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THE IMPACT OF OCCUPATIONAL STRESS ON WORKING WOMEN (A FIELD STUDY ON A SAMPLE OF FEMALE TEACHERS AT ABDEL RAHMAN EL-DAISI SECONDARY SCHOOL - BOU SAÂDA)

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Abstract:

This study aimed to uncover the nature of the impact of occupational stress on female secondary school teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda, as the descriptive method was adopted, and the tool employed was an occupational stress questionnaire administered to a purposive sample of 15 female teachers.

The findings revealed the following:

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda, with a t-value of 2.24 at a significance level of $\alpha = 0.05$.
- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable, with a t-value of 2.45 at a significance level of $\alpha = 0.05$.

There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable, with a t-value of 2.60 at a significance level of $\alpha = 0.05$.

Keywords: Impact, Stress, Occupational.

Introduction:

The field of education ranks among the most demanding professions undertaken by working women, for it requires psychological, physical, intellectual, cognitive, and health-related

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presence; moreover, the female educator interacts within an open system according to an internal environment specific to her as an individual engaging with her private social life and an external work environment that influences her, finding herself torn between two crucial imperatives-success in her personal life and success in her career. This situation compels her to enhance her efficiency and achieve her objectives, yet along this path of achievement she may encounter several concurrent psychological and organizational problems, which increase her muscular, intellectual, and organizational effort and consequently lead her into a state of occupational stress-a condition that reflects accumulated and complex issues.

It is from this perspective that our study was conceived to investigate the impact of occupational stress on female teachers, considering them as working women who experience psychological, muscular, and social pain while managing work both inside and outside the home. We have relied on the descriptive method, which is the most appropriate among scientific research methodologies for describing the phenomenon of occupational stress exactly as it exists in reality among our sample of secondary school female teachers.

1-Problem Statement: Work has always possessed worldly dimensions—it is an act of worship, a social endeavor for self-actualization, and an economic means of satisfying material desires. However, life has become complex and demanding, making women's entry into the workforce a near necessity driven by multiple motivations. Much discussion surrounds these reasons and motives; indeed, several studies have shown that behind women's workforce participation lie economic motives or sheer need—meaning women's urgent need to earn their livelihood or the family's need to rely on women's income to help husbands bear the costs and burdens of living, given the rising cost of living that requires spouses to cooperate amidst life's expenses.

The other motive, meanwhile, lies in the role of political and economic institutions that have provided job opportunities for this demographic and advocated for women's entry into the workforce for the purpose of upgrading their status and enabling their contribution to economic development. As for the social motive, it consists of

women's ambition to attain a social position, achieve self-fulfillment, feel that they are contributing to building society, and believe in the importance of work in human life.

The working woman's departure to work causes a disruption in her familial function, tasks, and duties, which in turn reflects negatively on her job performance. This scatters her efforts, prevents her from self-regulation, leads to a loss of concentration, and generates the constant anxiety experienced by most working women who complain of the physical and mental exhaustion they endure during work, alongside professional pressures such as worry, fatigue, and dedicated labor—all of which affect both their psychology and their job performance.

Occupational stress is considered a significant topic because several variables intersect within it, including biological or physical stress and mental-emotional-intellectual stress. It always occurs as a result of difficulties and incidents in life, stemming from physical, emotional, and social events. It constitutes the outcome of effects, symptoms, and traumas of bodily and psychological changes that manifest as reactions when confronting situations perceived as threatening. Occupational stress represents the congruence between the individual and their ability to meet environmental demands, manifesting through physical variables such as accelerated heart rate, high blood pressure, anxiety, and tension (Al-Tajan, 2007).

Danty defines it as the adaptive response of various physical, personality, and psychological characteristics that leads the individual to evaluate resources, meanings, and feelings of pressure, tension, and strain (Danty, 2006). Allison, however, views it as a biochemical and physical response to a threatening situation aimed at self-preservation, though its continuous recurrence leads to shortness of breath and heart disease (Loukia, 2000).

Studies have demonstrated the impact of occupational stress on work performance and efficiency, as well as the resulting psychological and physical illnesses. For instance, ZaroualFethia's study found that occupational stress affects personality at a high level, leading to disorders in the individual's personality pattern (Zaroual,2008). Similarly, Golembiewski's study on stress levels among workers in the USA examined levels of job stress among

employees at managerial levels in both public and private sectors across multiple environments, concluding that there are eight stages of felt stress, beginning with the lowest degrees and culminating in the eighth stage—the point at which the American worker is found to suffer from stress (Golembiewski, 1998).

In light of these studies, our investigation into the study sample—female teachers, regardless of their diverse marital statuses as mothers, wives, single, widowed, or divorced—has shown that they are inevitably affected by the work environment and the tasks and duties it imposes on them. They may carry work problems home, projecting everything they have experienced during their day onto their families and onto the challenges of raising children and meeting their husband's needs. This, in turn, affects their practical and professional performance, for they inevitably transfer their domestic problems and pressures to work in one way or another, placing them in a state of absent-mindedness, loss, inability to perform assigned and required tasks, or inability to master dual roles, thus leading them into occupational stress, which ultimately impacts their efficiency and effectiveness.

From this standpoint, the research questions are centered on the following:

General Question:

- Are there statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda?

Sub-Questions:

- Are there statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable?
- Are there statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable?

1.1-Hypotheses General Hypothesis:

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda..

1.1.1-Sub-Hypotheses:

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable.

2.1.1-Sub-Hypotheses:

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable.

2.1Objectives of the Study

The study pursues two sets of objectives: research objectives and scholarly objectives.

1.2.1- Research Objectives: These seek to uncover the impact of occupational stress in terms of:

- The existence of statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda.
- The existence of statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable.
- The existence of statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable.

2.2.1. Scholarly Objectives

These aim to contribute to the nrichment of scientific research, for the studies and topics reviewed have not addressed this particular investigation regarding the sample of working women in Algeria; rather, previous research has focused on role conflict and burnout, whereas occupational stress represents a higher degree of suffering compared to those variables.

2.3.1Significance of the Study

The significance of the study lies in the following:

- Occupational stress is considered one of the most critical factors affecting workers (especially female workers), as it assumes a psychophysiological dimension and sometimes leads to occupational and psychological illnesses.
- The importance of women as a human resource and the fact that institutions recruit them due to their work mastery, creativity, and dedication.

3.1Key Concepts of the Study

3.3.1Definition of Stress: It is a dynamic external interaction that an individual faces at a specific time and place, whereby they employ their mental and physical motivation and consequently become exposed to physical risks depending on their psychological, physical, and social state (Bond, 2012).

3.2.3Dumbar's Definition: To avoid all ambiguity, Dumbar uses the term "pressure" as synonymous with "stress" to describe external conditions beyond the individual's scope, and the term "tension" as synonymous with "strain" to describe the impact of pressure on the individual—as a non-specific bodily response to an adverse effect. This response may consist of three phases, which he called the General Adaptation Syndrome:

- **First phase (Alarm reaction):** The organism is stimulated to confront the threat of danger; hormones are secreted, pulse and respiration accelerate, and the individual enters a state of readiness for fight or flight.
- **Second phase (Resistance):** The organism is in a state of stability while exposed to risk factors, entering a phase of resistance and confrontation with the threat.
- **Third phase (Exhaustion):** Upon failure to overcome the threat and its continuation over a long period, the organism enters a phase of depletion and violation of its physiological energy and resources; if this persists, it leads to physical and emotional breakdown and sometimes even death (Dumbar, 2007).

3.3.1Operational Definition: It is the process whereby triggering factors from different environments interact with individual variables to produce physiological and behavioral responses; the individual employs adaptive activities that lead them to maintain these responses within their normal range, which serves as a criterion for the effectiveness of these activities (Ben Zaroual, 2008).

3.4.1Level of Stress: It refers to the score obtained by an individual on a stress scale, where scores between 117 and 183 indicate a high level, and scores between 184 and 250 indicate a very high level. Its symptoms include physical and psychological stress.

- **Psychological Stress:** Focuses on elements of the work environment that cause occupational stress, such as workload, time pressure, low levels of human relations and cooperation, which together constitute continuous pressure.
- **Physical Stress:** Measures physical effects such as anxiety, tension, muscular fatigue, back pain, headaches, and eating and sleeping disorders; it represents the response to stressful stimuli in the work environment (Abdel Fattah, 1998).

3.5.1Definition of a Working Woman: She is one who works outside the home and receives material wages for her work while simultaneously performing her other roles as a wife and mother alongside her role as an employee (Al-Sheikh, 1980).

2-Field Study Procedures:

1.2Study Methodology

Methodology is defined as the approach the researcher follows when investigating a problem to uncover its nature; it varies according to the subject under study, and concerning the applied aspect, we have adopted the descriptive method. This method examines a phenomenon—whether related to individuals or institutions—and aims to delve deeply into a specific case, thereby allowing for the generalization of its results pertaining to those individuals, the unit studied, and other similar units (Rabah, 1999).

1.1.2- Study Population and Sample

The study population comprises all the elements and individual components of the problem or phenomenon under investigation; this

population consists of 55 teachers—that is, all employees (both male and female) working at Abdel Rahman El-Daisi Secondary School in Bou Saâda. The study sample, meanwhile, consisted of 15 female teachers who were selected using a purposive sampling method from within this overall population of 55, given that our study focuses exclusively on women.

2.1.2-Study Tools and Their Psychometric Properties

To facilitate the data collection process, we relied on a questionnaire developed by the researcher Hadda Bisker, in addition to employing several important auxiliary tools. Observation, for instance, depends on the actual witnessing of a given phenomenon; the interview, for its part, contributes to gathering data about the studied phenomenon and was used as a process to guide the study and obtain specific information, especially given that the proportion of respondents was small, which helped in explaining and simplifying the questions. The interview included a set of questions directed to individuals in order to obtain information about the research problem, after which the questionnaire was distributed.

Regarding the psychometric properties of the questionnaire, it contains a section on personal data (namely professional seniority and academic qualification) as well as a second section comprising questions on occupational stress according to the domains of psychological stress and physical stress, with response options being "agree," "disagree," or "neutral."

Table (1): Distribution of Sample Individuals by Gender

Gender	Frequency	Percentage
Male	35	70%
Female	15	30%
Total	**50**	**100%**

Source: Prepared by the researcher

Table (2): Distribution of Sample Individuals by Professional Seniority

Professional Seniority	Frequency	Percentage
Less than 10 years	04	08%
More than 10 years	11	22%
Total	**15**	**30%**

Source: Prepared by the researcher

Table (3): Distribution of Sample Individuals by Academic Qualification

Academic Qualification	Frequency	Percentage
Universitydegree	15	30%
Technologicalinstitutedegree	00	00%
Total	**15**	**30%**

Source: Prepared by the researcher

Table (4): Description of the Axes and Items of the Occupational Stress Questionnaire

Axis	Title	Items	Total
First Axis	Psychological stress	01 / 02 / 03 / 04 / 05	05
Second Axis	Physical stress	06 / 07 / 08 / 09 / 10	05

Source: Prepared by the researcher

2.2.2 Psychometric Properties of the Questionnaire
Psychometric Properties of the Measurement Tools: Validity

Table (5): Results of Discriminant Validity for the Occupational Stress Questionnaire

Occupational Stress Questionnaire	N	Mean	Standard Deviation	t-value	Sig. value	Degrees of Freedom	Significance Level
High-scoring group	08	64.25	2.71	06.39	0.000 **	14	0.01
Low-scoring group	07	39.12	10.77				

It is evident from Table (5) that the results of the means and standard deviations for the low-scoring and high-scoring groups on the occupational stress questionnaire indicate a disparity between them; this is further confirmed by the calculated t-test value of 6.39, which is statistically significant at the 0.01 level, with a probability value of sig = 0.00**. This demonstrates that the questionnaire possesses the ability to discriminate between different categories; hence, it is valid and can be used for measurement purposes.

Reliability: Reliability refers to the degree of precision, stability, and consistency of measurement results; if a measurement tool is applied twice or more to the same individuals or objects to measure a characteristic on different occasions, reliability ensures that approximately the same results are obtained.

Calculation of Reliability Using Cronbach's Alpha Method

Table (6): Cronbach's Alpha Reliability Coefficient for Occupational Stress

Axis	Title	Items	Reliability Coefficient
First axis	Psychological stress	01/02/03/04/05	0.58
Second axis	Physical stress	06/07/08/09/10	0.66
Overall score of the occupational stress questionnaire			0.78

Source: Prepared by the researcher

From Table (6), it becomes clear that Cronbach's alpha reliability coefficient was calculated at 0.78; therefore, it is described as high

2.3.2Statistical Methods Used in the Study

The discriminant validity coefficient was used to assess the validity of the questionnaire, and Cronbach's alpha coefficient was employed to

examine the reliability of the questionnaire's items, as well as to investigate the linear relationship between the study variables and split-half reliability. The Spearman-Brown correlation coefficient was used to adjust the scale length in split-half reliability, while the independent samples t-test was applied to examine differences between means. The arithmetic mean was calculated to compute the average scores of the sample individuals, the standard deviation to ascertain the central tendency or dispersion of responses, and percentages to determine the percentage distribution of sample individuals' frequencies

3. Presentation and Discussion of Results

3.1Presentation of the Results of the First Sub-Hypothesis

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in BouSaâda.

Table (7): Occupational Stress among Female Teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda

Variable	Sample	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance Level α = 0.05
Occupational stress	15	19.17	0.29	14	2.24	0.33	0.05

Source: Prepared by the researcher

It is evident from Table (7) that the t-value equals 2.24, which is statistically significant because the calculated value is greater than the tabulated value of 0.33 at the significance level $\alpha = 0.05$. This means that there are statistically significant differences, with a mean of 19.17 and a standard deviation of 0.29. From this, we can state that there are statistically significant differences in occupational stress among the sample of female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda.

3.2-Presentation of the Results of the First Sub-Hypothesis

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi

Secondary School in Bou Saâda attributable to the psychological stress variable.

Table (8): Differences in Occupational Stress among Female Teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda Attributable to the Psychological Stress Variable

Variable	Sample	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance Level α = 0.05
Psychological stress	15	15.50	0.34	14	2.45	0.33	0.05

Source: Prepared by the researcher

It is evident from Table (8) that the t-value equals 2.45, which is statistically significant because the calculated value is greater than the tabulated value of 0.33 at the significance level α = 0.05. This means that there are statistically significant differences, with a mean of 15.50 and a standard deviation of 0.34; from this, we can state that there are differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable.

3.3.Presentation of the Results of the Second Sub-Hypothesis

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable.

Table (9): Differences in Occupational Stress among Female Teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda Attributable to the Physical Stress Variable

Variable	Sample	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance Level α = 0.05
Physical stress	15	16.50	0.40	14	2.60	0.33	0.05

Source: Prepared by the researcher

It is evident from Table (9) that the t-value equals 2.60, which is statistically significant because the calculated value is greater than the tabulated value of 0.33 at the significance level α = 0.05. This means that there are statistically significant differences, with a mean of 16.54 and a standard deviation of 0.40; from this, we can state that there are differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable

4.Discussion of Results

Based on the findings obtained and drawing upon previous studies on the subject, we shall attempt to interpret the results of the hypotheses.

4.1Discussion and Interpretation of the General Hypothesis

The general hypothesis states that there are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda. The results presented in Table (7) showed that the t-value equals 2.24, which is statistically significant because the calculated value is greater than the tabulated value of 0.33 at the significance level α = 0.05; this means that there are statistically significant differences, with a mean of 19.17 and a standard deviation of 0.29. From this, we can state that there are statistically significant differences in occupational stress among the sample of female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda.

This result can be interpreted as indicating that the working woman experiences a deficiency in her personal achievement toward her job; she is content with whatever she accomplishes in accordance with the institution's system and internal regulations. Furthermore, she does not place much importance on the level of human relations—such as cooperation and teamwork—nor does she make use of organizational communication or keep abreast of new developments except through some colleagues. She does not strive to achieve the organization's goals because, in her view, this is not her responsibility but rather that of managers and supervisors; she simply implements orders, even when she might have a suggestion that could help solve the institution's problems. This is due to their feeling of occupational stress, whereby work is seen as a source of psychological pain,

pressure, tension, and anxiety. Consequently, this reduces their career advancement, task accomplishment, and the development of job-related skills, while also lowering their morale, which weakens their performance and stagnates their achievement motivation. The results of the present study are consistent with the findings of Zaroual's 2008 study, which demonstrated a significant relationship between personality types and the level of stress among the sample individuals. Considering the correlational relationships among the study scales, the correlation coefficients were found at the 0.01 significance level: the correlation coefficient for Type A personality and stress was 0.182, for Type B and stress was 0.182, and for Type C and stress was 0.219. Thus, it can be said that there is a significant positive relationship between personality types A and C and stress, and a negative relationship between Type B and stress level. Accordingly, the main hypothesis of the study has been confirmed.

4.2Discussion and Interpretation of the First Sub-Hypothesis (Psychological Stress)

The first sub-hypothesis states that there are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable. It is evident from Table (8) that the t-value equals 2.45, which is statistically significant because the calculated value is greater than the tabulated value of 0.33 at the significance level $\alpha = 0.05$; this means that there are statistically significant differences, with a mean of 15.50 and a standard deviation of 0.34. From this, we can state that there are differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable.

The working woman experiences a kind of psychological stress and emotional depletion that she lives through both at home and at work. Although women are by nature emotional, vulnerable, and inclined toward sound solutions, they nonetheless suffer from emotional blunting in their job, which attributable to their feeling of occupational stress: they are unable to resist professional pressures, feel exhausted and strained, experience a desire to escape as a result of fatigue, and this is accompanied by aversion and withdrawal from others.

Organizational communication diminishes, and even physical expressions such as smiling are reduced to mere greetings; they show little concern for cooperative sentiments or for creating a positive, active, and stimulating work climate. They prefer to withdraw, and they are also unwilling to attend meetings or events due to occupational stress.

The results of the present study are consistent with the findings of Bond's 2012 study on the determinants of work stress among female nurses working in public hospitals. That study aimed to identify the main determinants of work stress and to examine the impact of job support on work stress among nursing staff. The study was applied to a sample of 283 female nurses in southeastern Australia, and it concluded that there are differences in susceptibility to work stress according to the age-stage variable, with the differences favoring the younger age group. It also found differences according to the working hours variable, with differences favoring longer work periods, and furthermore revealed a relationship between job support and the alleviation of work stress among nursing staff.

4.3Discussion and Interpretation of the Second Sub-Hypothesis (Physical Stress)

The second sub-hypothesis states that there are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable. It is evident from Table (9) that the t-value equals 2.60, which is statistically significant because the calculated value is greater than the tabulated value of 0.33 at the significance level $\alpha = 0.05$; this means that there are statistically significant differences, with a mean of 16.54 and a standard deviation of 0.40. From this, we can state that there are differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable.

This result can be attributed to the vulnerable nature of women due to their biological, physical, intellectual, and emotional constitution, which makes it difficult for them to create an adaptation

between their inherent nature and the work environment. Consequently, they enter into a conflict that simultaneously produces physical, emotional, and organizational incidents, thereby rendering it difficult for them to develop resistance to confront the various situations they encounter at work. Their feelings of pressure, tension, and anxiety generate a chemical, mental, and physical response to threatening stimuli; with the repetition of these responses, a mechanism of occupational exhaustion is created within them. This is to say nothing of the hormonal state that the working woman experiences—whether during pregnancy, menstruation, or menopause—and the impact of hormones on her, manifesting as anxiety, shortness of breath, palpitations, back and head pain, along with other symptoms, as well as mood swings such as irritability and sadness.

Therefore, we find that the working woman constantly lives in a state of dynamic external interaction based on confronting situations in every time, place, and day; she employs mental and physical motivation in order to avoid any ambiguity in her personal and organizational life, which leaves her exhausted, fatigued, and suffering from sleep disturbances as well as diseases such as diabetes, blood pressure disorders, and heart conditions, thereby affecting her professional and social life simultaneously. This finding is consistent with Golembiewski's 1998 study on stress levels among workers in the USA, which examined levels of job stress among employees at managerial levels in both public and private sectors across multiple environments, as that study concluded that there are eight stages of perceived physical stress and the emergence of chronic diseases—diabetes, blood disorders, and heart diseases—progressing through degrees until reaching the eighth stage, which is the stage of burnout. The study also found that 60% of American workers suffer from stress, which can lead to death.

4.4 Summary of Principal Results

After the researcher employed the study tools, procedures, statistical processing, and analysis, and after discussing the results in light of the general research question and the preceding sub-hypotheses, the following findings were reached:

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda.
- We also observe that the physical dimension ranked first with a value of 2.60, which is a serious matter that can lead to death, whereas the psychological dimension ranked second with a value of 2.45, indicating that psychological therapy and the application of stress management strategies can be resorted to in order to alleviate tension.

Conclusion

Regardless of how the topic of stress is approached—whether from its psychological, physical, or organizational dimensions—it always proceeds according to the prevailing stressful conditions and their intensity, and it follows the individual's surrounding environment. Scientists believe that stress is not solely responsible for all the health problems resulting from it; rather, the responsibility lies in how we deal with it, our lack of awareness of strategies to control it, or at the very least to adapt to circumstances and accept situations in order to avoid the accumulation of pressures that eventually erupt in the form of occupational stress. This is precisely what the results of the present study have reflected, namely:

- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda.
- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the psychological stress variable.
- There are statistically significant differences in occupational stress among female teachers at Abdel Rahman El-Daisi Secondary School in Bou Saâda attributable to the physical stress variable.

In the broader context of this study, it becomes evident that occupational stress among working women—specifically female secondary school teachers in Algeria—is not an isolated phenomenon but rather the product of an intricate interplay between biological

predispositions, psychological resilience (or lack thereof), and organizational demands. The working woman in Algeria, much like her counterparts elsewhere, navigates a double burden: she is expected to excel in her profession while simultaneously fulfilling traditional domestic roles. When the work environment fails to accommodate her unique physiological and emotional needs, and when institutional support remains insufficient, the cumulative effect manifests as occupational stress that erodes both her health and her productivity. The findings of this research underscore the urgent need for a paradigm shift in how educational institutions view and support their female employees, moving from a one-size-fits-all managerial approach to a more nuanced, gender-sensitive organizational culture.

Recommendations

Based on the findings revealed by the study and drawing on the analysis and discussion, several recommendations can be put forward that we hope will be taken into consideration at the organizational levels:

- Conduct further studies and field research addressing occupational stress.
- Intensify studies on the psychological and social aspects of the working woman.
- Organize courses and seminars that stimulate interest in this topic.
- Allocate a portion of work time to guide and raise awareness among female employees in the institution about the importance of adopting positive methods for confronting occupational stress, to be delivered by experienced and knowledgeable psychological counselors in this field.
- Acknowledge women's specific circumstances and adapt working hours in a way that enables them to balance work and personal life.
- Re-examine the legal retirement age for women and amend it in a manner consistent with women's particularities and their multiple responsibilities.

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Appendices

Questions Related to Occupational Stress

Dear working woman, greetings and best wishes: I kindly request your participation in this study and ask that you answer these questions, knowing that all information will be kept strictly confidential.

Gender: Female ☐

Academic Qualification: University degree Technological institute degree ☐

Researcher: Hadda BISKER

First axis Domain of Psychological Stress

Item No.	Domains	Agree	Disagree	Neutral
Domain of Psychological Stress				
01	I always get emotional while performing my duties.			
02	I feel like leaving work before it even starts.			
03	I feel tired when going to work.			
04	The colleagues I work with cause me stress.			
05	I greet my fellow female colleagues with a salutation but without a smile.			

Second axis Domain of Physical Stress

Domain of Physical Stress				
06	Upon leaving work, I always get a headache.			
07	When sleeping at night, I experience sleep disturbances.			
08	While explaining lessons, my throat becomes dry and I feel thirsty.			
09	Standing for long periods has caused me back pain.			
10	My heartbeat accelerates when going to work.			