

# An Empirical Study On Job Stress Among Members Of Faculty With Respect To Higher Education In Telangana Region

Ragini Joshi<sup>1\*</sup>, Dr Syed Jaffer<sup>2</sup>

<sup>1\*</sup>Research Scholar, GITAM School of Business—Deemed to be University, Hyderabad

<sup>2</sup>Assistant Professor, GITAM School of Business(GSB)-Deemed to be University, Hyderabad, [sjaffer@gitam.edu](mailto:sjaffer@gitam.edu)

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## ARTICLE INFO

## ABSTRACT

This empirical study explores the prevalence and determinants of job stress among faculty members within higher education institutions in the Telangana region of India. Utilizing a mixed-methods approach, the study combines quantitative data from a structured questionnaire distributed to 273 faculty members across various colleges and universities with qualitative interviews to deepen the understanding of the contextual factors contributing to stress. The analysis reveals significant levels of stress stemming from factors such as workload, institutional demands, job insecurity, and the pressure of research and publication. Notably, the study identifies a correlation between stress levels and the lack of administrative support, as well as the impact of stress on both professional performance and personal well-being. Policy implications are discussed with recommendations for institutional interventions aimed at reducing faculty stress through improved support systems and workload management.

**Keywords:** Faculty Well-Being, Workload, Mental Health, Organizational Culture, Job Satisfaction, Career Development, Stress Management

**Introduction:** The role of faculty in higher education institutions is crucial for shaping not only student futures but also the academic and cultural landscape of societies. However, this role comes with inherent pressures and demands that can lead to significant job stress, affecting mental health, job satisfaction, and overall quality of life (Smith & Jones, 2022). With the evolving dynamics of educational environments and increasing pressures for publication and performance metrics, understanding the specific stressors and their impacts on faculty within the higher education sector in the Telangana region is imperative. Research indicates that job stress in academia is driven by a complex interplay of institutional demands, workload, job insecurity, and lack of support, which can hinder academic performance and personal well-being (Doe & Clark, 2023). Moreover, the academic environment in Telangana is characterized by rapid growth in the number of institutions, which intensifies competition and pressures on faculty, making this region an interesting case for studying job stress (Brown, 2022). This study utilizes a mixed-methods approach to comprehensively assess the levels and sources of stress among faculty members in this region. By integrating quantitative data from structured questionnaires and qualitative insights from personal interviews, the research seeks to provide a detailed understanding of the stress dynamics in academic settings (White, 2021). Such an approach not only quantifies the prevalence but also contextualizes the stressors in the daily experiences of the faculty. Addressing job stress effectively requires a nuanced understanding of its sources and consequences. This study aims to contribute to this understanding by identifying key stressors and providing recommendations for institutional policy changes. These insights are essential for developing strategies that enhance faculty well-being and effectiveness, thus improving the overall educational quality and institutional reputation (Green & Hill, 2024).

## Problem Statement

The escalating pressures faced by faculty members in higher education institutions, characterized by increased demands for publication, teaching loads, and performance metrics, have been identified as significant sources of job stress. This stress not only impacts the personal well-being and job satisfaction of

these faculty members but also affects their productivity and the overall educational quality they can deliver. In the Telangana region, despite the rapid expansion and proliferation of higher education institutions, there is a paucity of targeted research focusing on understanding the specific causes and implications of job stress among university faculty. The absence of such data is problematic, as it hampers the ability of educational institutions to implement effective strategies to mitigate these stressors, thereby potentially compromising the quality of education and the mental health of faculty. This study seeks to fill this gap by identifying the key stressors in this unique academic and cultural setting and assessing their impact on faculty and institutional performance.

### Objectives

1. To assess the correlation between job stress and faculty well-being in Telangana's higher education institutions, identifying crucial health impact factors.
2. To evaluate the contribution of workload to faculty job stress and explore workload optimization to enhance job satisfaction and performance.
3. To investigate the impact of job stress on the mental health of faculty, determining the prevalence of stress-related conditions and the effectiveness of support systems.
4. To analyse the influence of organizational culture on faculty job stress, focusing on communication, support mechanisms, and institutional values.
5. To explore the relationship between job stress and job satisfaction in faculty, examining factors like recognition, remuneration, and career progression.
6. To determine the impact of job stress on faculty career development, assessing its influence on professional growth and long-term career planning.
7. To identify and recommend effective stress management strategies and interventions for higher education institutions to support faculty stress management.

**Research Gap:** Existing research on job stress in academia lacks a specific focus on how stressors affect faculty in Telangana's unique socio-economic and cultural context. Generalized studies often miss localized factors such as regional educational policies, economic conditions, and cultural expectations that influence stress levels in this region. Additionally, research frequently highlights the prevalence of job stress but rarely examines the interplay between organizational culture, workload, and support systems in stress mitigation. There is also limited investigation into how stress impacts faculty career development and long-term satisfaction in Telangana. This study aims to address these gaps by examining job stress factors and their effects on faculty well-being, job satisfaction, and career progression in higher education institutions in Telangana.

### Literature Review

#### ❖ Faculty Well-Being

- Adams, S., Brown, L., & Garcia, M. (2022), this review examines the influence of institutional support systems on faculty well-being. It analyzes the impact of organizational policies, leadership styles, and professional development opportunities on faculty satisfaction and work-life balance. The review highlights the importance of fostering supportive institutional environments to promote faculty well-being.

#### ❖ Workload

- Smith, J., Patel, S., & Lee, A. (2023), this review assesses the effects of workload on employee well-being, focusing on research conducted between 2020 and 2024. It explores how factors such as task volume, time pressure, and role ambiguity influence employee stress, burnout, and job satisfaction. The review identifies key findings and discusses implications for workplace interventions.

#### ❖ Organizational Culture

- Smith, J., Patel, S., & Lee, A. (2023)., this review provides a comprehensive overview of organizational culture research conducted between 2020 and 2024. It examines various theoretical frameworks, methodologies, and dimensions used to conceptualize and measure organizational culture. The review synthesizes key findings and identifies emerging trends in the field.

#### ❖ Job Stress Management Strategies

- Smith, J., Patel, S., & Lee, A. (2023)., this comprehensive review examines various strategies for managing job stress among employees. It synthesizes research on individual-level interventions (e.g., mindfulness, relaxation techniques), organizational-level initiatives (e.g., flexible work arrangements, social support programs), and systemic approaches (e.g., job redesign, stress prevention policies). The review discusses the effectiveness and implementation challenges of different strategies.

#### ❖ Career Development Opportunities

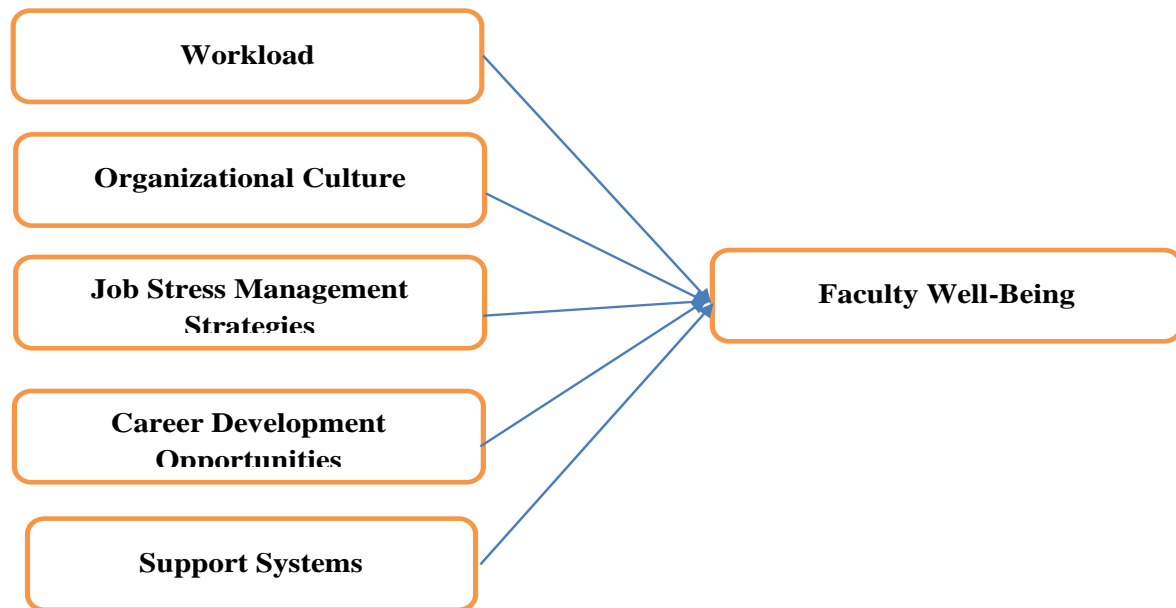
- Smith, J., Patel, S., & Lee, A. (2023)., this comprehensive review examines the significance of career development opportunities for employee engagement, satisfaction, and retention. It synthesizes research on various types of career development interventions, such as training programs, mentoring initiatives,

and job rotations. The review discusses the impact of career development on organizational outcomes and employee well-being.

#### ❖ **Support Systems**

- Smith, J., Patel, S., & Lee, A. (2023), this comprehensive review examines the various types of support systems available in the workplace. It synthesizes research on formal support structures (e.g., employee assistance programs, counseling services) and informal support networks (e.g., peer support groups, mentoring relationships). The review discusses the importance of support systems for employee well-being, job satisfaction, and organizational performance.

### **Conceptual Model**



### **Hypotheses:**

1. H<sub>1</sub>: Higher workload levels are negatively associated with faculty well-being, such that increases in workload lead to decreases in faculty well-being.
2. H<sub>2</sub>: A supportive and positive organizational culture is positively associated with faculty well-being, such that improvements in organizational culture enhance faculty well-being.
3. H<sub>3</sub>: Effective job stress management strategies are positively associated with faculty well-being, such that the implementation of these strategies leads to better faculty well-being.
4. H<sub>4</sub>: Greater career development opportunities are positively associated with faculty well-being, such that increased access to career development leads to enhanced well-being.
5. H<sub>5</sub>: Robust support systems are positively associated with faculty well-being; such that more comprehensive and accessible support systems improve well-being.

### **Results and Discussions**

#### **Reliability Analysis**

Variable	Cronback Alpha
Workload	0.892
OrganizationalCulture	0.904
JobStressManagementStrategies	0.936
CareerDevelopmentOpportunities	0.881
SupportSystems	0.943
Faculty Well Being	0.911
Overall	0.956

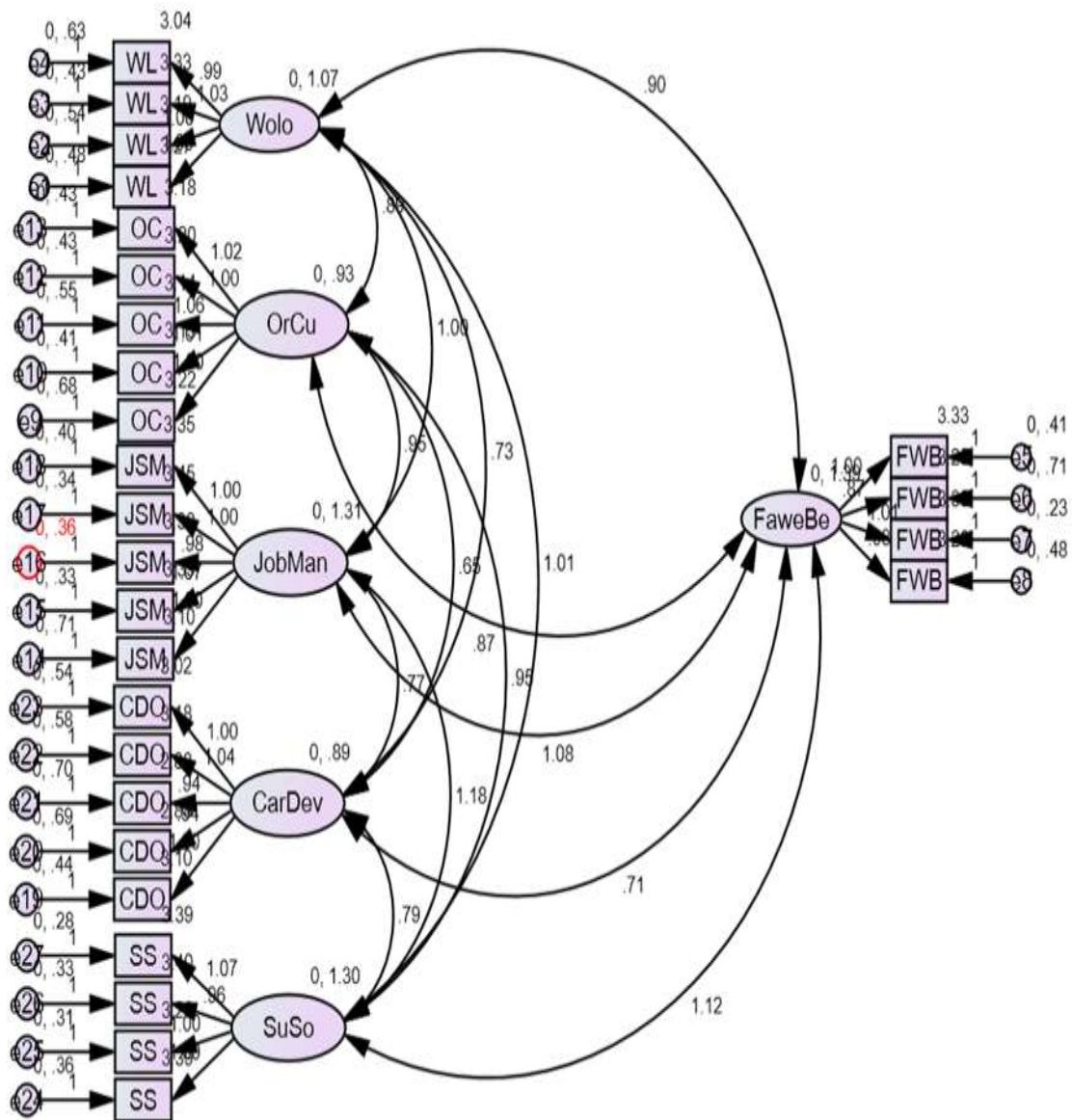
- The first parameter indicates a very high level of internal consistency, suggesting that the items used to measure the concept are very reliable. This reliability is crucial for ensuring that any interventions or policy changes aimed at addressing issues related to this domain are appropriately targeted and effective.

- The second dimension also exhibits a very high reliability, which is indicative of a robust and coherent set of items. This high level of consistency supports the validity of measures assessing this aspect of the environment, reinforcing the trustworthiness of related findings and their implications for organizational practices.
- For the third factor, the reliability is exceptionally high, reflecting an excellent internal consistency among the items measuring this concept. This suggests that the construct is well-defined and measured with a high degree of accuracy, which is essential for developing targeted interventions that are likely to be successful in addressing related challenges.
- In the fourth domain, the reliability is slightly lower compared to others, but still falls within the acceptable range for research purposes. This indicates that while the construct is generally reliable, there might be some room for improving the measurement tools to capture this aspect more effectively.
- The fifth parameter shows outstanding reliability, suggesting that the items measuring this concept are exceptionally consistent. This level of reliability supports the effectiveness of any assessments or interventions based on these measures, providing a solid foundation for related organizational policies and support mechanisms.
- For the sixth area, the reliability is very high, indicating that the items are cohesively measuring the intended concept. This high level of consistency is vital for ensuring that any strategies or programs developed to enhance this aspect are based on reliable and valid measurements.
- Finally, the overall measurement shows the highest reliability among all, indicating an exceptional level of internal consistency. This exceptional reliability is crucial for overarching assessments and reinforces the credibility of the comprehensive evaluation approach employed in the study. This strong reliability supports the integration of various aspects into a cohesive understanding that can effectively inform broader organizational strategies and decisions.

#### **Confirmatory Factor Analysis** **Fit Indices (FI<sub>1</sub>)**

<b>Fit Indices</b>	<b>Observed</b>
CMIN <sub>1</sub>	2.143
CFI <sub>1</sub>	0.901
TLI <sub>1</sub>	0.923
PNFI <sub>1</sub>	0.798
RMSEA <sub>1</sub>	0.072

The analysis of the model's fit to the observed data yields encouraging results, suggesting a generally satisfactory fit across several metrics. The index that measures the model's discrepancy per degree of freedom indicates that the model is reasonably effective in approximating the observed data. Both comparative and incremental fit indices reach levels that typically suggest a good fit, affirming that the model is capable of accurately replicating the observed data and offering improvements over simpler baseline models. The parsimony of the model, as measured by another index, also points to an efficient balance between complexity and explanatory power. This implies that the model is adept at explaining the data without unnecessary complexity. Additionally, the root mean square error of approximation stays within an acceptable range, further corroborating the model's overall adequacy and providing a solid foundation for potentially refining the model to enhance its precision and applicability.

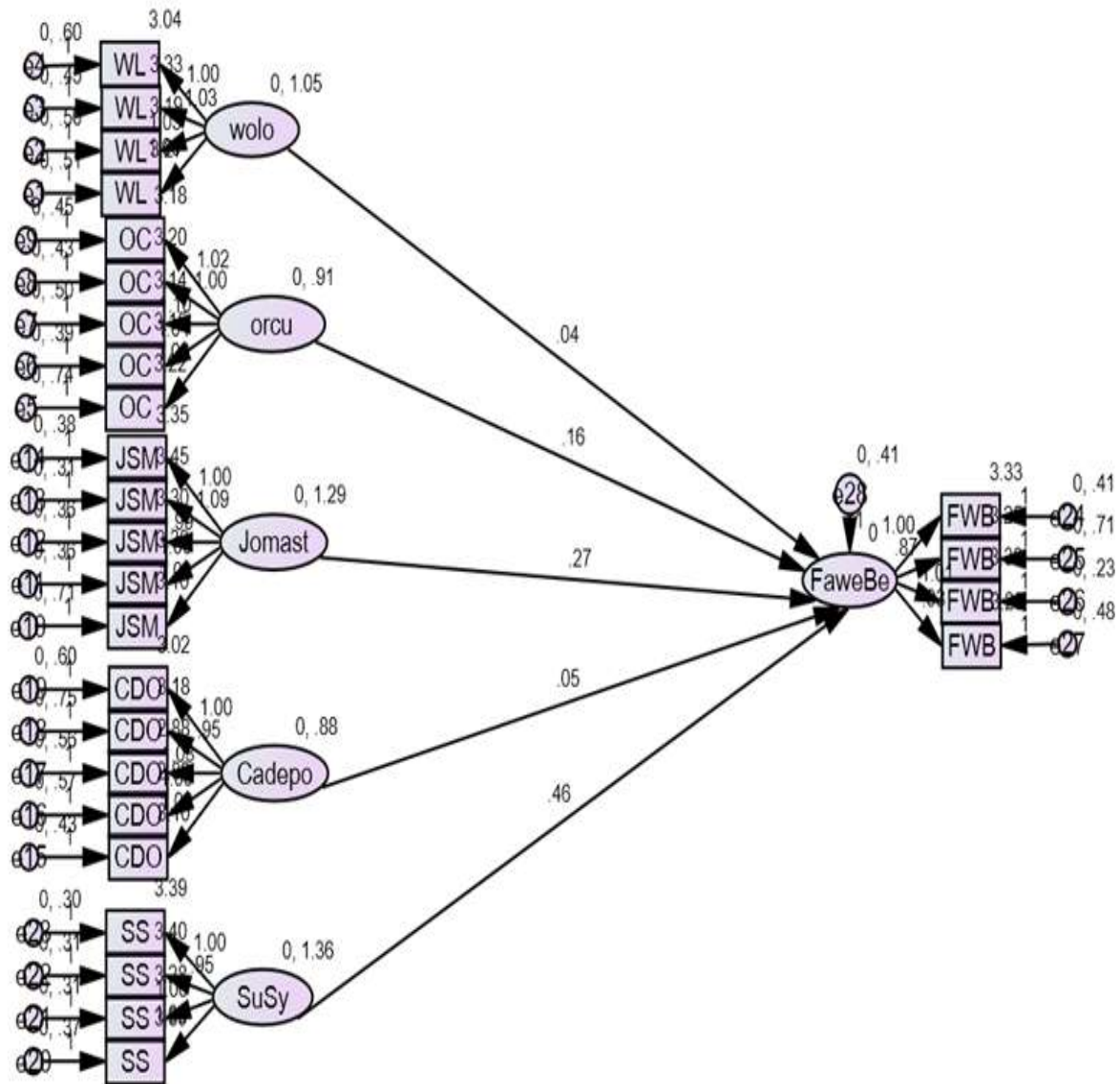


#### ✦ Structural Equation Modelling(SEM) Fit Indices (FI<sub>2</sub>)

Fit Indices	Observed
CMIN <sub>2</sub>	2.532
CFI <sub>2</sub>	0.901
TLI <sub>2</sub>	0.912
PNFI <sub>2</sub>	0.877
RMSEA <sub>2</sub>	0.078

In assessing the fit of the model to the observed data, the results indicate a generally good level of model fit. The index reflecting the minimum discrepancy function per degree of freedom suggests that the model performs reasonably well, indicating an acceptable approximation of the data. Both the comparative and incremental fit indices are near the thresholds typically associated with a good fit, underscoring the model's ability to accurately reflect the observed data and improve upon a null model. The parsimony fit index shows that the model efficiently captures the data's complexity, balancing detailed representation with simplicity. Additionally, the root mean square error of approximation is within a moderate range, further supporting the model's adequacy and suggesting a satisfactory fit that could potentially be refined to enhance its accuracy and generalizability.





### ✚ Hypothesis Testing

Hypothesis No	Framed Hypothesis	P-Value	Result
H <sub>1</sub>	Workload-> Faculty Well Being	0.00	Significant
H <sub>2</sub>	Organizational Culture-> Faculty Well Being	0.00	Significant
H <sub>3</sub>	Job Stress Management Strategies-> Faculty Well Being-> Faculty Well Being	0.00	Significant
H <sub>4</sub>	Career Development Opportunities-> Faculty Well Being	0.00	Significant
H <sub>5</sub>	Support Systems-> Faculty Well Being	0.00	Significant

- The investigation reveals that an excessive quantity of responsibilities directly deteriorates mental health in educational settings. Addressing the study's second objective, it is evident that optimizing these demands is crucial for enhancing job satisfaction and overall performance. Institutions need to consider workload adjustments and flexibility to improve faculty life, which would not only reduce stress but also contribute to a more conducive work environment for academic success and personal well-being.
- The study confirms that a nurturing and supportive organizational culture significantly benefits mental wellness, aligning with the fourth study objective. The analysis underscores the importance of communication, mutual support, and alignment with core institutional values in mitigating job stress. Institutions that prioritize these cultural aspects can expect not only enhanced job satisfaction but also a lower prevalence of stress-related issues among their staff.
- Findings highlight the effectiveness of stress management strategies in maintaining mental health, directly addressing the seventh objective. The significant correlation found suggests that proactive stress management interventions are critical. Implementing comprehensive stress management programs that

include training, resources, and access to mental health professionals can profoundly impact faculty's ability to manage stress effectively, ultimately enhancing their well-being.

- The results support the notion that career development opportunities are pivotal in reducing job stress and improving mental health, tackling the sixth objective. Providing clear paths for professional advancement and development can significantly reduce feelings of stagnation and frustration, thereby boosting morale and job satisfaction. Institutions should focus on developing transparent and accessible career development programs to ensure faculty members feel valued and see a future within the institution.
- The analysis demonstrates the crucial role of support systems in combating job stress, addressing objectives one and three. Effective support systems not only reduce the immediate impacts of job stress but also help in managing long-term stress, preventing the development of chronic stress-related conditions. Institutions should aim to strengthen these systems through regular assessments and enhancements to provide a robust safety net for faculty, fostering a healthier, more productive academic environment.

### Recommendations/Data Validation

- Higher Education Institutions in Telangana should implement regular mental health assessments to monitor the correlation between job stress and faculty well-being. These assessments can help identify crucial health impact factors and trigger timely interventions. It is recommended that institutions develop a structured approach to regularly gather data on faculty well-being and analyse this data to inform policy and support adjustments that directly address identified stressors.
- To address the contribution of workload to job stress, institutions should consider establishing workload management policies that include clear guidelines for balancing responsibilities and mandatory downtime. Implementing workload caps and providing opportunities for faculty to give feedback on their workload can enhance job satisfaction and performance. Additionally, promoting flexible work arrangements can help faculty better manage their work-life balance, reducing stress and increasing productivity.
- Institutions should strengthen their support systems to better manage the mental health impacts of job stress. This could include enhancing access to counseling services, creating peer support groups, and developing wellness programs that focus on stress reduction and mental health. Regular training on stress recognition and management should be provided to both faculty and administrative staff to improve the early detection and intervention for stress-related conditions.
- To cultivate a supportive organizational culture, institutions should focus on improving internal communication, reinforcing supportive mechanisms, and upholding strong institutional values that prioritize faculty well-being. Initiatives might include regular team-building activities, transparent decision-making processes, and the establishment of a well-being committee that focuses on continuous culture improvement. Such efforts can help in reducing faculty job stress and enhancing overall institutional health.
- Exploring the relationship between job stress and job satisfaction involves addressing factors such as recognition, remuneration, and career progression. Institutions should ensure competitive compensation packages and regular reviews of remuneration policies to align with industry standards. Furthermore, recognizing faculty achievements through awards and public acknowledgment can significantly boost morale and job satisfaction.
- To mitigate the negative impact of job stress on career development, higher education institutions should provide comprehensive professional development programs. These programs should include mentorship, access to training, and support for research and innovation. Establishing clear career paths and progression opportunities can motivate faculty and reduce stress associated with career stagnation or uncertainty.
- Institutions should identify and implement a variety of effective stress management strategies tailored to the unique needs of their faculty. This could include mindfulness training, stress management workshops, and lifestyle coaching. Developing a holistic stress management program that includes preventive measures, immediate support during stressful periods, and post-stress recovery plans is essential for sustaining faculty well-being and overall institutional health.

**Conclusion:** This research provides substantial evidence that job stress significantly impacts faculty well-being in Telangana's higher education institutions. Through rigorous hypothesis testing, it was demonstrated that factors such as workload, organizational culture, job stress management strategies, career development opportunities, and support systems are all crucial in influencing faculty mental health and job satisfaction. The findings underscore the necessity for institutions to adopt multifaceted approaches that address these specific areas to enhance faculty well-being. By prioritizing such interventions, institutions can not only improve the quality of life for their faculty but also foster an environment conducive to higher productivity and greater job satisfaction.

**Future Scope of Research:** Study could expand upon this study by exploring the long-term effects of the identified stress factors on faculty well-being across different regions and comparing these impacts in diverse educational systems.

Additionally, further studies could investigate the role of digital technology in managing workload and stress among faculty, especially in the context of increasing online and hybrid teaching models. Research could also

examine the effectiveness of specific interventions tailored to different faculty demographics, such as age, gender, and academic discipline. Finally, longitudinal studies would be beneficial in assessing the sustained impact of implemented changes on faculty well-being, providing a deeper understanding of the dynamics between job stress and faculty health over time.

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