



# A Study on Coping Strategies of Stress Management Among Teaching Faculties of Higher Education

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## ABSTRACT

This study explores the ways teaching faculty members in higher education universities cope with stress. It focuses on identifying the common stressors they face in their work environment and examines the strategies they use to manage stress. The research includes surveys and interviews with university professors to gather insights into their experiences. The goal is to understand how different coping techniques—such as time management, seeking social support, or practicing relaxation methods—help reduce stress and improve overall well-being. The findings of this study can assist in developing better support systems and resources for teachers to manage stress effectively in their professional lives. The findings reveal that most faculty members rely on a mix of problem-solving and emotional-focused coping techniques. Some prefer active methods like prioritizing tasks and setting clear goals, while others use emotional support from colleagues and family members to deal with stress. The study emphasizes the importance of providing adequate resources, such as stress management workshops and counselling services, to help teachers cope more effectively.

**KEYWORDS :**Stress Management, Coping Strategies, Teaching faculty, Higher education. Academic Stress, University faculty wellbeing,

Job satisfaction.



## 1 Introduction

Stress is a common experience for people in many professions, including those working in higher education. Teaching faculty members, in particular, face various pressures such as heavy workloads, deadlines, student expectations, and administrative responsibilities. These stressors can affect their well-being and job performance. Therefore, finding effective ways to cope with stress is important for maintaining mental health and productivity.

This study aims to explore the different strategies that teaching faculty members use to manage stress in a university setting. By understanding these coping strategies, the research will help identify the most effective methods that can be promoted to support faculty members in handling stress. This could lead to better work-life balance, improved job satisfaction, and overall well-being for educators.

The study will examine how faculty members perceive their stress, what factors contribute to it, and the various approaches they use, such as relaxation techniques, time management skills, or seeking social support. By exploring these coping mechanisms, this research will provide insights into improving stress management practices for university teachers, ensuring a healthier and more productive academic environment. This study aims to explore the coping strategies employed by teaching faculties in higher education institutions to manage stress. Specifically, it will examine the types of strategies adopted, the effectiveness of these strategies, and the factors influencing the choice of coping mechanisms. Understanding how teaching faculties cope with

stress can provide insights into potential interventions or support systems that can be implemented by universities to enhance faculty well-being and professional efficacy.

## 2 Significance

The significance of a study on coping strategies for stress management among teaching faculties in higher education universities can be broken down into several key aspects:

1. **Improved Well-being of Faculty Members:** Teachers in higher education often face high levels of stress due to workload pressures, student expectations, research commitments, administrative duties, and personal life balance. Identifying effective coping strategies can contribute to the overall well-being and mental health of faculty members. This study will help understand the most effective ways faculty can manage stress, improving their quality of life both professionally and personally.

2. **Enhanced Teaching Performance:** Stress can negatively affect a teacher's ability to perform well in the classroom, impacting the quality of education provided to students. By identifying strategies for managing stress, the study can potentially enhance the productivity, focus, and effectiveness of faculty members, thus improving the educational environment.

3. **Promoting a Healthy Work Environment:** Stress within a university can have ripple effects on the academic atmosphere, influencing not only faculty members but also students and administrators. By understanding stress management techniques, universities can foster a healthier work environment that promotes collaboration, positivity, and mutual.

4. **Elevated stress levels among faculty members can lead to burnout, which in turn can affect retention rates.** Teachers may leave the profession or seek employment at institutions with lower stress levels. A study on coping strategies can inform policies that contribute to better job satisfaction, leading to higher retention rates and long-term stability within

the institution.

5. Retention and Job Satisfaction: High levels of stress among faculty members can lead to burnout, which in turn can affect retention rates. Teachers may leave the profession or seek employment at institutions with lower stress levels. A study on coping strategies can inform policies that contribute to better job satisfaction, leading to higher retention rates and long-term stability within the institution.

6. Contribution to Academic Literature: While stress management in general has been well researched, the unique pressures faced by teaching faculty in higher education are often distinct from other professions. This study can contribute to the literature by offering insights specific to the academic field and by providing data on coping strategies that are relevant to the unique challenges faced by university educators.

### 3 Objectives of the Study

- To Explore academic, administrative, and personal stressors affecting faculty members.
- To Identify the coping strategies lead to reduce stress and improved well-being among faculty members.

### 4 Review of Literature: -

S.no	Author Name	Year	Key point	Review
1.	(K.Mali, 2017)	2017	Job stress, teaching faculty, school teachers, college teachers.	According to the study, growing workload and complexity of daily living, stress is an inevitable aspect of life. These days, it's believed that the world of achievement is a stressful place. Stress can be found everywhere, including among friends, family, coworkers, businesses, institutions, and society at large.
2.	(Y.B., 2018)	2018	Stress; coping strategies; university students	Coping Theory and the Transactional Model of Stress are the two theoretical frameworks that emphasized assessment in order to evaluate risk, harm, and challenges, which results in the process of handling stressful situations (Lazarus & Folkman, 1984). Assessments of the situation, such as determining whether internal or external demands exceed resources and the ability to cope when demands exceed resources, determine the level of stress experienced as a result of external stressors in the form of thoughts, feelings, emotions, and behaviors (Lazarus & Folkman, 1984).

3.	(Yusuf, 2018)	2018	Stress, coping mechanisms, management personnel, and education college.	The management of education colleges in Nigeria is got increased difficulty due to a number of issues that the management team was dealing with. These issues include, but are not limited to, student rampage, student population growth, young exuberance, inadequate money, inadequate infrastructure, ongoing conflicts, moral decay, and excessive workloads. Anxiety, headaches, insomnia, excessive smoking, tension, absenteeism, and a plethora of other symptoms seem to be frequently caused by the management staff's incapacity to quickly address these issues.
4.	(Haleema Parveen, 2019)	2019	Teachers' stress, positive emotions in teaching, negative emotions in teaching, job satisfaction	The goal of the study is to found out how instructors' emotions in the classroom affected the association between stress and work satisfaction. The purpose of this study was to investigate how teachers' feelings while instructing can affect the relationship between their stress levels and job satisfaction. Put more simply, it examines whether teachers' feelings during instruction influence how stress affects their level of job satisfaction.
5.	(Sree, 2019)	2019	Occupational Stress, Emotional Stress, Coping Strategies, Stress Management	According to the study, stress is a condition that all people experience at various points throughout their lives. Teachers and college staff, particularly those in professional universities, are experiencing alarmingly high levels of stress on a daily basis.
6.	(Chandra, 2020)		Academic stress, COVID-19, Emotional intelligence, Online education	The COVID-19 epidemic has caused governments all over the world to close educational institutions in an effort to stop the disease's spread, which has a direct effect on students, teachers, and institutions.
7.	(Johari, 2020)	2020	Work-Related Stress, Stressor, Coping Strategies, Asian, Systematic Literature	Studied While coping mechanisms have never been thoroughly examined in Asian tradition, the problem of work-related stress has drawn more attention as a significant phenomenon in Western literature. This review's objectives are to examine work-

				related stressors in a variety of professions and the coping mechanisms employed by these different professions to lessen the stressful environment.
8.	(Slater1, 2021)	2021	occupational stress, coping strategies, health, well-being, academics, university	Academics at universities around the world are experienced increasing levels of occupational stress, which has an impact on their health and wellbeing.
9.	(Khawaja, 2023)	2023	adjustment, Asian international students, difficulties, coping mechanisms, and overseas Indian students	Focused on American universities and colleges are home to a large number of Indian overseas students. Studying abroad in a new environment can be challenging for students. In order to investigate the coping strategies employed by six Indian international students studying in the United States (U.S.), the current study employed a phenomenological data analysis approach.
10.	(Eija-Liisa Heikka1, 2023)	2023	Stress, coping, Burnout, study structures, higher education	Higher education students' and instructors' experiences with stress have garnered more attention, but the two groups are rarely examined together. We integrate their viewpoints by taking into account the stress and coping mechanisms experienced by both professors and students with regard to the creation of study plans in a business school setting.
11.	((Ph.D.), 2023)	2023	Stress Management, strategies, lecturers, special education, public universities	A worker's psychological well-being is a major factor in their ability to function efficiently and effectively in any profession. A favorable atmosphere, positive interpersonal interactions, sufficient communication between employees and management, workload, compensation, and a variety of other physical and psychological enhancing elements are other contributors.

12.	(Girija, 2024)	2024	Stress, coping mechanisms, stress management, work-life balance, and mental health	Study stated Stress is a physiological and psychological response that occurs when someone perceives a situation or demand as challenging, hazardous, or overwhelming. It is a natural reaction that prepares the body and mind to deal with a range of challenges, including mental, emotional, and physical ones. Stress is a complex and dynamic phenomenon that can have both beneficial and detrimental effects on an individual's wellness.
13.	(Olivia Giulia Bianca Vacchi, 2024)	2024	Coping, Stress Management, Academia, Work, Employees, Italy	Study defined both physical and Mental health may be impacted by rising work-related stress in academia. This study's goal was to investigate the coping mechanisms used by University of Udine employees and determine whether the usage of various coping mechanisms is correlated with sociodemographic information, professional status, and the existence of symptoms of anxiety or depression.
14.	(Philippa Waterhouse, 2025)	2025	Stress, coping Mechanisms, students, college, and university	This scoping reviewed set out to investigate the current understanding of university students' stress management strategies. Higher education institutions' stress reduction and preventative intervention designs can be improved by having a better understanding of the coping mechanisms that students employ while studying, especially for challenging students.

**Table1.1 Review Matrix**

## 5 Research Gap: -

While a number of studies have looked at stress and coping mechanisms, the majority of them concentrate on students or workers in various occupations. The stress management strategies used by instructors in higher education institutions have not been thoroughly studied. In addition, past research typically explore the causes of stress rather than the efficiency of coping mechanisms. Therefore, it's important to know how university instructors handle stress and what coping mechanisms enhance their wellbeing and job satisfaction.

## 6 Research Methodology: -

The current study made an effort to locate some of the research studies that have been carried out in the field while keeping the study's objectives in mind. Only secondary sources of information were considered in the investigation. Secondary data includes articles, journals, websites, magazines, and conference proceedings.

## 7 Discussion and Analysis: -

The findings reveal that teaching faculties in higher education face multifaceted sources of stress. As educators navigate complex demands, the ability to employ diverse coping strategies becomes crucial. Both problem-focused and emotion-focused coping strategies appear to be essential, with problem-focused strategies addressing the root causes of stress and emotion-focused strategies helping to mitigate the emotional impact of stress.

While time management and delegation are widely recognized as effective ways to manage workload-related stress, seeking social support is essential for lowering emotions of loneliness and

promoting emotional well-being. Social interactions among colleagues not only provide emotional relief but also foster a sense of camaraderie, which enhances resilience.

Emotion-focused strategies such as mindfulness and physical activity reflect the importance of self-care in stress management. Faculties who incorporate these strategies into their routines seem to cope better with academic pressures, demonstrating a holistic approach to stress management.

However, avoidance coping strategies, like escapism, may provide temporary relief but do not address the root causes of stress. This indicates a whether teachers are still satisfied with their job: their ability to cope with the stress.

### 1. Problem-focused Coping

- **Time Management:** Many faculties report using time management strategies to cope with workload pressures. Setting clear priorities and schedules can help reduce stress.
- **Delegation and Collaboration:** Collaborative teaching, delegation of tasks, and sharing responsibilities with colleagues are seen as effective stress-relief strategies.

### 2. Emotion-focused Coping

- **Seeking Social Support:** Faculties often engage with peers and colleagues for emotional support. Discussing stressful experiences with others helps in reducing feelings of isolation.
- **Relaxation Techniques:** Many faculty members use techniques such as meditation, mindfulness, or yoga to manage emotional stress.
- **Exercise:** Regular physical activity is frequently mentioned as a strategy for reducing stress, helping to release

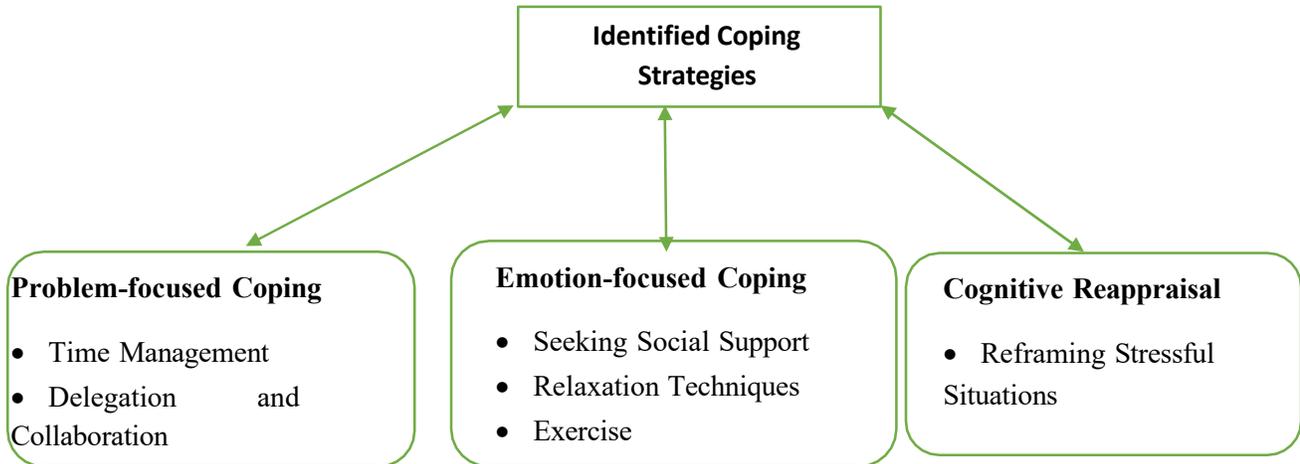
- o tension and promote physical well-being.

### 3. Cognitive Reappraisal

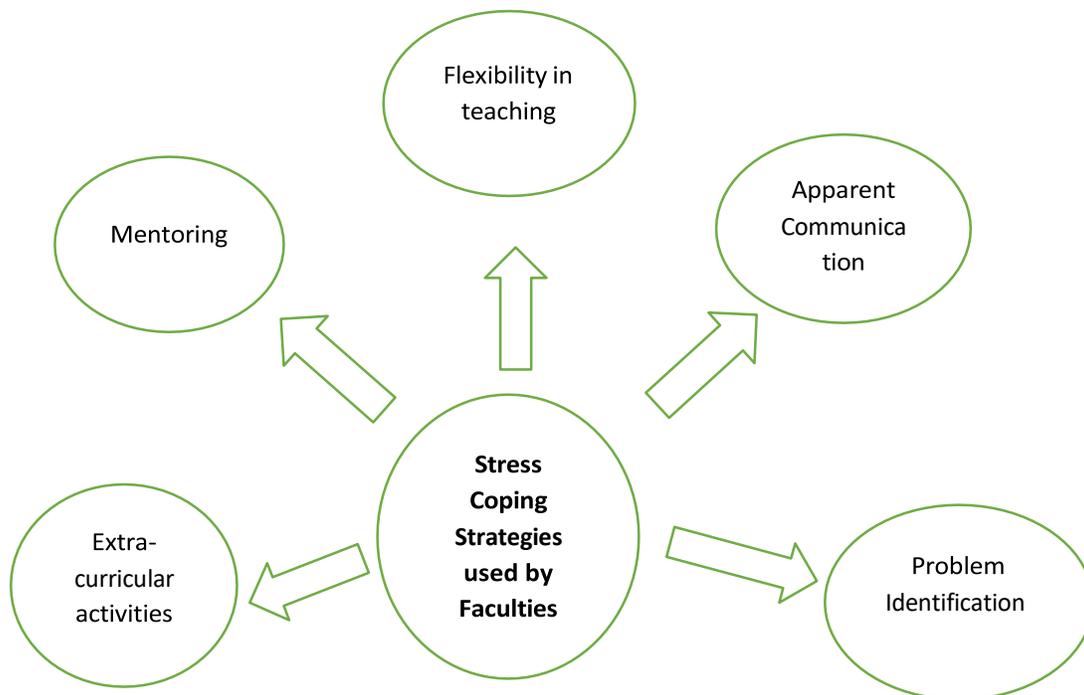
- o **Reframing Stressful Situations:** Some faculties adopt cognitive strategies like reinterpreting stressors as challenges rather than threats. This helps in reducing the perceived intensity of stress.

### 4. Avoidance Coping

- o **Escapism and Distraction:** Some faculties may resort to escapism, such as indulging in hobbies or social activities, to temporarily avoid stress.



**Fig1.1, Identified Coping Strategies**

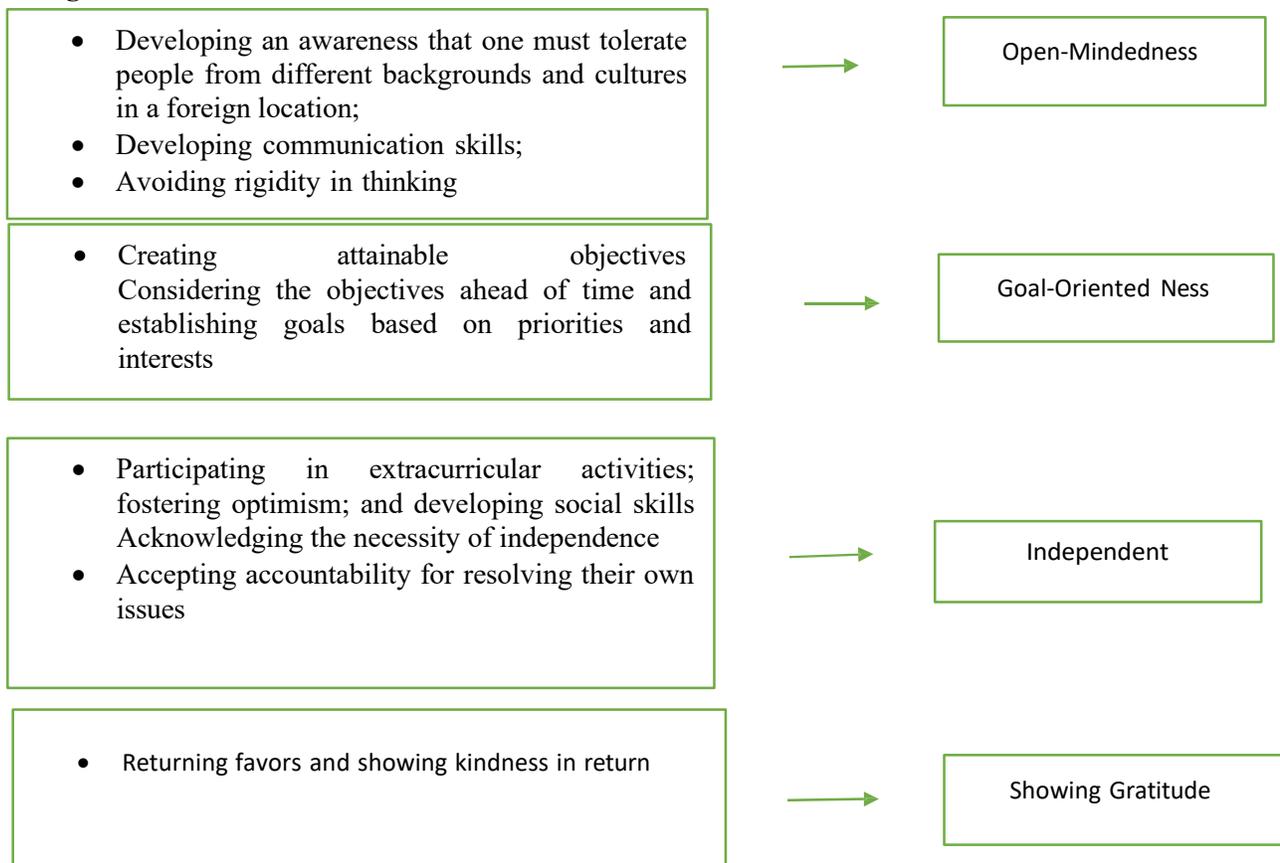


**Fig1.2: Stress Coping Strategies Used by Faculties**

Coping strategies are methods individuals use to manage stress and other challenging situations. These coping strategies which showed in figure in 1.2 can be categorized into several types, each addressing different aspects of stress management of Faculty members, like all professionals, face stress from various sources such as workload, student interactions, research pressures, and institutional demands. Coping with stress effectively is crucial for maintaining well-being, productivity, and job satisfaction. Here are some stress coping strategies commonly employed by faculty members. Problem Identification is the process of recognizing, analysing, and defining issues or challenges that need attention or resolution. This crucial first step is essential in various fields, such as education, business, healthcare, and problem-solving in general. Properly identifying a problem sets the foundation for creating effective solutions and making informed decisions. In an educational context, it could involve pinpointing areas where students struggle, where teaching methods are ineffective, or where administrative systems face challenges.

Extra-curricular activities are activities that take place outside of the formal academic curriculum. These activities can play an important part in the overall development of students, enhancing their learning experience and providing chances for skill development, social connection, and personal improvement. They are not mandatory as part of the course requirements but are often encouraged by educational institutions for their numerous benefits.

### Thoughts and Behaviours that resulted in the determined Coping Mechanism Thoughts and ActionsCoping Strategies



## 8 Suggestions

Studying coping strategies for stress management among teaching faculty at higher education institutions can aid in our comprehension of the difficulties encountered by educators in a rigorous academic environment. Finding the primary sources of stress among faculty members—such as workload, student demands, administrative responsibilities, and research expectations—should be the aim of the study. Understanding how these pressures impact faculty members' overall welfare is crucial. The study should look into the many coping mechanisms that faculty members employ, such as time management strategies, social support networks, relaxation techniques, and physical activity. Additionally, evaluating how successfully these strategies reduce stress and enhance mental health may provide useful guidance for improving faculty wellness.

The study may employ a mixed-methods approach, combining surveys with structured questions to gauge stress levels and coping strategies with qualitative interviews to document more detailed experiences. The role of institutional support—such as workload management, professional development courses, and counseling services—should also be examined in order to ascertain how universities could better assist their staff. By identifying the best practices and highlighting areas where companies can offer additional support, the study may produce useful recommendations for establishing a more healthy and effective learning environment. This research may improve teaching outcomes and overall institutional performance in addition to improving the mental health of faculty members.

## 9 Conclusion

In summary, this study on stress management coping mechanisms among teaching faculty in higher education institutions demonstrates the variety of approaches that educators use to stress management. The results show that while stress is an unavoidable part of academic life, faculty members use a variety of adaptive techniques to preserve their health and productivity. Time management, social support, mindfulness exercises, and physical activity are some of these tactics. However, depending on personal preferences, these tactics' efficacy vary workload pressures and institutional support. Higher education institutions must acknowledge the significance of stress management and mental health programs, offering tools and a nurturing atmosphere to enable faculty members to flourish on a personal and professional level. Universities can improve their teaching staff's overall productivity, contentment, and retention by cultivating a culture of well-being, which will ultimately contribute to a positive academic environment. The role of leadership and institutional policies in supporting faculty members' stress management techniques could be investigated in future studied.

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