

Work-Life Balance and Stress Management among Women Educators in the age of AI

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ABSTRACT

The present study examines how the adoption of AI affects work-life balance (WLB) and occupational stress among female teachers, who are a key group at the nexus of changing expectations in the workplace and ongoing socio-domestic duties. The quantitative data was collected using survey method and in-depth interviews were used to collect qualitative data. The findings indicate that while AI tools can reduce their time and effort in routine administrative work, they can also be a source of stress, technological anxiety, and the constant need to learn and acquire new skills. Three coping mechanisms were identified as being most important: deliberate digital boundary setting, institutional flexibility and peer support networks. In today's rapidly changing world, balancing work and life is becoming more and more significant. The study highlights the importance of adopting AI technology in education in a gender-friendly way, as well as developing stress management measures for educational institutions, and introducing digital wellness training to support teachers' well-being in the age of AI.

KEYWORDS: Work-Life Balance, Stress Management, Women Educators, Artificial Intelligence in Education, Digital Fatigue, Technological Anxiety, Academic Well-being.

INTRODUCTION

The incorporation of Artificial Intelligence (AI) in learning environments has revolutionized the teaching-learning sphere, introducing new tools and technologies that could not have been developed before, as well as new requirements to students' digital adaptability. AI can also lead to efficiency and improvements in lesson planning, administrative work, and individualised teaching, but it can also present challenges like digital overload, boundary problems and continuous connection. Work demands and domestic responsibilities faced by women create a complex context of increased risk of chronic stress and consequent health impacts. Heavy workload, inflexible work hours, job insecurity, role overload with student and client-related stress are all common stressors among women in various sectors, including business, industry, and education. These workplace factors frequently overlap with the role of parents, family and home responsibilities, leading to work-family conflict and emotional stress, which can carry over to the home environment and negatively affect well-being. Stress management literature identifies individual and organization level responses that are effective such as relaxation techniques (deep breathing,

progressive muscle relaxation), yoga and mindfulness, regular exercise, social support, realistic workload policies, and targeted interventions with individualized components. These results collectively support a combination of prevention-oriented workplace changes and evidence-based stress management interventions to safeguard women's health, maintain productivity and wellbeing, and improve quality of life.

REVIEW OF LITERATURE

Mylabathula, S. L., and Sharma, P. (2024), their study aims to explore stress factors and coping mechanisms among married sewing machine operators in the textile industry, highlighting that heavy workload (33%), work-life balance issues (23%), personal stressors (23%), job insecurity (13%) and interpersonal conflict (10%) are the major stressors which lead to distress. A quantitative cross-sectional design, 30 respondents were taken from Visakhapatnam and it is also capturing the resilience in terms of social support, relaxation, meditation and exercise. The findings are consistent with the existing literature on the relationship between precarious, gendered, low paid employment and high psychosocial risks and reduced access to organizational supports. The authors suggest a number of occupational health, mental health, work-life policies, skill development and inclusive workplace measures to help reduce stress and enhance well-being for women.

Sirajunisa, K., & Panchanatham, N. (2010) studied that women in dual roles experience compounded work-family conflict resulting from long or inflexible work hours, unsupportive work environments, parental demands, and low social support, and emotional reactions are closely associated with psychological stress (Srivastava, Holt, Ganster et al.). In this research, author used sample size of 150 women professionals of Chidambaram, Tamilnadu with different groups of lecturers, bank officers, doctors, engineers etc. The multiple role burden has a stronger negative impact on women than on men and the occupational stress indicates targets for stress management that are reducing work-life balance. According to empirical research carried out on standardized scales (such as Srivastava-Singh Occupational Stress Scale, Gen-Fisher WLB scale) there is a high level of correlation between the occupational stress and breakdown of the work-life balance of professionals. Individual level practices such as yoga and meditation, and organizational changes to work patterns and improve social supports in order to minimize conflict and increase well-being are often recommended.

Raja, D. S., & Kanagaraj, D. M. (2020) the literature points out that the workplace stress is common in corporate environment particularly among middle and lower level employees who carry heavy workloads, tight deadlines, overtime and competitive peer dynamics. Root causes of stress are seen as management practices or profit-driven project requirements; and measures that might help to reduce stress could be project demands themselves, with the token benefit of HR-led social events. Occupational stress is associated with spillover effects on family relationships, and the importance of timely detection of stressors. Recommended remedies include some organizational adjustments (reasonable workloads, realistic deadlines, supportive policies) and individual coping strategies and proactive planning for work-life balance to prevent stress and manage it when it does occur.

Madiwalappagol, S. I. (2025), his research has focused on the fact that women's roles within society are complex, multifaceted, diverse and can lead to role conflict and increased stress. Research conducted at higher educational institutions among women workers shows that work-family imbalance is one of the main stress factors which

negatively impact on physical and mental well-being, interpersonal relationships and productivity in the workplace. Data from several different studies reveal that work-related stress is the predominant type of stress, while lack of family support and rigid working hours contribute to increased stress. Empirical evidence also indicates that stress reduction and increased well-being can be achieved with the use of proactive coping and organizational interventions like yoga and meditation training, stress management workshops, and flexible work schedules. It is therefore recommended to promote healthy behaviour (meditation, yoga, walking and exercise) and institutional policies that facilitate family support and flexibility in work to keep women healthy and more effective contributors to family, society and country.

Jadav, S., and Patel, T. P. (2025) highlighted the importance of teachers as key players in the process of nation-building and their role in shaping the future generation and their contribution to the achievement of nation's goals has been affirmed in literature, making mental health and well-being of teachers a prerequisite for effective performance. Studies on teacher wellbeing have found that job stress is a key factor in teacher motivation and retention. Work pressure and student misbehaviour are two common stressors that can permeate teachers' lives. Research indicates high prevalence of psychological distress and burnout among teachers, especially women, and that a combination of various work-related factors (such as long hours, high teaching loads) is related to poorer mental health, whereas positive lifestyle factors and supportive environments can buffer the impact of these factors. To support teacher well-being and maintain educational quality, therefore, the recent reviews recommend systematic approaches to stress management, including the implementation of periodic programs and improvements in job resources and organizational supports.

Shishodia G. R. (2023) described that stress management programs have been shown to have a profound beneficial effect on women's perceived stress, anxiety and well-being on a consistent basis. She used a sample size of 200 women from a variety of occupations. It shows that the results of the study are consistent with other research showing that practices like deep breathing, progressive muscle relaxation, yoga, mindfulness, regular exercise, and structured stress-reduction programs are effective for reducing stress and improving quality of life in working women.

THE OBJECTIVES OF THE STUDY ARE

1. To explore women educators' work-life balance in the era of Artificial Intelligence (AI).
2. To analyse the work related stress and technostress related to AI experienced by women educators.
3. To study the influence of the Artificial Intelligence tools in the work-life balance of women educators.
4. To pinpoint the coping mechanisms used by women educators to keep themselves healthy in a personal and professional way.
5. To find out the effectiveness of the role of AI in enhancing the productivity, job satisfaction and overall well-being of women educators.

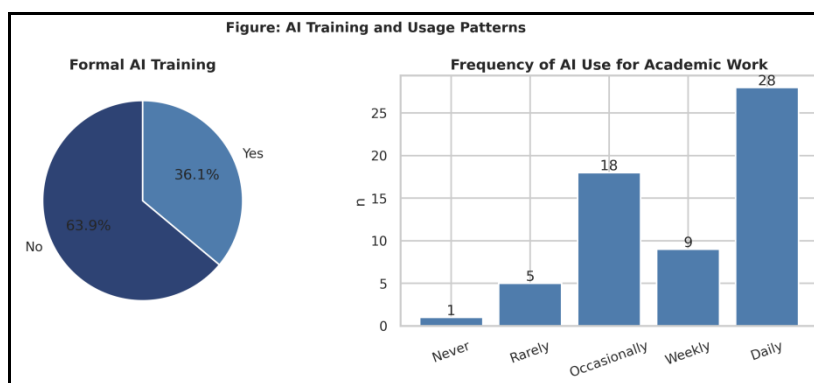
Scope: This research is limited up to the working women in the academic sector only.

RESEARCH METHODOLOGY

The type of data for this study is primary and secondary data. The researcher collected primary data through self-developed questionnaire. The survey method using questionnaire was chosen for collecting primary data. Google form was prepared and sent to 75+ females teachers in different education sectors in WhatsApp groups. The total number of female teachers who responded were 61 and used for research. Journals and research articles were consulted to gather secondary data for supporting the research. Information is gathered from a number of websites, research articles, magazines, research papers, blogs and internet sources.

DATA ANALYSIS

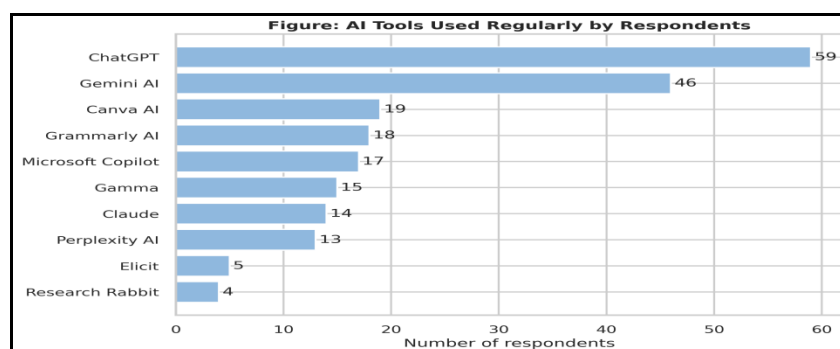
1. Formal training in Artificial Intelligence :



Graph 1: AI Training and Usage Patterns

Above chart presents two graphs that illustrate the basic relationship that respondents have with AI. The above pie chart indicates that there is a huge training deficit as 63.9% of the respondents have not taken any formal training of Artificial Intelligence while 36.1% have taken formal training. Regardless of this unstructured training, the bar chart shows that there is a high level of user activity. The most frequent used frequency is daily (28 respondents), followed by occasionally (18 respondents), less often (9 respondents), rarely (5 respondents) and never (1 respondent).

2. Regularly used AI tools by respondents:

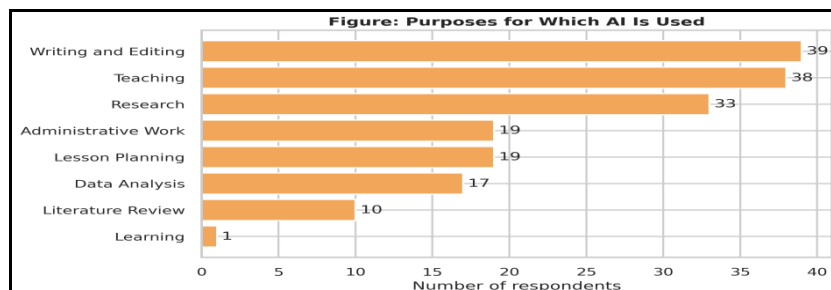


Graph 2: Regularly used AI tools by respondents

This horizontal bar graph shows the popularity and adoption of particular AI tools among the respondents who are in academics. Large language models are primarily dominating the scene, followed far behind by ChatGPT at 59 users and closely by Gemini AI at 46 users. Assistants, such as Creative, Editing, and ecosystem assistants (Canva AI

(19), Grammarly AI (18), Microsoft Copilot (17),), are in a moderate range of adoption. The general-purpose AI tools are popular over ideal scientific software, with the tools at the bottom of the list being specialized academic and research tools, where Perplexity AI is at 13, Elicit at 5, and Research Rabbit at 4.

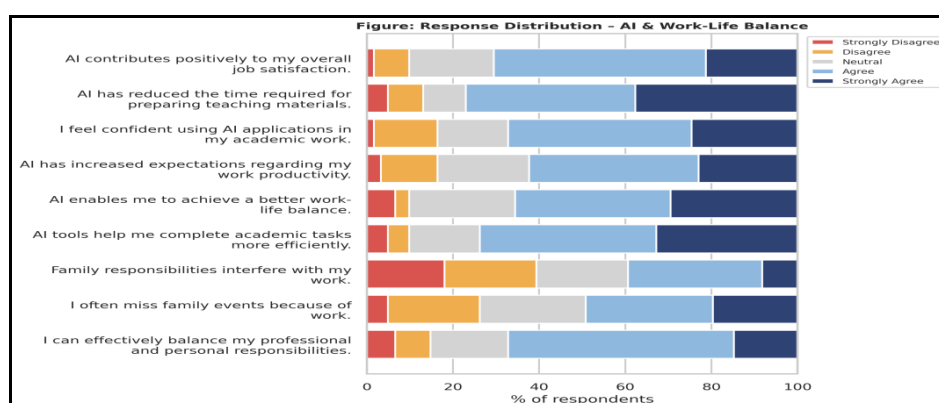
3. Purpose of Using AI:



Graph 3: Purposes for Which AI Is Used

Above bar chart marks the academic workflows where AI tools are being used most often. The most valuable response was from those involved in writing and editing, with 39 respondents, closely followed by the teaching role at 38 respondents. The high numbers of respondents citing research as a driver could be interpreted as a sign of its importance, as does the same number of respondents (19) choosing administrative tasks and lesson planning. The number of respondents engaging with data analysis (17) and literature reviews (10) is lower, while using AI solely for personal learning is almost absent (1 respondent).

4. AI and Work life Balance:

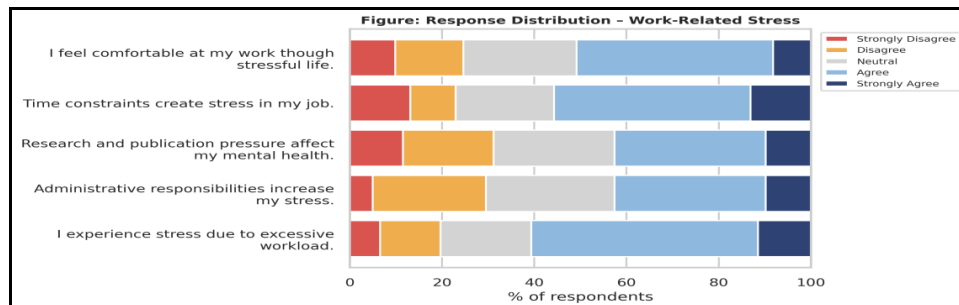


Graph 4: Response Distribution - AI & Work-Life Balance

This horizontal bar chart, stacked, measures users' perceptions of the intersection of professional demands with their personal lives in relation to AI. Strongly positive sentiments come to the fore, with large majorities expressing an agreement or strong agreement with the following statements: 'AI has reduced the time required for preparing teaching materials' and 'AI tools help me complete academic tasks more efficiently'. Yet, there is a two-sided coin here as the data also reveals that many of those who say that AI has boosted their external expectations of them and their overall productivity have agreed. While these increases in demands are being placed upon individuals, the lower bars indicate that most people believe they are able to manage their work and family life well. It indicates that

educators experience AI primarily as an efficiency tool whose work-life balance benefits, while present, are perceived as indirect and secondary to raw time savings.

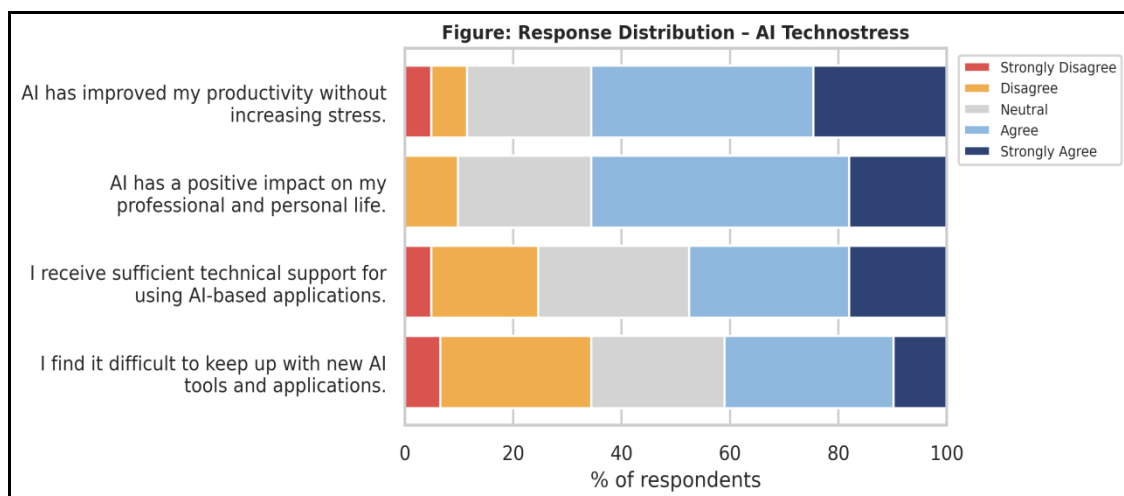
5. Work related stress:



Graph 5: Response Distribution - Work-Related Stress

The following Likert scale chart assesses the main psychological and environmental stressors that impact teachers and researchers. The biggest stressors are excessive workloads and severe time constraints – with the overwhelming majority of the bars agreeing or strongly agreeing. The paperwork and pressures of administration are also affecting the respondents' well-being. As a result, a section of the sample says they are able to keep their cool in the face of stress, but a portion openly says no, and points to a potential vulnerability of work burnout.

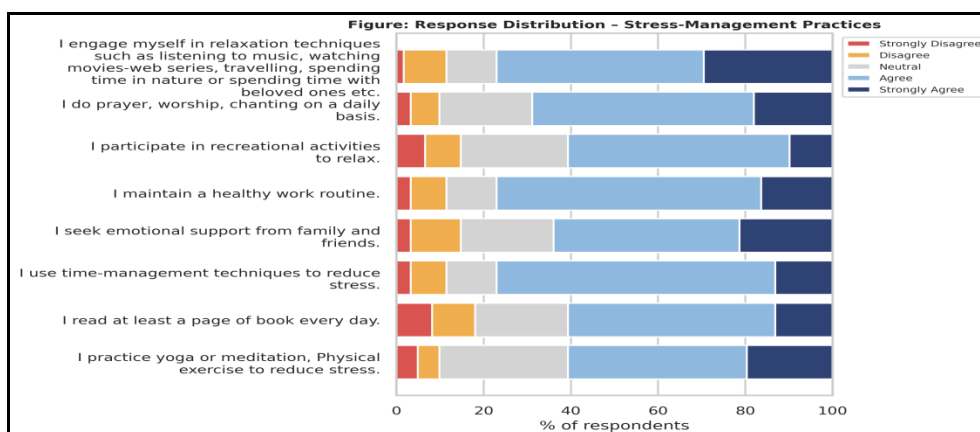
6. AI Technostress:



Graph 6: Response Distribution – AI-Technostress

This chart explores the question of whether or not new technologies are a stress reliever or a stress creator. Fortunately, a majority of respondents believe that AI enhances their productivity without actively increasing their stress levels, and has a net positive effect on their personal and professional lives. Yet, there are friction points that affect a significant proportion of respondents: a third of them find it difficult to catch up with the pace of new AI applications; and a mixed response on the need for adequate technical support to use the tools.

7. Stress Management Practices:



Graph 7: Stress-Management Practices (Percentage Distribution & Mean Scores)

It is noted that the majority of respondents agree or strongly agreed to all the stress-management practices and as shown in figure X that the practices are in use as positive ways of coping with stress. The most common techniques were time management, having a good work routine, relaxation activities, going to yoga/meditation or physical exercise and seeking help from family and friends. Positive responses were also seen for daily prayer and regular reading, but comparatively higher neutral responses were seen for these. The results indicated that overall, working women in academia are actively involved in effective stress management strategies for maintaining well-being and work-life balance.

CONCLUSION

According to the study, women educators are primarily using AI on their own, not received any formal training, and primarily in writing and editing, teaching, and routine tasks. While there are mixed views, the overall sentiment is positive, with respondents seeing AI as a tool that enhances efficiency, saves time, and aids in achieving a better work-life balance. But AI also sets high productivity expectations and may lead to techno-stress due to high change, high learning curve, and small technical support. The main stressors are workload, time pressure and administrative/publication demands. Institutions must also formalize training on AI, offer continuous technical assistance and have policies for workload and employee well-being, as well as support individual stress management measures, to maximize the benefits of AI while reducing stress.

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