



ISSN NO. 2320-5407

ISSN(O): 2320-5407 | ISSN(P): 3107-4928

International Journal of Advanced Research

Publisher's Name: Jana Publication and Research LLP

www.journalijar.com

REVIEWER'S REPORT

Manuscript No.: IJAR-56547

Title: Occupational Stress among Female Faculty in Higher Education: The Role of Coping Strategies and Organizational Support

Recommendation:

- Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			
Techn. Quality			
Clarity	...			
Significance	...			

Reviewer's ID: JPR-180

Detailed Reviewer's Report

The paper investigates the issue of occupational stress among female faculty members working in higher education institutions, particularly in resource-constrained environments. The authors position the study within the broader discourse on academic labor intensification and gendered workplace experiences. The central argument of the paper is that occupational stress among female faculty cannot be understood solely through individual coping mechanisms; rather, it must be examined through the interaction between personal coping strategies and organizational support structures. The study draws upon well-established theoretical frameworks including Transactional Stress Theory, Conservation of Resources (COR) Theory, and Gender Role Theory to explain how stress emerges from the interaction between job demands, individual coping resources, and institutional contexts. The introduction provides a strong contextual foundation by highlighting how contemporary higher education systems have become increasingly performance-driven. Factors such as administrative workload, research productivity expectations, and digitalization of teaching have intensified the nature of academic work. The authors argue that female faculty often experience these pressures differently due to gendered expectations related to caregiving, emotional labor, and mentoring responsibilities. The discussion of "invisible labor" and academic service work is particularly relevant, as it demonstrates how institutional systems frequently undervalue activities that disproportionately fall on women faculty members. This section effectively situates the study within global discussions on gender inequality in academia and establishes the significance of examining stress from a gender-sensitive perspective.

The literature review presents a comprehensive overview of occupational stress research and traces its conceptual development from early physiological explanations to more complex organizational and psychological interpretations. The authors discuss the transition from Selye's biological stress model to Lazarus and Folkman's transactional perspective, which emphasizes cognitive appraisal and coping processes. The review further expands the discussion by incorporating feminist organizational theory to explain how academic institutions are structured in gendered ways that influence stress experiences. By integrating these perspectives, the paper successfully demonstrates that occupational stress among female faculty is shaped not only by workload but also by institutional norms, power structures, and gendered expectations embedded within academic organization. Another strength of the literature review is the discussion of stress management approaches. The authors critique the dominance of individual-level interventions such as mindfulness, resilience training, and time-management strategies. While acknowledging their potential benefits, the paper argues that such approaches may inadvertently shift responsibility for stress management from institutions to individuals. The authors advocate for organizational-level solutions including workload redistribution, supportive leadership, and institutional recognition of emotional labor. This

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critique is important because it reframes stress management as a structural issue rather than merely an individual psychological challenge.

The methodology section adopts an exploratory–explanatory quantitative research design. Primary data were collected from a sample of 100 female faculty members working in higher education institutions characterized by limited resources and high workload demands. The study uses a structured questionnaire to measure occupational stress, coping strategies, and perceived organizational support. Statistical techniques such as confirmatory factor analysis, correlation analysis, regression analysis, and moderation analysis were employed to examine relationships between the variables. The use of multiple statistical methods strengthens the analytical rigor of the study and allows the authors to explore both direct and interaction effects between coping strategies and organizational support in shaping stress outcomes. The results indicate that occupational stress has a significant negative relationship with both coping strategies and organizational support. Faculty members who reported stronger coping mechanisms or higher perceived organizational support tended to experience lower levels of stress. Regression analysis further revealed that organizational support had a slightly stronger influence on stress reduction compared to individual coping strategies. This finding suggests that institutional environments play a critical role in determining how effectively faculty members manage stress. The moderation analysis also demonstrated that organizational support strengthens the stress-buffering effect of coping strategies, meaning that individual coping becomes more effective when faculty members work within supportive institutional contexts.

In conclusion, the paper makes a meaningful contribution to the literature on occupational stress and gender in higher education. It emphasizes that sustainable stress management requires institutional reforms rather than solely relying on individual resilience strategies. The authors recommend the development of structured organizational support systems, fair workload distribution, recognition of emotional labor, and formal well-being initiatives within universities. At the same time, the paper acknowledges its limitations, including the relatively small sample size and cross-sectional research design, which restrict generalizability and causal interpretation. Future research is encouraged to adopt longitudinal approaches and larger multi-institutional samples to further explore stress dynamics among diverse faculty populations. Overall, the paper provides a well-structured and theoretically grounded analysis of occupational stress among female faculty members. Its integration of gender theory, organizational behavior, and stress management research offers valuable insights for policymakers, university administrators, and scholars interested in improving academic work environments and promoting gender equity in higher education.