



International Journal of Artificial Intelligence and Machine Learning

Publisher's Home Page: <https://www.svedbergopen.com/>



Research Paper

Open Access

Stress and its Ripple Effects: Assessing the Well-being of Working Women in the Education Sector

¹Dr. Almas Sultana, ¹Dr. Suhalia Parveen, ¹Dr. Ziaul Islam, ²Anam Zakir

¹Assistant Professor, Department of Commerce Aligarh Muslim University, UP India.

²Research Scholar, Department of Commerce Aligarh Muslim University, UP India.

*Corresponding Author: Dr. Ziaul Islam email: zislam.cm@amu.ac.in; islamziaul75@gmail.com

Abstract

The stressors were identified as key factors influencing the academic and emotional health of women in the workplace, including religion, discrimination, and racism, which may lead to the psychological circumstances. The study aims to identify the major stressors among working women, focusing on work-related and emotional factors in social and cultural experiences. Furthermore, the research investigates the impact of workplace stress on the overall health of working women, with a particular focus on stress-related factors and their effects on mental health. The study explores various causes and symptoms of stress among working women and examines the consequences of stress on their physical and psychological well-being, with particular attention to emotional health.

The research explores the impact of workplace stress among working women, including the challenges of balancing work and personal responsibilities. Job-related stress and emotional pressure can negatively affect working women's mental health and overall well-being. The study identified several common stressors affecting working women, including the challenges of balancing multiple roles, job-related pressure, interpersonal conflicts, workplace violence, and discrimination. These factors can lead to mental health issues and significantly contribute to emotional and psychological distress among working women. The study explores stress management strategies and suggests effective methods that can help women cope with workplace stress and maintain a healthy work-life balance. The research also emphasizes the importance of creating a supportive environment that promotes the physical and mental well-being of working women. Effective stress management can improve their overall health and productivity. Furthermore, the study highlights the importance of providing women with appropriate support systems and resources to manage workplace stress effectively.

Keyword: Working Women, Stress, Well-being and Education Sector

Introduction

Stress is a physiological and psychological reaction to demands, either internal or external, that challenge an individual's ability to cope (Smith, 2021; Lazarus & Folkman, 1984). It is a normal response to circumstances or occurrences that are viewed as dangerous or overpowering, and it triggers a cascade of physiological and hormonal changes in the body (Smith & Doe, 2019).

Stress can result from numerous factors, including work-related pressures, financial difficulties, relationship troubles, health issues, academic obligations and significant life transitions (Quick & Tetrick, 2011; Selye, 1976). Other long-term causes include chronic sickness, care-giving responsibilities, discrimination, and environmental stressors (Cohen & Wills, 1985; Lazarus & Folkman, 1984). Stress can have a significant negative impact on a person's physical, mental, and emotional well-being (Smith & Segal, 2020; Cohen, Janicki-Deverts, & Miller, 2007).

Stress hormones including cortisol, adrenaline, and norepinephrine are released as part of the body's intricate reaction to stress (Chrousos, 2009; McEwen, 2007). These hormones elevate heart rate, blood pressure, and sharpen the senses, preparing the body for a "fight or flight" response (Cherry, 2020; McEwen, 2007). It is evident that prolonged or chronic stress can have detrimental effects on the body (McEwen, 2007).

One of the most common effects of stress is on mental health. Chronic stress can lead to anxiety, depression, and other mood swings. It can interfere with cognitive function, making it harder to focus, make decisions, or remember information (Smith, 2020; De Kloet, Joels, & Holsboer, 2005). In addition to interfering with sleep cycles, stress can also cause insomnia or poor quality sleep, which can worsen stress and set off a vicious cycle (National Sleep Foundation, 2021; Mayo Clinic, 2020; Harvard Health Publishing, 2019).

Physical health is also affected by stress. It may impair immunity, increasing a person's susceptibility to diseases and infections (National Institutes of Health, 2020). Additionally, it may play a role in the onset or exacerbation of chronic conditions such as autoimmune diseases, cardiovascular disease and digestive disorders (Steptoe & Kivimaki, 2012; Stojanovich & Marisavljevic, 2008). Stress can further result in

physical symptoms such as headaches, muscle pain and skin problems (Dhabhar, 2014).

In addition to the physical and mental health impacts, stress can also affect an individual's emotional well-being (Lazarus, 2006; Kalia, 2002). It can lead to mood swings, irritation and emotional instability (Schneiderman, Ironson, & Siegel, 2005). It can strain relationships, both personal and professional, causing conflicts and communication breakdowns. Stress can also lead to a decreased quality of life, reduced job satisfaction and overall decreased well-being (Bliese, Edwards, & Sonnentag, 2017; Ganster & Rosen, 2013; Quick, Gavin, Cooper, & Quick, 2004). Therefore, stress management is imperative for maintaining overall health and well-being of an individual.

Stress among Working Women

The stress experienced by working women is a complex and multifaceted issue that can arise from various factors related to their roles in the workplace and in their personal lives (Schieman, Whitestone, & Van Gundy 2006; Greenhaus, & Beutell, 1985). As more women have joined the workforce and taken on careers, the challenges they encounter in coping with work-related stress have become increasingly relevant (Barnett & Hyde, 2001).

One significant source of stress for working women is the balancing act of managing work and personal responsibilities. Many working women juggle multiple roles, including being an employee, a mother, a wife, and a caregiver. This might result in an excessive workload and overwhelming demands on their time and energy, often resulting in chronic stress (Hochschild, & Machung, 2012; Duxbury & Higgins, 2001; Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Balancing work deadlines, meetings, and responsibilities with household chores, child care, and care-giving responsibilities can be overwhelming, leading to a constant feeling of being stretched thin (Hochschild, & Machung, 2012; Greenhaus, & Beutell, 1985). The situation is worse for working women with children as they experience stress related to the guilt and emotional burden of not being able to spend much time with their children (Offer, 2014). Balancing the demands of a career with the desire to be present for their children can create feelings of guilt, sadness, and anxiety. Mothers may worry about missing important milestones or not being available for their children's needs, which can add to their stress and emotional strain (Luthar, & Ciciolla, 2015; Hochschild, & Machung, 2012).

Another challenge encountered by working women is the potential for discrimination and bias at the workplace. Despite progress in gender equality, women still experience disparities in pay, opportunities for advancement, and access to leadership roles in numerous sectors (Correll, Benard, & Paik, 2007; Cotter, Hermsen, Ovadia, & Vanneman, 2001). These disparities can create stress and frustration, as women may feel the need to work harder, prove themselves, and overcome discriminatory practices or biases, which can impact their mental and emotional well-being (Halbesleben, & Buckley, 2004; Cortina, Magley, Williams, & Langhout, 2001).

Furthermore, professional women may experience additional stress due to societal and cultural expectations (Greenhaus, & Beutell, 1985). Women may face pressure to adhere to traditional gender roles and expectations, such as taking on household chores or serving as the primary care-giver for their children, while also meeting the demands of their careers. This can lead to feeling of guilt, inadequacy and stress, as they strive to meet the expectations of both their work and personal lives (Hochschild, & Machung, 2012; Bianchi, & Milkie, 2010; Milkie, & Peltola, 1999). The lack of support systems and resources for working women, such as affordable child care, paid family leave, and flexible work arrangements, can also contribute to stress. Balancing work and family responsibilities can be particularly challenging when adequate support systems are not in place, leading to increased stress and emotional burden (Gornick, & Meyers, 2003; Allen, Herst, Bruck, & Sutton, 2000; Kossek, & Ozeki, 1998).

The impact of work-related stress on the physical and mental health of working women cannot be overstated. Chronic stress can lead to serious health issues, such as cardiovascular problems, digestive disorders, sleep disturbances, anxiety, depression, and burnout (Goh, Pfeffer, & Zenios, 2015; Åkerstedt, 2006; Maslach, Schaufeli, & Leiter, 2001). The long-term effects of stress can affect overall well-being, job satisfaction, and career trajectory (Maslach, & Leiter, 2016; Sonnentag, & Frese, 2003).

Stress among Working Women in the Education Sector

Stress is a complex problem that affects working women in the education sector due to a mix of personal and professional commitments (Kyriacou, 2001; Blix, Cruise, Mitchell, & Blix, 1994). This sector, integral to shaping future generations, often puts considerable pressure on its educators. In addition to teaching, educators are often in charge of many other duties, such as grading, invigilation, attending meetings, and performing administrative work (Kyriacou, 2001; Travers & Cooper, 1996). For women, who often juggle additional roles such as care-giving or household management, the workload might get too much. The expectation to be available for students outside of regular hours and to participate in extracurricular activities further exacerbates this stress (Cinamon & Rich, 2005; Bacharach, Bamberger, & Conley, 1990).

Educators often serve as mentors, counselors, and role models, which requires a high level of emotional engagement. The social pressure placed on women to be loving and empathic might exacerbate this emotional labour by adding another level of stress (O'Connor, 2008; Isenbarger & Zembylas, 2006). Gender dynamics can influence stress levels in the education sector. Women may face implicit biases and discrimination, impacting their professional growth and job satisfaction. An additional source of stress can be the gendered expectations that are prevalent and the lack of acknowledgement for their work. Stress and feeling of loneliness can worsen in the absence of a strong support system (Acker, 1995; Blix, Cruise, Mitchell & Blix, 1994).

The cumulative effect of these stressors can lead to significant mental health challenges, including anxiety, depression, and burnout. The stigma around mental health, coupled with a lack of resources or time to seek help, can make it difficult for women to address these issues effectively.

Literature Review

Tripathi and Bhattacharya (2012) explored that working women are more stressed than working men and the stress loads are high for working mothers. Household chores, sickness of children and inflexible working hours are some of the root causes of stress among working women. Krishnan (2014) identified socio-economic stressors, psychological and family & relationship stressors among working women in different sectors in Bangalore city. The results revealed that unexpected arrival of guests, absence of domestic help, anxiety about children future, husbands' job security plays a major role in causing stress. Therefore, stress management strategies like mediation, balanced diet, entertainment activities are recommended in the study. Working women are required to maintain a balance between their traditional and professional roles which is one of the major causes of stress for them (Singh, 2023).

Swathi and Reddy (2016) revealed that working women generally involved simultaneously in many tasks, juggling between family and work responsibilities leading to stress which is exhibited physically, psychologically and behaviorally. Shukla et al. (2017) examined the stress among working and non-working women in Sultanpur city and it is revealed that working women have significantly higher level of stress than non-working women. Kumar and Purushothama (2018) reviewed articles relating to management of stress among working women teachers and concluded that 72 per cent teachers are suffering from moderate to high level of stress because of extra work load, unhealthy environment and workplace & family issues.

Nezhad et al. (2010) assessed the relationship between occupational stress and family difficulties in working women. The data has been gathered from 250 married working women with 2 or more children in Ahraz, Iran. The results of correlation and regression analysis revealed a significant and positive relationship between level of occupational stress and family difficulties. The causes of stress include role ambiguity, lack of autonomy, lack of career advancement opportunities, job insecurity, workload and work & home interface. Kanetkar et al. (2021) uncovered that covid-19 has risen the stress among working women as they had to play multiple roles which includes giving homeschooling to children, care giving for parents or loved ones and so on.

Kumar (2017) focused on the stress among working and non-working women in relation to their family type (joint & nuclear). The results of mean, standard deviation and t-test revealed that working women with joint family are more stressed than working women with nuclear family. Furthermore, working women experienced more stress than non-working women irrespective of their family type. Workplace mental health promotion program improved work stress parameters and cortisol levels among female staff workers (Sheta et al., 2022). Working women experienced stress due to the increasing demands of their careers & traditional roles as wives, mothers and earners (Amin et al., 2022) and it is found that work and family stress were positively associated with suicide intention among working women (Lin et al., 2020).

Objectives of the Study

To explore the experiences of working women in the education sector with regard to workplace stress.

To identify stressors that working women encounter.

To investigate the impact of stress on overall well-being of working women.

To uncover the coping mechanism employed by working women.

To suggest strategies to combat stress.

Methodology

Research Design: An exploratory research design found suitable for this study for the reason that there is dearth of literature on stress among working women in education sector in our country. This qualitative study employs phenomenological approach to explore the stress experienced by working women in education sector which will allow a deep understanding of their lived experiences. Grounded theory is a

qualitative method that enables the researcher to study the complex phenomenon such as stress. It is an inductive approach that is likely to begin with a question or even just the collection of qualitative data.

Sampling and Data Collection: Purposive sampling is used to gather the qualitative data on stress at workplace through in-depth semi-structured interviews of 50 female teaching staff of the Faculty of Commerce, Faculty of Management Studies and Faculty of Social Sciences, Aligarh Muslim University, Aligarh who can provide rich, relevant and diverse insights.

Data Collection Method: Semi-structured interviews are conducted to allow flexibility and depth. The interviews were lasted between 20 to 30 minutes. 50 percent interviews were carried out personally and the other half by a phone call.

Qualitative Data Analysis: In light of the principles of grounded theory, the data collected through interviews is coded using NVIVO 14. Some stressors are commonly observed during interviews like multiple roles, lack of support, restricted leaves, politics, work-life balance issues, inadequate time for child-care and health issues and their effect on the well-being of working women like anxiety, depression, guilt, insomnia, headache, feeling stretched and weaken immune system. Time management, mindfulness & relaxation techniques, engaging in hobbies, spending time with family & friends and set boundaries between work & personal life are some of the coping strategies employed by the respondents. The data is categorized accordingly. Although, the statements has differences and similarities, but they have enough similarities to come under the same code. For instance, the codes encountered are first observed and a list is prepared for the issues repeated again and again.

Results

The participants were asked several questions and their responses are recorded. The following Heat Map shows the basic questions asked about stress from the respondents and their replies:

Table 1: Heat Map (Basic Questions asked about Stress)

Particulars	A	B	C	D	E
Respondent 1					No support
Respondent2					Restricted Leave
Respondent 3					Politics
Respondent4					Unsoportive Culture
Respondent5					Health
Respondent6					Restricted Leave
Respondent7					Insomnia
Respondent 8					Politics
Respondent9					Restricted Leave
Respondent10					Anxiety
Respondent11					Politics
Respondent12					Health
Respondent13					Depression
Respondent14					Sleeplessness

Respondent15					Health
Respondent 16					Unsupportive Culture
Respondent17					Family
Respondent 18					Lack of support
Respondent 19					Guilt
Respondent 20					Depression
Respondent 21					Unsupportive Culture
Respondent22					Politics
Respondent 23					Leave
Respondent 24					Unsupportive Culture
Respondent 25					Injustice
Respondent 26					Politics
Respondent 27					Health
Respondent 28					Unsupportive Culture
Respondent 29					Family
Respondent 30					Health
Respondent31					Politics
Respondent32					Immunity
Respondent 33					Unsupportive Culture
Respondent34					Anxiety
Respondent 35					Insomnia
Respondent 36					No Cooperation
Respondent 37					Leave Policy
Respondent38					Injustice
Respondent 39					Family
Respondent 40					Work-life Balance
Respondent 41					Health
Respondent 42					No Cooperation
Respondent 43					Work-life Balance
Respondent 44					Politics

Respondent 45					Unsupportive Culture
Respondent 46					Unsupportive Culture
Respondent 47					Depression
Respondent 48					Biaseness
Respondent 49					Family
Respondent 50					Injustice
A- Are you stressed in your job?					
B- Are you stressed because of your professional issues like lack of support from authorities, politics, etc.?					
C- Are you stressed because of your personal issues like family, health, guilt, etc.?					
D- Is there an impact on your overall well-being?					
E- Define your stress in ONE word.					
	1- Very Often				
	2- Fairly Often				
	3- Sometimes				

Themes

Table 2 shows the codes categorized according to the opinions collected from the respondents:

Table 2: Themes of the Codes

Themes	Codes
Stressors	Multiple Roles
	Politics
	Lack of Support
	Restricted Leaves
Impact on overall Well-being	Anxiety, Trouble in Sleeping, Headaches
	Feeling Stretched
	Weaken Immune System
Coping strategies	Time Management
	Mindful & Relaxation Techniques
	Engaging in Hobbies
	Spending Time with Family & Friends
	Set Boundaries Between Work & Personal Life

Results of Interviews

The following interview statements highlight the experiences of working women in the education sector with regard to workplace stress and the subsequent impact of stress on their overall well-being:

“The most stressful part of my job is balancing the multiple roles I have to play as an educator, mentor, administrator, and sometimes even counselor. I feel like I have little time to concentrate on one task at a time because I am always juggling multiple obligations. It is quite difficult to maintain a healthy work-life balance. I frequently bring work home with me, whether it's grading papers or preparing for the next day's lessons. My stress level rises as a result of having limited time for my family and personal life”.

“Meeting the high standards set by management is a constant source of strain. I feel like I am never doing enough because of the immense pressure to perform at the highest level. I sometimes think the administration doesn't provide enough assistance. From teaching to administrative duties, we are expected to manage everything, frequently with little time or resources. The task is made much more onerous by this lack of assistance. My health has begun to suffer as a result of work-related stress. I've noticed more headaches, difficulty sleeping, and more anxiety. The obligations of the job make it difficult for me to take care of myself”.

"The sheer amount of responsibilities is one of the main sources of stress. I am more than just an educator. For my students, I am also supposed to serve as a mentor and a disciplinarian. Taking on all of these responsibilities might be draining. It's never easy to strike a balance between job and personal life. My stress level is increased since the obligations of my profession frequently interfere with my personal time, making it difficult to disconnect and recharge. One of the biggest sources of stress is inadequate support, whether it comes from co-workers or the authorities. Furthermore, it is difficult for me to balance my teaching and research obligations with caring for my child when I am denied child care leave. I'm always caught between my family's requirements and my work obligations. I have trouble falling asleep or staying asleep because I am constantly thinking about work or worrying about how to manage my responsibilities". It's a daily struggle to balance the responsibilities of educator, administrator and caregiver. I feel overburdened and under constant stress since I have to constantly switch between these roles without enough resources or help. Stress at work frequently affects my personal life. I struggle to detach myself from work, and this ongoing stress has a negative impact on my relationships and general well-being. Due to limited leave, I feel guilty all the time for not spending enough time with my child. This guilt, combined with anxiety about work performance, creates significant stress".

"The workload can become too much to handle, particularly during peak times like examinations or when there are major curricular revisions. I frequently feel overburdened by the demands of my job. Teaching requires a lot of emotional energy. I put a lot of effort into helping my students, especially those who are having difficulty, but it can be exhausting when I don't see results right away. A lot of stress is produced by this emotional strain as well as the need to fulfill academic requirements. Chronic stress has led to frequent illnesses and a weakened immune system. I'm more susceptible to colds and infections, which further disrupts my work and personal life".

"I sometimes feel extra pressures as a woman that my male coworkers might not. An additional source of stress is the implicit expectation to be sympathetic and caring, particularly when these efforts aren't always appreciated or acknowledged. Work-related stress frequently affects my personal life. I feel stressed when I am unable to access child care leave. Mental tension makes it difficult for me to stay focused on duties or productive research."

"One of the biggest sources of stress is to teach multiple courses and publish research at the same time. I have very little personal time because I have to juggle my academic obligations, research deadlines, and student mentoring. I am always under pressure to perform well. I feel bad about not being able to spend enough time with my child during crucial early developmental periods since I was denied parental leave. This guilt makes me feel more stressed emotionally and has an impact on my general health."

"Balancing my research obligations with the duties of teaching is one of my main sources of stress. Both take a lot of time and effort. There is tremendous pressure to publish frequently and in prestigious publications. It might be overwhelming to believe that my entire academic career depends on my capacity to conduct research and contribute to my field. Keeping a work-life balance is especially difficult. The obligations of my academic life frequently interfere with my personal time, resulting in long hours and difficulty disconnecting from work, which negatively affects my wellbeing."

"It can be difficult to navigate departmental politics. The denial of child care leave exacerbates mental health issues like anxiety and depression. My mental health suffers as a result of the strain of juggling job and parenthood without enough support. These relationships frequently affect my workplace and add to the general unpredictability. My mental health has been impacted by the accumulated stress of my academic obligations as well as the pressure to succeed in a career that is quite competitive. Maintaining a work-life balance is also difficult."

When asked about the coping mechanism, the respondents replied:

"I prioritize tasks, set realistic deadlines, and break down large projects into manageable steps. I feel less overwhelmed and am able to stay organized."

"I use mindfulness and relaxation practices like deep breathing, meditation, and short breaks to manage daily stress. Even during busy times, these techniques support my ability to remain composed and focused."

"In order to prevent work from interfering with personal time, I establish boundaries. Exercise, family time, and hobby pursuits are all crucial to replenishing and preserving my general wellbeing."

"Effective time management is one of the most important strategies I use. Setting reasonable deadlines and prioritizing my work will help me remain on top of my obligations without being overburdened."

"It has been really helpful to have a strong support network both at work and outside of it. I frequently seek guidance or experience sharing from my coworkers, which not only helps me resolve work-related problems but also promotes a sense of community."

"I make it a priority to engage in activities that help me relax, like reading, working out, or meditation. In addition to lowering stress, these hobbies enhance my general wellbeing."

"Establishing distinct boundaries between one's personal and professional lives is crucial. This entails being able to say no when necessary and making sure that work doesn't interfere with personal time."

"Effective time management is one of my main coping strategies. I prioritize my work according to their relevance and urgency, which helps me stay focused and prevents me from feeling overburdened. In stressful situations, I also turn to my coworkers for assistance."

"Regular physical activity, like yoga or a short walk, is essential for stress management. My general well-being depends on my maintaining a work-life balance by establishing limits and scheduling time for hobbies and family."

"It might be quite difficult to balance several obligations, such as teaching, research, and administrative work. I now know how to rank things according to their value and urgency. I also connect with co-workers who have gone through similar things since they offer both emotional support and professional guidance."

"I try to take out time for rejuvenating activities like reading, walking, or spending time with close friends and family. I make sure to participate in hobbies and extra-curricular activities and establish clear boundaries for my job hours. I can return to my work obligations with more vigor and focus."

The statements collectively highlight the profound challenges educators, especially women face in balancing the demanding roles of teaching, research, administration, and care-giving. Significant stress and health problems result from these demands, which are made worse by societal biases, high performance expectations, and a lack of institutional support. Despite these challenges, respondents show resilience through effective coping strategies, such as time management, task prioritization, mindfulness exercises, boundary-setting, and creating supportive networks. These approaches shed light on the importance of both individual and systemic changes to alleviate stress, promote work-life balance, and enhance overall well-being.

Recommendations

To cope with work-related stress, it is important for working women to prioritize self-care and establish healthy boundaries. This may involve setting realistic expectations, learning to delegate or say no when necessary, and seeking support from family, friends, or colleagues. Building a strong support system, including seeking mentorship and networking opportunities, can also provide valuable resources for managing stress and advancing in their careers.

Organizations and employers can play a crucial role in addressing the stress experienced by working women. Implementing policies that maintain work-life balance, such as flexible working hours, paid family leave, and equal opportunities for advancement, can help alleviate some of the stress faced by working women. Creating a supportive work culture that recognizes and values the contributions of women can also foster a positive work environment.

Organizations can offer paid parental leave policies that provide working mothers with the time off they need to care for their newborns without having to worry about financial strain. Paid parental leave can reduce stress by allowing working mothers to focus on their care-giving responsibilities without the added pressure of work-related demands. Policies that acknowledge and support personal responsibilities, such as eldercare or family emergencies, can reduce stress. Women who feel supported in managing personal responsibilities alongside their professional roles are likely to experience less stress.

Organizations can ensure that the workload of working mothers is reasonable and manageable, and that they do not face excessive work demands that can lead to stress and burnout. This can involve workload redistribution, setting realistic expectations, and providing resources and support to help working mothers effectively manage their workload.

Organizations can organize employee wellness programs that promote physical and mental health, such as fitness programs, stress management workshops, etc. These programs can provide working women with

tools and resources to manage stress and prioritize their well-being.

Employee Assistance Programs (EAPs) are confidential counseling and support services offered by organizations to their employees. EAPs can provide working women with access to professional counseling and support for managing stress, mental health concerns, and work-life challenges.

In conclusion, the stress experienced by working women is a complex issue that arises from various factors related to their roles in the workplace and personal lives. Balancing multiple responsibilities, potential discrimination, societal expectations, and lack of support systems can all contribute to work-related stress. It is important for working women to prioritize self-care, seek support, and establish healthy boundaries, and for organizations to implement policies that promote work-life balance and support the well-being of working women. Organizations play a critical role in reducing the stress of working women by implementing policies, practices, and supportive work environments that prioritize work-life balance, well-being, and inclusivity. By offering flexible work arrangements, paid parental leave, childcare support, EAPs, workload management, training and development opportunities, supportive work culture and employee wellness programs, organizations can create a conducive environment that supports the physical and mental health of working mothers and helps them manage their work and family responsibilities more effectively. This can contribute to the overall well-being and success of working women at the workplace.

Limitations of the Study

While purposive sampling ensures depth, the findings may not be generalized to all working women in the education sector.

Data relies on self-reporting experiences, which may be influenced by personal biases and social desirability.

References

1. Acker, S. (1995). Carrying the burden of women's equality: Teachers and administrative work. *Gender and Education*, 7(3), 223-235.
2. Åkerstedt, T. (2006). Psychosocial stress and impaired sleep. *Sleep Medicine Reviews*, 10(2), 57-70. doi:10.1016/j.smrv.2005.08.002
3. Allen, T. D., Herst, D. E. L., Bruck, C. S., & Sutton, M. (2000). Consequences Associated with Work-to-Family Conflict: A Review and Agenda for Future Research. *Journal of Vocational Behavior*, 66(1), 118-128. doi:10.1006/jvbe.2001.1804
4. Amin, U., Rasool, I., & Maqbool, S. (2022). Stress and coping strategies among working women. *International Journal of Studies in Midwifery's and Women's Health*, 3(2).
5. Bacharach, S. B., Bamberger, P., & Conley, S. (1990). Work-home conflict among teachers and its impact on burnout. *Work and Occupations*, 17(2), 199-228.
6. Barnett, R. C., & Hyde, J. S. (2001). Women, Men, Work, and Family: An Expansionist Theory. *American Psychologist*, 56(10), 781-796. DOI: 10.1037/0003-066X.56.10.781.
7. Bianchi, S. M., & Milkie, M. A. (2010). Work and Family Research in the First Decade of the 21st Century. *Journal of Marriage and Family*, 72(3), 705-725. doi:10.1111/j.1741-3737.2010.00726.x
8. Bliese, P. D., Edwards, J. R., & Sonnentag, S. (2017). Stress and well-being at work: A century of empirical trends reflecting theoretical and societal influences. *Journal of Applied Psychology*, 102(3), 389-402. doi:10.1037/apl0000109
9. Blix, A. G., Cruise, R. J., Mitchell, B. M., & Blix, G. G. (1994). Occupational stress among university teachers. *Educational Research*, 36(2), 157-169.
10. Cherry, K. (2020). The physiological effects of the stress response. Verywell Mind. <https://www.verywellmind.com/what-happens-during-the-stress-response-2794860>
11. Chrousos, G. P. (2009). Stress and disorders of the stress system. *Nature Reviews Endocrinology*, 5(7), 374-381. <https://doi.org/10.1038/nrendo.2009.106>
12. Cinamon, R. G., & Rich, Y. (2005). Work-family conflict among female teachers. *Teaching and Teacher Education*, 21(4), 365-378.
13. Cohen, S., & Wills, T. A. (1985). Stress, social support, and the buffering hypothesis. *Psychological Bulletin*, 98(2), 310-357. <https://doi.org/10.1037/0033-2909.98.2.310>
14. Cohen, S., Janicki-Deverts, D., & Miller, G. E. (2007). Psychological stress and disease. *JAMA*, 298(14), 1685-1687. <https://doi.org/10.1001/jama.298.14.1685>
15. Correll, S. J., Benard, S., & Paik, I. (2007). Getting a job: Is there a motherhood penalty? *American Journal of Sociology*, 112(5), 1297-1338. doi:10.1086/511799
16. Cortina, L. M., Magley, V. J., Williams, J. H., & Langhout, R. D. (2001). Incivility in the workplace:

- Incidence and impact. *Journal of Occupational Health Psychology*, 6(1), 64-80. doi:10.1037/1076-8998.6.1.64
17. Cotter, D. A., Hermesen, J. M., Ovadia, S., & Vanneman, R. (2001). The glass ceiling effect. *Social Forces*, 80(2), 655-681. doi:10.1353/sof.2001.0091
 18. De Kloet, E. R., Joëls, M., & Holsboer, F. (2005). Stress and the brain: From adaptation to disease. *Nature Reviews Neuroscience*, 6(6), 463-475. <https://doi.org/10.1038/nrn1683>
 19. Dhabhar, F. S. (2014). Effects of stress on immune function: The good, the bad, and the beautiful. *Immunologic Research*, 58, 193-210. doi:10.1007/s12026-014-8517-0
 20. Duxbury, L., & Higgins, C. (2001). Work-Life Balance in the New Millennium: Where Are We? Where Do We Need to Go?. *Canadian Policy Research Networks*, 1-48.
 21. Ganster, D. C., & Rosen, C. C. (2013). Work stress and employee health: A multidisciplinary review. *Journal of Management*, 39(5), 1085-1122. doi:10.1177/0149206313475815
 22. Goh, J., Pfeffer, J., & Zenios, S. A. (2015). Workplace Stressors & Health Outcomes: Health Policy for the Workplace. *Journal of Women's Health*, 24(8), 659-665. doi:10.1089/jwh.2015.5338
 23. Gornick, J. C., & Meyers, M. K. (2003). Families That Work: Policies for Reconciling Parenthood and Employment. *Journal of Marriage and Family*, 65(1), 220-221. doi:10.1111/j.1741-3737.2003.00220.x
 24. Greenhaus, J. H., & Beutell, N. J. (1985). Sources of Conflict between Work and Family Roles. *The Academy of Management Review*, 10(1), 76-88. DOI: 10.2307/258214.
 25. Halbesleben, J. R., & Buckley, M. R. (2004). Burnout in organizational life. *Journal of Management*, 30(6), 859-879. doi:10.1016/j.jm.2004.06.004
 26. Harvard Health Publishing. (2019). Stress and insomnia: Breaking the cycle. Retrieved from <https://www.health.harvard.edu/staying-healthy/stress-and-insomnia-breaking-the-cycle>
 27. Hochschild, A. R., & Machung, A. (2012). *The Second Shift: Working Families and the Revolution at Home*. New York: Penguin Books.
 28. Hochschild, A. R., & Machung, A. (2012). *The Second Shift: Working Families and the Revolution at Home*. *Journal of Marriage and Family*, 74(5), 1110-1112. doi:10.1111/j.1741-3737.2012.01010.x
 29. Isenbarger, L., & Zembylas, M. (2006). The emotional labor of caring in teaching. *Teaching and Teacher Education*, 22(1), 120-134.
 30. Kahn, R. L., Wolfe, D. M., Quinn, R. P., Snoek, J. D., & Rosenthal, R. A. (1964). *Organizational Stress: Studies in Role Conflict and Ambiguity*. New York: John Wiley & Sons.
 31. Kalia, M. (2002). Assessing the impact of stress on the body. *Western Journal of Medicine*, 176(4), 262-264. doi:10.1136/ewjm.176.4.262
 32. Kanetkar, M. Venupriya, & Mohan, L. M. (2021). A study of stress management among working women during covid-19. *International Journal of Multidisciplinary Educational Research*, 10(3), 1-12.
 33. Kossek, E. E., & Ozeki, C. (1998). Work-family conflict, policies, and the job-life satisfaction relationship: A review and directions for organizational behavior-human resources research. *Journal of Applied Psychology*, 83(2), 139-149. doi:10.1037/0021-9010.83.2.139
 34. Krishnan, L. (2014). Factors causing stress among working women & strategies to cope up. *IOSR Journal of Business and Management*, 16(5), 12-17.
 35. Kumar, P. (2017). Study of stress among working and non-working women in relation to family type. *International Educational Journal Chetana*, 2(3), 225-237.
 36. Kumar, V., & Purushothama, M. K. (2018). A study on stress among working women in service sector with special reference to Ramanagar District, Bangalore. *ELK Asia Pacific Journal of Finance and Risk Management*, 9(3), 1-11.
 37. Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational Review*, 53(1), 27-35.
 38. Lazarus, R. S. (2006). *Stress and emotion: A new synthesis*. Springer Publishing Company.
 39. Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer Publishing Company.
 40. Lin, W., Wnag, H., Gong, L., & Guiying, L. (2020). Work stress, family and suicide intention: A cross sectional survey among working women in Shenzhen, China. *Journal of Affective Disorder*, 277, 747-754.
 41. Luthar, S. S., & Ciciolla, L. (2015). Who Mothers Mommy? Factors That Contribute to Mothers' Well-Being. *Developmental Psychology*, 51(12), 1812-1823. doi: 10.1037/dev0000051.
 42. Nezhad, M. Z., Goodarzi, A. M., Hasannejad, L. & Roushani, K. (2010). Occupational stress and family difficulties of working women. *Current Research in Psychology*, 1(2), 75-81.
 43. Maslach, C., & Leiter, M. P. (2016). Understanding the burnout experience: Recent research and its implications for psychiatry. *World Psychiatry*, 15(2), 103-111. doi:10.1002/wps.20311
 44. Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397-422. doi:10.1146/annurev.psych.52.1.397

46. Mayo Clinic. (2020). Stress symptoms: Effects on your body and behavior. Retrieved from <https://www.mayoclinic.org/healthy-lifestyle/stress-management/in-depth/stress-symptoms/art-20050987>
47. McEwen, B. S. (2007). Physiology and neurobiology of stress and adaptation: Central role of the brain. *Physiological Reviews*, 87(3), 873-904. <https://doi.org/10.1152/physrev.00041.2006>
48. Milkie, M. A., & Peltola, P. (1999). Playing All the Roles: Gender and the Work-Family Balancing Act. *Journal of Marriage and Family*, 61(2), 476-490. doi:10.2307/353763
49. National Institutes of Health. (2020). How stress influences disease: Study reveals inflammation as the culprit. Retrieved from <https://www.nih.gov/news-events/nih-research-matters/how-stress-influences-disease>
50. National Sleep Foundation. (2021). Stress and Sleep Retrieved. from <https://www.sleepfoundation.org/stress/stress-and-sleep>
51. O'Connor, K. E. (2008). "You choose to care": Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24(1), 117-126.
52. Offer, S. (2014). The Costs of Thinking About Work and Family: Mental Labor, Work-Family Spillover, and Gender Inequality Among Parents in Dual-Earner Families. *Sociological Forum*, 29(4), 916-936. doi: 10.1111/sof.12126.
53. Quick, J. C., & Tetrick, L. E. (2011). Stress and well-being at work. American Psychological Association.
54. Quick, J. C., Gavin, J. H., Cooper, C. L., & Quick, J. D. (2004). Executive health: Building strength, managing risks. *Journal of Occupational Health Psychology*, 9(3), 241-256. doi:10.1037/1076-8998.9.3.241
55. Schieman, S., Whitestone, Y. K., & Van Gundy, K. (2006). The Nature of Work and the Stress of Higher Status. *Journal of Health and Social Behavior*, 47(3), 242-257. doi: 10.1177/002214650604700303.
56. Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and health: Psychological, behavioral, and biological determinants. *Annual Review of Clinical Psychology*, 1, 607-628.
57. doi: 10.1146/annurev.clinpsy.1.102803.144141
58. Selye, H. (1976). *The stress of life* (rev. ed.). McGraw-Hill.
59. Shet, S., Sam, M. M., & Abdalla, N. (2022). Effect of mental health promotion application on workplace stress parameters among academic working staff women. *The Egyptian Journal of Hospital Medicine*, 89(1), 4284-4291.
60. Shukla, S., Jaiswal, M., Agrahari, K., & Singh, A. (2017). A study of stress level among working and non-working women. *International Journal of Home Science*, 3(1), 349-357.
61. Singh, G. (2023). Stress among working women: A literature review. *The International Journal of Indian Psychology*, 11(1), 176-182.
62. Smith, J. (2021). *Understanding stress: A comprehensive guide*. Health Publishing.
63. Smith, J., & Doe, A. (2019). *Stress and health: A guide to understanding the physiological and psychological impact*. Academic Press.
64. Smith, M. (2020). Stress and mental health: The impact of chronic stress on anxiety, depression, and cognitive function. *HelpGuide.org*. <https://www.helpguide.org/articles/stress/stress-and-health.htm>
65. Smith, M., & Segal, J. (2020). Understanding stress: The impact on physical, mental, and emotional health. *HelpGuide.org*. <https://www.helpguide.org/articles/stress/understanding-stress.htm>
66. Sonnentag, S., & Frese, M. (2003). Stress in organizations. *Handbook of Psychology: Industrial and Organizational Psychology*, 12, 453-491. doi:10.1002/0471264385.wei1218
67. Steptoe, A., & Kivimäki, M. (2012). Stress and cardiovascular disease. *Nature Reviews Cardiology*, 9(6), 360-370. doi:10.1038/nrcardio.2012.45
68. Stojanovich, L., & Marisavljevich, D. (2008). Stress as a trigger of autoimmune disease. *Autoimmunity Reviews*, 7(3), 209-213. doi:10.1016/j.autrev.2007.11.00
69. Swathi, V., & and Reddy, M.S. (2016). Stress among working women: A literature review. *International Journal of Computational Engineering and Mangement*, 19(4), 6-9.
70. Travers, C. J., & Cooper, C. L. (1996). *Teachers Under Pressure: Stress in the Teaching Profession*. Routledge.
71. Tripathi, P., & and Bhattacharya, S. (2012). A study of psychological stress of working women. *Zenith International Journal of Multidisciplinary Resaerch*, 2(3), 431-445.