

An Empirical Investigation of Work–Life Dynamics and Job Stress Among Faculty in Self-Financing Colleges

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Abstract—Self-financing Arts and Science colleges are privately managed higher education institutions that offer undergraduate and postgraduate programmes. Work–life dynamics refer to the interaction and balance between an individual's professional responsibilities and personal life commitments, influencing overall well-being and effectiveness. Job stress refers to the physical, mental, and emotional strain experienced by individuals due to work-related demands, pressures, and responsibilities. Faculty members in self-financing Arts and Science colleges in Erode are increasingly required to manage teaching, research, administrative responsibilities, and personal commitments simultaneously. These multiple demands often create challenges in maintaining a healthy work–life balance and contribute to job stress. Also, persistent work–life imbalance and occupational stress may adversely affect faculty well-being, job satisfaction, and professional performance. Hence, this study aimed to examine the work–life dynamics and job stress among faculty in self-financing Arts and Science colleges in Erode. A descriptive research design is adopted. The study utilizes both quantitative and qualitative approaches to obtain a comprehensive understanding of the research problem. Quantitative data are collected through a structured questionnaire administered to a sample of 132 faculty members working in self-financing Arts and Science colleges. Qualitative data are gathered through semi-structured interviews with selected faculty members to gain deeper insights into their experiences regarding work–life dynamics and job stress. The collected data are analyzed using statistical techniques such as Percentage Analysis, Mean Score, Standard Deviation, Chi-Square Test, ANOVA and Linear Regression Analysis. This study indicated that high level of work–life dynamics among faculty members in self-financing Arts and Science colleges is perceived by the faculty members who belong to 41-50 years age group, teaching at the PG level and receive professional growth opportunities. Further,

maximum level of job stress is obtained by the faculty members who belong to assistant professors, below 5 years of working experience and cause as time pressure in self-financing Arts and Science colleges.

Index Terms—Work–Life Dynamics, Job Stress, Faculty Members, Self-Financing Colleges, Higher Education, Arts and Science Colleges, Faculty Well-Being, Workload.

I. INTRODUCTION

Self-financing Arts and Science colleges play a significant role in providing higher education and creating academic opportunities for students. These institutions contribute to the development of skilled human resources by offering diverse undergraduate and postgraduate programmes. Faculty members in self-financing colleges perform multiple academic and administrative responsibilities to ensure educational excellence. Work–life dynamics among faculty members refer to the interaction between their professional responsibilities and personal life commitments. Faculty members are required to balance teaching, research, administrative duties, and family responsibilities simultaneously. Effective work–life dynamics contribute to improved well-being, job satisfaction, and professional performance. A healthy balance between work and personal life enables faculty members to manage stress more effectively and maintain productivity. Supportive organizational policies and flexible work arrangements play a vital role in enhancing work–life dynamics. Job stress among faculty members in self-financing colleges refers to the physical, mental, and emotional strain experienced due to work-related demands and pressures. Faculty members often face

challenges such as excessive workload, time pressure, administrative responsibilities, and job insecurity. These factors can negatively affect their health, job satisfaction, and teaching effectiveness. Prolonged job stress may lead to burnout, reduced productivity, and decreased commitment to the institution. Both factors work-life dynamics and job stress are important factors influencing the well-being and performance of faculty members in self-financing Arts and Science colleges.

II. REVIEW OF LITERATURE

In view of Rajapriya and Akshara (2026) aimed to examine the level of occupational stress and psychological outcomes among professors in Virudhunagar District. The study found that 88% of the respondents exhibited major depressive symptoms, indicating a high prevalence of psychological distress. It was also observed that 62% of the professors experienced moderate occupational stress, while 36% reported high perceived stress. The findings revealed that workplace demands and responsibilities contributed significantly to emotional strain and reduced mental well-being. The study of Queen Shanthana Mary X (2025) aimed to identify the key stress factors affecting faculty members in self-financing colleges in Coimbatore and to analyze the effectiveness of stress management strategies adopted by them. The study found that faculty members experienced moderate levels of stress across various dimensions, particularly related to workload, job demands, and job security. Assistant Professors reported lower perceptions of job security, while experienced faculty and those with administrative responsibilities faced higher workload stress. Work-life balance concerns were common among faculty members, and job satisfaction was found to be higher among newer faculty than mid-career faculty. The researchers Pirakatheeshwari and Harini (2024) aimed to examine the work-life balance of employees working in self-financed colleges in Coimbatore and identify the factors influencing it. The study found that workload, organizational culture, support systems, and individual coping mechanisms significantly affected employees' ability to maintain work-life balance. It revealed that many employees faced difficulties in balancing professional responsibilities and personal life due to institutional policies and societal expectations. The findings also indicated that

improved work-life balance contributes to greater job satisfaction, productivity, and organizational effectiveness.

According to Renjini and Sreerekha (2023) aimed to assess the factors influencing work-life balance among women teaching staff members in self-financing colleges in Wayanad District, Kerala. The study found that women teachers faced challenges in balancing work and family commitments due to long working hours, compulsory overtime, meetings after working hours, and training sessions. Additionally, entertainment and music were identified as the most common stress management strategies adopted by respondents. The findings also indicated that technology usage, support from colleagues, family support, and motivation helped teachers achieve a better work-life balance. The authors Savitha and Kasthuri (2022) aimed to identify the causes of workplace stress among self-finance college teachers and examine its effects on their work and well-being. The study found that most teachers experienced a moderate level of occupational stress. Work overload and job insecurity were identified as the major causes of stress among faculty members. The findings further revealed that stress led to psychological problems, reduced job satisfaction, and lower productivity. The study concluded that management should implement stress reduction activities, employee development programs, and training interventions to help teachers effectively manage workplace stress. The study of Jain and Chourasiya (2022) aimed to review the existing literature on occupational stress among faculty members of higher education institutions in India and identify the major stressors affecting them. The study analyzed 25 research articles published over the previous seven years using a systematic literature review approach. The findings revealed that teaching in higher education is no longer considered a less stressful profession due to increasing globalization, competition, and expanding job responsibilities. Faculty members experience stress from excessive workload, administrative duties, performance expectations, and institutional demands. The study concluded that occupational stress management should be treated as a strategic and operational priority to improve faculty well-being and institutional outcomes.

III. STATEMENT OF THE PROBLEM

Faculty members in self-financing Arts and Science colleges play a vital role in delivering quality education, mentoring students, and contributing to institutional development. However, the changing nature of higher education has increased the responsibilities of faculty members beyond teaching to include research, administrative duties, student counseling, accreditation activities, and performance-based evaluations. These multiple responsibilities often create difficulties in maintaining a healthy balance between professional and personal life. At the same time, factors such as excessive workload, time pressure, job insecurity, limited career advancement opportunities, and organizational expectations may contribute to increased job stress among faculty members. Persistent work-life imbalance and job stress can adversely affect the physical and psychological well-being of faculty, resulting in reduced job satisfaction, lower productivity, and diminished teaching effectiveness. Although several studies have examined occupational stress and work-life balance among educators, limited empirical evidence is available specifically for faculty working in self-financing Arts and Science colleges in Erode. Therefore, there is a need to investigate the work-life dynamics and job stress experienced by faculty members and understand the factors influencing them.

IV. OBJECTIVES OF THE STUDY

- To study the demographic profile of the selected respondents in self-financing Arts and Science colleges in Erode.
- To examine the work-life dynamics among faculty members in self-financing colleges in the study area.
- To analyze the job stress among faculty members in self-financing Arts and Science colleges in Erode.

V. HYPOTHESIS OF THE STUDY

- There is no significant relationship between age of the respondents and work-life dynamics.
- There is no significant relationship between teaching assignment of the respondents and work-life dynamics.

- There is no significant relationship between career development opportunities of the respondents and work-life dynamics.
- There is no significant mean difference in job stress with regard to designation of the respondents.
- There is no significant mean difference in job stress with regard to working experience of the respondents.
- There is no significant mean difference in job stress with regard to causes of job stress of the respondents.
- There is significant relationship between work-life dynamics and job stress among selected respondents.

VI. RESEARCH METHODS

This study adopts a descriptive research design. Both primary and secondary data sources have been utilized for the study. The primary data were collected through a structured questionnaire designed to gather information regarding the demographic profile of faculty members, their work-life dynamics, and factors contributing to job stress. The secondary data were collected from books, journals, research articles, dissertations, websites and other relevant published sources. The target population of the study consists of faculty members employed in self-financing Arts and Science colleges in Erode district. A sample of 132 faculty members was selected using the random sampling technique. The collected data were coded, tabulated, and entered into MS-Excel for preliminary processing. Subsequently, the data were analyzed using SPSS 26.0 software. In addition, various statistical tools such as Percentage Analysis, Mean Score Analysis, Standard Deviation, Chi-Square Analysis, Analysis of Variance (ANOVA) and Linear Regression Analysis were employed.

VII. RESULT AND DISCUSSION

7.1 Demographic Profile of the Respondents

The collected details of demographic profile of the selected faculty members in self-financing Arts and Science colleges have been furnished in the following table.

Table 1: Demographic Profile of the Respondents

No.	Variables Name	Number of Respondents	%
1	Age		
	• Upto 30 years	39	29.5
	• 31 - 40 years	49	37.1
	• 41 - 50 years	27	20.5
	• Above 50 years	17	12.9
	Total	132	100.0
2	Designation		
	• Assistant Professor	87	65.9
	• Associate Professor	45	34.1
	Total	132	100.0
3	Teaching Assignment		
	• UG Level	71	53.8
	• PG Level	36	27.3
	• Both	25	18.9
	Total	132	100.0
4	Working Experience		
	• Below 5 Years	26	19.7
	• 5 – 10 Years	54	40.9
	• 11 – 15 Years	33	25.0
	• Above 15 Years	19	14.4
	Total	132	100.0
5	Career Development Opportunities		
	• Training and development	43	32.6
	• Promotion opportunities	38	28.8
	• Research support	21	15.9
	• Professional growth	30	22.7
	Total	132	100.0
6	Causes of Job Stress		
	• Excessive workload	51	38.6
	• Time pressure	29	22.0
	• Job insecurity	32	24.2
	• Inadequate compensation	20	15.2
	Total	132	100.0

- From the analysis, it is mentioned that 29.5% of the respondents are up to 30 years, 37.1% are between 31–40 years, 20.5% are between 41–50 years and 12.9% are above 50 years.
- It is displayed that 65.9% of the respondents are Assistant Professors and 34.1% are Associate Professors.

- It is indicated that 53.8% of the respondents are handling UG level classes, 27.3% are handling PG level classes and 18.9% are handling both UG and PG level classes.
- It is observed that 19.7% of the respondents have below 5 years of experience, 40.9% have 5–10 years of experience, 25.0% have 11–15 years of experience and 14.4% have above 15 years of experience.
- It is asserted that 32.6% of the respondents prefer training and development, 28.8% prefer promotion opportunities, 15.9% prefer research support and 22.7% prefer professional growth.
- It is evaluated that 38.6% of the respondents identify excessive workload as the major cause of job stress, 22.0% identify time pressure, 24.2% identify job insecurity and 15.2% identify inadequate compensation.

7.2 Work–Life Dynamics

Work–life dynamics among faculty members refer to their ability to effectively balance professional responsibilities and personal life commitments, thereby promoting overall well-being and satisfaction. For this study, the researchers have framed 8 statements with regard to work–life dynamics among faculty in self-financing Arts and Science colleges in Erode.

It is observed from the analysis that the Cronbach Alpha value for the statements of work–life dynamics of faculty is 0.931 and the reliability of the work–life dynamics of faculty is good and fit for analysis. It is depicted among statements of work–life dynamics of faculty that most of the faculties opined as ‘My work responsibilities rarely interfere with my personal or family life’ with the mean score and standard deviation of 4.22 and 1.09 respectively followed by ‘My institution supports employees in balancing work and personal life’ with the mean score and standard deviation of 4.04 and 1.23 respectively.

Testing Of Hypothesis (Chi-Square Test)

Relationship between Demographic Profile and Work–Life Dynamics (Chi-Square Test)

With a view to find the degree of association between demographic profile and work–life dynamics, a cross-tabulation has been framed. In order to find the relationship between selected independent variables

and work-life dynamics, hypotheses are developed and analyzed by applying Chi-square test.

Age and Work-Life Dynamics

H₀: There is no significant relationship between age of the respondents and work-life dynamics.

Table 2: Age and Work-Life Dynamics

S. No	Age	Work-Life Dynamics			Total	Mean Score	Chi-Square Value
		Low	Medium	High			
1	Upto 30 years	8 (20.5%)	14 (35.9%)	17 (43.6%)	39 (100.0%)	3.91	6.545 (0.365 ^{NS})
2	31 - 40 years	9 (18.4%)	16 (32.7%)	24 (49.0%)	49 (100.0%)	3.86	
3	41 - 50 years	4 (14.8%)	7 (25.9%)	16 (59.3%)	27 (100.0%)	4.30	
4	Above 50 years	0 (0.0%)	9 (52.9%)	8 (47.1%)	17 (100.0%)	3.90	
	Total	21	46	65	132		

Note: Parenthesis indicates 'p' value; NS – Not Significant

From the above table, it is displayed that respondents belonging to the 41-50 years age group perceive a higher level of work-life dynamics. Also, the 'p' value is greater than 0.05 and the null hypothesis is accepted. Hence, there is no significant relationship between age of the respondents and their work-life dynamics in self-financing Arts and Science colleges.

Teaching Assignment and Work-Life Dynamics

H₀: There is no significant relationship between teaching assignment of the respondents and work-life dynamics.

Table 3: Teaching Assignment and Work-Life Dynamics

S. No	Teaching Assignment	Work-Life Dynamics			Total	Mean Score	Chi-Square Value
		Low	Medium	High			
1	UG Level	10 (14.1%)	22 (31.0%)	39 (54.9%)	71 (100.0%)	3.96	5.878 (0.208 ^{NS})
2	PG Level	6 (16.7 %)	11 (30.6%)	19 (52.8%)	36 (100.0%)	3.98	
3	Both	5 (20.0%)	13 (52.0%)	7 (28.0%)	25 (100.0%)	3.87	
	Total	21	46	65	132		

Note: Parenthesis indicates 'p' value; NS – Not Significant

The analysis observed that faculty members teaching at the PG level perceive a higher level of work-life dynamics. Further, the 'p' value is greater than 0.05 and the null hypothesis is accepted. Therefore, there is no significant relationship between teaching assignment of the respondents and their work-life dynamics in self-financing Arts and Science colleges.

Career Development Opportunities and Work-Life Dynamics

H₀: There is no significant relationship between career development opportunities of the respondents and work-life dynamics.

Table 4: Career Development Opportunities and Work-Life Dynamics

S. No	Career Development Opportunities	Work-Life Dynamics			Total	Mean Score	Chi-Square Value
		Low	Medium	High			
1	Training and development	7 (16.3%)	13 (30.2%)	23 (53.5%)	43 (100.0%)	0.44	15.367 (0.018 ^{**})
2	Promotion opportunities	6 (15.8%)	11 (28.9%)	21 (55.3%)	38 (100.0%)	0.39	
3	Research support	2 (9.5%)	15 (71.4%)	4 (19.0%)	21 (100.0%)	0.44	
4	Professional growth	6 (20.0%)	7 (23.3%)	17 (56.7%)	30 (100.0%)	0.53	
	Total	21	46	65	132		

Note: Parenthesis indicates 'p' value; ** – Significant at 5% level

It is revealed from the analysis that respondents who receive professional growth opportunities perceive a higher level of work–life dynamics. In addition, the ‘p’ value is lesser than 0.05 and the null hypothesis is rejected. Thus, there is a close significant relationship between career development opportunities of the respondents and their work–life dynamics in self-financing Arts and Science colleges.

7.3 Job Stress

Job stress among faculty members refers to the physical, mental and emotional strain experienced due to work-related demands and pressures in the academic environment. For this study, the researchers have framed 8 statements with regard to job stress among faculty in self-financing Arts and Science colleges in Erode.

It is illustrated from the analysis that the Cronbach Alpha value for the statements of job stress of faculty is 0.974 and the reliability of the job stress of faculty is good and fit for analysis. It is confirmed among statements of job stress of faculty that most of the

faculties opined as ‘I experience stress when balancing teaching, research, and administrative tasks’ with the mean score and standard deviation of 3.96 and 0.84 respectively followed by ‘work-related stress negatively affects my physical health’ with the mean score and standard deviation of 3.92 and 0.96 respectively.

Testing Of Hypothesis (Anova)

Relationship between Demographic Profile and Job Stress

This section has analyzed that the relationship between the demographic profile and job stress among faculty members in self-financing Arts and Science colleges, Erode. A hypothesis has been developed in order to examine the relationship between selected independent variables and job stress through ANOVA.

Designation and Job Stress

H₀: There is no significant mean difference in job stress with regard to designation of the respondents.

Table 5: Designation and Job Stress

S. No.	Designation	Mean Score	SD	‘F’ Value	‘p’ Value
1.	Assistant Professor	3.79	0.36	1.193	0.277 ^{NS}
2.	Associate Professor	3.70	0.52		

Note: NS – Not Significant

From the above table, it is mentioned that assistant professors in self-financing Arts and Science colleges perceive the highest level of job stress. Further, the ‘p’ value is greater than 0.05 accordingly the null hypothesis is accepted. So, there is no significant mean difference in job stress among faculty members of self-

financing Arts and Science colleges with regard to designation.

Working Experience and Job Stress

H₀: There is no significant mean difference in job stress with regard to working experience of the respondents.

Table 6: Working Experience and Job Stress

S.No.	Working Experience	Mean Score	SD	‘F’ Value	‘p’ Value
1.	Below 5 Years	3.97	0.44	3.166	0.027**
2.	5 – 10 Years	3.61	0.49		
3.	11 – 15 Years	3.80	0.45		
4.	Above 15 Years	3.74	0.42		

Note: ** - Significant at 5% level

The analysis divulged that faculty members with below 5 years of working experience in self-financing Arts and Science colleges perceive the highest level of job stress. Further, the ‘p’ value is lesser than 0.05

consequently the null hypothesis is rejected. Hence, there is a significant mean difference in job stress in self-financing Arts and Science colleges with regard to working experience of the respondents.

Causes of Job Stress and Job Stress

H₀: There is no significant mean difference in job stress with regard to causes of job stress of the respondents.

Table 7: Causes of Job Stress and Job Stress

S.No.	Causes of Job Stress	Mean Score	SD	'F' Value	'p' Value
1.	Excessive workload	3.58	0.52	5.004	0.003*
2.	Time pressure	3.95	0.45		
3.	Job insecurity	3.82	0.31		
4.	Inadequate compensation	3.65	0.45		

Note: * - Significant at 1% level

It is inferred from the analysis that faculty members in self-financing Arts and Science colleges experience the highest level of job stress due to time pressure. Moreover, the 'p' value is lesser than 0.05 thus the null hypothesis is rejected. Therefore, there is a significant mean difference in job stress in self-financing Arts and Science colleges with regard to causes of job stress of the respondents.

7.4 Degree of Relationship between Work-Life Dynamics and Job Stress

The relationship between work-life dynamics and job stress among faculty members in self-financing Arts and Science colleges is discussed in the following table.

H₀: There is significant relationship between work-life dynamics and job stress among selected respondents.

Table 8: Degree of Relationship between Work-Life Dynamics and Job Stress
(Linear Regression Analysis)

No.	Variables	Coefficient	SE	't' value	'p' value
	(Constant)	3.565			
1	Work-Life Dynamics	0.082	0.023	3.565	0.000*
	R Value	0.945			
	R ² Value	0.893			
	F Value	90.208			

Note: * - Significant at 1% level

From the above table, the regression model is statistically fit, as indicated by the R² value of 0.893, which shows that the selected independent variables collectively explain 89.3% of the variation in job stress among the respondents in self-financing Arts and Science colleges. The F value is statistically significant at the 1 percent level, confirming the overall adequacy and reliability of the model. It is found that work-life dynamics show statistically significant positive coefficient with job stress among respondents. The regression results further emphasize that the job stress among respondents is predicted to increase by 8.2% for work-life dynamics in self-financing Arts and Science colleges.

VIII. FINDINGS

- It is found from the analysis that majority (37.1%) of the respondents belong to the 31–40 years age category.
- It is found from the analysis that majority (65.9%) of the respondents belong to the Assistant Professor category.
- It is found from the analysis that majority (53.8%) of the respondents belong to the UG level teaching assignment category.
- It is found from the analysis that majority (40.9%) of the respondents belong to the 5–10 years of working experience category.
- It is found from the analysis that majority (32.6%) of the respondents belong to the training and development category.

- It is found from the analysis that majority (38.6%) of the respondents belong to the excessive workload category.
- It is depicted from the mean score of work–life dynamics that the statements ‘My work responsibilities rarely interfere with my personal or family life’ followed by ‘My institution supports employees in balancing work and personal life’ with the mean score of 4.22 and 4.04 respectively.
- From the analysis, it is examined that respondents belonging to the 41-50 years age group perceive a higher level of work–life dynamics in self-financing Arts and Science colleges. The Chi-square test confirmed that there is no significant relationship between age of the respondents and their work–life dynamics in self-financing Arts and Science colleges.
- The analysis indicated that faculty members teaching at the PG level perceive a higher level of work–life dynamics in Arts and Science colleges. It could be observed from the Chi-square test that there is no significant relationship between teaching assignment of the respondents and their work–life dynamics in self-financing Arts and Science colleges.
- It is surmised from the analysis that respondents who receive professional growth opportunities perceive a higher level of work–life dynamics in Arts and Science colleges. From the Chi-square test, it is stated that there is a close significant relationship between career development opportunities of the respondents and their work–life dynamics in self-financing Arts and Science colleges.
- It is noticed from the mean score of job stress of faculty that the statements ‘I experience stress when balancing teaching, research, and administrative tasks’ and ‘work-related stress negatively affects my physical health’ have mean score of 3.96 and 3.92 respectively.
- It is mentioned that assistant professors in self-financing Arts and Science colleges perceive the highest level of job stress. The ANOVA inferred that there is no significant mean difference in job stress among faculty members of self-financing Arts and Science colleges with regard to designation.
- From the analysis, it is proved that faculty members with below 5 years of working experience in self-financing Arts and Science colleges perceive the highest level of job stress. It is justified from the ‘F’ test that there is a significant mean difference in job stress in self-financing Arts and Science colleges with regard to working experience of the respondents.
- It is depicted from the analysis that faculty members in self-financing Arts and Science colleges experience the highest level of job stress due to time pressure. From the ANOVA, it is identified that there is a significant mean difference in job stress in self-financing Arts and Science colleges with regard to causes of job stress of the respondents.
- It is asserted from the linear regression analysis that work-life dynamics show statistically significant positive coefficient with job stress among respondents. Furthermore, the job stress among respondents is predicted to increase by 8.2% for work-life dynamics in self-financing Arts and Science colleges.

IX. SUGGESTIONS

- The findings showed that faculty members upto 30 years of age perceive a higher level of work–life dynamics. Hence, arts and science colleges should design supportive work–life balance initiatives for younger faculty members to help them achieve similar levels of work–life dynamics.
- From the study, it is indicated that faculty members teaching at the UG level perceive a higher level of work–life dynamics. Therefore, institutions should provide greater academic flexibility and resource support to UG-level faculty members to enhance their work–life balance.
- It is observed that respondents receiving professional growth opportunities perceive a higher level of work–life dynamics. So, self-financing Arts and Science colleges should enhance career development initiatives, training programmes, and growth opportunities for all faculty members.

- It could be observed that assistant professors perceive the highest level of job stress. Thus, Arts and Science colleges should implement stress management programmes, counseling and institutional support mechanisms should be provided to help them manage professional challenges effectively.
- From the findings, it is determined that faculty members with below 5 years of working experience perceive the highest level of job stress. Thus, orientation programmes, stress management training and continuous guidance should be offered to early-career faculty members.
- The study revealed that time pressure is the major cause of job stress among faculty members. Thus, institutions should ensure realistic deadlines, proper time allocation, and efficient work scheduling to minimize time-related stress.

X. CONCLUSION

This study aimed to examine the work–life dynamics and job stress among faculty in self-financing Arts and Science colleges in Erode. This study noticed that there is a close significant relationship between career development opportunities of the respondents and their work–life dynamics whereas there is a significant mean difference in job stress with regard to working experience and causes of job stress among faculty members in self-financing Arts and Science colleges. Therefore, self-financing Arts and Science colleges should promote flexible work arrangements and professional growth opportunities to enhance the work–life dynamics of faculty members as well as should implement effective stress management programmes and ensure proper workload distribution to reduce job stress among faculty members as well as

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