

Married Life Meets College Life: A Comparative Study

Manisha Sharma¹, Reeta Shrivastava², Seema Sharma³

¹Research Scholar, Department of Education, Chhatrapati Shahu Ji Maharaj University, Kanpur

²Assistant Professor, Department of Education, Acharya Narendra Dev College Chhatrapati Shahu Ji Maharaj University, Kanpur

³Assistant Professor, Department of Education, Dayanand Women's Training College Chhatrapati Shahu Ji Maharaj University, Kanpur

DOI: <https://doi.org/10.51584/IJRIAS.2026.110200020>

Received: 11 February 2026; Accepted: 16 February 2026; Published: 27 February 2026

ABSTRACT

Education is the carrier of human life, just like any flower blooms after getting sunlight and a new energy towards life. After receiving the light of education, human life also blooms like a flower and fame in the form of its image spreads in all four directions. Through education, desirable changes can be brought about in the innate powers of man, knowledge, skill, behaviour, personality and behaviour of human beings. Through this, civilised, cultured and capable citizens can be created. Education for married and unmarried women at the graduate level plays an important role as a basis for developing women towards adult life by ending their primary and secondary. Education helps make other officers capable; at the same time, uneducated women feel difficulty in telling many problems to men, if they are educated, they solve those problems themselves. Women's education is helpful in the growth of national, international, social, family and domestic productivity. Apart from this, it also plays an indelible role in the creation of a well-organised and healthy society. To achieve the objectives of this research paper, the researchers used qualitative and quantitative data and interpreted the data collected from married women studying in the Art, Science and Commerce Stream using the mean test and t-test. After analysis of the data, it was concluded that no significant difference was found between the family problems of married women of the Art and Science Stream, but a significant difference was found between the family problems of married women of the Commerce and Science and Commerce stream. A detailed explanation of the possible reasons for which is presented in this research paper.

Keywords: Married and Unmarried Women, Family Problems, Healthy Society, Domestic Problems

INTRODUCTION

Aristotle- "Education develops human powers, especially mental power, in which a human being can become capable of contemplating the ultimate truth, good and beautiful."

The place of women's education in Indian society has been very important and transformative since the beginning. From ancient times to the present time, there have been many changes in the social and national views regarding women's education over time (Yolmo, A. L., 2023). On the one hand, while women are establishing their dominance in a large area of nation building, family building and cultural enrichment in the mainstream, on the other hand, there is also a group of women who are facing many types of personal, social and family challenges (Maiti, S., Gupta, T., & Rajpal, G. S., 2023). The most important of these challenges is the challenge of continuing education after marriage. Especially when a woman is studying at the graduate level and is also fulfilling various family responsibilities along with education, then this dual role of married women gives rise to many types of practical, social, mental and emotional problems in her life (Sinha, A., & Kumar, S., 2024).

In a developing country like India, where family institutions are very strong and traditional, women are expected to take care of the responsibilities of the home and family after marriage. But when the same woman is getting an education as a student, her roles (student vs. housewife) clash with each other (Sharma, P. 2022). In such a situation, she is neither able to become a completely traditional housewife nor an independent student. In this

situation, she has to face many different types of mental conflicts and social restrictions, etc. (Gupta & Singh, 2025).

For married female students, education becomes not only a means of personal development but also a powerful means to redefine their self-confidence, self-reliance, social status and their role in the family (Gupta et al. 2025). But despite this, after marriage, most of the women leave their education incomplete due to various reasons or enrol in higher education only for a nominal amount under social pressure but are not able to fully establish themselves as independent student (Sinha, A., & Kumar, S., 2024). In this background, this study is very relevant as it examines the challenges that married female students face at the family level during their education. Family problems are not only an emotional issue for any woman, but they also affect her time management, morale, concentration and academic achievements (Sharma, P., 2022). In this background, this study is very relevant as it tries to examine the challenges faced by married female students at the personal, familial or social level during their education. Family problems are not only an emotional issue for any woman, but they also affect her morale, concentration, time management and academic achievements.

Often, married female students are unable to attend college regularly due to their husbands, in-laws, children and household chores, and it becomes difficult for them to understand the study material on time, prepare for exams and participate in social activities (Sharma, P., 2022). On the contrary, some married female students excel in academics and also become a source of inspiration for other women due to good family understanding and support.

In this study, the researchers have specifically compared the personal, family and social problems of married female students of arts, science and commerce faculties. The main objective behind this research work is that not only are there differences in the academic nature of these faculties, but the family and social background of the students studying in them may also be different (Gupta, S., & Singh, V., 2024). For example, the female students of the science faculty have to do more experimental work, while the female students of the arts faculty do relatively more theoretical studies. Apart from these two, the female students of the commerce faculty usually receive education from a vocational perspective, and they also face the challenges of becoming financially independent in the future (Gupta, S., 2023). Therefore, it becomes necessary to know to what extent there are similarities or differences in the family problems of married female students studying in these different faculties.

REVIEW OF RELATED LITERATURE

Education has been recognised as a transformative force in society since ancient times. Education has been acting as a strong foundation towards social, individual and national progress. In this context, Rao (2023) said in his study that education illuminates human life and empowers every person in society. While Gupta (2023) has highlighted the role of education in making a civilised and capable citizen. Since ancient times, education has been considered the main means of uplifting human character and fulfilling social responsibilities (Choudhary, 2022). In the Buddhist period, women's education was greatly encouraged, as a result of which scholars like Khema and Subhadra became famous for their intellectual abilities and achievements (Singh, 2023). The historical viewpoint emphasises that the enduring benefits of education in enhancing people and society, and it plays a vital role in advancing women's educational empowerment and overcoming a range of social and personal obstacles that faced by them in daily life. According to a study Sharma (2023) carried out in this regard, education can boost national, social, and household output of an individual, resulting in the development of a civilised, healthy, and well-organised community. Similar to this, Verma (2022) underlined that both married and single women view higher education as essential to preparing them for adulthood and equipping them to handle life's obstacles.

In his study, Desai (2023) stressed how education reforms have gradually loosened women's social ties, whereas Kapoor (202) emphasised how men's attitudes on women's independence and empowerment are shifting. Education Despite the changes and advancements in the field of education over time, married women in particular have to face unique challenges in obtaining education at the graduate level.

Married women often face familial and societal pressures that affect their journey to higher education. According to Mehta (2020) and Rao (2021), social and familial expectations deprive married women of adequate resources, which can result in mental instability. Such problems affect women who are playing the dual role of student and

housewife. Supporting this, [Jain \(2020\)](#) states that married women students of the commerce stream feel less pressure than married women students of the science stream, as a result of which married women students of the commerce stream are more stressed. And their academic achievement is also lower. Apart from this, science stream students are often less affected by familial pressures because they are given more freedom to study ([Khan 2021](#); [Sharma 2022](#)). These studies suggest that the academic stream affects the intensity and nature of problems faced by married women.

Comparatively, married women students studying in different streams have different problems. [Sharma \(2022\)](#) found that students from science streams experience fewer problems than those from arts streams. A similar study was done by [Mehta \(2020\)](#) and found that arts stream students often face unfulfilled ambitions. As a result, women suffer from frustration, anxiety and emotional conflict. While commerce stream students have a more independent family environment that enables them to participate in co-curricular activities and thus promotes better confidence and adjustment ([Gupta, 2021](#); [Verma, 2022](#)). These findings suggest that social expectations, academic stream, and family environment collectively shape the experiences of married women students.

Education and Marriage: Conflicting Reality

In India, marriage is considered a major social institution, due to which important changes come in the life of a woman. After marriage, most women have to face the challenge of fulfilling various family responsibilities and social expectations ([Raj, A., & McDougal, L., 2015](#)). In this way, if married women want to get higher education, then their responsibility doubles. In such a situation, those women need special social, mental and emotional coordination to maintain a balance between both the poles (marriage vs education) ([Gupta, S., 2024](#)).

This study touches those social structures in the context of Indian society, where marriage is considered a primary subject; on the other hand, education is considered a secondary subject. While the modern view opposes this social structure. Due to this contradiction, married female students remain in mental conflict most of the time ([Mitra, A., 2018](#)). On one hand, they want to move towards their dreams, on the other hand, they are also bound by various family responsibilities and social expectations.

In conclusion, it can be said that this study is not merely a comparative study but a social document that tries to show how education and marriage are equally important in a woman's life. When these two poles move together, they encourage women to become empowered, educated and responsible citizens. Although women's education and its effects on families, society, and the country have been extensively studied, there are still relatively few comparative studies looking at the family issues faced by married female students pursuing various fields like the arts, sciences, and business. However, in the past few years, several research works have explored the common challenges faced by women in education ([Ali 2020](#); [Dhiman 2021](#)). This study attempts to fill this gap by examining the familial problems of married women students studying in different academic streams ([Gupta et al., 2024](#)). This research work provides insights into how educational integration impacts their ability to balance academic and domestic responsibilities.

Need & Significance

In the last few years, the number of married students in colleges and universities across the country has been increasing day by day. Often, their education is interrupted due to the reasons found ([Dhiman, J. P., 2021](#)). If these problems are identified at the right time and proper help and guidance are provided in the institutions, they can be helped to continue their educational journey.

This research becomes very important in today's scenario (where programs like Beti Bachao Beti Padhao encourage women's education). Education Policy-2020 talks about providing equal educational opportunities to women. In this context, understanding and addressing the challenges that come in the way of the educational attainment of married women becomes an essential social-educational responsibility ([Patel, N., 2023](#)). At the same time, this research also challenges the conservative ideas prevalent in society since long time, according to which women's education becomes a secondary subject after marriage.

Objective of the Study

1. To investigate the diverse challenges encountered by female undergraduate students across various academic streams and departments.

2. To compare the family problems of married female students of the Arts and Science Faculty studying at graduation level.
3. To compare the family problems of married female students of the Science and Commerce Faculty studying at graduation level.
4. To compare the family problems of married female students of the Arts and Commerce Faculty studying at the graduation level.

Hypothesis

H₀₁-There is no significant difference in the family problems of married female students of the Arts faculty and the Science faculty studying at the graduation level.

H₀₂-There is no significant difference in the family problems of married female students of the Commerce faculty and the Science faculty studying at the graduation level.

H₀₃-There is no significant difference in the family problems of married female students of the Arts faculty and the Commerce faculty studying at the graduation level.

Research Design

This study compares the family problems of married female students of different streams studying at the graduation level. So, the mixed-methods design incorporates both the Quantitative and Qualitative approach in this research. While the quantity component primarily involves the use of a five-point Likert scale to measure family problems across different streams, the qualitative aspect explores the subjective experiences of married female students regarding their family-related challenges. Semi-structured interviews and Open-ended questions were included in the survey instrument to gather data. In-depth interviews were also conducted with a purposive sample of 25 married female students across different streams to gain deeper insight into the various dimension like psychological, emotional and social, of their daily life family challenges. This study is descriptive as well as exploratory in nature.

In this study, the researchers want to know the various problems faced by female married students of different streams. Therefore, this study is a **Descriptive type** of research as it not only explores the problems faced by married female students but also involves hypothesis testing using statistical techniques. For this purpose, the researchers gathered the data from different graduate colleges of Kanpur Nagar, Uttar Pradesh, India. Researchers self-constructed a five-point Likert opinionnaire and used the **Survey Method** in this study to collect data.

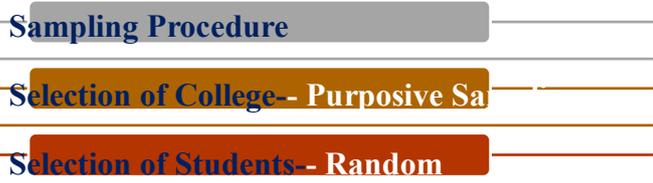
Population

The population of this study consists of female married students of art, science and commerce streams of different colleges affiliated with Chhatrapati Shahu Ji Maharaj University.

Sample and Sampling Procedure

There are 300 female married students of different streams selected from different colleges in Kanpur Nagar. The selection of college has been done through a purposive sampling technique based on the objectives and requirements of this study, and the Random Sampling technique is used to select female students because researchers provide equal opportunity to all participants to be selected as a sample and a valid and reliable representative of the group.

(Figure 1: Distribution of Sampling Procedure)



(Table-1 Distribution of Sample)

S. No.	College	Arts	Science	Commerce
1.	Pandit Prithvi Nath Mahavidyalaya, Parade Kanpur	10	10	10
2.	Vikramjit Singh Sanatan Dharma Mahavidyalaya Nawabganj Kanpur	10	10	10
3.	DAV College Civil Line Kanpur	10	10	10
4.	Brihaspati Mahila Mahavidyalaya Kidwai Nagar, Kanpur	10	10	10
5.	Har Sahay Jagdamba P.G. College P Road Kanpur	10	10	10
6.	Kanpur Vidya Mandir Mahavidyalaya Swaroop Nagar Kanpur	10	10	10
7.	Saraswati Mahila Mahavidyalaya, Vijay Nagar Kanpur	10	10	10
8.	Shaheed Bhagat Singh P.G. College Bitoor Raj Kanpur	10	10	10
9.	Dayanand Anglo Vaidic Mahila Mahavidyalaya Civil Line, Kanpur	10	10	10
10.	Acharya Narendra Dev Nagar Nigam Nahila Mahavidyalaya Harsh Nagar Kanpur	10	10	10
Total		100	100	100

Data Treatment Procedure

In this research, researchers have used Qualitative data analysis in which responses from the sample were analysed using thematic content analysis. Thematic analysis involved coding recurring themes related to emotional burden, stress, family support and time management challenges. These themes were triangulated with the quantitative findings to enhance the credibility of research outcomes. Quantitative data analysis techniques such as conceptualisation, data reduction and content analysis, based on the nature of the data; statistical techniques used Mean, Standard Deviation & T-Test, were used to analyse the data.

Table 2 Objective wise Data Treatment Procedure

S. No.	Objectives	Approach	Data Treatment Procedure
1.	To investigate the diverse challenges encountered by female undergraduate students across various academic streams and departments.	Qualitative	Thematic content analysis was used to code recurring themes from the sample data.

2.	To compare the family problems of married female students of the Arts and Science Faculty studying at graduation level.	Quantitative	Mean, Standard Deviation & T-Test were used to analyse the data
3.	To compare the family problems of married female students of the Science and Commerce Faculty studying at the graduation level.		
4.	To compare the family problems of married female students of the Arts and Commerce Faculty studying at the graduation level.		

Data Interpretation and Finding

Hypothesis Testing

Objective-2

The Researchers used a comparative research approach to compare the family problems of married female students of the Arts and Science Faculty studying at graduation level.

Table 3

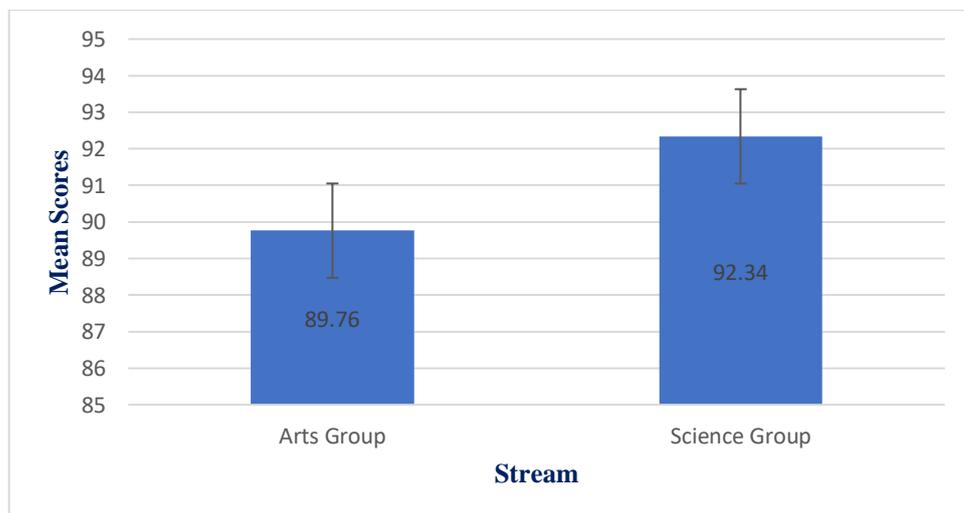
Comparison between the problems of female married students of the Art and Science Stream

S. No.	Group	N	Mean	S.D.	M ₁ -M ₂	T-Value	Result
1.	Art	100	89.76	24.06	-2.58	1.73	Accepted at 0.05 significance level
2.	Science	100	92.34	27.02			

*Df= 198 Significance level at 0.05 level

The table 3 shows that the mean score of female students in the art group is 89.76 is lower than the mean score of female students in the Science group was 92.34 with a standard deviation of 24.06 and 27.02 respectively. This indicates that the null hypothesis (*To compare the family problems of married female students of Arts and Science Faculty studying at the graduation level*) is accepted. Therefore, it may be concluded that there is no significant difference among the female married students of the arts and science group (R. L. Agarwal 2021, S. K. Bhatia 2020, P. R. Joshi 201, A. M. Tiwari 2022).

A Graphical representation of the mean scores of married female students of Arts and Science streams studying at the graduation level on family problems is given below in *Figure 2*



It is completely clear from the graph that the mean scores of married female students of Arts streams studying at the graduation level on family problems are almost the same as the mean scores of married female students of the Science stream. Hence, no significant difference was found in the family problems of married female students of Arts and Science streams. Hence, the family problems of married female students of Arts and Science streams were found to be stable in a statistical manner.

Objective-3

The Researchers used a comparative research approach to compare the family problems of married female students of the Science and Commerce Faculty studying at the graduation level.

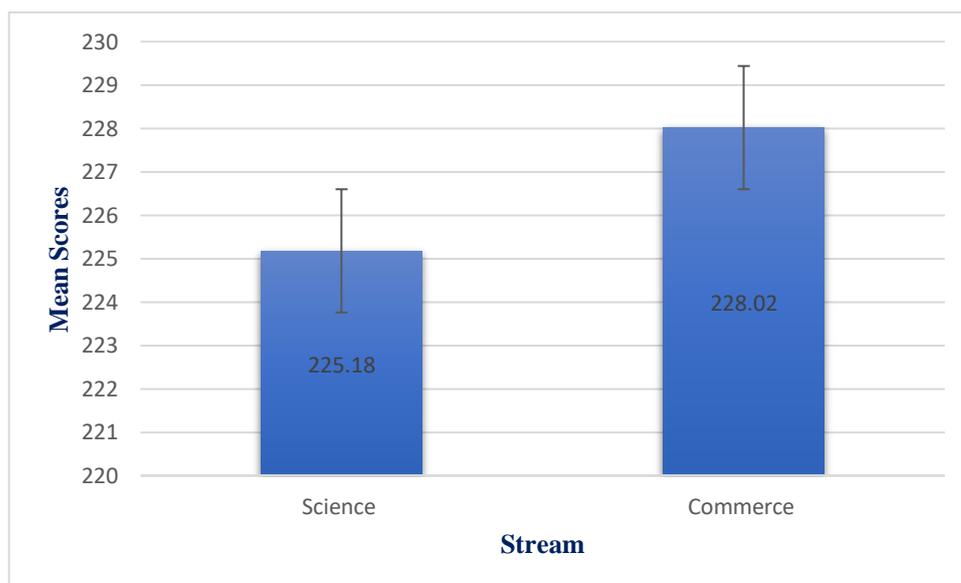
Table 4 Comparison between problems of female married students of Science and Commerce Stream

S. No.	Group	N	Mean	S.D.	M ₁ -M ₂	T-Value	Result
1.	Science	100	225.18	19.59	2.84	8.19	Reject at 0.05 Significant level
2.	Commerce	100	228.02	20.79			

*Df= 198 Significance level at 0.05 level

The table 4 shows that the mean score of female students in the science group is 225.18 is lower than the mean score of female students in the commerce group was 228.02 with a standard deviation of 19.59 and 20.79 respectively. This indicates that the null hypothesis (*To compare the family problems of married female students of Science and Commerce Faculty studying at the graduation level*) is rejected. Therefore, it may be concluded that there is a significant difference among the female married students of the Science and Commerce group.

A Graphical representation of the mean scores of married female students of Science and Commerce streams studying at graduation level on family problems is given below in *Figure 3*



It is completely clear from the graph that the mean of family problems-related marks of married female students of the Science stream studying at graduation level is less than the mean of family problems-related marks of married female students of the Commerce stream. Hence, a significant difference was found in the family problems of married female students of the Science and Commerce stream studying at the graduation level. Hence, fewer problems were found in married female students of the Science stream as compared to married female students of the Commerce stream.

Objective-4

The Researchers used a comparative research approach to compare the family problems of married female students of the Arts and Commerce Faculty studying at the graduation level.

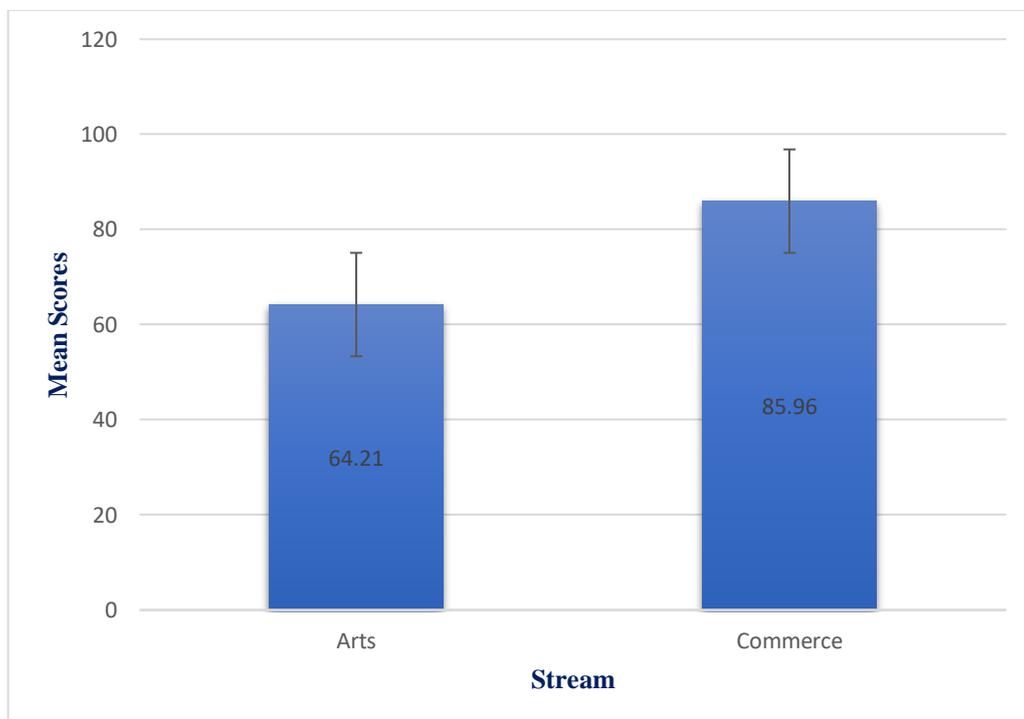
Table 5 Comparison between problems of female married students of Arts and Commerce Stream

S. No.	Group	N	Mean	S.D.	T-Value	Result
1.	Arts	100	64.21	19.32	4.21	Accepted at 0.05 Significant level
2.	Commerce	100	85.96	22.22		

*Df= 198 Significance level at 0.05 level

The table 5 shows that the mean score of female students in the art group is 64.21 is lower than the mean score of female students in the commerce group was 85.96 with a standard deviation of 19.59 and 20.79 respectively. This indicates that the null hypothesis (*To compare the family problems of married female students of Arts and Commerce Faculty studying at the graduation level*) is accepted. Therefore, it may be concluded that there is a significant difference among the female married students of the Arts and Commerce group.

A Graphical representation of the mean scores of married female students of Arts and Commerce streams studying at graduation level on family problems is given below in *Figure 3*



(Figure 4)

It is completely clear from the graph that the mean of family problems related marks of married female students of the Arts stream studying at the graduation level is less than the mean of family problems related marks of married female students of the Commerce stream.

Hence, a significant difference was found in the family problems of married female students of the Science and Commerce streams studying at the graduation level.

Hence, fewer problems were found in married female students of the Arts stream as compared to married female students of the Commerce stream.

DISCUSSION

In the present small research study, it was concluded that many factors affect family problems. Such as education-related, social, economic, family and psychology-related, etc. Positive and negative factors of family environment also affect the married female students in their education.

1- The problems of married female students studying in arts and science faculty at the graduation level were found to be stable and less stable than those of married female students of science faculty. There can be various possible reasons for this inequality.

In today's era of globalisation, students studying in arts and science faculties are given equal status. But even today in the scientific society, married female students studying in the science faculty are given more importance than married female students studying in the arts faculty, and there is less social and family pressure on them, due to which they can make their decisions freely (Sharma, S.N., 2022).

Female students of science faculty have to spend more time outside their families, i.e. apart from family, they also have to do work outside the home (Rai, K.S., 2021). Due to this, they absorb many good and bad experiences from outside, due to which they learn to control their emotions, control family problems and use higher intellectual capacity as compared to married female students studying in the Art Faculty.

On the contrary, factors like family problems, ancient culture, conservatism, economic conditions and social environment also affect the married female students studying in the art Faculty (Mishra, U., & Gupta, S., 2024). There are many types of social developments in married female students of the Arts Faculty with which they find it difficult to adjust, and if they do not get family support, they become mentally unstable (Mehta, P.S., 2020). Married female students studying in the art Faculty also have many ambitions.

When their ambitions are not fulfilled by the members of normal families and married female students studying in the Art Faculty from well-off families around them achieve the same goals easily, then a state of mental disorder - frustration, disappointment and conflict arise in them and they lose control over their emotions and start moving towards mental and family instability (Rao, N.S., 2021).

2- A significant difference was found in the family problems of married female students studying in the science and commerce streams at the graduation level. Married female students of the science stream were found to be more mature than female students. There can be many possible reasons for this.

According to the Indian Constitution, the environment of equality and freedom is fully reflected in graduation classes in the colleges affiliated with Shri Chhatrapati Shahu Ji Maharaj University. Married female students of the science and commerce streams are equally encouraged to participate in all kinds of activities.

Therefore, married female students of both streams get equal opportunities for mental and social development (Patil, L.K., 2022) Also, there are more ups and downs in education and family problems in which married female students of the commerce stream have to play a dual role, on one hand, they have to live a student life and on the other hand, they have to fulfil the family responsibilities of the family and society (Jain, P.K., 2020). Thus, sometimes married female students lose their educational achievement while fulfilling their dual roles and responsibilities.

On the contrary, the female students of the science stream studying at the graduation level are kept free from all kinds of family and social responsibilities in the family, so that they are free from family worries and can complete their studies smoothly (Khan, N.A., 2021). Generally, they also get the freedom to make their own decisions and complete their professional work. This is the reason that the married female students of the commerce stream are more stable in the family as compared to the married female students studying in the science stream (Agrawal, K.R., 2022).

3- A significant difference was found in the family problems of married female students studying in the Arts and Commerce Faculty at the graduation level. The female students of the Commerce Faculty were found to be more well-adjusted in family terms than the married female students of the Arts Faculty.

The family environment of married female students studying in the Commerce Faculty is more independent, and there is less family and social pressure on them, due to which they have more self-confidence, and hence they can adjust themselves according to different situations (Gupta, R.S., 2021). The female students of the Commerce Faculty get the opportunity to participate in co-curricular activities at their learning level. Many types of cultural programs are organised continuously in postgraduate schools, due to which their hesitation is reduced and they are found capable of developing in themselves the ability to behave appropriately in every way to fulfil their family and social role as a family member (Verma, K.S., 2022). Married female students studying at the graduate level have more family, socio-economic and mental pressure and less freedom. Often, due to the family members being illiterate or conservative, married female students are unable to develop the qualities as to how they should adjust in the family and society (Mehta, S. L. 2021).

Cultural programs and co-curricular activities (debates, seminars, symposia, etc.) are sometimes organised in postgraduate classes, in which married female students studying in all faculties get an opportunity to participate in the activities. If, for some reason they are unable to participate in these co-curricular activities, then there is a possibility of their family and social development being obstructed.

Thematic analysis of open-ended questions and semi-structured interview responses shows recurring concerns such as lack of emotional support, pressure to balance academic and domestic responsibilities and limited autonomy in decision-making, particularly among the Arts stream. The insight gained from a qualitative type of analysis helps the quantitative differences observed among various streams.

Themes	Arts	Science	Commerce
Emotional Support	The least emotional support is received from family.	Science students receive a moderate level of emotional support.	Commerce students experience moderate levels of emotional support.
Time Management	Attempts are made to maintain balance, but the workload is exhausting.	Time management is extremely challenging due to practical tasks and studies.	The dual burden of academics and household responsibilities is extremely challenging for these students.
Decision Freedom	Decision-making is the most limited.	These students have some freedom in decision-making.	The freedom to make decisions was found to be higher in them than in other students.
Social expectations	Social pressure to follow traditional roles is very high.	Social pressure is relatively low, which maintains some mental balance.	Family and social expectations are very high, which increases mental pressure.
Career Awareness	Awareness about careers is limited and unclear.	Career goals are mostly focused and clear in STEM fields.	Students are more aware of vocational and practical career options.

Educational implications

Married girls studying at the graduate level, with many possibilities, while adjusting to the educational world as well as family problems, play an important role in bringing the social, economic and family status of their family to a good level along with their family responsibilities (Sinha, A., & Kumar, S., 2024). Family adjustment, along with educational achievement, brings family maturity in married girls by making improvements in them. The rights given by the family help in building a good family. Till the mental, social and family environment of the

married girls studying is not good, they cannot do any work properly (Sharma, P., 2022). Till the time they lack self-confidence, they will not be able to achieve educational success, even in the family and social environment. Family responsibilities and social and economic status will keep affecting the daily routine of married girls studying (Kaur, R., & Singh, M., 2021).

To continue the education process along with family problems, it is very important to realize how the factors affecting family adjustment between educational achievement and family problems can be controlled (Singh, J., Pandey, A. P., & Kumar, N., 2024). If married girls studying at the graduate level are not able to be positive even after getting an education, then there is no meaning in married girls getting an education. The role of educational quality in removing the obstacles to the adjustment of family and educational problems can be evaluated. Educational quality plays an important role in solving family problems (Sharma, P., 2022). Therefore, from the educational point of view, the role of education in family adjustment cannot be denied.

The educational and family uses of the presented research work are as follows-

1. The presented research work can help give a new direction to the family problems of married girls studying at the graduate level in taking up vocational education.
2. The presented research work can help guide the teachers of the graduate college to solve the family problems of married girls.
3. The presented research work can give a different perspective to solve the economic problems among the family members of married girls.
4. By taking inspiration from the presented research work, the educational achievement of married girls can be increased by improving family and social relations.
5. The presented research work can provide proper guidance for improving the family problems of rural and urban married female students.
6. By studying this research work, we can help take their educational achievement to a higher level by giving importance to the interests of married female students and by giving corrective guidance on the economic condition of their families.
7. The presented research study can create awareness among married female students studying at the graduate level to achieve their goals.

CONCLUSION

In the history of India over the past years, the literacy rate of men was higher than that of women. At the time of British rule, the number of literate women was only 25 per cent of the total population (Chaudhary, L., & Rubin, J., 2009). After the establishment of the Republic of India, the government has put a lot of emphasis on women's education. Educating women gives a boost to women's empowerment.

Today in our society, our government is taking many big steps to give women access to every field and is also succeeding, but the results are not as good as they should be. There are many reasons for this. Girls get married at the graduation level itself (Raj, A., & McDougal, L., 2015). They have to face many problems. Every day, many cannot go to college to receive an education because they have family and social responsibilities, due to which they are not able to regularize their education, due to which their talent cannot be displayed openly. The second reason is ego, which most men have in today's modern era (Cook, J., 2020). If women become more educated than men, then the ego of men gets hurt. Another big reason is that due to poverty, female students are married early, and after marriage, they have to stop their education either to pursue their child's education or their own.

Women are not weak, but today's women are strong. Their stability is dependent on education. The proposed research will be important from many points of view. Its benefits will help the students studying at the graduate level to adjust to the family problems faced in receiving family education after marriage, to fulfil their

responsibilities, to strengthen their social, economic and political status, to know their rights, to know and practice sexual harassment, domestic violence, female foeticide, abortion, trafficking and the expansion of education for equality of women under the Indian Education Policy-1986.

Education plays a particularly important role as a basis for the development of women towards adult life. Education plays an important role in making girls and women capable. Along with this, women's education helps in national and international development. Apart from this, it also helps in economic development and increases the gross product of a nation, and women's education plays an important role in building a good society (World Bank 2018). It is said that Napoleon was once asked what the biggest problem in the progress of France. He replied that it is impossible to serve the motherland without educated and intelligent mothers. That is, if the women of a country are not educated, then almost half of the population of that country will remain ignorant (Nussbaum, M. C., 2000). This proves that such a country will not be able to progress and prosper like other countries of the world, and it is also rightly said that by educating a man, he alone becomes educated, but by educating a woman, the entire family can come out of the darkness of ignorance and become educated.

The home environment has a great impact on children's lives, and it depends on the woman's understanding (Shukla et al., 2025). An educated woman can play an important role in the formation of the good character of her children by maturing their thoughts, providing them with the right guidance and inspiring them to become great people in their motherly life; she also plays an all-round role in the development of their good life. Along with this, only through the knowledge of higher education can women make their parents, husbands and children happy and satisfied.

REFERENCES

1. Agarwal, K. R. (2022). The influence of educational stream on family stability among married female students: A comparative study. *International Journal of Gender and Education*, 11(3), 225-240.
2. Ali, N. I. (2020). The impact of education on women's empowerment: Challenges and opportunities. *Gender and Education*, 32(1), 25-40.
3. Chaudhary, L., & Rubin, J. (2009). Reading, Writing, and Religion: Explaining Hindu and Muslim Literacy Differences in Colonial India. https://www.asrec.org/wp-content/uploads/2015/10/Rubin-Hindu_MuslimLiteracy-ASREC09.pdf
4. Choudhary, A. (2022). Education as a catalyst for character upliftment in ancient India: The foundation of social responsibility. *Indian Journal of Historical and Cultural Studies*, 8(3), 50-66.
5. Cook, J. (2020). Educational disparities among girls in India. Ballard Brief. <https://ballardbrief.byu.edu/issue-briefs/educational-disparities-among-girls-in-india>
6. Desai, R. (2023). Revolutionizing women's social status in independent India: Breaking the chains of oppression. *Indian Journal of Women Studies*, 15(2), 45-60.
7. Dhiman, J. P. (2021). Impact of graduate education on empowering women: A study of married and unmarried girls in India. *Education and Information Technologies*, 26(6), 7549–7565. <https://doi.org/10.1007/s10639-021-10588-4>
8. Gupta, R. (2023). The role of education in shaping innate powers and creating civilized citizens. *Journal of Educational Development and Human Potential*, 4(3), 22-38.
9. Gupta, R. S. (2021). Independence and adaptability: The impact of family dynamics on married female students in commerce education. *Journal of Family Issues*, 42(4), 741-758.
10. Gupta, S. (2023). Chapter: An era of artificial intelligence. *New Trends and Innovative Practices in Educational Process* (Vol. 1, pp. 41–46). World Book. ISBN: 978-81-962747-9-5.
11. Gupta, S. (2023). Choice-based credit system in India. *International Journal of Research and Analytical Review*, 7(4), 262–268.
12. Gupta, S. (2023). Linking women and education: The dual perspectives of gender parity in education. *Journal of Women's Education and Empowerment*, 9(2), 18-34.
13. Gupta, S. (2024). Conceptual terminology inherited in foundational literacy and numeracy (FLN). *International Journal of Creative Research Thought*, 12(2).
14. International Journal of Creative Research Thought, 12(2).
15. Gupta, S. (2024). Margin to mainstream: Connecting the unconnect. *Diversity, Equity & Inclusion* (Vol. 1, pp. 113-124). BlueRose Publication. ISBN: 978-93-6452-061-4.

16. Gupta, S., & Mishra, U. (2024). Economic value impact analysis of Hindi vs. English medium schools of Kanpur Nagar: A comparative study. *Educational Metamorphosis*, 3(1). Gupta, S., Deepak, D., Gore, R., Mishra, B. N., & Singh, V. (2024). Tracing challenges in the pathway of CBCS: A status study. *Library Progress International*, 44(3), 10300–10309.
17. Gupta, S., & Singh, V. (2024). Examine the NEP's initiatives for improving the quality of education in India. *Navigating NEP 2020 Strategic Implementation and Future Challenges* (pp. 153–162). Luit and Pine. ISBN: 978-81-9740-99-8.
18. Gupta, S., & Singh, V. (2024). Future proofing education: The critical role of ICT in bridging the global educational gap. *Role of ICT & Educational Technology in Higher Education* (Vol. 2, pp. 187–198). Suryam Publication. ISBN: 978-81-972279-7-4.
19. Gupta, S., & Singh, V. (2024). The **emotional** lives of living beings: Understanding **human feelings**. *Feel to Heal: The Transformative Power of Emotions* (Vol. 1, pp. 20-34). Book River. ISBN: 978-9368847878
20. Gupta, S., & Singh, V. (2024). Trajectories of collective intelligence. *Collective Intelligence* (Vol. 1, pp. 97- 107). BlueRose Publication. ISBN: 978-93-6452-971-6.
21. Gupta, S., & Singh, V. (2025). CBCS in higher education: An impact analysis. *Omniscient: An International Multidisciplinary Peer-Reviewed Journal*, 3(1), 43–53.
22. <https://www.omniscientmjprjournal.com>
23. Gupta, S., et. al. (2025). Unveiling the global rise of chatbot-assisted learning: A 2020–2025 bibliometric study. *Scientific Culture*, 11(4), 3042–3060. <https://doi.org/10.5281/zenodo.11425125>
24. Gupta, S., Shukla, P., Shukla, S., Deepak, D., Gore, R., & Singh, V. (2025). Environmental concerns in the present scenario and future works of education. *International Journal of Environmental Sciences*, 11(7s), 697–709. <https://theaspd.com/index.php/ijes/article/view/1274>
25. Jain, P. K. (2020). The impact of family dynamics on the academic performance of married female students in commerce. *Journal of Family Issues*, 41(9), 1415-1432.
26. Kapoor, M. (2022). The decline of the golden age: Examining social disturbance and family discontent in modern society. *Indian Journal of Social Change*, 9(2), 45-60.
27. Kapoor, N. (2023). Changing attitudes: Men's evolving beliefs towards women's freedom and empowerment. *Indian Journal of Gender Studies*, 30(1), 12-28.
28. Khan, N. A. (2021). Family support and academic success: The experience of female science students in higher education. *International Journal of Educational Research*, 111
29. Maiti, S., Gupta, T., & Rajpal, G. S. (2023). Linkage between women empowerment and gender-based violence in India: Evidence from NFHS-5 data. In C. Chakraborty & D. Pal (Eds.), *Gender inequality and its implications on education and health* (pp. 165–175). Emerald Publishing Limited. <https://doi.org/10.1108/978-1-83753-180-620231015>
30. Mehta, A. (2022). The indelible influence of maternal guidance on child development: A lifelong foundation. *Indian Journal of Child Development and Parenting*, 4(2), 35-50.
31. Mehta, S. L. (2021). Challenges faced by married female students in higher education: The role of family support and socio-economic factors. *Journal of Family Issues*, 42(8), 1902-1920.
32. Mitra, A. (2018). Contradictions of modernity: Educated women and the pressures of domesticity in urban India. *Indian Journal of Gender Studies*, 25(3), 432–448. <https://doi.org/10.1177/0971521518785819>
33. Nussbaum, M. C. (2000). *Women and human development: The capabilities approach*. Cambridge University Press.
34. Patel, N. (2023). Empowering women through education: Breaking social norms and raising women's status in society. *Indian Journal of Social and Educational Reform*, 6(2), 27-43.
35. Patil, L. K. (2022). Encouraging participation: Comparing opportunities for married female students in science and commerce streams. *International Journal of Gender and Education*, 11(1), 50-65.
36. Raj, A., & McDougal, L. (2015). Early marriage and educational attainment among girls in India: A social and health perspective. *Journal of Adolescent Health*, 57(2), 134–140. <https://doi.org/10.1016/j.jadohealth.2015.05.015>
37. Rani, K. S. (2021). Balancing act: The dual burden of female science students in higher education. *International Journal of Educational Research*, 105, 101-107.
38. *International Journal of Educational Research*, 105, 101-107.
39. Rao, N. (2023). The transformative power of education: Enlightening human life and spreading influence. *Indian Journal of Educational Growth*, 12(1), 34-50.

40. Rao, N. S. (2021). Ambition and discontent: Exploring the psychological effects on married female students in arts education. *Journal of Education and Health Promotion*, 10, 345.
41. Reddy, K. (2023). The elevated status of education: Cultivating intellect and practical duties. *Indian Journal of Education and Philosophy*, 11(1), 15-30.
42. Sharma, A. R. (2020). Women's education in medieval and Renaissance India: A historical overview. *Journal of Historical Sociology*, 33(4), 489-504.
43. Sharma, P. (2022). Continuation of education after marriage and its associated factors among women in India. *Journal of Education and Health Promotion*, 11, Article 36. https://doi.org/10.4103/jehp.jehp_1015_21
45. Sharma, P. (2023). The impact of women's education on national, social, and domestic productivity. *Indian Journal of Women's Empowerment and Development*, 5(1), 42-58.
46. Sharma, S. N. (2022). Gender dynamics in higher education: A comparative study of married female students in arts and science. *International Journal of Gender and Education*, 11(2), 150-165.
47. Shukla, P., Singh, V., Sonwani, S., Dixit, M., & Gupta, S. (2025). A review of the evolution of educational frameworks: Pedagogy 1.0 to 7.0. *International Journal for Research Trends and Innovation*, 10(9), 119–135. [10.6084/m9.doione.IJRTI2509116](https://doi.org/10.6084/m9.doione.IJRTI2509116)
48. Singh, J., Pandey, A. P., & Kumar, N. (2024). The role of education in shaping Indian marriage and family values. *ShodhKosh: Journal of Visual and Performing Arts*, 5(1), 27–36. <https://doi.org/10.29121/shodhkosh.v5.i1.2024.3276>
49. Singh, V. (2023). Curriculum of higher education during the Buddhist period: Religious and secular dimensions. *Journal of Buddhist Studies and Education*, 9(1), 22-40.
50. Sinha, A., & Kumar, S. (2024). Transforming rural women's lives in India: The impact of microfinance and entrepreneurship on empowerment in self-help groups. *Journal of Innovation and Entrepreneurship*, 13(1), Article 19. <https://doi.org/10.1186/s13731-024-00419-y>
51. Verma, K. S. (2022). Cultural engagement and self-confidence: A study of female students in postgraduate education. *Journal of Educational Psychology*, 114(2), 300-315.
52. Verma, S. (2022). The role of higher education in empowering married and unmarried women: A pathway to adult life. *Journal of Women's Education and Development*, 10(2), 15-29.
53. Vimal Singh, V., Om Shankar Gupta, O. S., Kumar, B., Gupta, S., Priya, P., & Shukla, S. (2025). News framing and student perceptions: A bibliometric analysis of global research trends. *International Journal of Interdisciplinary Cultural Studies*, 20(2), 66–88. <https://doi.org/10.18848/p2qy7b42>
54. World Bank. (2018). Women, business and the law 2018: Reforming the legal environment for women's economic inclusion. World Bank Group. <https://openknowledge.worldbank.org/handle/10986/29498>
55. Yolmo, A. L. (2023). Status of women's education and gender disparity in literacy in North Bengal, India.
56. *Educational Administration: Theory and Practice*, 29(1), 547–554. <https://doi.org/10.53555/kuey.v29i1.7841>