



To cite this article: Sakshi Mathur and Shurti Jain (2026). A STUDY ON COPING STRATEGIES OF STRESS MANAGEMENT AMONG TEACHING FACULTIES OF HIGHER EDUCATION/UNIVERSITIES, International Journal of Research in Commerce and Management Studies (IJRCMS) 8 (2): 595-610 Article No. 706 Sub Id 1197

A STUDY ON COPING STRATEGIES OF STRESS MANAGEMENT AMONG TEACHING FACULTIES OF HIGHER EDUCATION/UNIVERSITIES

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DOI: <https://doi.org/10.38193/IJRCMS.2026.8244>

ABSTRACT

The study looked at the adaptation components utilized by the college of instruction administration staff. When somebody feels that a circumstance or request is troublesome, perilous, or overwhelming, they may encounter push, which could be a physiological and mental response (Girija, 2024). Adaptation of instruments is vital for individuals to overcome or reduce the pressure they experience. To bargain with stress, individuals utilize an assortment of adaptation components. This article's objective is to shed light on the stress-reduction methods utilized by recently certified essential and lower auxiliary school instructors who have earned a five-year coordinates master's degree. Higher instruction educating staff members' well-being, work bliss, and common viability as teachers can all be essentially affected by work stress. Higher instruction educates as often encounter a staffing gap among their teaching staff, which has genuine repercussions for both instructors and students. Staff work force often as possible involvement tall levels of pressure due to the thorough nature of scholarly work, which includes teaching, research, regulatory duties, and student supervision. The reason for this consideration is to examine the diverse adaptation instruments utilized by college teaching staff to cope with stress, with an emphasis on finding both effective and unsuccessful approaches. Information from a wide test of instructing staff individuals in a few disciplines was accumulated employing a mixed-methods approach that combined quantitative overviews and subjective interviews.

KEYWORDS: Stress Management, Coping Strategies, Teaching faculties, Higher Education Institute

INTRODUCTION

The study inspected the adapting procedures utilized by administration staff at the College of Instruction. Push could be a physiological and mental reaction that can happen when somebody feels that a circumstance or request is challenging, perilous, or overpowering. Individuals require adapting strategies in arrange to decrease or overcome the stretch they encounter. Individuals utilize a extend of adapting methodologies to oversee stretch. With a five-year coordinates master's degree, recently certified essential and lower auxiliary school instructors will examine their stress-reduction techniques



in this article. Stretch at work can have a major effect on the common adequacy of instructors in higher instruction as well as their well-being and work fulfillment. This ponder looks at the adapting instruments utilized by higher instruction teaches.

Instructing staff members deal with a assortment of troubles within the present day higher instruction environment, which raises push levels. Increasing workloads, authoritative requests, distributing weight, understudy desires, and the ought to adjust instructing, inquire about, and benefit commitments are a few of these challenges. Because of this, push is presently a common issue among instructors, which may have an impact on their common viability within the classroom, work fulfillment, and mental wellbeing.

Push, which is characterized as a physical and mental reaction to seen challenges or threats, can have a assortment of negative results in the event that it is not adequately controlled. Constant push can result in burnout, destitute efficiency, and physical wellbeing issues, all of which can influence the quality of instruction that understudies get. In this manner, knowing how educating workforce individuals handle stretch is basic to creating compelling back frameworks and arrangements. Hypothetical systems that stretch assessment to survey harm, danger, and challenges—which leads to the method of managing with unpleasant events—include the Value-based Demonstrate of Stretch and managing Hypothesis. In (1984, Lazarus and Folkman).

SIGNIFICANCE OF THE STUDY

Given that instructing staff in higher instruction bargain with a part of push from their requesting workloads, inquire about commitments, and instructing obligations, this ponder on adapting instruments for push administration is significant. Great push administration increments directions adequacy, work fulfillment, and workforce well-being. By decreasing burnout and expanding maintenance rates, adapting methodology recognizable proof can give a more empowering learning environment. In expansion, the think about closes a hole within the writing by concentrating on teaches instead of understudies. Colleges might utilize the discoveries as a reference for making proficient advancement programs and centered mental wellbeing programs. All things considered, this consider is fundamental to raising instructive guidelines and staff efficiency.

SCOPE OF STUDY

The purpose of this ponder is to explore the adapting components and stress-reduction strategies utilized by college understudies to bargain with individual, social, and scholarly weights. The ponder will examine the viability of emotion-focused, problem-focused, and evasion adapting strategies as well as their impacts on students' scholarly accomplishment and common well-being. Also, it'll take under consideration how person differences—like identity characteristics, strength, and social



support—affect stretch administration. Both the impact of scholastics in decreasing push and regulation bolster systems, such as peer bolster bunches and counseling administrations, will be inspected in this ponder. Sexual orientation, statistic, and social varieties in adapting techniques will too be examined. Both the impact of scholastics in diminishing push and regulation bolster systems, such as peer bolster bunches and counseling administrations, will be inspected in this ponder. Sexual orientation, statistic, and social varieties in adapting methodologies will too be examined. In arrange to make strides understudy accomplishment and mental wellbeing, the think about extraordinary to decide the foremost fruitful medicines and offer proposals for improving stretch administration systems in higher instruction. The consider will utilize both subjective and quantitative approaches to offer a careful understanding of these forms.

OBJECTIVES OF STUDY

The main objectives of this study can be stated as:

- 1 -To identify the main sources of stress faced by teachers in higher education institutions.
- 2 -To examine the impact of stress on teachers' well-being, job satisfaction, and teaching performance.
- 3 -To explore the coping strategies and stress management techniques adopted by faculty members, including personal, social, and institutional approaches.
- 4- To assess the effectiveness of these coping strategies in reducing stress and promoting a healthy and supportive work environment.

REVIEW OF LITERATURE: -

1. **(Girija, 2024):** -Regular workshops for college teachers on stress management, time management, and health education programs can provide them with the necessary tools and strategies to cope with the demands of their profession and maintain their well-being.
2. **(YUSUF, 2018):** - According to Cummings and Dunham (1980), there are three main strategies for coping with stress: modifying the stressor itself, managing the individual's reaction to it, and making personal changes to better handle the situation. They emphasized that altering the stressor is often the most effective and lasting way to manage stress arising from a specific source. This method focuses on bringing changes to the surrounding environment to reduce or eliminate the stress triggers.
3. **(Y.B, 2018):** - People use different types of coping to overcome their stress. For example, Shaikh and colleagues (2004) reviewed that some people cope with the aid of drugs, alcohol, over-eating and smoking which are counter productive while some cope by exercising, meditating and listening to music and it is proven to help reduce stress.
4. **(Iivia Giulia Bianca Vacchi 1):**- Understanding the complexity of coping strategies can help identify individuals who are more susceptible to stress and related unhealthy behaviors, and it also supports the development of health-promotion and prevention programs that encourage the use of

effective coping methods. Such interventions need to function at multiple levels: at the organizational level through improved working conditions, laws, and regulations; at the organizational–individual level by creating support systems such as peer groups; and at the individual level through cognitive-behavioral techniques that help people manage stress more effectively.

5. **(Kristin Emilie W. Bjørndal):** - Another coping method highlighted in the study involved the use of stress- relief practices such as yoga and mindfulness, which fall under emotion-focused coping (Tharaldsen & Stallard, 2019). Teachers relied on these techniques to maintain calmness during stressful moments. Strategies that involve developing awareness, practicing controlled breathing, and using relaxation methods—especially when dealing with increasing workloads—serve as effective ways of coping with and managing day-to-day stress.
6. **(Okrah, 2020):-** Coping is often understood as a stabilizing process that supports an individual’s psychological and social adjustment during stressful situations. Learners frequently rely on several coping strategies to reduce their stress levels, including effective time management, seeking social support, positively reassessing situations, and engaging in relaxing or enjoyable activities.
7. **(Ms.N.Kowsalya, 2023):-** During periods of intense stress or adversity, staying engaged in meaningful activities can help channel negative emotions and energy into more productive outcomes. Maintaining a positive outlook and practicing meditation are also effective ways to manage the effects of stress. Developing a broader perspective on life often helps individuals reinterpret stressful situations and reduce their overall impact.
8. **(Kokash, 2011):-** In the workplace, it can serve to enhance an individual’s motivation, performance, satisfaction and personal achievement (Mathewman, Rose and Hetherington, 2009). In other words, stress is considered to be any pressure which exceeds the individual’s capacity to maintain physiological, psychological and/or emotional stability (Furnham, 2005).
9. **(Jadhav, 2024):-** Institutions should prioritize effective workload management strategies, such as providing support for teaching staff, optimizing course scheduling, offering adequate resources, and recognizing the importance of work-life balance. Jackson and Rothmann (2006), doing so can lead to positive organizational outcomes, enhanced faculty well-being, and improved overall student experiences (Porter, Steers, Mowday & Boulian 1974; Mowday, Porter & Steers 1982). Coetzee and Rothmann (2005), occupational stress is a prevalent issue, and addressing it requires a multifaceted approach involving both individuals and organizations.
10. **(2, 2017):-** Teaching is a profession that demands considerable physical and mental effort. Teachers often expend significant energy each day while balancing their work responsibilities alongside personal and family commitments [12]. The referenced study examined the level and perception of job stress among faculty members in private medical and engineering institutions. The findings indicated that much of the stress experienced by these teachers stems from role conflict.



11. **(Einar M. Skaalvik¹, 2012)** :- Jane, like Hanna, is ambitious and strongly focused on achievement. Her primary coping strategy is to work harder, but this intense effort gradually affects her health. To regain her strength, she occasionally takes short periods of sick leave. Jane explains that she is sometimes absent from school simply because she feels exhausted, although it does not happen frequently. She believes that taking care of herself is essential; otherwise, she will not be able to sustain her workload in the long run.
12. **(Ms. Jiny Jacob, 2021)** :- To address these stressors, institutions should adopt effective HR practices that motivate and energize faculty, enabling them to perform their duties more efficiently. The challenges experienced by faculty members need to be acknowledged and integrated into professional development programs. Through supportive management practices, organizations can foster a sense of belonging among employees, creating an environment where faculty feel valued, enjoy their work, and are motivated to contribute to both institutional growth and their own professional development.
13. **(Sree□, 2019)** :- Teachers must be appreciated to get a good start by seeking the help from others. It is from those professions where no particular kind of training is there but college teaching is somewhat skilled (Brent & Felder 2000). Teachers have to work on other aspects as how to learn for working in a group setting, how to deal with other ones and how to interact with matters to get them solved in a proper manner (Brent & Felder, 2000).
14. **(SUNGA-KIRAM, 2023)** :- Work-related stress questionnaire was adapted and patterned with slight medication from “The Korean Occupational Stress Scale questionnaire in English” used by Sanghee Kang, et al. (2015) in their work on “Occupational stress of surgical residents”. While stress coping strategies questionnaire was patterned and adapted from Matheny, Kenneth B. (2000) “Stress Coping Resources Inventory: A Self-Assessment”.
15. **(Jabeen, 2021)** :- Stress can be described as a reduced ability to manage a real or perceived threat to one’s mental, physical, emotional, or spiritual well-being, resulting in various physiological reactions and adjustments. It may arise from both positive situations and negative experiences, depending on how an individual interprets and responds to them.



Review Metrics: -

Sr.No.	Author(s)	Year	Key Factor	Citation
1	Kwaku Darko Amponsah, Grace Sintim Adasi, Salifu Maigari Mohammed Ernest Ampadul and Abraham Kwadwo Okrah	2020	Coping is often understood as a stabilizing process that supports an individual’s psychological and social adjustment during stressful situations. Learners commonly rely on several coping strategies to reduce their stress levels, such as effective time management, seeking social support, reassessing situations in a positive manner, and engaging in activities that provide relaxation and comfort.	(Okrah, 2020)
2	Einar M. Skaalvik, Sidsel Skaalvik	2021	Understanding the pressures that higher education instructors encounter and how they cope with them is the aim of this study. It examines how stress levels among university faculty members are impacted by workload pressures, student interactions, administrative duties, and regular academic requirements. The author has collected fifteen research publications using a range of databases, such as Google Scholar, Web of Science, and Scopus. After compiling and reviewing the articles, the author wrote reviews and provided an explanation of the conclusions drawn from them. By examining the sources of stress and the methods instructors use to manage it, the study helps identify techniques to better support educators. By knowing this, universities may create policies, resources, and programs that improve overall well-being, work satisfaction, and mental health.	(Einar M. Skaalvik 1, 2012)



3	Ms. Jiny Jacob, Dr. Neha Mathur, Dr. Ravindra Pathak	2021	Organizations should implement appropriate HR procedures that inspire and excite staff members to perform more productively in order to combat these challenges. Programs for faculty development should address and take into account the problems that faculty members encounter. Through their work practices, management should foster a feeling of community among staff members, encouraging them to enjoy their jobs and give their all in order to advance both the company and themselves.	(Ms. Jiny Jacob, 2021)
4	Kristin Emilie W. Bjørndal, Yngve Antonsen and Rachel Jakhelln	2022	Another coping method identified in the study involved practicing yoga and mindfulness, both of which fall under emotion-focused coping (Tharaldsen & Stallard, 2019). Teachers relied on these techniques to remain calm during stressful circumstances. Approaches that emphasize greater self-awareness, controlled breathing, and relaxation techniques—especially when dealing with heavy workloads—serve as useful strategies for managing everyday stress.	(Kristin Emilie W. Bjørndal)
5	Girija, C., Dr. D. Ramani	2024	Cummings and Dunham (1980) proposed three main approaches to coping with stress: altering the stressor, managing one’s reaction to it, and making personal changes to better handle the situation. They emphasized that modifying the stressor itself is often the most effective and lasting way to address stress originating from a specific source. This method typically involves adjusting aspects of the environment to reduce or eliminate the stressor.	(Girija, 2024)

Table 1: Teacher Stress Burnout and coping

Sr.No.	Author(s)	Year	Key Factor	Citation
1	Adnan Iqbal (Corresponding author) Husam Kokash	2011	In the workplace, a certain level of stress can actually enhance an individual’s motivation, performance, job satisfaction, and sense of personal accomplishment (Mathewman, Rose & Hetherington, 2009). At the same time, stress is also understood as any form of pressure that exceeds a person’s ability to maintain emotional, psychological, or physiological balance (Furnham, 2005).	(Kokash, 2011)
2	Chandrashekhar V.Rahane , Faisal M.A , Satish K.Mali	2017	The teaching profession is both physically and mentally demanding. Teachers expend considerable energy each day while handling their professional duties alongside personal and family responsibilities [12]. The referenced study examined job stress among faculty members in private medical and engineering colleges. The findings revealed that much of the stress experienced by these teachers stems from role conflict.	(2, 2017)
3	YUSUF, Musibau Adeoye, AFOLABI Festus Oluwole and ADIGUN Johnson Tayo	2018	College instructors can benefit greatly from ongoing workshops on time management, stress management, and health education. Such programs equip them with the skills and techniques needed to handle job-related demands effectively while maintaining their overall well-being.	(YUSUF, 2018)
4	Ms.N.Kowsalya, Dr.P.Mohanraj, Ms.R.Akalya	2023	During periods of intense stress or adversity, staying occupied with meaningful activities can help redirect negative emotions into more constructive efforts. Maintaining a positive outlook and practicing meditation are also effective ways to reduce the impact of stress. Developing a broader perspective on life can further help individuals reinterpret stressful situations and lessen their overall influence.	(Ms.N.Kowsalya, 2023)

Table 2: Workplace stress organizational Behaviour and Management Stress

Sr. No.	Author(s)	Year	Key Factors	Citation
1	K. Gracy Saila Sree	2019	Teachers should be encouraged to seek support from others, as doing so can help them start their professional journey more effectively. Although teaching at the college level does not follow a fixed training pathway, it still requires a considerable degree of skill (Brent & Felder, 2000). In addition to subject expertise, teachers must develop abilities such as working collaboratively, managing interpersonal relationships, and addressing problems efficiently and professionally (Brent & Felder, 2000).	(Sree*, 2019)
2	Dr. A. Varadaraj and B. Farhana Jabeen	2021	Stress can be defined as a reduced ability to handle a real or perceived threat to one’s mental, physical, emotional, or spiritual well-being, which results in various physiological reactions and adjustments. It may arise from both positive life events and challenging or negative experiences, depending on how an individual interprets and responds to them.	(Jabeen, 2021)
3	Myrnaa. Sungakiram	2023	The work-related stress questionnaire used in this study was adapted, with slight modifications, from the “The Korean Occupational Stress Scale questionnaire in English” employed by Sanghee Kang et al. (2015) in their study titled “Occupational stress of surgical residents.” Similarly, the questionnaire on stress-coping strategies was adapted from Matheny, Kenneth B. (2000), “Stress Coping Resources Inventory: A Self-Assessment.”	(SUNGA-KIRAM, 2023)

4	D Rupali Jhav	2024	<p>Institutions should place strong emphasis on effective workload management by supporting teaching staff, improving course scheduling, ensuring access to adequate resources, and acknowledging the need for work–life balance. According to Jackson and Rothmann (2006), such measures contribute to positive organizational outcomes, greater faculty well- being, and better student experiences (Porter, Steers, Mowday & Boulian 1974; Mowday, Porter & Steers 1982). Coetzee and Rothmann (2005) also highlight that occupational stress remains a widespread concern, and addressing it effectively requires a comprehensive approach involving both individual efforts and organizational support.</p>	(Jadhav, 2024)
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Table 3: Psychological Stress, Behavioural factor and Mental Health

Sr.No.	Author(s)	Year	Key Factor	Citation
1	Ganesan Y.1, Talwar P.2, Norsiah Fauzan3 and Oon Y.B.	2018	<p>People adopt various coping methods to deal with stress. Shaikh and colleagues (2004) noted that some individuals rely on counterproductive strategies such as using drugs, consuming alcohol, overeating, or smoking. In contrast, others manage stress through healthier practices like exercising, meditating, or listening to music, which have been shown to effectively reduce stress levels.</p>	(Y.B., 2018)
2	Olivia Giulia Bianca Vacchi , Diana Menis , Enrico Scarpis , Annarita Tullio , Benedetta Picicocchi , Silvia	2024	<p>Understanding the complexity of coping processes can help identify individuals who are more vulnerable to stress and unhealthy behaviors, and it also supports the development of health-promotion and prevention programs that encourage the use of effective coping strategies. These interventions should operate at multiple levels: at the</p>	(livia Giulia Bianca Vacchi 1)



	<p>Gazzetta , Massimo Del Pin , Edoardo Ruscio , Silvio Brusafferro Laura Brunelli</p>	<p>organizational level through improved policies, laws, and working conditions; at the organizational–individual level through mechanisms such as peer support groups; and at the individual level through cognitive-behavioral techniques that strengthen personal coping abilities.</p>	
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Table 4: Health Related Stress, Public Health, Epidemiology

RESEARCH GAP

There is still a substantial study gap about how institutional structures and leadership dynamics affect individual coping capacities in higher education, despite the abundance of studies examining faculty stress and coping techniques. The majority of current research focuses on Western or cross-cultural settings, providing little understanding of faculty experiences in developing nations like India. Additionally, previous research has not included an integrated model that incorporates the relationship between organizational elements and human coping techniques. Furthermore, there is a dearth of mixed-method or longitudinal data to assess the long-term efficacy of institutional interventions, especially in the post-pandemic digital learning environment. In order to create a complete framework for stress management that synchronizes institutional regulations with faculty well-being initiatives in higher education institutions, it is imperative that this gap be addressed.

RESEARCH METHODOLOGY

The goal of this study is to comprehend the stressors that higher education instructors face and how they manage them. It looks at how workload pressures, student interactions, administrative responsibilities, and everyday academic obligations affect university faculty members' stress levels. Using a variety of resources, including Google Scholar, Web of Science, and Scopus, the author has gathered fifteen research papers. The author has written reviews and explained the insights gleaned from the papers after gathering and reading them. The study aids in the identification of strategies to better assist educators by looking at the causes of stress and the strategies teachers employ to deal with it. Universities can develop programs, resources, and policies that enhance mental health, work happiness, and general well-being by understanding how teachers handle stress.

DISCUSSION AND ANALYSIS

Stretch affects college instructors' productivity, happiness at work, and well-being. Many thinkers provide a variety of stress-reduction strategies, including individual and organizational interventions. Stretch-adapting tools fall into three categories according to Cummings and Dunham (1980): altering the stressor, altering the response, and altering the individual. The most effective strategy is to change



the stressor, which involves changing the workplace to reduce push. This process could result in a more supported reduction in stress.

People may resort to unhealthy coping mechanisms like drugs, alcohol, smoking, or overindulging in order to cope with stress, which exacerbates the problem (Shaikh et al., 2004). On the other hand, it has been demonstrated that effective adaptation strategies such as exercise, introspection, and listening to music can reduce stretch levels. A variety of strategies are needed for stretch administration to be successful. Teach can contribute at the corporate level by managing workloads, providing adequate resources, and promoting work-life balance. Individual cognitive behavioral techniques and peer support groups are too helpful for push administration. Teachers can use yoga and mindfulness to help manage their emotions and maintain composure under pressure (Tharaldsen & Stallard, 2019). These techniques, which focus on mindfulness and breathing exercises, may be particularly helpful during times of excessive workload. Long-term tactics, such as reflection and maintaining a positive outlook, are frequently advised for maintaining mental and physical well-being. By altering their perception of the difficulties associated with their work, educators with a more expansive perspective on life could be able to lessen push (Mathewman, Rose, & Hetherington, 2009).

According to Jackson and Rothmann (2006), businesses must prioritize effective work administration and sufficient worker support. Strong work environments can lower stress levels, improve employee wellbeing, and improve understudy performance. Coetzee and Rothmann (2005) support an all-encompassing strategy for word-related push administration that combines organizational-level intercessions with person-adapting strategies. Teachers have demanding jobs that are both intellectually and physically taxing, and many of them struggle to balance their personal and professional obligations (Brent & Felder, 2000). This highlights the necessity of stress-reduction strategies that take into account the unique and effective lives of teachers.

Higher education instructors should implement HR practices and workforce development initiatives that motivate and inspire their students. Establishing a culture of belonging and acknowledging the difficulties teachers face could help them thrive in their roles and feel more satisfied with their work. Teachers should have the freedom to ask for help, offer support, and collaborate with their colleagues to relieve pressure.

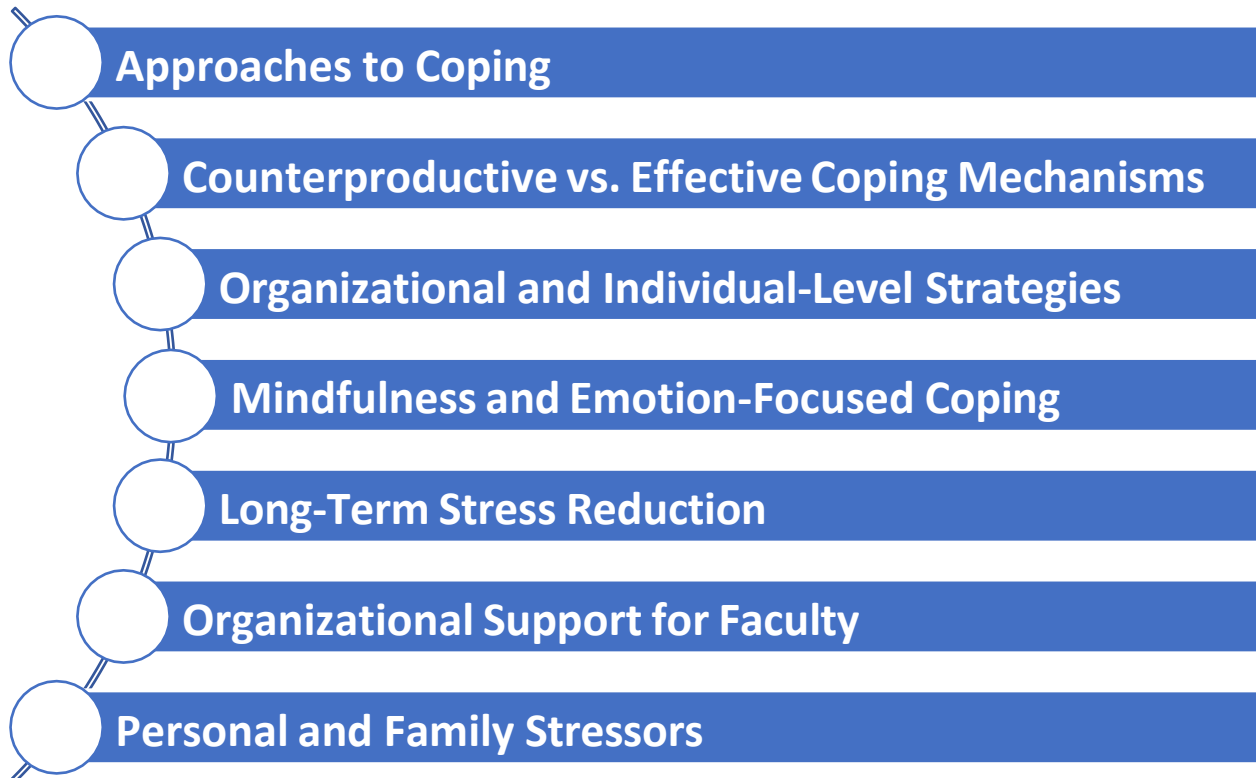


Fig.1: Stress Management

SUGGESTION AND RECOMMENDATION

To assist teachers in efficiently managing occupational stress, universities should set up structured support systems, such as mentoring programs, counseling services, and stress management workshops. In order to prevent needless stress and burnout, higher education institutions should evaluate academic workloads and administrative duties. In order to proactively manage stress, encourage faculty members to embrace personal coping mechanisms like time management, mindfulness, relaxation techniques, and problem-solving approaches. Improve Leadership and Peer Support: Faculty support should be cultivated, effective communication should be maintained, and direction should be given by university leadership. To foster a cooperative and stress-resilient learning environment, peer support networks might be encouraged. Address Gender and Cultural Differences: To guarantee inclusion and efficacy, stress management programs should be modified to take into consideration variations in stress perception and coping mechanisms based on gender and cultural background. Ongoing Professional Development: Educate faculty members on stress management, emotional intelligence, and resilience-building through training sessions, workshops, and seminars. Coping mechanisms and general wellbeing will improve as a result. Monitoring and Feedback Mechanisms: To enable ongoing support program enhancement, institutions should routinely evaluate faculty stress

levels and the efficacy of coping mechanisms through surveys or feedback systems.

CONCLUSION

For instructing workforce in higher instruction to protect their common execution, work joy, and well-being, stretch administration is fundamental. In arrange to reduce the push that teachers encounter, this ponder emphasizes the centrality of both organizational and individual adapting instruments. Agreeing to the investigate, the leading long-term approach is to alter the stressor, such as the workload source work environment. Work out, contemplation, and mindfulness works out have been appeared to be successful stress-reduction methods, though destructive adapting techniques like medicate enslavement ought to be maintained a strategic distance from.

Educate must advance workforce well-being at the organizational level by executing strong HR arrangements, cultivating work-life adjust, and giving adequate assets. Peer back systems and cognitive- behavioral techniques can offer assistance teaches independently. Long-term strategies like contemplation and positive considering can offer assistance lower stretch and increment versatility. The ponder concludes by highlighting the need of a comprehensive technique that consolidates both individual adapting methodologies and organizational help in arrange to effectively decrease stretch. Instructive teach may advance workforce success by cultivating a positive work environment, which can improve both their individual prosperity and the level of instruction they convey.

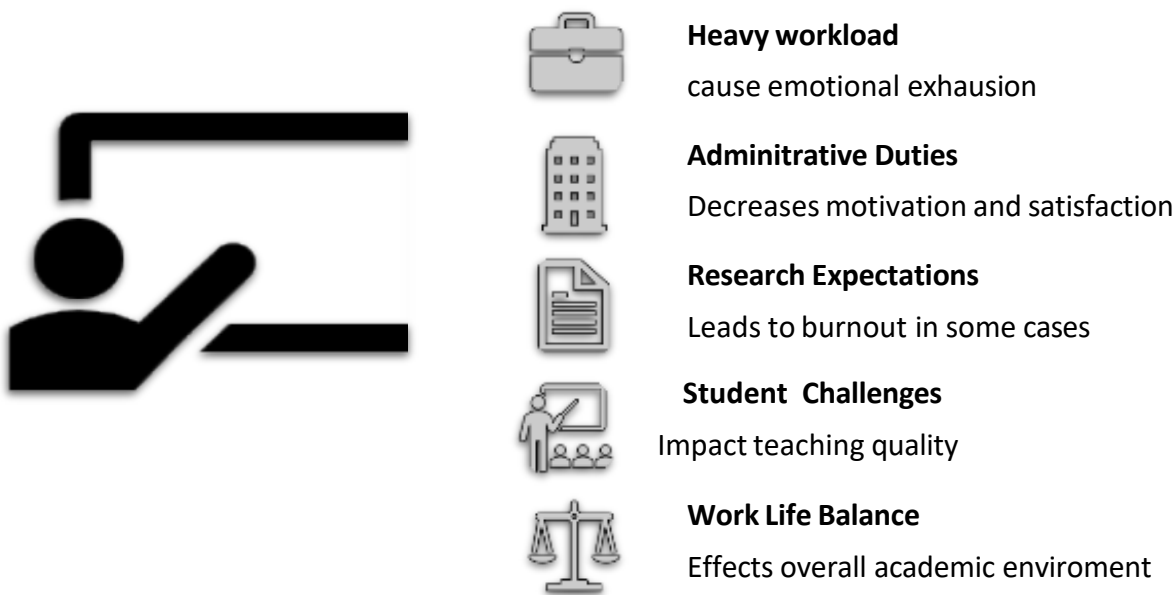


Fig.2: Stress Management in Higher Institution



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