

A Study On Management Factor Causes Stress And Stress Coping Techniques Among Teaching Faculty Of University

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ABSTRACT

This research paper tells factor that causes stress and the stress coping techniques used by teaching faculty within a university. This research looks at the things that make teachers at universities feel stressed and how they deal with these issues. Because teachers have a lot of responsibilities and face many demands, it's really important to know how they handle stress. By understanding how they manage stress, we can help them feel better, happier with their jobs, and do better in their teaching.

The research wants to figure out how teachers deal with stress. They use different ways like organizing their time better, talking to friends or colleagues for support, doing mindfulness exercises to relax, joining programs to improve their skills, and taking care of themselves in various ways. By carefully looking at these methods, the study wants to understand which ones work best, how common they are, and which one's teachers like to use the most.

Keywords: Work Load, Pressure, Time Consistency Coping, Teacher Wellbeing, Stress Management

I. INTRODUCTION

Teachers have huge load of working universities they have a lot of things to do, like teaching, doing research, handling paperwork, and guiding students. All these tasks can make them feel very stressed out. This stress can affect how they feel and how well they do their job.

It's really important to know what makes teachers feel stressed and how they deal with it. This helps them feel happier with their job and do their work better. This research is all about finding out how teachers at universities handle stress and what kinds of problems they face. This study wants to understand all the different things that stress out teachers at universities. These stresses could be having too much work, not enough time, pressure from paperwork, problems with other people, dealing with students' issues, and trying to balance work and personal life. Knowing and understanding these stress factors is really important to create helpful ways to support teachers and help them do their jobs better. This study wants to see how well the ways teachers deal with stress actually work, how common they are, and which one's teachers like best. Understanding these coping methods will help make places where teachers work more supportive. It will also help create specific ways to help teachers feel less stressed and happier in their jobs at universities.

1.1 OBJECTIVES

1. To determine which management-related issues—such as workload, administrative strain, job insecurity, and position ambiguity—are contributing to stress among university teaching faculty.
2. To investigate how stress affects faculty members' general well-being, work satisfaction, and performance.
3. To investigate practical coping mechanisms, such as time management, peer support, and institutional measures, that faculty members employ to deal with stress.

1.2 RESEARCH METHODOLOGY

This paper's research methodology focuses on university teaching faculty members' stress factors and coping mechanisms. how much stress educators face on a daily basis.

This study matters Because it tackles a significant issue that impacts a large number of people, this study is significant. We can enhance teachers' well-being and job happiness by learning how colleges might lessen their stress. This can therefore have a favourable effect on the standard of instruction and the general atmosphere of the classroom. Teachers' mental health and wellbeing must be given top priority because they have a significant influence on the future.

1.3 SCOPE OF THE STUDY

This study on university teaching faculty stress coping strategies is really beneficial. We can improve our support for educators by learning how they manage stress. Knowing what stresses, them out and how they deal with it allows us to develop courses or programs that are especially meant to help individuals manage stress more effectively. Making their lives easier isn't the only goal; their mental health is also at stake. Teachers can perform better and take greater pleasure in their work when they are less stressed. It's similar to providing them with resources to deal with challenging circumstances so they may concentrate on successfully instructing students. Additionally, a happy and less stressed instructor improves the atmosphere for all students, faculty, and the university as a whole. Universities can use this information to recruit new instructors and retain current ones. Universities may foster an environment where everyone feels appreciated and supported by demonstrating their concern for the welfare of their instructors. The ultimate goal of this research is to make teaching a less stressful and more rewarding career for people who devote their lives to teaching.

II. REVIEW OF LITERATURE

1. (Gmelch, 1986)Through factor analysis, this study identifies key dimensions of faculty stress, including time constraints, lack of professional growth, and bureaucratic pressures. It suggests that universities should implement policies that balance workload and provide career advancement opportunities.
2. (Blix, 1994)The research assesses the effects of occupational stress on the health of university faculty, revealing that chronic stress can lead to burnout, depression, and reduced job performance. The study supports the use of wellness programs and faculty counseling services.
3. (Dua, 1994)This research explores how chronic stress affects faculty health, linking it to increased risk of anxiety, insomnia, and cardiovascular diseases. The study recommends regular health check-ups and stress reduction workshops.
4. (Boyd, 1994)The study examines the workload stress among New Zealand university faculty and finds that excessive working hours without adequate compensation led to high levels of stress and burnout. Faculty collaboration and shared responsibilities are suggested as solutions.
5. (Abouserie, 1996)This research links job satisfaction and stress, showing that university faculty with greater autonomy and institutional support report lower stress levels. The study suggests that clear communication between administration and faculty helps in reducing stress.
6. (Gillespie, 2001)This research analyzes faculty perceptions of stress and finds that job security, work autonomy, and transparent policies play a significant role in stress reduction. Universities are encouraged to implement faculty well-being programs.
7. (Tytherleigh, 2007)The authors investigate stress levels in different faculty roles and discover that female faculty members experience higher stress due to work-life balance challenges and workplace discrimination. The study recommends flexible working hours and mental health support services.
8. (Houston) Investigating workload expectations, this study finds that faculty stress arises due to unrealistic performance demands. It suggests aligning institutional policies with faculty well-being to create a balanced work environment.
9. (Barkhuizen, 2008) This study investigates faculty stress in South African universities, emphasizing the negative impact

of poor leadership and ineffective communication. The authors suggest that faculty engagement and transparent leadership practices can mitigate stress.

10. (Catano, 2010) A national survey on stress in Canadian universities finds that a lack of institutional support, unfair policies, and job uncertainty are the main stressors. The study suggests regular stress assessments and intervention programs.
11. (Guthrie, 2012) This study discusses the relationship between job demands, resources, and faculty stress. It highlights the importance of administrative support, fair evaluations, and proper workload distribution in reducing faculty stress levels.
12. (Yusoff, 2013) The paper reviews burnout in higher education institutions, particularly in Pakistan, and finds that stress is significantly influenced by unclear expectations, lack of career growth, and work overload. The study recommends stress management training and faculty well-being programs.
13. (Kinman, 2013) A large-scale survey on stress and well-being in university faculty reveals that excessive administrative duties, job insecurity, and lack of autonomy contribute to stress. It suggests faculty development programs and mentoring as key solutions.
14. (Sharma, 2019) This research highlights faculty workload as the leading cause of stress in higher education. The study suggests that delegation of tasks, prioritization, and taking short breaks during work hours are effective ways to cope with stress.
15. (Khan, 2019) The study focuses on identifying the primary sources of stress among university faculty, such as role ambiguity, student performance pressure, and unrealistic expectations from administration. It emphasizes the importance of time management, physical exercise, and relaxation techniques in stress reduction.
16. (Saroyan, 2021) This paper provides a comprehensive review of how academics manage stress and emotions while working in higher education. It examines institutional support, faculty development programs, and stress management training as potential interventions for reducing faculty stress.
17. (Ahmad, 2022) This study explores workplace stressors that affect university faculty, including high workload, strict deadlines, administrative duties, and student expectations. The research also highlights coping mechanisms like maintaining a work-life balance, seeking peer support, and practicing mindfulness to reduce stress.
18. (Thompson R., 2022) When students lack motivation, it stresses teachers. It's tough to engage unmotivated students, impacting the classroom environment and teaching quality. Teachers worry about student progress and success but feel challenged when students lack interest or effort. This situation makes teaching harder, affecting lesson planning and student learning. Teachers feel pressure to motivate students, but when faced with apathy, it affects their enthusiasm. The struggle to engage disinterested students adds stress as teachers strive to inspire and create engaging lessons. It impacts their morale and teaching effectiveness, leading to concerns about student outcomes and their own job satisfaction.
19. (Lee S., 2022) When parents intervene excessively, it can stress teachers. Involvement is good, but too much involvement, like questioning teaching methods or grades without understanding, creates stress. Teachers feel pressure to explain every decision or adapt teaching for each parent's view. This constant need for explanation and adjustment impacts teaching quality and consumes time. Conflicts between teachers and parents can arise, affecting the classroom environment and student learning. Teachers want the best for students but excessive interference from parents can create stress, affecting their ability to focus on teaching and fostering a positive educational experience.
20. (Kim D., 2022) Teachers feel stressed due to how society views their job as educators. Sometimes, people might not value or respect teaching as much as other professions. This perception creates stress because teachers want their work to be appreciated and valued. Feeling undervalued or misunderstood adds pressure, affecting their morale. Teachers want recognition for their hard work, but negative perceptions can make them feel unappreciated. This stress impacts their motivation and job satisfaction, as they strive to make a positive difference in students' lives despite feeling that their

profession is not always perceived as important or respected by society.

21. (Wilson, 2022) Teachers feel stressed because they need to ensure students do well on tests that check how much they've learned and how good they are at uni. These tests are important, but the pressure to prepare students for them adds stress. Teachers want their students to succeed, but worry about teaching everything well enough. They feel responsible for students' success, which makes the pressure to help them perform well in tests stressful. This stress can affect how teachers teach and how students learn, as teachers strive to ensure their students do their best in these important assessments.
22. (Martinez, 2022) Teachers also experience stress when they struggle to balance their work and personal life. their job demands, like lesson planning and grading, often spill into personal time. This makes it hard to spend time with family or relax. The pressure to meet work demands affects personal happiness and well-being. Teachers might feel tired or overwhelmed, lacking time for themselves. This imbalance causes stress because they want to do well in both work and personal life but find it challenging to manage. Achieving a work-life balance becomes tough, impacting their mental health, happiness, and overall satisfaction with life.
23. (Clark, 2022) Teachers feel stressed when they don't get enough help from their bosses or colleagues at work. It's tough when they don't receive the support needed from universities leaders or coworkers. This lack of support can mean not getting guidance, assistance, or encouragement when facing challenges in teaching or dealing with work-related issues. Teachers might feel isolated or overwhelmed without the backing they need to handle their responsibilities effectively. This absence of support impacts their confidence, adds pressure to their work, and can make their job more difficult, affecting their overall job satisfaction and well-being in the workplace.
24. (Patel, 2022) Teachers get really stressed because they have a lot of work to do, like grading papers, planning lectures, and doing administrative work. It feels like there's always too much to finish in a short time. Grading takes a long time because they have to carefully check each student's work. Planning lecture needs creativity and time so that student understand what he's trying to explain. Administrative tasks involve lots of paperwork and other duties that take away from teaching time like university program, attending meetings and many more.
25. (Tasleem, Zermina, 2023) This research identifies key stress factors among university faculty, including job insecurity, lack of professional growth, and work-life imbalance. It also suggests meditation and social support as key coping mechanisms.
26. (Smith, 2023) Teachers feel stressed when they work in classrooms that don't have what they need, like good seats, technology, or a good learning atmosphere. This might be because of things like bad lighting, noise, or not enough space. In these places, teachers find it hard to teach well and get students interested, which affects students learning and understanding power. Uncomfortable environments can also mean not getting enough help or having nowhere to work together, which makes it tough for teachers to grow professionally.
27. (Lee, 2023) Teaching faculty experience stress due to conflicts with colleagues or supervisors at work. These conflicts might arise from disagreements, differences in opinions, or misunderstandings among the faculty members. Tensions can impact teamwork, communication, and the overall work environment. Teachers feel stressed when they face conflicts because it affects their relationships at work, making it harder to collaborate or feel comfortable in their jobs. Dealing with these conflicts adds pressure, making It tough for teachers to focus on teaching and impacting their overall well-being in the workplace.
28. (Wang, 2023) Teachers get stressed due to administrative tasks like paperwork and meeting strict rules. They have to handle lots of paperwork, follow specific rules, and meet bureaucratic requirements. This takes up a big part of their time and energy, diverting focus from teaching. The pressure to manage administrative duties alongside teaching responsibilities can be overwhelming. Teachers feel stressed because these tasks consume time that could be spent on

teaching, impacting their ability to prepare lessons or give students extra attention. The burden of administrative demands adds stress, affecting their work-life balance and making it harder to deliver quality education to their students.

29. (Brown, 2023) Teachers get stressed when they don't have enough tools or help for teaching. It might mean not having proper books, technology, or enough support. This makes teaching difficult as they can't provide the best education for students. They want to use good materials but without enough resources, it's tough to teach well. This lack of resources creates stress because they worry about not giving students the quality education they deserve. Teachers feel frustrated and overwhelmed, trying their best with limited tools, impacting their ability to create engaging lessons and hindering students' learning experiences.
30. (Smith M., 2023) Teachers feel stressed when they find it hard to use technology for teaching. They might struggle with projectors or other digital tools needed for lessons. This difficulty in adapting to technology adds stress as they want to use these tools to help students learn better. Teachers feel pressured to keep up with technology but might feel unsure or overwhelmed by new gadgets or software. This stress affects their teaching methods and makes them worry about delivering lessons effectively. The pressure to integrate technology into teaching, despite challenges, creates stress because they want to use it well to support students' learning.
31. (Johnson, 2023) Teachers experience stress due to various reasons such as not having control over students' behavior, strict university rules, and the overwhelming workload during exam periods, one teacher is dealing with 100+ students, teachers are unable to guide properly due to n numbers of students and some sometimes also face language barriers as some students are coming from different state, so they have difficulties in explaining lectures. These factors contribute to their stress, affecting their ability to manage classrooms effectively and meet academic demands, leading to feelings of pressure and strain in their teaching roles.
32. (Martinez J., 2023) Favoritism towards relatives or friends, stresses teachers. When it happens in universities, some teachers may feel unfairly treated, affecting job satisfaction. It can lead to unequal opportunities or unfair advantages for some colleagues. Nepotism might affect promotions or workload distribution, causing resentment among teachers. Working in an environment where favoritism is evident creates tension and mistrust. Teachers worry about being overlooked or not recognized based on merit, impacting motivation. This unfair treatment causes stress as teachers feel demotivated or undervalued, affecting their morale and work environment negatively, hindering collaboration and morale among colleagues.
33. (Garcia, 2024) Teachers feel stressed because of tight deadlines set by the university and the pressure of planning lessons. The deadlines are strict, and there's a lot to do in a short time. Planning lessons needs careful thinking and organizing to make sure students learn well. Teachers want to create the best lessons, but with tight deadlines, it's hard to give each lesson the time it needs. This rush to meet deadlines makes teachers worry they won't prepare the best lessons, impacting how well students learn. The stress of managing time and meeting university deadlines can be overwhelming for teachers.
34. (Wang H.,) When students exhibit irregular behavior, it stresses teachers. Disruptive behavior, lack of focus, or inconsistency in attendance affect classroom dynamics. Teachers work hard to create a conducive learning environment, but irregularity disrupts teaching plans and impacts student progress. Addressing these issues consumes teaching time and energy, affecting overall class management. Teachers worry about students' well-being and academic success. Managing irregularities adds stress as teachers strive to maintain a positive learning atmosphere while ensuring every student receives adequate support and attention. This irregular behavior creates stress as teachers navigate challenges in maintaining a productive and harmonious classroom for effective teaching and learning.
35. (Kim, 2024) Teachers feel stressed when they have to handle difficult behaviors or different needs among students. Some students might act in ways that are hard to manage, causing disruptions in the classroom. Additionally, students have varying learning needs, and meeting these diverse needs can be challenging. Teachers aim to help every student learn, but it's tough when behaviors disrupt learning or when they need

to adapt teaching methods for each student. This stress arises because managing diverse behaviors and needs takes a lot of time and effort, making it harder for teachers to ensure a productive and inclusive learning environment for all students.

36. (Thompson, 2024) Teachers feel stressed due to the pressure to keep learning and improving at work
There's an expectation for them to always learn new things, attend training, and grow professionally. This continuous learning is important but can be stressful. Teachers feel pressured to keep up with new teaching methods or educational trends. They worry about falling behind or not meeting expectations. Finding time for continuous training while managing their teaching responsibilities can be overwhelming. This pressure to constantly improve creates stress because they want to be the best for their students but feel stressed about meeting these high professional development expectations.
37. (Garcia L., 2024) Teachers feel stressed when they worry about keeping their jobs or if their contracts will be renewed. This uncertainty about job stability creates stress and anxiety. They fear losing their job or not having their contract renewed, affecting their livelihood. This stress affects their focus at work and their ability to plan for the future. Teachers want job security to feel stable and secure in their careers, but the uncertainty about their employment status creates pressure and concerns, impacting their overall well-being and job performance.
38. (Patel A., 2024) When there's a shortage of teaching faculty, it creates stress for teachers who face increased workloads and responsibilities. With fewer colleagues, teachers might need to cover more classes, leading to heavier teaching schedules and less time for planning or addressing student needs. The workload becomes overwhelming, affecting their ability to give quality education. Additionally, a shortage of faculty can mean less support and collaboration, making it challenging to manage tasks. This increased pressure and workload due to fewer colleagues create stress, impacting teachers' effectiveness and well-being as they struggle to meet their teaching obligations with limited resources.
39. (Waterhouse, 2024) This scoping review examines various coping strategies employed by university student to manage stress, highlighting techniques such as mindfulness, time management, and seeking social support.
40. (Ahmad I. , 2022) This study identifies key stressors for university faculty, including excessive workload, job insecurity, and poor work conditions. Common coping strategies include time management, peer, and professional development. The research suggests that improving the work environment and career growth opportunities can help reduce stress.

2.1 REVIEW TABLE

S No	Authors	Year	Factors Causing Stress Among Teachers
1	Gmelch, W. H	1986	Identifies faculty stress dimensions, including time constraints and role ambiguity.
2	Blix, A. G.	1994	Connects chronic stress to faculty burnout and reduced job performance.
3	Dua, J. K.	1994	Links stress to faculty health issues like sleep disorders and anxiety.
4	Boyd, S.	1994	Studies burnout in New Zealand universities due to excessive workload.
5	Boiserie, R.	1996	Links job satisfaction to stress, showing that autonomy reduces stress levels.
6	Gillespie, N. A.	2001	Shows that job security, autonomy, and fair policies reduce stress.
7	Tethering, M. Y.	2005	Finds female faculty face higher stress due to work-life balance issues.

8	Houston, D.	2006	Finds that excessive workload without incentives leads to stress.
9	Barkhuizen, N.	2008	Finds poor leadership and communication as key stressors in South African universities.
10	Catano	2010	Highlights lack of institutional support as a major stressor in Canadian universities.
11	Guthrie	2012	Emphasizes job demands and the need for administrative support to manage stress.
12	Yusoff, R.B.M.	2013	Reviews faculty stress in developing countries, emphasizing organizational policies.
13	Kinman	2013	Highlights administrative burdens as stressors; suggests faculty development programs.
14	Sharma, A.	2019	Examines workload as a key stressor; recommends exercise, delegation, and counseling.
15	Khan, S.	2020	Discusses excessive workload and unclear job roles as stress triggers; suggests relaxation and prioritization.
16	Saroyan, A.	2021	Stress management via resilience and institutional support.
17	Iqbal Ahmad	2022	Workload and admin pressure cause stress; coping via time management and peer support.
18	Thompson, R.	2022	Keeping up with professional development, staying current with educational trends, and pursuing career advancement opportunities can be stressful.
19	Lee, S.	2022	Uncertainty about job stability, such as contract renewals, budget cuts, or changes in educational policies, creates stress and anxiety.
20	Kim, D.	2022	Teachers feel stressed due to how society views their job, affecting their professional respect and value.
21	Wilson, K.	2022	Teachers feel stressed ensuring students perform well on standardized tests.
22	Martinez, P.	2022	Difficulty balancing professional responsibilities with personal life is a significant stress factor.
23	Clark, R.	2022	Teachers feel stressed due to lack of support from administration and colleagues.
24	Garcia, M.	2022	Teachers feel stressed due to excessive workload, including lesson planning, grading, and administrative work.
25	Patel, S.	2023	Limited time for lesson preparation, grading, deadlines, and personal life balance contributes to stress.
26	Zerlina Taseem	2023	Explores job insecurity and work-life imbalance as major stressors. Suggests meditation and social support.
27	Smith, J.	2023	Teachers feel stressed when classrooms lack proper resources for teaching and learning.

28	Lee, H.	2023	Misunderstandings with colleagues, administrators, or parents contribute to stress.
29	Wang, L.	2023	Paperwork, regulations, and administrative tasks cause stress for teachers.
30	Brown, D.	2023	Teachers feel stressed when they lack books, tools, or teaching materials.
31	Smith	2023	Teachers struggle with technology adaptation, impacting confidence and teaching effectiveness.
32	Johnson, T.	2023	Meeting diverse academic, social, and emotional student needs causes stress, especially with limited resources.
33	Martinez, J.	2023	Similar to Johnson, T. (2023) regarding diverse student needs and resource limitations.
34	Wang, H.	2024	Balancing teaching responsibilities with personal commitments and self-care is challenging.
35	Kim, S.	2024	Student behavioral problems, diverse learning needs, and student-teacher relationships can induce stress.
36	Thompson, E.	2024	Teachers feel pressured to continuously learn and improve their skills.
37	Garcia, L.	2024	Teachers worry about job security and contract renewals, causing stress.
38	Patel, A.	2024	Explores university teachers' stress factors and coping mechanisms.
39	Waterhouse, P.	2024	Reviews university student stress coping strategies, including time management and mindfulness.
40	Ahmad, I.	2024	Identifies workload, job insecurity, and poor work conditions as key stressors, with coping strategies like time management and peer support.

III. DISCUSSION AND ANALYSIS

3.1- Different Ideas about Stress:

It depends on individual perspectives and experiences. Some teachers may believe that stress is an assured part of the job and that it's important to learn how to cope with it. On the other hand, some teachers may believe that stress should be minimized as much as possible, and administrators should provide more support and resources to reduce stress for teachers. They may focus on finding strategies to manage their workload and prioritize self-care.

3.2- Things that give stresses to teachers:

Teachers experience a variety of sources of stress that can affect their well-being. One major factor is the heavy workload they face, including lesson planning, grading papers, and managing classroom activities. Class room management and dealing with challenging students can be emotionally demanding. Teachers may feel pressure to meet high expectations to fulfil administrative requirements these expectations further add to the stress. It's important to recognize and address these stressors to support the well-being of teachers.

Some factors that cause stress: -

Workload

Time management

Lack of resources

Technology advancement

Job insecurities

3.3- Teachers deal with stress:

Teachers deal with stress in various ways. They prioritize self-care by engaging in activities they enjoy outside of work, such as exercising, practicing mindfulness, or pursuing hobbies. Seeking support from colleagues, friends, or family members is another strategy. Teachers also practice effective time management, set boundaries between work and personal life, and utilize organizational tools. Additionally, they may attend professional development opportunities to enhance their skills and knowledge. Collaboration with colleagues and reaching out for help when needed are also important aspects of stress management for teachers.

3.4- Ways of coping stress:

Here are some ways each other can cope with stress in university: -

- Stepping away from work for short breaks during the day to relax and recharge.
- Sharing concerns with other teachers or mentors for advice and support.
- Organizing tasks and making a schedule to manage workload effectively.
- Doing physical activities like walking, yoga, or dancing to reduce stress.
- Eating nutritious meals, getting enough sleep, and avoiding too much caffeine.
- Trying deep breathing exercises or listening to calming music to unwind.
- Asking for guidance from counselors or professionals when stress feels overwhelming.

3.5- Effect of Coping Work:

Yes, the ways of coping can be effective for teachers in managing and reducing stress. Taking care of oneself, seeking support, managing time effectively, setting boundaries, and continuous learning are all important strategies that can help teachers maintain their well-being and navigate the challenges of their profession. It's important to remember that what works for one person may not work for another, so teachers may need to explore different strategies and find what works best for them individually.

3.6- Universities should do to help in reducing stress:

Universities can do a few things to help reduce stress for teachers. They can offer workshops and resources that teach stress management techniques specifically for teachers. Creating a positive and supportive work environment where teachers feel valued and appreciated is also important. Universities can provide counselling services or access to mental health resources so that teachers can seek help if they need it. Having flexible policies, like flexible schedules or the option to work remotely, can also make a big difference. Overall, universities can support teachers' well-being and reduce stress by offering resources, creating a positive environment, and being flexible.

IV. CONCLUSION

Coping with stress is super important for teachers in universities. They use different methods that really help them deal with all the pressures they face. Firstly, managing time is key. Teachers find it helpful to plan their work, set achievable goals, and get organized. This makes their workload easier to handle. Also, they use mindfulness practices, like meditation or relaxation exercises, to calm down and reduce stress. These techniques help teachers stay calm and handle tough situations better.

Teachers rely on one another as well. Speaking with coworkers, exchanging stories, and forming friendships at work are all very beneficial. This allows them to learn how to deal with stress together and comprehend one another's issues. Maintaining a healthy work-life balance is essential. Teachers establish boundaries to keep themselves from becoming overly worn out. They also emphasize maintaining good health through regular exercise, a balanced diet, and adequate sleep. Teachers aim to remain upbeat and apply their problem-solving abilities when issues arise. And they don't hesitate to request expert assistance when things get too much to handle. What is effective for one educator, however, may not be for another. Therefore, it's critical that academic institutions recognize that every individual is unique and may require varying forms of assistance. To assist teachers in better managing their stress, they can set up workshops, wellness initiatives, or counselling services.

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