



A STUDY ON STRESS MANAGEMENT PRACTICES AMONG FACULTY MEMBERS IN HIGHER EDUCATIONAL INSTITUTIONS IN TELANGANA

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ABSTRACT

Stress has become a concern among faculty members in higher education because of increasing teaching loads, research expectations, administrative responsibilities, accreditation requirements, student mentoring, and technological changes. This study examines stress management practices among faculty members in higher educational institutions in Telangana. It identifies major occupational stressors and evaluates practices such as time management, work-life balance, faculty development, counseling, wellness activities, and institutional support. Primary data were collected from 100 faculty members through a structured questionnaire. The findings indicate that workload, research demands, and administrative responsibilities contribute to stress, while time management and institutional support help faculty manage pressure effectively.

Keywords: Telangana, Higher Education, Faculty Members, Occupational Stress, Stress Management

1. INTRODUCTION

Higher education institutions contribute significantly to knowledge creation, research, innovation, skill development, and human resource development. Faculty members are central to these functions because their responsibilities extend beyond classroom teaching to curriculum development, student mentoring, research, publications, administration, accreditation, industry interaction, and institutional development. The expansion of these responsibilities has increased the possibility of occupational stress among academic professionals. Occupational stress occurs when workplace demands exceed an individual's perceived ability to cope effectively. Faculty members may experience pressure from heavy teaching schedules, research and publication expectations, administrative assignments, student requirements, technological changes, and quality assurance activities. Prolonged stress can affect physical and psychological well-being and may reduce concentration, motivation, job satisfaction, teaching effectiveness, productivity, and institutional contribution. The uploaded study specifically identifies workload, research obligations, administrative duties, technology adaptation, and work-life balance as important areas for examining faculty stress in Telangana. Stress management includes individual and organizational approaches. Individual practices may involve time management, physical activity, meditation, relaxation, mindfulness, positive thinking, and healthy work-life planning. Organizational measures include counseling services, professional development, workload management, flexible scheduling, recognition systems,

supportive leadership, wellness activities, and collaborative decision-making. Such measures can strengthen coping capacity and create a healthier academic environment. Telangana has a diverse higher education system comprising universities, engineering institutions, business schools, pharmacy colleges, degree colleges, and other professional institutions. Faculty members working in these settings operate in an increasingly competitive academic environment shaped by accreditation, research performance, digital learning, student expectations, and institutional targets. Consequently, understanding how faculty members experience and manage occupational stress is important for both employee well-being and institutional effectiveness. This study focuses on faculty members in higher educational institutions in Telangana. It examines the major causes of occupational stress, the stress management approaches adopted by faculty, the perceived effect of stress on professional performance and teaching effectiveness, and the role of institutional support. The study also proposes practical measures for strengthening faculty well-being and stress management. Its findings can assist educational administrators and human resource professionals in developing supportive policies, wellness initiatives, counseling mechanisms, professional development programmes, and work-life balance practices. These measures strengthen institutional academic outcomes.

2. REVIEW OF LITERATURE

Occupational stress among educators has been examined from individual, occupational, and organizational perspectives. Kyriacou and Sutcliffe (1978) identified workload, time pressures, working conditions, and student-related factors as important sources of teacher stress, while their model emphasized appraisal and coping mechanisms. Blix et al. (1994) reported that workload, time restrictions, publication pressure, and resource limitations contribute to stress among university teachers. Travers and Cooper (1996) highlighted increasing academic and administrative responsibilities and recommended supportive environments and stress-management interventions. Gillespie et al. (2001) examined occupational stress in universities and emphasized organizational change, workload, research demands, and institutional conditions. Kinman (2001) associated higher-education stress with role overload, insufficient support, and performance expectations. Winefield et al. (2008) linked occupational stress with lower job satisfaction and emphasized work-life balance and staff support. Barkhuizen and Rothmann (2008) highlighted career demands, role conflict, workload, coping strategies, and institutional support. Sharma and Jyoti (2009), studying Indian university teachers, identified classroom burden, administrative duties, research requirements, and organizational policies as important influences on occupational stress. Overall, the reviewed literature supports the importance of both personal coping practices and institutional interventions. The present study applies these themes to faculty members in Telangana higher educational institutions.

3. OBJECTIVES OF THE STUDY

1. **To determine** the main causes of occupational stress experienced by faculty members in higher educational institutions.
2. **To investigate** the stress management approaches adopted by faculty members in Telangana.
3. **To examine** the effect of stress on professional performance and teaching effectiveness.
4. **To assess** the contribution of institutional support to faculty stress management.
5. **To recommend** suitable measures for enhancing faculty well-being and stress management practices.

4. RESEARCH METHODOLOGY

The study adopted a descriptive research design. Primary data were collected from 100 faculty members in Telangana higher educational institutions through a structured questionnaire using convenience sampling. Secondary information was obtained from books, journals, research articles, reports, websites, and earlier studies. Data were organized and interpreted using percentage analysis systematically.

4.1 STATISTICAL TOOL

Percentage Analysis

Percentage analysis is selected as the primary statistical tool because the study mainly examines faculty responses concerning stress factors, institutional support, and stress-management practices. It provides a simple and appropriate method for presenting categorical questionnaire responses.

The study also identifies frequency distribution, mean analysis, tabular presentation, and chi-square testing among its analytical tools. However, for this **strict three-table report**, percentage analysis is the most suitable tool for presenting the selected descriptive findings.

5. DATA ANALYSIS AND INTERPRETATION

Table 5.1: Academic Workload as a Cause of Stress

Response	Number of Respondents	Percentage
Strongly Agree	32	32%
Agree	43	43%
Neutral	10	10%
Disagree	10	10%
Strongly Disagree	5	5%
Total	100	100%

Analysis: The largest proportion, 43%, agrees that academic workload causes stress, while another 32% strongly agree.

Interpretation: A combined **75%** of respondents agree or strongly agree that academic workload is a significant source of occupational stress among faculty members.

Table 5.2: Institutional Support in Stress Management

Response	Number of Respondents	Percentage
Strongly Agree	34	34%
Agree	40	40%
Neutral	11	11%
Disagree	10	10%
Strongly Disagree	5	5%
Total	100	100%

Analysis: The highest response is **Agree**, representing 40% of respondents, followed by 34% who strongly agree.

Interpretation: A combined **74%** of faculty members agree or strongly agree that institutional support contributes positively to stress management. This indicates that supportive workplace environments can play an important role in reducing occupational stress.

Table 5.3: Stress Reduction Through Time Management

Response	Number of Respondents	Percentage
Strongly Agree	35	35%
Agree	41	41%
Neutral	9	9%
Disagree	10	10%
Strongly Disagree	5	5%
Total	100	100%

Analysis: The largest proportion of respondents, 41%, agrees that time management helps reduce stress, while 35% strongly agree.

Interpretation: A combined 76% of respondents agree or strongly agree that effective time management helps reduce workplace stress. It is therefore identified as an important individual-level coping mechanism for faculty members.

6. RESULTS

1. **Academic workload is a major source of occupational stress** among faculty members.
2. A combined 75% of respondents agree or strongly agree that academic workload causes stress.
3. Research and publication requirements are also significant contributors to faculty stress.
4. Administrative responsibilities can negatively affect faculty members' work-life balance.
5. Faculty members recognize the impact of stress on teaching effectiveness, motivation, job satisfaction, and productivity.
6. Time management is perceived as an effective method for reducing workplace stress.
7. Faculty development programmes are considered useful for improving confidence and reducing stress.
8. Institutional support plays an important role in helping faculty members manage occupational stress.
9. Counseling and psychological support can assist faculty members in handling workplace difficulties.
10. Work-life balance contributes positively to faculty well-being and job satisfaction.
11. Supportive leadership and a positive institutional environment can reduce workplace pressure.
12. Overall, effective stress management practices contribute to faculty well-being, professional performance, teaching effectiveness, and institutional effectiveness.

7. SUGGESTIONS

1. Higher educational institutions should regularly assess faculty stress levels through employee satisfaction surveys and feedback mechanisms.
2. Academic workloads should be distributed more effectively to prevent excessive pressure on individual faculty members.
3. Institutions should strengthen faculty development programmes covering time management, stress management, research skills, and professional development.
4. Counseling and psychological support services should be made accessible to faculty members.
5. Educational administrators should develop a collaborative, transparent, and supportive workplace culture.
6. Work-life balance programmes and flexible scheduling options should be encouraged.
7. Faculty achievements should be recognized through appropriate rewards and recognition systems.
8. Institutions should organize wellness activities, leisure programmes, and health-awareness initiatives.
9. Supportive leadership should be strengthened through effective communication, guidance, recognition, and teamwork.
10. Institutional policies should consider faculty well-being while setting workload, research, administrative, and performance expectations.

8. CONCLUSION

The study concludes that stress management is an important component of faculty well-being and institutional effectiveness in higher educational institutions in Telangana. Faculty members face occupational pressure because of teaching workload, research and publication requirements, administrative responsibilities, accreditation activities, technological adaptation, and student-related demands. The analysis shows that academic workload is a major source of stress, while institutional support and effective time management are viewed positively as mechanisms for managing workplace pressure. Faculty development programmes, counseling services, wellness initiatives, supportive leadership, and work-life balance practices can further strengthen faculty coping capacity. Effective stress management can contribute to improved teaching effectiveness, professional performance, job satisfaction, productivity, and overall institutional quality. Therefore, higher educational institutions should adopt



comprehensive and continuous stress-management practices that combine individual coping strategies with organizational support. Creating a supportive academic environment can help faculty members manage professional demands more effectively while promoting their long-term well-being and institutional contribution.

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