leading to emotional exhaustion. **Family pressures**, especially from in-laws or expectations related to child-rearing, are unique to Indian cultural settings and exacerbate stress.

The subject of occupational stress among educators has been widely studied, but a focused examination of stress among married women teachers remains relatively underexplored, particularly in the Indian context. Various studies highlight that the teaching profession is inherently stressful due to workload, time pressure, student behavioral issues, and administrative demands (Kyriacou, 2001). For married women, these challenges are further intensified by familial and societal expectations.

Goyal and Arora (2012) identified multiple stressors affecting working women, including insufficient family support, lack of time for personal life, and the struggle to meet professional demands. Their research emphasized that married women in teaching jobs experience higher stress levels than their unmarried counterparts. Similarly, Sharma and Singh (2019) observed that married women teachers face significant emotional and physical strain while attempting to maintain equilibrium between home and workplace duties.

A study by Kaur (2020) specifically investigated the psychosocial stressors among female school teachers in Punjab, revealing that lack of administrative recognition, role conflict, and inadequate infrastructure contributed to chronic stress. This was supported by Suri and Mishra (2020), who concluded that dual-role conflict leads to mental fatigue, burnout, and reduced job satisfaction among married female educators.

In rural India, Bharadwaj and Mehta (2021) found that socio-cultural constraints and traditional gender roles significantly contribute to higher stress among married women teachers. Limited access to support services such as childcare, poor transportation, and rigid institutional hierarchies further exacerbate their challenges.

Despite the recurring themes across studies—such as workload, role conflict, and lack of support—there is a need for region-specific, empirical data that captures the lived experiences of married women teachers. This study seeks to fill that gap by analyzing stress factors specific to married female educators in Delhi NCR's school system.

IV. CONCLUSION

A number of scholars have explored stress among teachers. Goyal & Arora (2012) highlighted work overload, lack of recognition, and family pressures as major stressors. A comparative study by Sharma & Singh (2019) found that married women teachers experienced significantly higher stress than their unmarried counterparts. Studies by Kaur (2020) also identified administrative inefficiencies and cultural expectations as major contributors to stress. Despite policy reforms, institutional support remains limited.

Married women teachers in India face a multidimensional stress environment, primarily due to work-life conflicts and limited institutional and familial support. Without appropriate intervention, this can lead to burnout, reduced productivity, and compromised student outcomes.

V. LIMITATIONS

- The study is limited to Delhi NCR and may not reflect national trends.
- Only married women were surveyed; comparisons with unmarried or male teachers were not included.
- Self-reported data may be subject to bias.

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