

Research Article

# Stress Management Among Self Financing College Faculties with Reference to Coimbatore City

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**Abstract:** This study explores stress management among faculty members in self-financing colleges in Coimbatore city. With increasing demands on higher education professionals, faculty members in self-financing institutions often face unique stressors, including job insecurity, workload pressures, and limited resources. This research aims to identify the key stress factors affecting these educators and analyze the effectiveness of various coping mechanisms they employ. Data were collected through a structured questionnaire, and statistical tools were used to assess the correlation between stress levels and demographic variables such as age, gender, experience, and role. Findings reveal significant stress factors impacting faculty well-being and provide insights into strategies that institutions can adopt to improve faculty resilience and job satisfaction. Recommendations are made for colleges to establish supportive frameworks that address the specific stressors faced by self-financing college faculty.

**Keywords:** Stress management, faculty stress, self-financing colleges, coping mechanisms, higher education, job satisfaction

## INTRODUCTION

Stress has become a prominent issue in today's professional world, affecting individuals across various occupations. In the field of higher education, faculty members face unique challenges and stressors due to the demanding nature of their roles. Faculty in self-financing colleges often experience intensified stress due to factors such as job insecurity, increased workload, and limited institutional support. Unlike government-funded institutions, self-financing colleges frequently operate under budget constraints, which can lead to high expectations for performance without commensurate resources or job stability.

In Coimbatore, a prominent hub for education in South India, self-financing colleges play a critical role in offering a range of academic programs. However, faculty members in these institutions encounter specific stress factors that can impact their mental and physical well-being, job satisfaction, and overall performance. Understanding these stressors and the coping mechanisms employed by faculty is essential for institutions seeking to support their staff effectively and foster a healthier work environment.

This study examines the sources of stress among faculty in self-financing colleges in Coimbatore and explores how demographic variables, such as age, experience, and gender, influence stress levels. By identifying key stress factors and analyzing effective stress management strategies, this research aims to provide actionable insights for self-financing institutions to improve faculty well-being, job satisfaction, and overall productivity.

## LITERATURE REVIEW

A study by Brown and Uhl-Bien (2017) investigated the impact of excessive workload on job stress among college

faculty. The research indicated that increased teaching loads, administrative responsibilities, and high expectations for research productivity were primary contributors to stress among faculty. The findings emphasized the need for balanced workloads to improve faculty well-being and job satisfaction, a concern that is particularly relevant for self-financing college faculties facing resource constraints.

In a study focusing on self-financing colleges, Williams and Garcia (2018) found that job insecurity significantly contributed to stress among faculty members. As these institutions rely heavily on student fees, they often lack job stability, leading to increased anxiety and lower job satisfaction among faculty. The study suggested that enhancing job security could be a valuable approach for reducing stress and increasing faculty commitment to the institution.

According to research by Johnson and Taylor (2019), institutional support plays a significant role in stress management for college faculty. The study found that faculty who received support from administration, such as opportunities for professional development, stress management workshops, and counseling services, reported lower stress levels. This support was particularly beneficial in self-financing colleges where resources are often stretched, highlighting the importance of fostering a supportive environment.

In their research, Roberts and Singh (2020) examined the relationship between work-life balance and stress among higher education faculty. The study found that self-financing college faculty often struggled to achieve work-life balance due to irregular hours and additional non-teaching responsibilities. Faculty members with poor work-

life balance reported higher stress and lower job satisfaction, suggesting that institutions should prioritize flexible policies to support their staff.

Financial constraints are a prominent stress factor in self-financing colleges, as identified in the study by Zhao and Brown (2021). The researchers found that limited budgets in self-financing institutions led to insufficient resources for teaching and research, which placed additional stress on faculty members. Zhao and Brown argued that increasing investment in faculty resources and support could alleviate some of the financial pressures faced by faculty in these institutions.

Lee and Kim (2022) explored various coping mechanisms used by faculty to manage stress in self-financing colleges. Their research found that strategies such as peer support, mindfulness practices, and time management were effective in reducing stress levels. The study recommended that institutions encourage faculty to engage in stress-relieving activities and offer regular workshops to promote healthy coping strategies.

## STATEMENT OF THE PROBLEM

Faculty members in self-financing colleges face unique stressors, such as job insecurity, heavy workloads, limited institutional support, and financial constraints, which can negatively impact their well-being, job satisfaction, and performance. In Coimbatore, where self-financing colleges are prevalent, faculty members often struggle to manage these stressors, which may lead to burnout, decreased productivity, and higher turnover rates. This study seeks to identify the primary sources of stress among these educators and explore effective stress management practices, providing insights that can help institutions develop supportive frameworks to enhance faculty resilience and job satisfaction.

## SCOPE OF THE STUDY

This study focuses on examining stress management among faculty members in self-financing colleges in Coimbatore city. It aims to identify the main sources of stress these educators experience, including factors such as workload, job insecurity, and institutional support. The scope includes analyzing the effectiveness of various coping strategies used by faculty and exploring the influence of demographic factors like age, gender, and experience on stress levels. By providing insights into stressors and management techniques, the study seeks to help self-financing colleges in Coimbatore develop supportive policies and programs that promote a healthier work environment, enhance faculty well-being, and improve job satisfaction and productivity.

## THE OBJECTIVES OF THE STUDY ARE:

- ✓ To identify the primary sources of stress among faculty members in self-financing colleges in Coimbatore city

## DATA ANALYSIS AND INTERPRETATION

### Demographic variables of the respondents

- ✓ To examine the impact of demographic factors such as age, gender, and experience on stress levels among faculty
- ✓ To evaluate the effectiveness of various stress management and coping strategies used by faculty members.
- ✓ To provide recommendations for institutions to develop supportive policies and programs to enhance faculty well-being and reduce stress.

## RESEARCH METHODOLOGY

**Type of Research:** This research is descriptive in nature, aiming to analyze the stress factors and management strategies among self-financing college faculty in Coimbatore city.

### Sources of Data Collection:

**Primary Data:** Data will be gathered through a structured questionnaire distributed to faculty members in self-financing colleges across Coimbatore.

**Secondary Data:** Additional information will be obtained from credible sources, including academic journals, educational websites, and relevant online publications.

**Sampling Method:** Simple random sampling will be used to select participants from the faculty population in Coimbatore's self-financing colleges, allowing each individual an equal chance of selection.

**Sample Size:** The study will include a sample of 150 faculty members, providing a representative view of the stress levels and management strategies in Coimbatore's self-financing college sector.

### Tools Used for the Study:

**Percentage Analysis** to examine the distribution of responses and demographic characteristics.

**Descriptive Statistics** to summarize key data on stress factors and coping strategies.

**One-Way ANOVA** to assess significant differences in stress perceptions based on demographic factors.

## LIMITATIONS OF THE STUDY

- ✓ The study is limited to self-financing colleges in Coimbatore, so findings may not be applicable to faculty in other regions or types of institutions.
- ✓ The reliance on self-reported data from questionnaires may introduce response biases, potentially impacting result accuracy.
- ✓ The study's sample size of 150 may not fully capture the diverse experiences of faculty across all self-financing colleges in Coimbatore.
- ✓ Secondary data sources, such as journals and websites, may vary in reliability and relevance, which could affect the overall analysis quality.

Demographic variables	Particulars	Frequency	Percent
Gender	Male	83	55.3
	Female	67	44.7
Age	20-30 years	33	22.0
	31-40 years	57	38.0
	41-50 years	29	19.3
	Above 50 Years	31	20.7
Educational Qualification	Bachelor's Degree	26	17.3
	Master's Degree	70	46.7
	Doctoral Degree (Ph.D.)	38	25.3
	Other	16	10.7
Years of Teaching Experience	Less than 1 year	41	27.3
	1-3 years	91	60.7
	4-7 years	16	10.7
	8 years and above	2	1.3
Current Position	Assistant Professor	33	22.0
	Associate Professor	64	42.7
	Professor	31	20.7
	Administrative Role	7	4.7
	Other	15	10.0
	Total	150	100.0

**Gender Distribution:** The sample consists of 55.3% male and 44.7% female faculty members, indicating a relatively balanced gender representation, with a slight majority of males.

**Age Group:** The majority of participants are in the 31-40 years age group (38.0%), followed by those above 50 years (20.7%) and the 20-30 years group (22.0%).

**Educational Qualification:** Most faculty members hold a Master's Degree (46.7%), followed by a Doctoral Degree (25.3%). A smaller number hold a Bachelor's Degree (17.3%) or other qualifications (10.7%).

**Teaching Experience:** A significant majority of faculty have 1-3 years of teaching experience (60.7%), and 27.3% have less than one year of experience. Only 10.7% have 4-7 years, and just 1.3% have over eight years of teaching experience.

**Current Position:** The largest proportion of respondents are Associate Professors (42.7%), followed by Assistant Professors (22.0%) and Professors (20.7%). A smaller segment occupies administrative roles (4.7%) or other positions (10.0%).

#### **Descriptive Statistics for various dimensions related to Stress factors**

		N	Mean	SD
Workload and Job Demands	I feel overwhelmed by my teaching workload	150	2.67	1.157
	Balancing teaching and administrative duties causes me stress	150	2.78	.996
	My work requires me to put in excessive hours to meet expectations	150	2.79	1.217
Job Security and Institutional Support	I feel secure in my current job position	150	3.11	1.188
	My institution provides sufficient resources and support to perform my duties effectively	150	2.60	1.068
	My contributions are valued and recognized by my institution	150	2.65	1.031
Work-Life Balance	I struggle to balance work responsibilities with my personal life	150	2.85	.999
	My job allows me enough time for personal and family commitments	150	2.69	1.094
	I experience stress due to limited time for relaxation and hobbies	150	2.97	.937
	I have effective strategies for managing my work-related stress	150	2.73	1.123

		N	Mean	SD
Workload and Job Demands	I feel overwhelmed by my teaching workload	150	2.67	1.157
	Balancing teaching and administrative duties causes me stress	150	2.78	.996
	My work requires me to put in excessive hours to meet expectations	150	2.79	1.217
Stress Management and Coping Mechanisms	I rely on peer support to cope with work-related stress	150	2.75	1.222
	I attend workshops or programs focused on stress management	150	2.88	1.274
Job Satisfaction and Well-being	I am satisfied with my current job role	150	2.65	.963
	My job gives me a sense of purpose and fulfillment	150	2.20	1.159
	I feel emotionally and physically healthy while managing my responsibilities	150	2.97	1.126

The descriptive statistics indicate moderate levels of perceived stress across various dimensions among faculty members in self-financing colleges. In the Workload and Job Demands category, faculty report feeling somewhat overwhelmed (mean = 2.67) and experience stress balancing teaching with administrative duties (mean = 2.78), with a perception of needing to work excessive hours (mean = 2.79). Regarding Job Security and Institutional Support, faculty express a moderate sense of job security (mean = 3.11) but feel less satisfied with the resources provided (mean = 2.60) and recognition of their contributions (mean = 2.65). Work-Life Balance is a concern, as respondents report challenges in balancing work with personal life (mean = 2.85) and experience stress due to limited time for relaxation (mean = 2.97). These results suggest that workload, resource limitations, and work-life balance contribute to stress, indicating areas where institutional improvements could enhance faculty well-being.

With mean scores indicating they somewhat rely on peer support (mean = 2.75) and occasionally attend stress management workshops (mean = 2.88). In the Job Satisfaction and Well-being dimension, faculty report only moderate satisfaction with their job roles (mean = 2.65) and a relatively low sense of purpose and fulfillment (mean = 2.20). However, they rate their emotional and physical health somewhat higher (mean = 2.97), suggesting that while their well-being is moderately maintained, overall job satisfaction and purpose may be areas needing improvement. These insights indicate that while faculty have some support mechanisms, increased focus on meaningful engagement and targeted stress management support could enhance job satisfaction and well-being.

#### ***Comparison between years of teaching experience and various dimensions***

**Ho1:** There is no significance difference between years of teaching experience and various dimensions

	Years of Teaching Experience	N	Mean	SD	F	Sig
Workload and Job Demands	Less than 1 year	41	2.63	0.501	2.593	.055
	1-3 years	91	2.77	0.700		
	4-7 years	16	2.79	1.010		
	8 years and above	2	4.00	1.414		
	Total	150	2.75	0.710		
Job Security and Institutional Support	Less than 1 year	41	2.71	0.731	.628	.598
	1-3 years	91	2.82	0.703		
	4-7 years	16	2.73	0.835		
	8 years and above	2	3.33	0.000		
	Total	150	2.78	0.720		
Work-Life Balance	Less than 1 year	41	2.81	0.803	1.247	.295
	1-3 years	91	2.86	0.700		
	4-7 years	16	2.67	0.632		
	8 years and above	2	3.67	0.000		
	Total	150	2.84	0.723		
Stress Management and Coping Mechanisms	Less than 1 year	41	2.82	0.696	2.336	.076
	1-3 years	91	2.85	0.785		
	4-7 years	16	2.44	0.901		
	8 years and above	2	1.84	0.233		
	Total	150	2.78	0.782		
Job Satisfaction and Well-being	Less than 1 year	41	2.83	0.749	4.082	.008
	1-3 years	91	2.56	0.623		
	4-7 years	16	2.21	0.665		
	8 years and above	2	3.17	0.233		
	Total	150	2.60	0.683		

**Workload and Job Demands:** Faculty members with 8 years or more experience report the highest perceived workload stress (mean = 4.00), while those with less than 1 year report a lower mean (2.63). Although the p-value (.055) is just above the conventional significance level, it suggests that workload demands may increase with experience, potentially due to added responsibilities.

**Job Security and Institutional Support:** There is no significant difference in job security perceptions across experience levels ( $p = .598$ ), with means ranging narrowly. This consistency suggests that job security concerns and perceived institutional support are similarly moderate across all experience groups.

**Work-Life Balance:** Faculty with 8 years or more experience also report higher stress in balancing work and life (mean = 3.67), though the differences are not statistically significant ( $p = .295$ ). This suggests that experienced faculty may face more challenges balancing work and personal responsibilities, potentially due to expanded roles.

**Stress Management and Coping Mechanisms:** The results indicate a declining trend in effective stress management as experience increases, with faculty members with 8 years or more experience reporting lower scores (mean = 1.84). Although the differences are not statistically significant ( $p = .076$ ), this suggests that those with more experience may benefit from additional support in managing stress.

**Job Satisfaction and Well-being:** Significant differences are observed in job satisfaction ( $p = .008$ ), with faculty members having less than 1 year of experience reporting the highest satisfaction (mean = 2.83), and those with 4-7 years reporting the lowest (mean = 2.21). This indicates that job satisfaction tends to decrease as experience increases, possibly due to unmet career expectations or increased stress over time.

#### ***Comparison between current position and various dimensions of the study***

**Ho2:** There is no significance difference between current position and various dimensions of the study

	Current Position	N	Mean	SD	F	Sig
Workload and Job Demands	Assistant Professor	33	2.48	0.612	2.399	.053
	Associate Professor	64	2.81	0.677		
	Professor	31	2.68	0.737		
	Administrative Role	7	3.00	0.963		
	Other	15	3.07	0.747		
	Total	150	2.75	0.710		
Job Security and Institutional Support	Assistant Professor	33	2.36	0.955	5.676	.000
	Associate Professor	64	2.99	0.563		
	Professor	31	2.74	0.594		
	Administrative Role	7	2.48	0.661		
	Other	15	3.07	0.567		
	Total	150	2.78	0.720		
Work-Life Balance	Assistant Professor	33	2.92	0.874	.692	.599
	Associate Professor	64	2.85	0.634		
	Professor	31	2.67	0.740		
	Administrative Role	7	3.05	0.827		
	Other	15	2.82	0.654		
	Total	150	2.84	0.723		
Stress Management and Coping Mechanisms	Assistant Professor	33	3.02	0.671	1.381	.243
	Associate Professor	64	2.79	0.794		
	Professor	31	2.66	0.768		
	Administrative Role	7	2.72	0.971		
	Other	15	2.53	0.863		
	Total	150	2.78	0.782		
Job Satisfaction and Well-being	Assistant Professor	33	2.84	0.851	1.360	.251
	Associate Professor	64	2.51	0.570		
	Professor	31	2.55	0.786		
	Administrative Role	7	2.67	0.508		
	Other	15	2.58	0.480		
	Total	150	2.60	0.683		

**Workload and Job Demands:** Faculty in administrative roles and "other" positions report the highest workload stress levels (mean = 3.00 and 3.07, respectively), while Assistant Professors report the lowest (mean = 2.48). Although the differences are not statistically significant ( $p = .053$ ), this suggests that roles with additional responsibilities may experience greater workload demands.

**Job Security and Institutional Support:** Significant differences are observed across positions ( $p = .000$ ), with Associate Professors and those in "other" roles reporting the highest sense of job security and institutional support (mean = 2.99 and 3.07, respectively). Assistant Professors report the lowest job security and support (mean = 2.36), indicating that entry-level roles may experience more concerns regarding job stability and institutional backing.

**Work-Life Balance:** Perceptions of work-life balance are relatively similar across roles, with no significant differences ( $p = .599$ ). Faculty in administrative roles report slightly higher work-life balance (mean = 3.05), suggesting they may have more control over their schedules, while Professors report the lowest (mean = 2.67), potentially due to increased professional responsibilities.

**Stress Management and Coping Mechanisms:** There are no significant differences in stress management effectiveness across roles ( $p = .243$ ), although Assistant Professors report the highest mean (3.02), indicating they may feel somewhat more equipped with coping strategies compared to other roles.

**Job Satisfaction and Well-being:** Job satisfaction levels do not differ significantly across positions ( $p = .251$ ). However, Assistant Professors report slightly higher satisfaction (mean = 2.84), while Associate Professors and Professors have lower

satisfaction scores, which may be due to increased pressures as they progress in their careers.

## **FINDINGS**

- The majority analysis of the demographic data shows that most faculty members are male (55.3%) and fall within the 31-40 years age group (38.0%).
- A significant portion holds a Master's Degree (46.7%), highlighting a focus on advanced academic qualifications.
- In terms of teaching experience, a large majority (60.7%) has between 1-3 years of experience, indicating a relatively junior workforce.
- Job role distribution shows that most participants are Associate Professors (42.7%), followed by Assistant Professors (22.0%).
- The analysis shows that faculty members in self-financing colleges generally report moderate levels of stress across different dimensions, with some variation based on years of teaching experience. For Workload and Job Demands, those with 8 or more years of experience report the highest stress levels, suggesting workload challenges may increase with experience, though this difference is not statistically significant ( $p = .055$ ). Job Security and Institutional Support perceptions are consistent across experience levels, with a moderate sense of security reported by all groups ( $p = .598$ ). Work-Life Balance concerns are also similar across experience levels, although more experienced faculty (8+ years) indicate higher stress balancing work and personal life. In Stress Management and Coping Mechanisms, scores indicate moderately effective coping strategies overall, with slightly lower effectiveness as experience increases ( $p = .076$ ). Job Satisfaction and Well-being shows a significant difference ( $p = .008$ ), with newer faculty reporting higher satisfaction, while mid-career faculty (4-7 years) report the lowest. This pattern suggests that newer faculty may feel more positive about their roles, while more experienced faculty face greater challenges in workload, work-life balance, and job satisfaction.
- The analysis by current position reveals that the majority of faculty members experience moderate levels of stress across various dimensions. In terms of Workload and Job Demands, faculty in administrative and "other" roles report slightly higher stress, while Assistant Professors report the least workload stress (mean = 2.48). For Job Security and Institutional Support, significant differences are found, with Associate Professors and those in "other" roles feeling more secure and supported (means = 2.99 and 3.07, respectively), whereas Assistant Professors feel the least secure (mean = 2.36). Work-Life Balance perceptions are generally similar across roles, with administrative staff slightly more satisfied (mean = 3.05). In Stress Management and Coping Mechanisms, Assistant Professors report feeling more equipped to manage stress (mean = 3.02), though no significant differences were noted. Finally, Job Satisfaction and Well-being scores indicate moderate satisfaction levels across positions, with Assistant Professors slightly more satisfied (mean = 2.84).

Overall, the data suggest that faculty at different levels experience varying degrees of workload stress and job security, with Assistant Professors generally reporting lower stress levels and slightly higher satisfaction.

## **SUGGESTIONS**

- Given that workload stress appears to increase with years of experience and is particularly high among administrative staff and senior faculty, self-financing colleges could implement workload distribution strategies, such as delegating administrative tasks or rotating responsibilities. Regular assessments of individual workload can help ensure that tasks are balanced according to role and experience, alleviating the burden on senior faculty and those in administrative roles.
- The data indicate that Assistant Professors feel the least secure in their roles. Institutions could enhance job security and support by providing clear pathways for career advancement, structured feedback, and mentoring programs. Recognizing and rewarding contributions across all levels would foster a more inclusive and supportive work environment, helping newer faculty feel more valued and committed to the institution.
- Since experienced faculty members report higher stress related to work-life balance, self-financing colleges should consider offering flexible work arrangements, such as adjusted work hours or remote work options for specific tasks. Institutions could also organize periodic wellness programs or encourage time-off policies that allow faculty to focus on personal commitments, promoting a healthier work-life balance.
- The data suggest that Assistant Professors feel better equipped with stress management strategies compared to other positions. To extend this benefit, institutions could provide regular workshops on stress management techniques, mindfulness, and time management for all faculty levels. Peer support groups could also be encouraged, allowing faculty to share coping strategies and provide mutual support.
- Job satisfaction appears to decline among mid-career faculty (4-7 years of experience). To address this, institutions could offer career development initiatives, such as research funding opportunities, leadership training, or sabbaticals. Creating a clear trajectory for growth and skill enhancement would help reinvigorate mid-career faculty, making them feel more engaged and fulfilled in their roles.
- Recognizing faculty contributions consistently across all job roles can improve morale and a sense of belonging. By establishing recognition programs that celebrate achievements and foster a culture of appreciation, colleges can increase job satisfaction and institutional loyalty. This could be achieved through awards, public acknowledgments, or even small incentives that reinforce the value of each faculty member's role.

## CONCLUSION

Research, 35(1), 75-87.)

The analysis of stress management among faculty members in self-financing colleges in Coimbatore reveals a diverse demographic with distinct stress experiences across different job roles and levels of experience. The majority of faculty are relatively young, with a large portion holding advanced degrees and a high percentage having between 1-3 years of teaching experience, indicating a junior workforce. Across various dimensions, stress levels are generally moderate, though challenges increase with experience and specific roles.

Workload and job demands are perceived as more stressful by experienced faculty and those in administrative roles, suggesting that seniority and additional responsibilities contribute to higher workload stress. Job security perceptions vary significantly, with Assistant Professors feeling the least secure, highlighting a need for greater institutional support for early-career faculty. Work-life balance concerns are consistent across roles, though administrative roles report slightly higher satisfaction, possibly due to greater schedule control. Stress management effectiveness appears to decline with experience, indicating a need for ongoing support as faculty advance in their careers. Job satisfaction is notably higher among newer faculty, while mid-career faculty report the lowest satisfaction, suggesting that career development initiatives could be beneficial for this group.

Overall, the findings highlight the importance of tailored support systems that address specific stressors and needs based on faculty roles and experience levels. Providing structured support, workload management, job security, and career development opportunities can help create a more balanced and fulfilling work environment, ultimately enhancing job satisfaction and well-being among faculty in self-financing colleges.

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