



# EXPLORING THE WORK-LIFE BALANCE OF FACULTY THROUGH OCCUPATIONAL STRESS AND STRESS COPING STRATEGIES

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## ABSTRACT

This study explores the impact of occupational stress on the work-life balance of faculty members in autonomous institutions, focusing on its effects on personal and family life, as well as the stress-coping strategies employed. We collected data from 384 faculty members in Hyderabad City using a quantitative approach and a structured questionnaire. Descriptive statistics revealed that occupational stress significantly affects faculty members, with high mean scores indicating challenges such as limited family time, emotional exhaustion, and neglect of personal interests. Problem-focused coping strategies, such as seeking social support and gathering information, were predominantly used, while relaxation techniques like meditation and yoga were moderately adopted. Avoidance strategies were less favoured. Inferential statistics, including ANOVA and t-tests, highlighted that age and gender significantly influence both the experience of occupational stress and the choice of coping mechanisms. Reliability analysis confirmed the internal consistency of the measurement scales, with Cronbach's alpha values of 0.900 and 0.729 for occupational stress and coping strategies, respectively. The findings underscore the need for tailored interventions and institutional support systems that consider demographic differences to effectively address occupational stress and enhance the well-being of faculty members. This study contributes to the growing body of knowledge on occupational stress and provides practical recommendations for fostering a healthier work-life balance in academic settings.

**KEYWORDS:** Occupational Stress, Work-Life Balance, Stress Coping Strategies, Faculty Well-Being, Academic Workload, Institutional Support, Relaxation Techniques.

## 1. INTRODUCTION

Administrative duties, research obligations, and changing instructional expectations in the fast-changing academic scene of today challenge faculty members in autonomous institutions. These professional responsibilities often cause occupational stress that might throw off the careful balance between their personal lives and jobs. Their physical health, emotional well-being, and family relationships suffer as well as their output and job satisfaction when they cannot keep this equilibrium. Workload, time limits, and interpersonal disputes inside the job are several causes of occupational stress. Burnout and discontent follow from faculty members' attempts to fulfil personal obligations while meeting institutional aims. Ignored, this imbalance could lead to lower general well-being, strained personal relationships, and poor job performance. This study seeks to investigate how occupational stress influences faculty members' work-life balance in autonomous institutions and to pinpoint the Stress Coping Strategies they use to overcome these difficulties. Understanding these pressures and techniques will help institutional leaders and educational policymakers to apply encouraging actions to raise the general job happiness and well-being of faculty members.

### 1.1 Background and Significance of the Study

In academic environments, occupational stress is a well-documented phenomenon whereby faculty members constantly feel under pressure to fulfil institutional expectations. Among the pressures are heavy teaching loads, obligations for research publications, administrative duties, and the necessity to keep students interested. Unlike professors at conventional colleges, those working in autonomous colleges can have more administrative responsibilities, which might aggravate stress. Numerous studies have underlined how occupational stress in academics affects burnout, anxiety, work dissatisfaction, and lower productivity. Many faculty members find it difficult to strike a balance between personal well-being and professional obligations, which strains ties with



family and results in generally lower quality of living. This study is important since it offers a complete knowledge of how occupational stress influences the personal lives of faculty members in independent universities. It also looks at the strategies faculty members use to keep work-life balance and reduce stress. This study can assist academic institutions in applying support systems, including flexible work regulations, wellness programs, and counselling services, to improve faculty well-being using effective Stress Coping Strategies. The results of this study will not only add to the body of knowledge already in publication on occupational stress but also provide useful suggestions for companies trying to create a better workplace. Not only for personal well-being but also for enhancing institutional performance, student involvement, and general academic production, addressing faculty stress is vital.

### 1.2 Scope and Limitations of the Study

This study aims to measure the effects of occupational stress on faculty members working in autonomous institutions in Hyderabad City, Telangana with a focus on personal life, including family ties, social interaction, and general well-being. The study also looks at the various Stress Coping Strategies faculty members employ to control stress and how well they help to preserve work-life balance. Through an analysis of these elements, the study aims to offer useful suggestions for colleges to establish a conducive academic atmosphere, improving teacher well-being. Still, the study had obvious limits. It emphasizes its effects and Stress Coping Strategies rather than looking at the underlying reasons for work stress. The study is limited to faculty members of autonomous universities in Hyderabad City, restricting the generalizability of the results to other cities or academic environments. Furthermore, since the study depends on self-reported data, response bias depending on personal experiences of stress could exist. Notwithstanding these constraints, the study intends to provide an insightful analysis of stress management and work-life balance among faculty members of autonomous institutions.

### 1.3 Objectives of the Research

1. To analyse how occupational stress affects the personal lives of faculty members in autonomous institutions.
2. To identify and evaluate the Stress Coping Strategies adopted by faculty members to manage occupational stress.

## 2. LITERATURE REVIEW

### 2.1 Overview of occupational stress in academic settings

Occupational stress within academic environments represents a critical issue on a global scale, affecting the mental well-being and productivity of university faculty members. Research conducted in Malaysia and Indonesia indicates that scholars encounter differing degrees of depression, anxiety, and stress, with key factors including career advancement, research activities, teaching responsibilities, and interpersonal dynamics (Rusli et al., 2023). In Vietnam, university lecturers experience occupational stress that is reflected in negative emotions like tension and depression, largely stemming from their teaching responsibilities (Cuc et al., 2024). In South Africa, health professions educators at historically disadvantaged institutions face heightened stressors such as limited resources, which intensify their overall stress levels. Researchers frequently employ a range of Stress Coping Strategies, including both adaptive and maladaptive approaches, such as problem-focused and emotion-focused coping, alongside avoidance and self-blame (Munnik et al., 2022). The increase in occupational stress among academics in Australia and New Zealand can be linked to factors such as workload balance, workforce casualization, and managerialism, which have persisted over several decades (Lee et al., 2023). These studies collectively highlight the necessity for focused interventions and support mechanisms to alleviate stress and improve the well-being of individuals in various educational settings. Comprehending the particular stressors and Stress Coping Strategies is essential for formulating effective approaches to enhance the quality of life and performance results for academic personnel globally (Rusli et al., 2023; Cuc et al., 2024; Munnik et al., 2022; Lee et al., 2023).

### 2.2 Concept of Work-Life Balance among Teaching Fraternity

The notion of work-life balance for faculty is complex, encompassing a range of factors and consequences that profoundly influence both their professional and personal spheres. Studies demonstrate that maintaining a work-life balance is essential for the well-being, job satisfaction, and productivity of faculty members, especially women, who frequently encounter distinct challenges in managing academic and personal responsibilities (Jamunarani & Syed, 2024; Prasad & Pasupathi, 2024). Elements including supervisor support, high-commitment work systems, and flexible working schedules have been recognized as important factors in attaining work-life balance (Jamunarani & Syed, 2024; Prasad & Pasupathi, 2024). Furthermore, the backing of colleagues and family, along with the capacity to work remotely, plays a crucial role in sustaining this equilibrium (Prasad & Pasupathi, 2024). The influence of work-life balance encompasses the enhancement of job satisfaction, the mitigation of burnout, and the improvement of both mental and physical health, all of which are essential for the retention and performance of faculty (Putri et al., 2024; Kahpi et al., 2024). It is noteworthy that demographic



factors, including gender, age, and marital status, do not have a significant impact on work-life balance among lecturers. This indicates that institutional and cultural factors might be more influential (Katsiuroh & Sujoso, 2024). Moreover, work engagement functions as a mediating variable that improves lecturer performance, underscoring the relationship between work-life balance, engagement, and performance outcomes (Kahpi et al., 2024). These findings highlight the significance of supportive institutional policies and practices in creating an environment that enables faculty to attain a healthy work-life balance.

### 2.3 Stress Coping Strategies used by faculty members

Faculty members do effectively manage stress within the academic environment, as evidenced by multiple studies utilize various Stress Coping Strategies. The strategies encompass dedicating quality time to family and friends, participating in shopping activities, and steering clear of stress-inducing situations. These approaches are notably effective in mitigating stressors related to student behaviors and administrative interdependence (Qadeer et al., 2023). At the University of Udine, the most commonly employed strategies were planning, active coping, and acceptance, with a notable tendency for women to utilize both approach and avoidant Stress Coping Strategies (Vacchi et al., 2024). Within the realm of accounting faculty, strategies such as planning, active coping, positive reinterpretation, and the utilization of instrumental support were commonly observed. Conversely, self-reproach and denial were identified as factors that heightened stress perception (Nascimento et al., 2022). Furthermore, throughout the pandemic, faculty members employed strategies such as religiosity, problem-solving, cognitive reappraisal, and relaxation/recreation to manage academic anxiety, with notable differences identified according to gender and age (Lazaro-Quilang, 2023). The results emphasize the significance of adaptive Stress Coping Strategies, including active coping and planning, which have demonstrated efficacy in moderating stress. Conversely, they also reveal the harmful impacts of maladaptive strategies such as self-reproach and denial. Customized strategies that foster adaptive Stress Coping Strategies may significantly improve the well-being of faculty members and enhance their professional effectiveness (Vacchi et al., 2024; Nascimento et al., 2022).

## 3. RESEARCH METHODOLOGY

The research design, demographic and sampling strategies, data collecting approaches, and data analysis tools used in the project are described in this part. The approach is set-up to provide a methodical, impartial analysis of how work stress affects faculty members' personal life and Stress Coping Strategies.

### 3.1 Research Design

This research utilizes a descriptive design to evaluate the effects of occupational stress on the personal lives of faculty members within autonomous institutions located in Hyderabad City. The study employs a quantitative approach, utilizing a structured questionnaire for data collection. A cross-sectional survey methodology is employed to collect responses from faculty members at a specific moment, facilitating an examination of trends, perceptions, and the interplay between occupational stress and Stress Coping Strategies.

### 3.2 Population and Sampling Techniques

The study's intended demographic consists of Hyderabad City's faculty members employed at autonomous higher education institutions. Faculty personnel in several academic fields and levels—assistant professors, associate professors, and professors—are included given the study's emphasis on knowledge of the consequences of occupational stress. Participants who are now employed in autonomous institutions are chosen using a mixed methods approach in the sampling procedure by using both convenience and snowball sampling techniques, therefore guaranteeing that only pertinent respondents will help with the research. The necessities of statistical validity, accessibility, and feasibility will all help define the sample size. However, the questionnaire survey form is circulated through the contacts of the researchers and requested them to circulate among their contacts to collect the primary responses. Irrespective of the finite population size, the sampling size for the study has been determined to the number '384' which is a universally accepted figure for a research.

### 3.3 Data Collection Methods

The main approach for gathering data involves a structured questionnaire aimed at understanding faculty members' views on occupational stress, its effects on their personal lives, and the Stress Coping Strategies they utilize. The survey comprises two principal segments:

**The Impact of Occupational Stress on Personal Life:** Faculty members respond to statements evaluating the degree to which occupational stress affects their relationships, family obligations, and overall personal well-being.  
**Strategies for Coping with Stress:** Participants report the frequency with which they utilize particular mechanisms to address occupational stress.



### 3.4 Data Analysis Techniques

The data collected will undergo analysis through both descriptive and inferential statistical techniques. We will employ the following methodology:

**Descriptive Statistics** Descriptive Statistics will be applied to summarize the responses of faculty members concerning occupational stress and Stress Coping Strategies, utilizing frequency distributions, mean scores, and standard deviations.

**Reliability Analysis:** To assess the reliability and internal consistency of the questionnaire items, Cronbach's alpha is chosen.

**Inferential Statistics:** The statistical techniques such as correlation analysis and regression analysis are used to investigate the relationships between occupational stress levels and Stress Coping Strategies.

## 4. RESULTS AND DISCUSSION

The present section provides a thorough analysis and interpretation of the data concerning the effects of occupational stress on the personal and family lives of faculty members, along with the Stress Coping Strategies they employ. The results are examined through statistical techniques and compare them with prior studies to yield significant insights.

The flow of the data analysis is planned as below:

- i. Descriptive Statistics
- ii. Reliability Analysis
- iii. Inferential Statistics

### 4.1 Descriptive Statistics (Mean and S.D.) of the Primary Responses:

Descriptive statistics offer a comprehensive summary of the collected data, highlighting essential trends and variations. This study employs two fundamental statistical measures: the mean (M) and the standard deviation (S.D.). The mean signifies the average response for each statement, providing valuable insight into the overall perception of faculty members concerning occupational stress and Stress Coping Strategies. The standard deviation serves as a measure of variability in responses; elevated values indicate a broader range of opinions, whereas diminished values signify a stronger consensus among participants.

*This section provides a detailed examination of two facets of the study*

1. Effect of Occupational Stress on Personal and Family Life of Faculty Members
2. Stress Coping Strategies Adopted by Faculty Members

**Table – 1: Descriptive Statistics (Mean and S.D.) of “Effect of Occupational Stress on Personal and Family Life of Faculty Members”**

Statement No.	Statement	N	Mean	S.D.
EOSPFL1	My official work responsibilities limit the time I can spend with my family.	384	3.59	1.252
EOSPFL2	My family and friends feel that I do not spend enough time with them due to the heavy demands of my job.	384	3.54	1.158
EOSPFL3	Stress from work leads me to neglect my children's future and academic needs.	384	3.33	1.210
EOSPFL4	Occupational stress causes me to overlook the health needs of my family members.	384	3.05	1.194
EOSPFL5	The inability of my family members to adjust contributes to my stress at work.	384	2.93	1.324
EOSPFL6	Constant demands from my family members increase my work-related stress.	384	2.90	1.291
EOSPFL7	A heavy workload prevents me from effectively attending to my family's needs.	384	3.10	1.301
EOSPFL8	Due to workload, I am unable to participate in recreational activities with my family.	384	3.27	1.244
EOSPFL9	When choosing between work and family obligations, I tend to prioritize work.	384	3.28	1.133
EOSPFL10	Occupational stress affects my personal energy levels and overall activity at home.	384	3.09	1.269
EOSPFL11	I sometimes have to neglect job tasks due to family responsibilities.	384	3.00	1.284
EOSPFL12	Occupational stress leads to physical or psychological issues that affect both me and my family.	384	3.14	1.244
EOSPFL13	Spending time with my spouse and children helps me disconnect from work-related worries.	384	3.52	1.119
EOSPFL14	Excessive official responsibilities prevent me from addressing personal and domestic concerns.	384	3.18	1.135
EOSPFL15	I am unable to engage in my other interests (social, religious, political, etc.) due to lack of time from work.	384	3.02	1.210

**Table – 2: Descriptive Statistics (Mean and S.D.) of “Stress Coping Strategies Adopted by Faculty Members”**

Statement No.	Statement	N	Mean	S.D.
SCSFM1	I ignore the problem temporarily and take some rest.	384	2.13	1,099
SCSFM2	I set priorities and focus on completing other tasks first.	384	2.47	1,191
SCSFM3	I become emotional or lose my temper when under stress. (Consider making this more neutral: "I experience emotional reactions when stressed.")	384	2.54	1,232
SCSFM4	I release tension through alternative means (e.g., exercise, hobbies).	384	2.86	1,244
SCSFM5	I delay addressing the problem or avoid dealing with it altogether.	384	2.60	1,299
SCSFM6	I gather more information to better understand the problem.	384	3.13	1,297
SCSFM7	I try to remain calm and maintain composure in stressful situations.	384	3.09	1,327
SCSFM8	I leave the office early to spend time at home and relax.	384	2.66	1,143
SCSFM9	I take a day off to relieve job stress.	384	2.61	1,100
SCSFM10	I practice meditation to reduce work-related stress.	384	2.70	1,275
SCSFM11	I share my concerns with my family or spouse.	384	3.10	1,204
SCSFM12	I seek advice from friends to address stressful situations.	384	3.10	3,267
SCSFM13	I develop hobbies or practice yoga to manage stress.	384	2.88	1,245
SCSFM14	I actively work on changing the situation to achieve a favourable outcome.	384	2.94	1,248
SCSFM15	I focus on resolving stressful situations in the office environment.	384	3.13	1,286

**Interpretation**

The descriptive statistics indicate that occupational stress has a considerable effect on the personal and family lives of faculty members, as evidenced by elevated mean scores that reflect issues such as restricted family time, emotional exhaustion, and the neglect of personal interests. Factors contributing to workload-related stress, including the tendency to prioritize professional obligations over familial commitments and the challenges of maintaining a balance between various responsibilities, are frequently cited as significant issues. The presence of moderate standard deviation values indicates that, although a significant number of faculty members encounter these challenges, there is considerable variability in individual experiences. In terms of Stress Coping Strategies, it is observed that faculty members predominantly employ problem-focused strategies, including information gathering and seeking social support, whereas relaxation techniques such as meditation and yoga are utilized to a moderate extent. Strategies aimed at avoidance, such as neglecting stress or postponing problem resolution, exhibit lower mean scores, suggesting they are less favoured. The observed variability in Stress Coping Strategies indicates that demographic factors such as age, gender, and experience could play a significant role in shaping faculty members' methods for managing stress.

**4.2 Test for Internal Consistency of the Scale (Reliability Analysis)**

Internal consistency of the scale employed in this study is evaluated using reliability analysis, therefore guaranteeing that the questionnaire items yield consistent and stable answers. The main indicator of dependability is Cronbach's alpha, which shows the items in every section's proximity. Usually above 0.7, a higher Cronbach's alpha value indicates good dependability, thereby verifying that the scale fairly gauges occupational stress and Stress Coping Strategies among faculty members.

<b>Table – 3: Reliability Statistics of the Scale</b>			
Reliability Analysis	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Effect of Occupational Stress on Personal and Family Life of Faculty Members	0.900	0.898	15
Stress Coping Strategies Adopted by Faculty Members	0.729	0.784	15

**Interpretation:** The reliability analysis results indicate strong internal consistency for the scale used in this study. The Cronbach's alpha value for the "Effect of Occupational Stress on Personal and Family Life of Faculty Members" section is 0.900, suggesting excellent reliability and a high level of agreement among the items. Similarly, the "Stress Coping Strategies Adopted by Faculty Members" section has a Cronbach's alpha of 0.729, indicating acceptable reliability. These findings confirm that the questionnaire effectively measures occupational stress and coping strategies among faculty members with consistent and dependable responses.



### 4.3 Inferential Statistics

Inferential statistics facilitate the extraction of meaningful conclusions from collected data by identifying significant relationships and patterns. This section utilizes sophisticated statistical methodologies to examine the effects of occupational stress on the personal and familial aspects of faculty members' lives, along with their strategies for coping. Regression analysis is employed to investigate the effect of occupational stress on personal well-being, whereas ANOVA, t-tests, and chi-square tests are utilized to evaluate variations in coping strategies according to demographic variables. The analyses yield significant insights regarding stress management and its wider implications.

#### 4.3.1 Impact of Occupational Stress on Personal and Family Life of Faculty Members

Occupational stress has the potential to profoundly impact the personal well-being, relationships, and overall quality of life of faculty members. This section analyses the impact of stress on the capacity to manage professional and personal obligations effectively. The analysis of the data gathered from the questionnaire aims to uncover prevalent stress-related challenges, including diminished family time, emotional fatigue, and the neglect of personal and social interests. Descriptive statistics, including mean scores and standard deviations, will be employed to assess the magnitude of these effects. Correlation analysis helps to examine the relationship between elevated stress levels and their effect on both personal and familial dynamics. For faculty members, occupational stress can have major effects on their personal well-being, therefore influencing their capacity to reconcile their personal and professional obligations. This study intends to investigate if demographic elements like age and gender affect the variation in occupational stress. The developed hypotheses evaluate, in respect to their personal life, whether faculty members of various ages and genders experience workplace stress differently. This study will reveal the degree to which these demographic factors affect the link between work stress and personal life by using suitable statistical methods.

#### Null Hypothesis (H<sub>0</sub>)

There is no significant effect of occupational stress on the personal lives of faculty members, and no significant variations exist based on age and gender.

#### Sub-Hypotheses

**H<sub>01</sub>:** There is no significant difference in the impact of occupational stress on the personal lives of faculty members across different age groups.

**H<sub>02</sub>:** There is no significant difference in the impact of occupational stress on the personal lives of faculty members based on gender.

**4.3.1.1 H<sub>01a</sub>:** There is no significant difference in the impact of occupational stress on the personal lives of faculty members across different age groups.

The ANOVA One-Way Analysis has been performed to investigate whether professional stress affects faculty members' personal lives differently depending on their age group, as presented in this part. Comparative mean differences among groups enable the study to ascertain whether age has a major impact on the way faculty members handle and control occupational stress in their personal lives.

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
EOSPFL1	Between Groups	23.450	3	7.817	5.145	0.002
	Within Groups	577.359	380	1.519		
	Total	600.810	383			
EOSPFL2	Between Groups	8.917	3	2.972	2.239	0.083
	Within Groups	504.416	380	1.327		
	Total	513.333	383			
EOSPFL3	Between Groups	46.444	3	15.481	11.441	0.000
	Within Groups	514.212	380	1.353		
	Total	560.656	383			
EOSPFL4	Between Groups	32.121	3	10.707	7.917	0.000
	Within Groups	513.939	380	1.352		
	Total	546.060	383			
EOSPFL5	Between Groups	72.473	3	24.158	15.328	0.000
	Within Groups	598.900	380	1.576		
	Total	671.372	383			



EOSPFL6	Between Groups	44.087	3	14.696	9.399	0.000
	Within Groups	594.153	380	1.564		
	Total	638.240	383			
EOSPFL7	Between Groups	31.599	3	10.533	6.491	0.000
	Within Groups	616.640	380	1.623		
	Total	648.240	383			
EOSPFL8	Between Groups	7.794	3	2.598	1.687	0.169
	Within Groups	585.113	380	1.540		
	Total	592.906	383			
EOSPFL9	Between Groups	3.705	3	1.235	0.962	0.411
	Within Groups	487.920	380	1.284		
	Total	491.625	383			
EOSPFL10	Between Groups	38.142	3	12.714	8.346	0.000
	Within Groups	578.847	380	1.523		
	Total	616.990	383			
EOSPFL11	Between Groups	29.737	3	9.912	6.265	0.000
	Within Groups	601.260	380	1.582		
	Total	630.997	383			
EOSPFL12	Between Groups	35.895	3	11.965	8.159	0.000
	Within Groups	557.228	380	1.466		
	Total	593.122	383			
EOSPFL13	Between Groups	3.594	3	1.198	0.956	0.414
	Within Groups	476.278	380	1.253		
	Total	479.872	383			
EOSPFL14	Between Groups	27.963	3	9.321	7.613	0.000
	Within Groups	465.276	380	1.224		
	Total	493.240	383			
EOSPFL15	Between Groups	6.147	3	2.049	1.403	0.241
	Within Groups	554.726	380	1.460		
	Total	560.872	383			

**Interpretation:** For the majority of the assessed factors, the ANOVA results show that professional stress has a noticeably varied effect on the personal lives of faculty members of various age groups. For many variables, including EOSPFL1, EOSPFL3, EOSPFL4, EOSPFL5, EOSPFL6, EOSPFL7, EOSPFL10, EOSPFL11, EOSPFL12, and EOSPFL14, the significance values—p-values—are less than 0.05, implying that age is important in determining how occupational stress influences these facets of personal life. The p-values for EOSPFL2, EOSPFL8, EOSPFL9, EOSPFL13, and EOSPFL15, however, surpass 0.05, suggesting no appreciable age group difference in these features. Overall, the results imply that although work stress across various age groups influences some elements of personal life, others remain unchanged.

**4.3.1.2 H<sub>01b</sub>:** There is no significant difference in the impact of occupational stress on the personal lives of faculty members based on gender.

This section presents the independent samples t-test conducted to assess whether the impact of occupational stress on the personal lives of faculty members differs based on gender. By comparing mean differences between male and female faculty members, this analysis helps determine if gender significantly influences how occupational stress affects their personal lives.

Independent Samples Test						
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
EOSPFL1	EVA	10.816	0.001	5.127	382	0.000
	EVNA			4.566	89.845	0.000
EOSPFL2	EVA	18.361	0.000	5.143	382	0.000
	EVNA			4.315	85.888	0.000
EOSPFL3	EVA	0.014	0.906	1.723	382	0.086
	EVNA			1.714	99.498	0.090
EOSPFL4	EVA	0.065	0.799	1.833	382	0.068



	EVNA			1.846	100.802	0.068
EOSPFL5	EVA	0.020	0.887	1.966	382	0.050
	EVNA			1.983	100.964	0.050
EOSPFL6	EVA	0.865	0.353	1.773	382	0.077
	EVNA			1.698	95.785	0.093
EOSPFL7	EVA	1.003	0.317	0.799	382	0.425
	EVNA			0.817	102.372	0.416
EOSPFL8	EVA	0.522	0.470	2.509	382	0.013
	EVNA			2.396	95.516	0.019
EOSPFL9	EVA	6.941	0.009	1.222	382	0.223
	EVNA			1.067	88.484	0.289
EOSPFL10	EVA	0.079	0.779	0.430	382	0.668
	EVNA			0.424	98.510	0.673
EOSPFL11	EVA	0.435	0.510	-0.122	382	0.903
	EVNA			-0.125	102.905	0.901
EOSPFL12	EVA	0.211	0.647	1.917	382	0.056
	EVNA			1.973	103.214	0.051
EOSPFL13	EVA	0.059	0.809	-0.385	382	0.701
	EVNA			-0.382	99.272	0.703
EOSPFL14	EVA	0.006	0.938	2.306	382	0.022
	EVNA			2.289	99.224	0.024
EOSPFL15	EVA	0.083	0.774	3.026	382	0.003
	EVNA			3.042	100.572	0.003

\*EVA - Equal Variances Assumed, \*\*EVNA - Equal Variances Not Assumed

**Interpretation:** The findings from the independent samples t-test reveal that the influence of occupational stress on the personal lives of faculty members varies significantly by gender across multiple factors. In particular, EOSPFL1, EOSPFL2, EOSPFL8, EOSPFL14, and EOSPFL15 demonstrate statistically significant differences, with p-values falling below 0.05. This indicates that male and female faculty members experience the effects of occupational stress on their personal lives in distinct ways within these specific domains. The p-values for EOSPFL5 and EOSPFL12 are near 0.05, suggesting a level of marginal significance. However, the differences seen in the other factors (EOSPFL3, EOSPFL4, EOSPFL6, EOSPFL7, EOSPFL9, EOSPFL10, EOSPFL11, and EOSPFL13) are not statistically significant. This means that gender does not have a meaningful effect on how occupational stress affects these areas. The analysis reveals that various factors demonstrate notable gender-based disparities, leading to a partial rejection of the null hypothesis ( $H_01b$ ). This indicates that, although certain dimensions of occupational stress influence male and female faculty members comparably, other aspects exhibit a more significant gender-specific effect.

#### 4.3.2 Stress Coping Strategies Adopted by Faculty Members

Academic professionals utilize a range of approaches to navigate occupational stress and uphold a healthy work-life equilibrium. This section examines the prevalence and efficacy of various Stress Coping Strategies, such as relaxation methods, time management practices, the pursuit of social support, and participation in hobbies. Additionally, the research will investigate the extent to which demographic variables, including age and gender affect the selection of Stress Coping Strategies. A one-way ANOVA will be performed to assess whether there are significant differences in the Stress Coping Strategies adopted by faculty members across various age groups. We will use an independent samples t-test to assess potential gender-based differences in Stress Coping Strategies. The statistical analyses conducted will yield valuable insights into how personal and professional factors influence stress management strategies among faculty members.

#### Main Hypothesis

$H_{02}$ : There is no significant difference in the Stress Coping Strategies adopted by faculty members based on demographic variables (age and gender).

#### Sub-Hypotheses

$H_{02a}$ : There is no significant difference in the Stress Coping Strategies adopted by faculty members across different age groups.

$H_{02b}$ : There is no significant difference in the Stress Coping Strategies adopted by male and female faculty members.



#### 4.3.2.1 H<sub>02a</sub>: There is no significant difference in the Stress Coping Strategies adopted by faculty members across different age groups.

This section presents the results of a one-way ANOVA conducted to examine whether faculty members across different age groups adopt significantly different Stress Coping Strategies. The analysis compares the variance in coping mechanisms between and within age groups to determine statistical significance.

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
SCSFM1	Between Groups	7.897	3	2.632	2.202	0.087
	Within Groups	454.329	380	1.196		
	Total	462.227	383			
SCSFM2	Between Groups	10.744	3	3.581	2.554	0.055
	Within Groups	532.816	380	1.402		
	Total	543.560	383			
SCSFM3	Between Groups	1.749	3	0.583	0.382	0.766
	Within Groups	579.498	380	1.525		
	Total	581.247	383			
SCSFM4	Between Groups	6.193	3	2.064	1.337	0.262
	Within Groups	586.765	380	1.544		
	Total	592.958	383			
SCSFM5	Between Groups	6.966	3	2.322	1.380	0.249
	Within Groups	639.468	380	1.683		
	Total	646.435	383			
SCSFM6	Between Groups	23.291	3	7.764	4.747	0.003
	Within Groups	621.457	380	1.635		
	Total	644.747	383			
SCSFM7	Between Groups	6.533	3	2.178	1.239	0.295
	Within Groups	667.632	380	1.757		
	Total	674.164	383			
SCSFM8	Between Groups	7.593	3	2.531	1.952	0.121
	Within Groups	492.717	380	1.297		
	Total	500.310	383			
SCSFM9	Between Groups	13.205	3	4.402	3.714	0.012
	Within Groups	450.417	380	1.185		
	Total	463.622	383			
SCSFM10	Between Groups	2.134	3	0.711	0.436	0.728
	Within Groups	620.426	380	1.633		
	Total	622.560	383			
SCSFM11	Between Groups	12.285	3	4.095	2.867	0.036
	Within Groups	542.754	380	1.428		
	Total	555.039	383			
SCSFM12	Between Groups	4.878	3	1.626	0.151	0.929
	Within Groups	4082.557	380	10.744		
	Total	4087.435	383			
SCSFM13	Between Groups	23.328	3	7.776	5.180	0.002
	Within Groups	570.399	380	1.501		
	Total	593.727	383			
SCSFM14	Between Groups	7.642	3	2.547	1.644	0.179
	Within Groups	588.858	380	1.550		
	Total	596.500	383			
SCSFM15	Between Groups	0.392	3	0.131	0.078	0.972
	Within Groups	633.098	380	1.666		
	Total	633.490	383			



**Interpretation:** Since most of the p-values of the one-way ANOVA surpass the 0.05 level, the results show that there is no appreciable variation in the acceptance of most stress-coping strategies among different age groups. Meanwhile, we observed notable variations for some coping techniques: SCSFM6 ( $p = 0.003$ ), SCSFM9 ( $p = 0.012$ ), SCSFM11 ( $p = 0.36$ ), and SCSFM13 ( $p = 0.002$ ). These results imply that among faculty members, age affects their choice of particular stress management strategies. Regarding the other techniques, the absence of notable variations suggests that coping mechanisms are usually constant among age groups.

#### 4.3.2.2 H<sub>02b</sub>: There is no significant difference in the Stress Coping Strategies adopted by male and female faculty members.

This section outlines the findings from the independent samples t-test performed to investigate the potential significant differences in the Stress Coping Strategies (SCS) utilized by male and female faculty members within autonomous institutions in Hyderabad City. The null hypothesis (H<sub>02b</sub>) posits that there exists no statistically significant difference in the stress-coping strategies employed by male and female faculty members. The study uses Levene's test to see if the variances are equal and t-tests to see if the means are equal for the different stress-coping strategies measures (SCSFM1 to SCSFM15).

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
SCSFM1	EVA	0.311	0.578	0.745	382	0.457
	EVNA			0.773	104.050	0.441
SCSFM2	EVA	11.688	0.001	1.696	382	0.091
	EVNA			1.986	122.340	0.049
SCSFM3	EVA	5.272	0.022	0.599	382	0.550
	EVNA			0.663	112.811	0.509
SCSFM4	EVA	4.792	0.029	0.604	382	0.546
	EVNA			0.677	114.961	0.500
SCSFM5	EVA	1.056	0.305	-0.496	382	0.620
	EVNA			-0.513	103.815	0.609
SCSFM6	EVA	0.537	0.464	0.594	382	0.553
	EVNA			0.606	102.215	0.546
SCSFM7	EVA	0.612	0.435	0.193	382	0.847
	EVNA			0.183	94.735	0.855
SCSFM8	EVA	0.053	0.818	-1.813	382	0.071
	EVNA			-1.732	95.559	0.087
SCSFM9	EVA	3.916	0.049	1.071	382	0.285
	EVNA			1.184	112.630	0.239
SCSFM10	EVA	2.707	0.101	-0.069	382	0.945
	EVNA			-0.074	108.423	0.941
SCSFM11	EVA	1.044	0.307	-2.331	382	0.020
	EVNA			-2.554	111.341	0.012
SCSFM12	EVA	0.459	0.498	0.108	382	0.914
	EVNA			0.194	343.499	0.846
SCSFM13	EVA	0.633	0.427	0.738	382	0.461
	EVNA			0.760	103.318	0.449
SCSFM14	EVA	0.168	0.682	-1.420	382	0.156
	EVNA			-1.369	96.401	0.174
SCSFM15	EVA	0.372	0.542	-2.711	382	0.007
	EVNA			-2.827	104.775	0.006

\*EVA - Equal Variances Assumed, \*\*EVNA - Equal Variances Not Assumed

**Interpretation:** The independent samples t-test results indicate that for most stress coping strategies (SCSFM1, SCSFM3, SCSFM4, SCSFM5, SCSFM6, SCSFM7, SCSFM8, SCSFM9, SCSFM10, SCSFM12, SCSFM13, and



SCSFM14), there is no statistically significant difference between male and female faculty members, as their p-values exceed 0.05. However, three strategies (SCSFM2, SCSFM11, and SCSFM15) show significant differences, with p-values of 0.049, 0.012, and 0.006, respectively, suggesting gender-based variations in these specific coping mechanisms. Overall, the results provide partial support for the null hypothesis (H<sub>0</sub>2b), indicating that while male and female faculty members adopt stress coping strategies in a largely similar manner, certain strategies exhibit notable gender differences, warranting further exploration.

## RESEARCH FINDINGS

The results derived from descriptive and inferential statistics provide substantial insights into how occupational stress affects faculty members' personal and family lives and their coping mechanisms. Descriptive statistics reveal that occupational stress significantly impacts faculty members, as evidenced by elevated mean scores highlighting issues such as restricted family time, emotional fatigue, and the neglect of personal interests. The presence of moderate standard deviation values indicates a range of variability in individual experiences, underscoring that although numerous faculty members encounter these challenges, the degree of intensity differs among them. Regarding coping strategies, faculty members primarily utilize problem-focused methods, including seeking social support and acquiring information. Conversely, faculty members employ relaxation techniques like meditation and yoga to a moderate extent. Strategies that involve avoidance, such as neglecting stress or postponing the resolution of issues, are generally less preferred, as evidenced by their lower mean scores. The observed variability in coping strategies indicates that demographic factors such as age and gender could play a significant role in shaping approaches to stress management.

Inferential statistics provide additional evidence for these findings, indicating that age and gender play a significant role in the effects of occupational stress on personal life and the selection of coping strategies. The results of the ANOVA indicate that age significantly influences the impact of occupational stress on specific dimensions of personal life, including family time and emotional well-being, whereas other variables appear to be unaffected. Comparably, distinctions related to gender are apparent in particular stress-coping strategies, as male and female faculty members tend to employ different approaches. The reliability analysis substantiates the internal consistency of the employed scale, with Cronbach's alpha values demonstrating robust reliability for both the measures of occupational stress and coping strategies. The findings highlight the intricate relationship between occupational stress, personal life, and coping strategies, emphasizing the importance of customized interventions that consider demographic factors to effectively mitigate stress among faculty members.

## CONCLUSION

The research underscores the significant influence of occupational stress on the personal and familial aspects of faculty members' lives, revealing notable challenges including restricted family time, emotional fatigue, and the disregard for personal interests. The results indicate that faculty members primarily utilize problem-focused coping strategies, including seeking social support and acquiring information. Conversely, they employ relaxation techniques moderately and prefer avoidance strategies less. The influence of age and gender is critical in understanding the dynamics of occupational stress and the selection of coping strategies, as demonstrated by the differences in responses observed among various demographic groups. The robust internal consistency of the measurement scales serves to further affirm the reliability of the findings. The findings highlight the necessity for tailored interventions and support mechanisms that take into account demographic variations to effectively mitigate occupational stress and enhance well-being among faculty members.

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