

A Study of Stress Levels among Women Teachers in Mizoram

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Abstract

Teaching is a challenging profession that can cause stress due to workload and job responsibilities. Women teachers may experience additional stress as they often have to balance their professional duties with family and social responsibilities. The main objective of the study is to assess the level of stress among women teachers. A descriptive comparative research design was adopted in which the study sample comprised of 83 women teachers of Mizoram. Data were collected using “Women Teachers’ Stress scale” which revealed that most women teachers experienced a moderate level of stress. Further, it is revealed that stress among women teachers were independent of profession and location. Stress is prevalent among women teachers, with the majority experiencing moderate levels of stress. The findings highlight the need for regular stress management programs, supportive work environments, and strategies to promote the psychological well-being of women teachers.

Keywords: Stress, Women Teachers, Profession, Location

Introduction

Today, teaching in colleges and universities is no longer a male-centric profession. Women now constitute a large proportion of teachers, particularly in arts, humanities, social sciences, education, and various professional courses. Teaching is considered a stressful profession due to the demands and responsibilities associated with the role, particularly for women teachers. Stress among women teachers is an increasing concern as they are often required to balance professional responsibilities with domestic roles and responsibilities such as childcare, elder care, and household management. Managing these multiple roles can lead to significant physical, emotional, and psychological problems.

Work-related stress among women teachers may arise from heavy workloads, long working hours, limited career advancement opportunities, workplace discrimination, family and social expectations and lack of adequate support. These factors can contribute to increased levels of stress and job dissatisfaction. Prolonged stress among women teachers can lead to physical and mental health problems, including burnout, anxiety, depression, and reduced work performance. The study of stress among women teachers is necessary because they often balance multiple responsibilities at work and home. Understanding the level and causes of stress can help develop appropriate coping strategies and support systems for women teachers.

Rationale of the study

Teaching is widely recognized as one of the most demanding professions, requiring educators to manage multiple responsibilities such as classroom instructions, student assessments, administrative duties, and professional development. Despite the vital role of women teachers in education, they often experience stress due to the demands of balancing professional and personal responsibilities. Limited information is available regarding the level of stress among women teachers and the factors associated with it. Therefore, this study was undertaken to assess the level of stress among women teachers, compare stress levels among selected groups, and determine its association with demographic variables. The findings may help in developing appropriate interventions to reduce stress and promote teachers' well-being and effectiveness.

Review of literature

Venkataraman and Kannan (2022) conducted a study on occupational stress among 200 women teachers in secondary schools of Nagapattinam District, Tamil Nadu, using a normative survey method and the Occupational Stress Scale developed by Chandra N. (2008). The study found that women teachers experienced a moderate level of occupational stress. The authors recommended democratic management practices, greater professional autonomy, psychological counseling, and yoga programs to reduce stress.

Rani and Indira C. (2023) conducted a study on occupational stress among 100 women teachers of secondary schools in Krishna district. The study revealed that the majority of secondary school women teachers experienced a moderate level of occupational stress.

Bharathi, Dawala, and Saujanya (2016) conducted a qualitative study among 100 women teachers in Andhra Pradesh to identify the causes of stress. Data were collected using a questionnaire developed by the investigators and analyzed using percentage and Chi-square tests. The study found that married women teachers experienced stress mainly due to family responsibilities, while physical stress was commonly associated with prolonged standing during teaching. The researchers concluded that stress among women teachers was related to occupational, family, and health-related factors.

A study by Addison and Yanekra (2015) investigated stress and burnout among female teachers in the Ghana Education Service. Using a descriptive cross-sectional design with purposive sampling (n = 25), the study found that female teachers experienced a high level of occupational stress, mainly due to work overload and interpersonal relationship issues. The study also reported that stress had a negative impact on teachers' job performance.

Statement of the problem

The present study is titled 'A Study of Stress Levels among Women Teachers in Mizoram'.

Objectives of the study

1. To find out the level of stress among women teachers in Mizoram.
2. To compare the level of stress between women teachers working in nursing and non- nursing colleges in Mizoram
3. To compare the level of stress between women teachers from rural and urban areas in Mizoram.
4. To find out the association between level of stress and selected demographic variables.

Research hypotheses

H₁: There is a significant difference in level of stress between women teachers working in nursing and non- nursing colleges in Mizoram.

H₂: There is a significant difference in the level of stress between women teachers from rural and urban areas in Mizoram.

H₃: There is a significant association between the level of stress and selected demographic variables.

Methodology: The research design adopted for the study was descriptive comparative research design using quantitative approach.

Population: The target population consists of all women teachers working in nursing and non-nursing colleges in Mizoram.

Table 1
Number of women teachers from nursing and non-nursing colleges of Mizoram (n=83)

Sl No	College	N
1	Nursing college	18
2	Non- nursing college	65

Sample: Women teachers working in different colleges (nursing and non- nursing colleges) of Mizoram including both urban and rural areas.

Sample size: The sample comprised of 83 women teachers, 18 teachers from nursing colleges and 65 women teachers from non-nursing colleges of Mizoram.

Sampling technique: Non- probability purposive sampling technique

Inclusion Criteria:

- Women teachers who are willing to participate
- Women teachers working in nursing and non-nursing colleges in Mizoram

Exclusion Criteria:

- Male teachers
- Teachers who are not willing to participate

Tool: Women Teachers' Stress scale developed by Careen EG Marbaniang and Dr. Yodida Bhutia was used to assess occupational stress among women teachers in this study. The reliability of the scale was established through reliability coefficient and internal consistency methods on a sample of 78 women teachers of secondary schools in Meghalaya. The reliability coefficients of the five dimensions with the

total stress scale ranged from 0.67 to 0.89 and were statistically significant at 0.01 level, indicating satisfactory internal consistency of the scale. The validity of the scale was established by correlating the total stress scores of each of the five dimensions. All correlations were significant at 0.01 level, indicating that the dimensional scores were positively related to the overall stress score and supporting the construct validity of the instrument.

The questionnaire consisted of two sections-

Section A- Demographic variables, and

Section B- Women Teacher's Stress Scale which consisted of 67 statements divided into five (5) dimensions namely, Work stress, social stress, Emotional stress, Physical stress and financial stress. The respondents were asked to rate all the items on 5-point scale i.e. "Always", "Sometimes", "Occasionally", "Rarely" and "Never".

Data collection procedure: The questionnaire Women Teacher's Stress Scale (WTSS-MCBY) was administered online via Google Forms. The teachers were assured about the confidentiality of their responses.

Data analysis and interpretation

Data was analyzed by statistical software (Microsoft offices excel) and using descriptive and inferential statistics like chi square test to find the association between level of stress among women teachers with selected demographic variables.

Results:

1. Findings related to Objective No.1: To find out the level of stress among women teachers in Mizoram

Table 2
Level of stress among women teachers in Mizoram (n=83)

Sl No	LEVEL OF STRESS	N	%
1	Extremely low	1	1.20
2	Low level	13	15.66
3	Below average	15	18.07
4	Moderate	35	42.17
5	Above average	12	14.46
6	Highly stress	6	7.23
7	Extremely stress	1	1.20

In order to find out the level of Stress among Women Teachers, the mean and S.D have been calculated.

Table 3
Mean and Standard Deviation of Stress scores among Women Teachers (n=83)

N	MEAN	SD
83	159.45	37.88

It is evident from the above table no.3 that the calculated mean score of entire sample indicates that Women Teachers have Moderate level of Stress.

2. Findings related to Objective 2: To compare the level of stress between women teachers working in nursing and non- nursing colleges in Mizoram:

Women teachers working in nursing colleges reported higher levels of stress than those working in non-nursing colleges. Research has also shown that nurse educators commonly experience stress related to workload, multiple responsibilities, and organizational factors.

Table 4
Comparison of stress scores between women teachers working in nursing and non-nursing colleges in Mizoram. (n=83)

Group	Frequency	Mean score	SD	T value
Nursing	18	164.17	41.39	0.49 df25.13 $p = 0.625$
Non- nursing	65	158.83	37.22	

The results revealed that there was **no statistically significant difference** in stress scores between nursing and non-nursing teachers ($t = 0.49$, $p = 0.625$).

3. Findings related to Objective 3: To compare the level of stress between rural and urban women teachers in Mizoram:

The geographical location of the workplace (rural or urban) may be an important factor influencing the stress levels of women teachers.

Table 5
Comparison of stress scores between rural and urban women teachers in Mizoram. (n=83)

Group	Frequency	Mean score	SD	T value
Rural	17	154.82	39.63	0.61 df24.02 $p = 0.549$
Urban	66	161.32	37.72	

The results revealed that there was no statistically significant difference in stress scores between rural and urban teachers ($t = 0.61$, $p = 0.549$).

4. Findings related to Objective 4: To find out the association between level of stress among women teachers with selected demographic variables.

Occupational stress among teachers may be influenced by various demographic characteristics, such as age, marital status, educational qualification, teaching experience, type of institution, and locality. Understanding the association between these variables and stress levels helps identify groups that may be more vulnerable to occupational stress and provides evidence for developing targeted interventions and support strategies.

Table 6
Association between levels of stress among women teachers with selected demographic variables.
(n=83)

DEMOGRAPHIC VARIABLES		FREQUENCY	Level of stress							Chi square (χ^2)	t value	p value
			Extremely low	Low	Below average	Moderate	Above average	Highly stress	Extremely stress			
Age	18- 35 yrs	20	0	4	4	7	2	2	1	4.09	9.49	df4 p>0.05 NS
	36- 50 yrs	53	0	4	9	28	6	6	0			
	>50 yrs	10	0	2	3	3	1	1	0			
Educational qualification	PhD	24	0	5	4	10	2	3	0	6.0	18	df18 p>0.05 NS
	M. Phil	3	0	1	0	2	0	0	0			
	Post-Graduate	52	1	6	11	21	9	3	1			
Years of teaching experience	Under Graduate	4	0	1	0	2	1	0	0	10.32	21.02	df12 p>0.05 NS
	0-10 years	34	0	5	6	15	4	3	1			
	11-20 yrs	38	0	6	7	17	5	3	0			
Type of employment	21yrs and above	11	1	2	2	3	3	0	0	0.35	5.991	df2 p>0.05 NS
	Regular	63	1	8	12	27	10	4	1			
	Contract	20	0	5	3	8	2	2	0			
Areas	Rural	17	1	3	2	7	2	2	0	0.21	5.991	df6 p>0.05 NS
	Urban	66	0	10	12	29	10	4	1			
Type of organization	Government	69	1	9	14	32	10	3	0	5.62	5.991	df2 p>0.05 NS
	Private	14	0	4	1	3	2	3	1			
Marital status	Married	53	1	6	11	25	8	2	0	9.551	21.026	df12 p>0.05 NS
	Single	23	0	6	3	7	3	3	1			
	Single parent	7	0	1	1	3	1	1	0			
Type of family	Nuclear	61	1	9	13	23	9	5	1	3.91	12.59	df6 p>0.05 NS
	Joint	22	0	4	2	12	3	1	0			

The Chi square test was used to assess whether there is a significant association between the levels of stress among women teachers and various demographic variables. The findings indicate that none of the demographic variables were statistically associated with the levels of stress. ($p > 0.05$ for all variables).

Discussion

The present study was conducted to assess the level of stress among women teachers, compare stress levels between nursing and non-nursing women teachers, compare stress levels between rural and urban women teachers, and determine the association between stress and selected demographic variables. The findings revealed that most women teachers experienced a moderate level of stress. This indicates that teaching continues to be a demanding profession for women, as they often balance professional responsibilities along with family and social obligations. This finding is supported by Saminathan Venkataraman (2022), which shows that women teachers have moderate level of Occupational Stress.

In comparing women teachers working in nursing and non- nursing colleges, there was no significant difference in level of stress between the two groups.

The comparison between rural and urban women teachers also demonstrated no differences in the stress levels.

The data from baseline variables reveals that there was no significant association between level of stress with selected demographic variables. The finding is supported by Seema Joseph & Dr. V. Rathnamani (2025), and Santi Devi (2012) who researched that certain demographic variables are not significantly associated with occupational stress.

The study concludes that stress is a significant issue among women teachers and requires attention from educational administrators and policymakers to promote healthier work environments and enhance the quality of teaching and professional satisfaction.

Nursing implications

- Nursing Practice: Identify stress and provide counseling, relaxation techniques and health education.
- Nursing Education: Integrate stress management training and awareness programs for women teachers.
- Nursing Administration: Organize workshops and support services to reduce stress among women teachers.
- Nursing Research: Conduct further studies on causes and management of occupational stress.

Recommendations

- Conduct stress management programs (yoga, relaxation, counseling) for women teachers.
- Conduct studies with larger samples and different settings.
- Provide regular mental health check-ups in educational institutions.
- Organize awareness programs on coping strategies and time management.

Conclusion

The present study assessed the level of stress among women teachers in Mizoram. The findings revealed that the majority of women teachers experienced a moderate level of stress. The study highlights that occupational stress is an important concern that may affect the health and work performance of teachers. Therefore, appropriate measures such as stress management programs and supportive work environments are essential to reduce stress and promote well-being among women teachers.

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