Workplace Stress and Coping Behaviour among College Faculty: Implications for Job Performance in Kanniyakumari District

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Abstract

This research paper investigates workplace stress, coping behaviour and job performance of college faculty in Arts and Science Colleges in Kanniyakumari District of Tamil Nadu. The investigation employs a quantitative design with a descriptive and analytical basis, and demonstrates the full empirical workflow using a clearly labelled simulated academic dataset of 300 faculty members, because actual field survey data were not supplied for this drafting exercise. Workplace stress is defined through work overload stress, roles conflict, role ambiguity, student-related stress, administrative hassle, research pressure and work-life imbalance. The following coping behaviour is studied: problem-focused coping, emotion-focused coping, avoidance coping, social support coping and positive reframing. The teaching performance, research performance, student guidance performance, administrative performance and institutional commitment along with teaching capabilities are essential for effective management. The simulated analysis consists of frequency analysis, descriptive statistics, reliability testing, t-test, ANOVA, Pearson correlation, multiple regression and moderation analysis. According to the findings moderate to high levels of workplace stress exist, and the strongest stressors would be workload stress, administrative burden and research pressure. There exists a significant negative relationship between workplace stress and job performance. On the other hand, there exists a significant positive relationship between coping behaviour and job performance. The findings of the moderation analysis suggest that adaptive coping behaviour weakens the stress-performance relationship. The paper concludes that higher education institutions can enhance faculty performance through the redesign of workload systems, reduction of unreasonable administrative burden, enhancement of institutional support and structuring of coping and well-being interventions. What these findings illustrate must be thrown out and replaced with actual field findings so that it can be submitted to journals and the thesis.

Keywords: workplace stress; coping behaviour; college faculty; job performance; Arts and Science Colleges; Kanniyakumari District; higher education management

Data disclosure statement: The statistical values, charts and tables in this manuscript are derived from a clearly labelled simulated dataset generated for academic drafting and demonstration. They should not be presented as actual field findings until a real faculty survey is conducted and analysed.

1. Introduction

Higher education institutions perform several crucial functions like classroom teaching, curriculum implementation, mentoring, research, community engagement and institutional governance that essentially require the services of faculty members. Higher education in India now entails increased volume of work and complexity of processes. The All India Survey on Higher Education, 2021-22 has reported a very large national higher education faculty at 15.98 lakh teachers with a gender composition of 56.6% male and 43.4% female faculty (Ministry of Education, 2024). As per the National Education Policy 2020, multidisciplinary learning, research orientations, quality assurance and institutional autonomy have been given importance,

all of which have implications for the changing role expectations of college teachers (Government of India, 2020).

The mixed professional role of faculty work involves teaching, documentation, evaluation, use of technology, production of research, preparation for accreditation, and student counter. When these demands arise, workplace stress may adversely affect people's well-being and job performance. The literature on academic work shows that these same stressors have appeared repeatedly in higher education in studies (Shen & Slater, 2021; Urbina-Garcia, 2020; Watts & Robertson, 2011), workload, time pressure, administrative demand, research pressure, technological change, role ambiguity and job insecurity. These pressures are not just individual problems, but part and parcel of institutional routines, resource constraints, compliance systems and performance evaluation cultures.

When the demands of the job at any level of the employees exceed the resource, control or coping capacity, it is workplace stress. According to the job demands-resources model, demands may lead to strain, but not when resources are available to counterbalance the demands. For example, workload and emotional demands are counterbalanced by autonomy, supervisor support, collegiality, fair evaluation and professional development (Bakker & Demerouti, 2007; Demerouti & Bakker, 2023). Within the college context, the teaching hours, internal assessment work, examination duties, student counselling, administrative reporting publication requirements can become cumulative demands. When the resources are insufficient, the faculty is likely to experience fatigue, emotional exhaustion, drop in motivation and lower the effectiveness of tasks (Maslach et al., 2001; Schaufeli, 2017).

A professor's coping behaviour is the central mechanism through which he manage workplace pressure. According to the transactional theory of stress and coping, stress depends on the individual appraisal of the demands as well as coping responses used to manage those demands (Lazarus & Folkman, 1984). Using problem-focused coping, social support, and positive reframing, on the other hand, helps our faculty members stay competent even under pressure. Kalpana & Poovaraghavan (2025) Avoidance coping, on the other hand, can relieve discomfort for some time but ultimately may increase the unresolved work demands over time. (Carver, 1997; Folkman & Moskowitz, 2004)). Recent research into university faculty members continues to show the practical relevance of coping resources, stress strategies and institutional support to sustain their well-being and productivity (Ohadomere & Ogamba, 2021; Vacchi et al., 2024).

The unique higher education environment of the Kanniyakumari District is created by the Government, aided and self-financing Arts and Science Colleges with student from different social, linguistic and economic background. In universities like such faculty members face various pressures, like the pressures of workload, research expectations, institutional documentation and diversity of students, technology and employment conditions. Institutions that are self-financing may involve a closer performance monitoring and heavier teaching-administrative load. Aided and Government institutions may involve a formal accountability, public examination responsibilities and compliance-related documentation. A study focusing on the incidence rates of incidents in a district state will help identify the stress patterns locally and provide practical interventions for faculty performance.

The present paper studies workplace stress and coping behaviour of college faculty and its implications for job performance. It encompasses the organisation theory of stress, theory of coping and education management theories. In the absence of real field data, this paper uses a simulated dataset to demonstrate the complete statistical framework that is typically found in an empirical article. Thus, it can serve as a research template for the manuscript, and the data tables must be substituted at the time of publishing or thesis submission.

2. Review of Literature

2.1 Workplace Stress of Faculty Members

A notable employer's hands-on approach may have positive consequences, albeit with financial limitations. Municipal Schools offer educational opportunities and daycare services for children whose parents are not working or are part of the organized sector. Integrative reviews show that academic staff frequently report moderate to high stress, with workload and time pressure dominating stressors (Shen & Slater, 2021; Urbina-

Garcia, 2020). According to Maslach et al. 2001, burnout research indicates that a long period of work overload may cause emotional exhaustion, depersonalisation and diminished personal accomplishment.

Academic staff experience stress which is not limited to the teaching load. It can be easy to feel your position in the education sector will always bring stress. According to Watts and Robertson (2011), university teaching staff face burnout risks due to workload, role stress and organisational change. In the same way, prior research into university stress pointed to a failure to recognize, limited resources, bureaucracy and work-life interference (Gillespie et al., 2001; Winefield et al., 2003). These results have relevance for colleges in India where teachers often have to juggle instructions, evaluating, aiding students and documentation K. V. (2026).

Recent post-pandemic work increased the stress profile of teachers as a result of digital teaching and technology adaptation. When faculty members, require to adapt themselves continuously to platforms, online assessment systems, institutional portals and communication technologies without adequate help, technostress may emerge (Khlaif et al., 2023; Li & Wang, 2021). An assessment of online instruction during pandemic depicts enhanced stress and burnout in academics whose boundaries between work and personal life got disrupted and technical duties were activated at a fast pace (Mosleh et al., 2022). Despite the return to traditional classes, most faculty still use a lot of digital documentation, learning management systems and hybrid communication in their academic work.

Stress in the workplace has dimensions of gender and career stage. Young professors commonly have insecure jobs, expedient publication, heavy teaching loads, and limited influence at their institution. Hanjabam et al. (2026) Women faculty might experience further challenges regarding work-life balance and invisible emotional labour. Recent research examining faculty well-being has found that organizational support should be sensitive to differences in demographics and career-stage, rather than relying solely on generalized stress management messaging (Jayman et al., 2022; Vacchi et al., 2024).

2.2 Coping Mechanism in Academic Work

Coping behaviour words the cognitive and behavioural effort employed to manage the demand that is appraised as stressful. Lazarus and Folkman (1984) differ coping from the stressor through appraisal and response process. Problem-focused coping entails an individual's attempts to change something about the environment to reduce the stress. The regulation of emotional reactions is attempted by adopting a mode of emotional-focused coping. Avoidance coping refers to delaying, denying, or withdrawing from the stressor. It can become maladaptive when it prevents resolution of the problem (Carver, 1997; Folkman & Moskowitz, 2004).

Academic staff multistrategies using more than one strategy. A teacher under high workloads is likely to prepare a week's work schedule, ask colleagues for help, and talk about the challenge with family members, reframe it as short-lived behavioural and use personal/spiritual practices to maintain emotion balance. The institutional circumstances determine the effectiveness of coping. Constant coping as an individual cannot compensate for chronic role overload, unfair evaluation or insufficient resources. It is essential to create a healthy work-life balance by addressing workload, communication, and supervisor support. High Education interventions should focus on the context and systems rather than all spheres of an individual's life. (Ohadomere & Ogamba, 2021)

In areas and establishments where staff engage with an array of students and inconsistent infrastructures, coping becomes essential. Support from peers, department heads and families helps in easing isolation and increasing problem-solving. Dar et al. (2025) Positive reframing can serve as an effective coping strategy that teachers use to maintain their professional commitment. However, it should not be romanticised as acceptance of an excessive workload. Although it may seem appealing to cope through avoidance when reporting systems or interpersonal conflicts are difficult, it is actually unhelpful as it results in postponement of tasks, leading to an increase in their number and a decline in performance. Consequently, the adaptation process must be investigated both as a personal resource and as a behaviour that was shaped by the organisation (Carver et al. 1989; Hobfoll, 1989).

2.3 Job Performance of College Faculty

Job performance is not one dimensional. Following Koopmans et al. (2014), task performance can relate to quantitative and qualitative performance. In a university setting, task performance includes preparation for teaching, delivery of teaching in the classroom, assessment, research output, and administration. The effort made to mentor students, help colleagues, participate in institutional activitiess and contribute to a good academic climate is called contextual performance. Such performance is shaped not only by individual ability but also by resources, motivation, workload, autonomy and institutional culture (Borman and Motowidlo, 1993; Motowidlo and Van Scotter, 1994).

Faculty performance of job in Arts and Science Colleges is comprehended with teaching effectiveness, research productivity, student guidance, administrative performance and institutional commitment. Teaching performance is a function of preparation, pedagogical clarity, regularity and student engagement. The research performance depends largely on time, training, and resources as well as publication support. The examination duty, department duty, and accreditation documents and institution documents. Stress can affect how well we perform in our jobs and consume our cognitive and emotional resources. Adaptive coping may help to preserve attention, planning, and professional motivation (Bakker & Demerouti, 2017; Koopmans et al., 2014)

The relationship between the stress and performance is not a linear function at all times but continuous unmanaged. Having some pressure can get work done on time and prepare for it, but constant high demands and lack of resources create strain and disengagement. According to job demands-resources theory, demands create strain in jobs while resources create engagement, satisfaction, and performance (Bakker et al., 2023; Schaufeli & Bakker, 2004). The term coping behaviours can therefore be treated as a resource which conditions the stress-performance relationship.

2.4 Institutional Support, Mental Health and Quality of Higher Education

Workplace well-being and mental health is now becoming an organisational responsibility than being a private affair. The World Health Organization And International Labour Organization Stress That The Way Work Is Designed, The Culture Of The Organisation, Measures To Prevent Bullying, Reasonable Workloads, Training Of Managers And Access To Support Are Central To Mental Health At Work (World Health Organization & International Labour Organization, 2022). Applying these Principles in Higher Education Standards of education are implemented in higher education through transparent workload allocation and research expectations.

The ability of the faculty of higher education and their capacity, motivation and performance determine quality improvement. As part of higher education reform (University Grants Commission, 2021), the University Grants Commission has stressed quality enhancement, professional development and institutional improvement. Yet, quality mandates prove to be stressors when colleges convert them into too much reporting, unclear expectations or symbolic compliance. Correspondingly, a school's consideration of faculty well-being should be a condition for educational quality. It should not be seen as a welfare issue.

3. Theoretical Approach

3.1 Transactional Model of Stress and Coping

This study is driven by three complementary perspectives. The appraisal of demands and the perceived capacity to respond produce stress, the first transactional model of stress and coping explains (Lazarus & Folkman, 1984). The same administrative task or publication target may elicit different evaluations from a faculty member depending on availability, support, autonomy, and past experience. Coping behaviours are mediating processes and moderating processes because they interpret and manage demands.

3.2 Job Demands-Resources Model

The job demands-resources model explains stress in the workplace according to demands. Strains may result from job demands including workload, role conflict, emotional strain and technology strain. Job resources that pull down strain and/or boost engagement are for example, supervisor support, autonomy, feedback, collegiality, career development opportunities, and a fair workload system (Bakker & Demerouti, 2007; Bakker et al., 2023). Coping behaviour is regarded as an individual resource that can offset the detrimental impact of workplace stressors on job performance in the current analysis.

3.3 Conservation of Resources Theory

According to the third theory, the conservation of resources, "humans strive to obtain, protect and retain resources." A situation when resources which a person values are threatened, lost, or in value not enough to meet demands counts as stress. Continuous pressure on faculty members may result in the loss of time, emotional energy, confidence and family balance. Coping behaviour and institutional support helped in resource restoration, while chronic workload without support can cause cycles of resource loss(Halbesleben et al., 2014).

4. Research Gap

4.1 Empirical and Contextual Research Gap

There is a wealth of literature that shows academic staff experience stress and that coping strategies are important. Nonetheless, several gaps remain. First, it is worth noting that while many studies are limited to universities or national samples, studies of Arts and Science Colleges are mostly district-level studies. Local collegiate ecosystem also important because faculty roles, employment conditions, student profiles and administrative routines differ across districts and college types. Indian studies describe stressors but don't generally test workplace stress, coping behaviour and job performance in an integrated manner in a single model.

4.2 Analytical and Moderation Gap

Coping is often viewed as a mere descriptive variable and not as a mechanism that changes the stress-performance relationship. The utility of testing moderation lies in the capacity to determine whether adaptive coping weakens stress's harmful effect on performance. To begin with, information about college faculties in Kanniyakumari District across government, aided and self-financing institutions is available, but there is little comparative empirical evidence available on these categories. This paper fills these gaps using a structured conceptual model and a simulated analytical demonstration that can be later replaced by real field data.

5. Objectives of the Study

- To examine the level of workplace stress among college faculty members in Kanniyakumari District.
- To identify the major sources of workplace stress among faculty members.
- To analyse the coping behaviours adopted by faculty members to manage workplace stress.
- To examine the relationship between workplace stress and job performance.
- To test the influence of coping behaviour on job performance.
- To analyse whether coping behaviour moderates the relationship between workplace stress and job performance.
- To suggest practical measures for reducing faculty stress and improving job performance.

6. Research Questions

- What is the level of workplace stress among college faculty members in Kanniyakumari District?
- Which stress dimensions are most prominent among faculty members?
- What coping behaviours are most commonly adopted by faculty members?
- How is workplace stress related to job performance?
- How is coping behaviour related to job performance?
- Does coping behaviour reduce the negative association between workplace stress and job performance?
- Do workplace stress and coping behaviour differ across demographic and institutional categories?

7. Hypotheses

- H1: Workplace stress has a significant negative relationship with job performance among college faculty members.
- H2: Coping behaviour has a significant positive relationship with job performance among college faculty members.
- H3: Workplace stress significantly predicts job performance.
- H4: Coping behaviour significantly moderates the relationship between workplace stress and job performance.

- H5: There is a significant difference in workplace stress based on gender, designation, type of institution and teaching experience.
- H6: There is a significant difference in coping behaviour based on demographic characteristics.

8. Methodology

8.1 Research Design

The study follows a descriptive and analytical research design. The descriptive component identifies the demographic profile of respondents, major stressors, coping strategies and performance dimensions. The analytical component tests relationships among workplace stress, coping behaviour and job performance through correlation, regression, t-test, ANOVA and moderation analysis. The approach is quantitative and survey-based, which is appropriate when the objective is to measure perceptions and test statistically interpretable relationships across a larger faculty sample.

8.2 Population, Sample and Sampling Method

The target population consists of faculty members working in Arts and Science Colleges in Kanniyakumari District, Tamil Nadu. The intended institutional coverage includes government, aided and self-financing colleges. The model sample size is 300 faculty members. A stratified random sampling design is recommended for actual fieldwork so that each institution type is adequately represented. Where a complete sampling frame is not available, proportionate convenience sampling may be used with clear disclosure of its limitations.

8.3 Data Status and Simulation Protocol

Actual respondent-level field data were not provided for this manuscript. Therefore, a simulated academic dataset of 300 faculty members was generated only for demonstrating data analysis, statistical interpretation and publication-style presentation. The simulated dataset includes demographic variables and item-level Likert responses for workplace stress, coping behaviour and job performance. The simulation was structured to reflect plausible patterns reported in the literature: higher stress in self-financing colleges, moderate-to-high workload pressure, stronger coping among more experienced faculty, a negative relation between stress and performance and a positive relation between coping and performance. The dataset must be replaced by actual questionnaire data before journal submission or thesis use.

8.4 Measurement of Variables

Table 1. Questionnaire Design and Measurement Plan

Variable	Dimensions / indicators	Items / variables	Scale	Source / adaptation basis
Workplace stress	Workload stress; role conflict; role ambiguity; student-related stress; administrative burden; research pressure; work-life imbalance	21	5-point Likert	Adapted from occupational stress and academic stress literature; theoretically aligned with JD-R model
Coping behaviour	Problem-focused coping; emotion-focused coping; avoidance coping; social support coping; positive reframing	15	5-point Likert	Adapted from Lazarus and Folkman and Brief COPE traditions
Job performance	Teaching performance; research	15	5-point Likert	Adapted from individual work performance and

	performance; student guidance; administrative performance; institutional commitment			faculty performance literature
Demographic profile	Gender; age group; marital status; qualification; designation; institution type; experience; income; discipline	9 variables	Categorical	Developed for the present study context

Note. Items are measured on a 5-point Likert scale where 1 = strongly disagree and 5 = strongly agree. The table presents the proposed measurement design for actual fieldwork.

8.5 Statistical Tools

The analysis uses frequency and percentage analysis to describe the sample profile, mean and standard deviation to examine construct levels, Cronbach alpha to test internal consistency, independent samples t-test to examine gender difference, one-way ANOVA to compare institution type and experience groups, Pearson correlation to test bivariate relationships, multiple regression to estimate predictive effects and moderated regression to test whether coping behaviour changes the strength of the stress-performance relationship. These procedures are consistent with survey-based HRM and organisational behaviour research using Likert-scale composite scores (Koopmans et al., 2014; Schaufeli, 2017).

8.6 Ethical Considerations

For actual field implementation, participation should be voluntary and based on informed consent. Respondents should be assured that their identities, colleges and responses will remain confidential. The questionnaire should avoid intrusive personal questions and should allow respondents to withdraw without penalty. The present manuscript uses simulated data and therefore does not involve human participants at this drafting stage.

9. Data Analysis and Interpretation

This section presents SPSS-style and Excel-style statistical tables using the simulated dataset. Each result is interpreted as an analytical demonstration. The direction of findings is plausible and theoretically grounded, but it should not be treated as empirical evidence from Kanniyakumari District until real survey responses are collected.

9.1 Demographic Profile of Respondents

Table 2. Demographic Profile of Respondents (n = 300)

Variable	Category	Frequency	Percentage
Gender	Male	145	48.3
	Female	155	51.7
Age group	Below 30	53	17.7
	31-40	112	37.3
	41-50	85	28.3
	Above 50	50	16.7
Marital status	Single	77	25.7
	Married	223	74.3
Educational qualification	PG with NET/SET	104	34.7
	M.Phil.	52	17.3
	Ph.D.	144	48.0
Designation	Assistant Professor	215	71.7

	Associate Professor	63	21.0
	Professor	22	7.3
Type of institution	Government	69	23.0
	Aided	95	31.7
	Self-financing	136	45.3
Teaching experience	Below 5 years	71	23.7
	6-10 years	83	27.7
	11-15 years	81	27.0
	Above 15 years	65	21.7
Monthly income	Below Rs. 30,000	57	19.0
	Rs. 30,001-50,000	85	28.3
	Rs. 50,001-70,000	103	34.3
	Above Rs. 70,000	55	18.3
Department/discipline	Humanities	62	20.7
	Commerce	68	22.7
	Science	62	20.7
	Computer Science	58	19.3
	Management/Social Sciences	50	16.7

Note. Percentages are computed on the total simulated sample of 300 faculty members.

The simulated profile shows a balanced gender distribution, with 48.3% male and 51.7% female respondents. The largest age group is 31-40 years, and nearly half of the respondents hold a Ph.D. The sample is weighted toward Assistant Professors and self-financing colleges, which is consistent with the intended emphasis on faculty members working across different institutional structures in Arts and Science Colleges. Teaching experience is distributed across early, middle and senior career stages, allowing comparison of stress and coping patterns by experience.

9.2 Descriptive Statistics of Workplace Stress

Table 3. Descriptive Statistics of Workplace Stress Dimensions

Dimension	Mean	SD	Min	Max	Rank
Workload stress	3.88	0.50	2.67	5.00	1
Administrative burden	3.71	0.50	2.33	5.00	2
Research pressure	3.63	0.52	2.33	5.00	3
Work-life imbalance	3.56	0.53	2.00	5.00	4
Student-related stress	3.45	0.54	2.33	5.00	5
Role conflict	3.36	0.51	2.00	5.00	6
Role ambiguity	3.23	0.51	1.67	4.33	7

Note. Higher scores indicate higher perceived stress. Values are based on a 1-5 Likert scale.

The overall pattern indicates moderate-to-high workplace stress. Workload stress records the highest mean score (M = 3.88), followed by administrative burden (M = 3.71) and research pressure (M = 3.63). Role ambiguity has the lowest mean among the stress dimensions, but it still remains above the neutral midpoint. This suggests that stress among faculty is not driven by a single demand; it reflects a cluster of teaching, administrative and research-related pressures.

9.3 Descriptive Statistics of Coping Behaviour

Table 4. Descriptive Statistics of Coping Behaviour Dimensions

Dimension	Mean	SD	Min	Max	Rank
Problem-focused coping	3.81	0.53	2.33	5.00	1
Social support coping	3.55	0.55	2.33	5.00	2
Positive reframing	3.40	0.52	2.00	5.00	3
Emotion-focused coping	3.23	0.54	2.00	4.67	4
Avoidance coping	2.72	0.43	1.33	4.00	5

Note. Avoidance coping is reported as a coping style; lower use of avoidance is interpreted as more adaptive in the overall coping score.

Problem-focused coping is the most frequently reported coping behaviour (M = 3.81), followed by social support coping (M = 3.55). Avoidance coping has the lowest mean score (M = 2.72), which is a favourable pattern because high avoidance may delay problem resolution. The results imply that faculty members may rely primarily on planning, prioritisation, peer support and positive reframing rather than withdrawal from work problems.

9.4 Descriptive Statistics of Job Performance

Table 5. Descriptive Statistics of Job Performance Dimensions

Dimension	Mean	SD	Min	Max	Rank
Teaching performance	3.86	0.49	2.00	5.00	1
Student guidance	3.71	0.53	2.00	5.00	2
Institutional commitment	3.64	0.51	2.00	5.00	3
Administrative performance	3.50	0.49	1.67	4.67	4
Research performance	3.35	0.53	1.00	4.67	5

Note. Higher scores indicate stronger self-reported job performance.

Teaching performance records the highest mean score (M = 3.86), suggesting that faculty members may continue to prioritise classroom work even under pressure. Research performance records the lowest mean (M = 3.35), which is consistent with the argument that research output is more vulnerable to workload pressure, limited time and institutional resource constraints. Student guidance and institutional commitment remain above the neutral midpoint, indicating sustained professional engagement.

9.5 Reliability Analysis

Table 6. Reliability Statistics

Scale	Items	Cronbach alpha
Workplace stress	21	0.941
Coping behaviour	15	0.895
Job performance	15	0.918
Overall instrument	51	0.835

Note. Cronbach alpha values above .70 are generally considered acceptable for internal consistency in social science survey research.

The reliability coefficients indicate strong internal consistency for the workplace stress, coping behaviour and job performance scales. The alpha value for workplace stress is .941, coping behaviour is .895 and job performance is .918. These values suggest that the items within each construct are internally coherent in the

simulated dataset. The overall instrument alpha is .835, indicating acceptable reliability for the combined instrument.

9.6 Gender-wise Difference in Workplace Stress

Table 7. Gender-wise Difference in Workplace Stress

Gender	N	Mean	SD
Male	145	3.461	0.426
Female	155	3.624	0.423

Note. Independent samples t-test: t = -3.314, p = 0.001.

Female faculty members show a higher mean workplace stress score than male faculty members in the simulated dataset. The t-test is statistically significant, suggesting that gendered differences in perceived stress may be important. This pattern may reflect differences in work-life responsibilities, emotional labour, institutional expectations or social roles; however, real field data and qualitative follow-up would be needed before drawing district-level conclusions.

9.7 Institution Type and Workplace Stress

Table 8. Institution Type-wise Mean Workplace Stress

Type of institution	N	Mean	SD
Aided	95	3.460	0.380
Government	69	3.360	0.465
Self-financing	136	3.699	0.396

Note. One-way ANOVA: F = 18.814, p < .001.

Self-financing college faculty show the highest mean workplace stress, followed by aided and government college faculty. The ANOVA result is statistically significant, suggesting that institutional type is a meaningful source of stress variation in the simulated dataset. This pattern is plausible in contexts where self-financing institutions place stronger emphasis on teaching load, student retention, performance monitoring and administrative compliance.

9.8 Workplace Stress by Designation and Teaching Experience

Table 9. Workplace Stress by Designation and Teaching Experience

Grouping variable	Category / summary	N	Mean stress	SD	F	p
Designation	Assistant Professor	215	3.592	0.419		
Designation	Associate Professor	63	3.447	0.470		
Designation	Professor	22	3.368	0.357		
Designation	ANOVA summary				4.913	.008
Teaching experience	11-15 years	81	3.500	0.435		
Teaching experience	6-10 years	83	3.615	0.389		
Teaching experience	Above 15 years	65	3.393	0.437		
Teaching experience	Below 5 years	71	3.655	0.430		
Teaching experience	ANOVA summary				5.482	.001

Note. ANOVA summary rows report the overall group difference for each grouping variable.

Workplace stress varies significantly by designation and teaching experience in the simulated dataset. Assistant Professors and faculty with below five years of experience show relatively higher stress scores than

Professors and faculty with more than fifteen years of experience. This pattern suggests that seniority and accumulated professional experience may provide role clarity, autonomy and coping confidence. However, such an interpretation should be tested with actual field data because designation, institution type and employment conditions may overlap.

9.9 Coping Behaviour by Teaching Experience

Table 10. Coping Behaviour by Teaching Experience

Teaching experience	N	Mean coping	SD
Below 5 years	71	3.335	0.454
6-10 years	83	3.484	0.363
11-15 years	81	3.446	0.419
Above 15 years	65	3.561	0.355

Note. One-way ANOVA: F = 3.809, p = 0.011.

Coping behaviour differs significantly by teaching experience. Faculty with more than fifteen years of experience show the highest coping score, while faculty with less than five years of experience show the lowest score. The finding supports the view that coping capacity develops through professional learning, familiarity with institutional routines, peer networks and confidence in managing students, administration and workload.

9.10 Correlation Analysis

Table 11. Pearson Correlation Matrix

Variable	Workplace stress	Coping behaviour	Job performance
Workplace stress	1.000	-0.353	-0.493
Coping behaviour	-0.353	1.000	0.627
Job performance	-0.493	0.627	1.000

Note. All non-diagonal correlations are statistically significant at p < .001 in the simulated dataset.

Workplace stress is negatively correlated with job performance (r = -0.493, p < .001), supporting H1. Coping behaviour is positively correlated with job performance (r = 0.627, p < .001), supporting H2. Workplace stress is also negatively related to coping behaviour (r = -0.353, p < .001), suggesting that high stress may erode adaptive coping resources or that stronger coping may reduce perceived stress.

9.11 Multiple Regression Analysis

Table 12. Regression Model Summary

Model	R	R square	Adjusted R square	F	p
Model 1: Stress only	0.493	0.243	0.240	95.527	< .001
Model 2: Stress + coping	0.691	0.478	0.474	135.750	< .001
Model 3: Stress, coping and interaction	0.710	0.504	0.499	100.083	< .001

Note. Dependent variable: job performance.

The stress-only model explains 24.3% of the variance in job performance. When coping behaviour is added, explained variance increases to 47.8%. The interaction model explains 50.4% of the variance, indicating an additional contribution of the stress-by-coping interaction. This pattern supports the theoretical expectation that coping behaviour is not merely an independent predictor but also changes the strength of the stress-performance association.

Table 13. Regression Coefficients

Model	Predictor	B	SE	Beta	t	p
Model 2	Workplace stress	-0.311	0.045	-0.310	-6.911	< .001

Model 2	Coping behaviour	0.554	0.048	0.518	11.554	< .001
Model 3	Stress	-0.329	0.044	-0.327	-7.433	< .001
Model 3	Coping	0.541	0.047	0.506	11.534	< .001
Model 3	Stress x coping	0.384	0.098	0.162	3.937	< .001

Note. Model 2 includes workplace stress and coping behaviour. Model 3 includes centred stress, centred coping and their interaction term.

In Model 2, workplace stress has a significant negative coefficient, while coping behaviour has a significant positive coefficient. This means that, after controlling for coping behaviour, higher stress is associated with lower job performance. Conversely, higher coping behaviour is associated with stronger job performance. In Model 3, the interaction term is positive and statistically significant, indicating that coping behaviour reduces the negative performance implications of workplace stress. The result supports H3 and H4 in the simulated analysis.

9.12 Hypothesis Testing Summary

Table 14. Hypothesis Testing Summary

Hypothesis	Statement	Key statistic	p	Decision
H1	Workplace stress has a significant negative relationship with job performance	-0.493	< .001	Supported
H2	Coping behaviour has a significant positive relationship with job performance	0.627	< .001	Supported
H3	Workplace stress significantly predicts job performance	-0.311	< .001	Supported
H4	Coping behaviour moderates the stress-performance relationship	0.384	< .001	Supported
H5	Workplace stress differs by gender, institution type, designation and experience	18.814	< .001	Partially supported
H6	Coping behaviour differs by demographic characteristics	3.809	.011	Supported

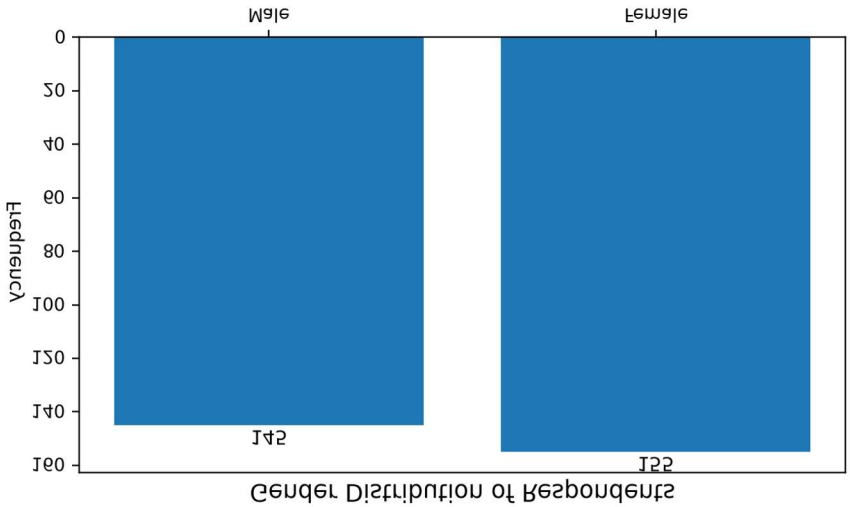
Note. Decisions are based on simulated statistical output and should be retested with actual field data.

The hypothesis summary shows support for the expected negative relationship between stress and performance, the positive relationship between coping and performance and the buffering role of coping behaviour. Group difference hypotheses are also supported or partially supported, indicating that

demographic and institutional variables should be included in actual field analysis rather than treated only as background information.

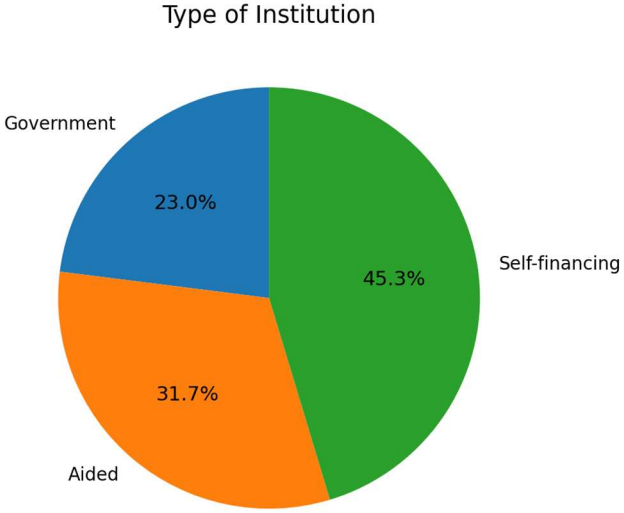
10. Graphs and Charts

Figure 1. Bar Chart Showing Gender Distribution



Data values: Male = 145; Female = 155.

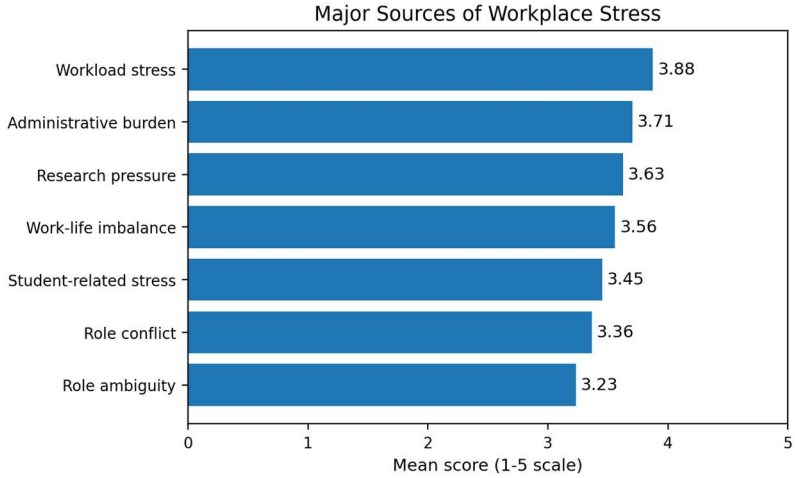
Interpretation: The sample is nearly balanced by gender, allowing meaningful comparison of workplace stress between male and female faculty members.igure 2. Pie Chart Showing Type of Institution



Data values: Government = 69; Aided = 95; Self-financing = 136.

Interpretation: Self-financing college faculty form the largest group in the simulated sample. This enables the analysis to capture stress patterns in institutions where workload and performance monitoring may be comparatively intense.

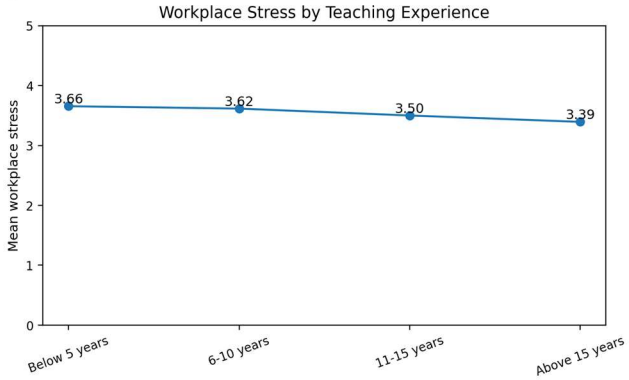
Figure 3. Bar Chart Showing Major Sources of Workplace Stress



Data values: Workload stress = 3.88; administrative burden = 3.71; research pressure = 3.63; work-life imbalance = 3.56; student-related stress = 3.45; role conflict = 3.36; role ambiguity = 3.23.

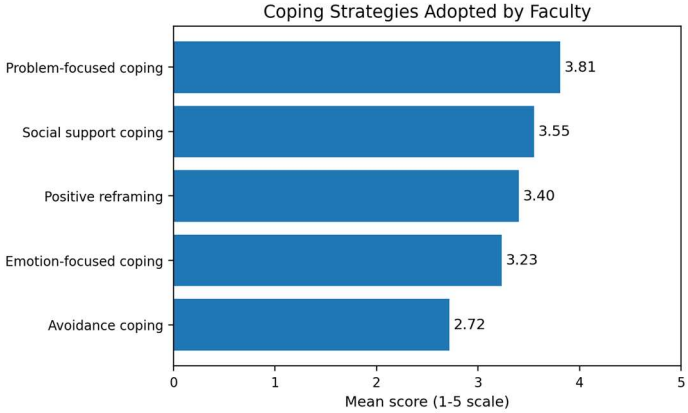
Interpretation: Workload stress is the strongest stress source. Administrative burden and research pressure also score high, showing that stress is linked to both teaching volume and non-teaching expectations.

Figure 4. Line Chart Showing Stress Level by Teaching Experience



Data values: Below 5 years = 3.66; 6-10 years = 3.62; 11-15 years = 3.50; above 15 years = 3.39.

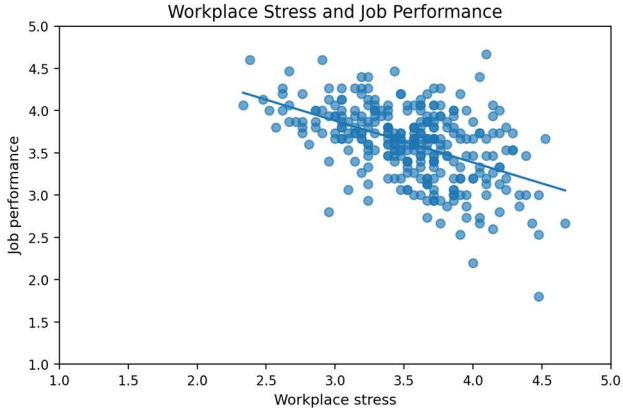
Interpretation: Stress declines as teaching experience increases. This suggests that early-career faculty may require stronger induction, mentoring and workload guidance.Figure 5. Bar Chart Showing Coping Strategies Adopted by Faculty



Data values: Problem-focused coping = 3.81; social support coping = 3.55; positive reframing = 3.40; emotion-focused coping = 3.23; avoidance coping = 2.72.

Interpretation: Problem-focused coping and social support are the dominant coping strategies. Lower avoidance is a positive sign because avoidance may delay resolution of work problems.

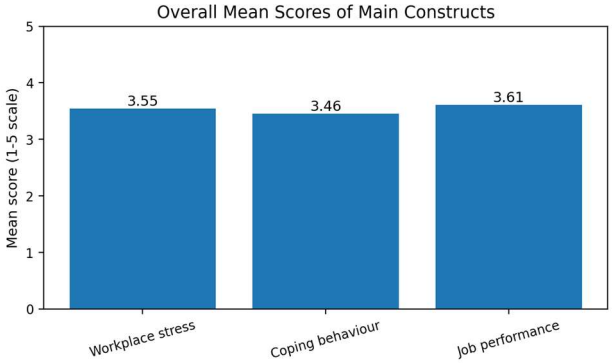
Figure 6. Scatter Plot Showing Workplace Stress and Job Performance



Data values: Pearson correlation: r = -0.493.

Interpretation: The downward trend confirms that higher workplace stress is associated with lower job performance in the simulated dataset.

Figure 7. Bar Chart Showing Mean Scores of Main Constructs



Data values: Workplace stress = 3.55; coping behaviour = 3.46; job performance = 3.61.

Interpretation: Workplace stress is above the neutral midpoint, while coping behaviour and job performance are also above the midpoint. The pattern indicates that faculty members remain professionally engaged despite meaningful stress exposure.

11. Results

11.1 Workplace Stress Findings

The first major result is that stress at work among academic staff members in the simulated dataset is moderate to high. The most prevalent stressor is workload followed by administrative burden and research pressure. This finding corresponds with earlier studies exploring academic stress, which note that intensification of workload and expansion of role are crucial stressors in higher education (Shen & Slater 2021; Urbina-Garcia 2020; Watts & Robertson 2011). In practical terms, faculty stress should not be seen solely as a failure to manage time at an individual level. How teaching hours, documentation, examination duties and research targets are structured is also an organisational outcome.

11.2 Coping Behaviour Findings

The coping behaviours displayed are mostly adaptive, according to the second conclusion. The mean scores of problem-focused coping and social support are the highest whereas the avoidance coping is more in the low range. This suggests that staff members may try to cope with pressure by managing their work through planning, prioritisation, consultation and positive reframing. Coping theory suggests that people are likely to adopt problem-focused coping strategies when they feel they can exert some control over stressors.

Whereas emotion-focused coping strategies are more relevant when stressors cannot be changed immediately (Lazarus & Folkman, 1984; Carver, 1997).

11.3 Job Performance Findings

The job performance is the third result. The strongest performance dimension is teaching performance and the weakest is research performance. It indicates that possibly the faculty members try to protect their teaching in the classroom despite stress but find it hard to maintain research when time and institutional support are limited. At Arts and Science Colleges, where teachers and involved in teaching and examination work on a priority basis, research work does not become a priority unless various support systems like workload remission, mentoring and research infrastructure are there.

11.4 Stress-Performance Relationship

The fourth finding indicates a substantial negative correlation between workplace stress and job performance. After controlling for coping behaviour, regression analysis indicates that stress leads to less performance. The job demands-resources thesis argues that high demands diminish performance when they deplete attention, energy and emotional resources (Bakker & Demerouti, 2007; Bakker et al., 2023). It also corroborates burnout literature linking continuous demands with lowered professional effectiveness (Maslach et al., 2001).

11.5 Moderating Role of Coping Behaviour

The fifth finding concluded that coping behaviour is a significant predictor of job performance and moderates the relationship. More resilient faculty members are better performers and less negatively impacted by stress. Coping does not mean that we don't need institutional reform. In fact, performance is protected by coping skills and supportive conditions combined. As a result, colleges should take measures not only at a higher management level but also at an individual level.

12. Discussion

12.1 Academic Workload and Institutional Demands

Evidence suggests it is imperative to contextualise faculty stress within the framework of higher education work. Stress from workload is more than class hours. It includes preparation time, assessment, student counselling, forms, meetings, accreditation docs and digital communication. Administrative burden detracts resources available for improving teaching and for research. If teaching and administration duties are added with research pressure, it causes role overload. This interpretation of the JD-R is supported by the claim that demands become harmful when they accumulate and there are insufficient resources (Demerouti et al., 2001; Schaufeli & Bakker, 2004).

12.2 Institution Type and Stress Patterns

The simulated results show that the self-financing faculty of colleges are more stressed. The dependence of self-financing institutions is on enrolment, student satisfaction, performance compliance and staffing models sensitive to cost. These circumstances can amplify work stress. The discovery should be interpreted not as a critique of any college type, but rather a proposal for altering systems that maintain faculty well-being to suit institutional conditions. Government and aided colleges may also experience stressors, but such stressors assume a formal shape in the context of these colleges. The following will qualify as such direct stressors for government establishments in particular formal reporting and compliance, transfer policy, public accountability and bureaucracy.

12.3 Gendered Interpretation of Workplace Stress

One must be cautious in interpreting the gender difference in stress. The simulated dataset showed that female faculty members are more stressed. Nonetheless, an examination of the causes must be an actual field study. Household responsibilities, care responsibilities, travel distance, departmental climate and safety are other causes. The literature on academic well-being highlights that well-being risks are often gendered and vary by career stage, and that interventions which are one-size-fits-all are often useless (Jayman et al., 2022; Vacchi et al., 2024). Institutions should not treat gender differences as personal fault lines. They should look at structural conditions producing unequal burden.

12.4 Coping as a Faculty Resource

The coping results are promising since problem-focused coping and social support seem to outweigh avoidance. Coping strategies should not be applied to shift responsibility from institutions to individuals. A faculty member can better plan, seek peer support and regulate emotions; however, the excessive teaching load, role ambiguity and unrealistic publication pressure require organisational correction. Management-led interventions are significant as they change the working conditions rather than the employees to adapt to the stressful situations (Ohadomere & Ogamba, 2021; World Health Organization & International Labour Organization, 2022).

12.5 Moderation Interpretation

It is important to interpret the significance of moderation test results. It is said that coping behaviour modifies the effect of stress on job performance. Faculty with better coping skills are more likely to maintain effective teaching, mentoring and administrative ability as work demands increase. This is consistent with resource-based theories of stress which conceptualize coping as a personal resource that can help to avert personal resource loss and enhance performance. The buffering effect through coping only partially acts as a buffer; so that excessive stress is reduced to some extent.

12.6 District-Level Implications

The consequences for Kanniyakumari District are practical. Colleges can incorporate stress audits into their internal quality assurance systems while reviewing over-load distribution, instituting faculty mentoring cells, reducing duplicacy in documentation and providing research support. The district topic also allows inter-college collaboration. The inter-college collaboration may take the form of shared research workshops, counselling referrals and faculty development programmes. Performance evaluation that utilizes these actions is more effective than punitive monitoring or target monitoring.

13. Implications for Higher Education Management

13.1 Management Implications for Higher Education

The management of colleges should regard faculty stress as a performance issue of strategy. There's a presence of unnecessary stress amongst higher education contributors because they do not have realistic expectations. Departments must not repeat faculty on committees without adjusting their workloads according to the committee. Consultation with faculty from an early stage can identify practical stressors before affecting performance.

13.2 Implications for Faculty Development Programs

Institutions should make it mandatory for teachers to attend at least three workshops or seminars every semester. New faculty members in higher education need special help because they don't quite know their roles; aren't sure how to publish; and have little experience to deal with students and administrative demands. Wider involvement of seniors as mentors is a good idea, but mentoring work must also get formal recognition.

13.3 HR Policies for Higher Education

HR policies in higher education should adopt provisions related to well-being indicators, fair performance appraisal, access to counselling, grievance redressal, and workload norms. Colleges that are self-financed may require stronger human resources systems since aspects such as employment security, role clarity and workload fairness may strongly predict stress. Human Resource policy should go beyond attendance and compliance monitoring towards sustainable performance management.

13.4 Enhancing Institutional Performance

The performance of faculty is central to institutional quality. Chronic unmanaged stress is unlikely to lead to improved teaching effectiveness, student mentoring, and research productivity of faculty members. Accordingly, institutions seeking accreditation, rankings and quality improvement should consider faculty well-being as a foundation of academic excellence. The design of workplaces can benefit both the employees and the students.

14. Suggestions and Proposals

14.1 Institutional Stress Audits and Workload Governance

- Perform an institutional-level yearly survey on faculty stress and wellbeing.

- Create clear workload distribution policies that state what is expected in teaching, examinations etc.
- Devise mentorship systems for recently appointed faculty; more so in self-financing colleges.

14.2 Faculty Development and Coping Support

- Throw routine workshops to teach problem-focused and time management, digital tools and research writing.
- Eliminate unneeded duplication in administrative and accreditation documents.

14.3 Counselling, Appraisal and Research Support

- Set up a confidential counselling and referral service for faculty experiencing chronic stress.
- Include student mentoring and administrative work in performance appraisal systems.
- We must create protected time, seed support and collaborative platforms for research productivity.
- It is advisable to set up peer support groups with their respective departments to strengthen the social coping resource.
- Consider user feedback when developing user interface, system design and quality assurance 13 words.

15. Limitations of the Study

15.1 Data and Simulation Limitations

Numerous limitations are involved with the study which must be accounted for. The statistical result can be used for analysis and interpretation purpose but cannot be taken as actual evidence regarding the faculty members of Kanniyakumari District. The researcher must collect real field data using an approved questionnaire before journal submission and replace all simulated tables, charts and interpretations with actual results.

15.2 Cross-Sectional Design Limitations

The suggested design is cross-sectional and survey based. It may identify associations, but it cannot make strong causal claims. Over time, workplace stress, coping behaviour and job performance may influence each other. Evidence of causal direction would be provided by a longitudinal design. Social desirability may also affect self-reported job performance. Future research could include supervisor ratings, student feedback or institutional records if it is ethical and practical.

15.3 Scope and Generalisability Limitations

The sample that was proposed is restricted to Arts and Science Colleges in one district. Results from observed data may not be applicable to engineering colleges, medical colleges, universities or other districts without further proof. Comparative studies may be taken up amongst districts and type of institutions, disciplines and nature of employment.

16. Conclusion

16.1 Summary of the Study

The study examined workplace stress and coping behaviour of college faculty members with specific reference to job performance implications in Kanniyakumari District. Based on the simulation analysis, the faculty stress is moderate to high, with the major stressors being workload stress, administrative burden and research pressure. Most coping behaviour is adaptive, with problem-focused coping and social support coping being the strongest strategies. Teaching and student guidance remain the strongest performance areas while research performance is relatively weaker.

16.2 Statistical Conclusion

The statistical analysis supports the negative workplace stress on job performance and positive coping behaviour on job performance relationship were supported as expected. The result of moderation confirms that coping behaviour weakens the outcome of stress on performance. Nonetheless, this should not cause institutions to blame only the individual faculty member. To perform sustainably; we require adaptive coping and institutional design.

16.3 Practical Conclusion

Colleges in Kanniyakumari District are left with a clear practical message – faculty well-being is related to faculty performance. Institutions that ease unnecessary stress and enhance supporting resource coping strategies and distribute workloads fairly are likely to sustain quality teaching and research engagement.

Future investigations should obtain real data from government-approved arts and science colleges for the faculty and add organisation support, work engagement, conclusion and job satisfaction in model extension for research work.

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Appendix A. Sample Questionnaire Items

The following sample items may be used or adapted after expert validation. Respondents should answer using the 5-point scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

Construct	Dimension	Sample item
Workplace stress	Workload stress	I often have more academic work than I can complete within the available time.
Workplace stress	Administrative burden	Administrative documentation interferes with my core academic responsibilities.
Workplace stress	Research pressure	Pressure to publish research creates stress in my professional role.
Workplace stress	Work-life imbalance	My college responsibilities reduce the time available for family or personal life.
Coping behaviour	Problem-focused coping	I prepare a plan to complete academic and administrative work systematically.
Coping behaviour	Social support coping	I discuss work-related pressure with trusted colleagues or family members.
Coping behaviour	Positive reframing	I try to view difficult work situations as opportunities for professional learning.
Coping behaviour	Avoidance coping	I postpone difficult academic tasks when I feel stressed.
Job performance	Teaching performance	I prepare and deliver classes

		effectively even during busy academic periods.
Job performance	Research performance	I am able to contribute to research publications, seminars or academic writing.
Job performance	Student guidance	I provide academic and personal guidance to students when required.
Job performance	Institutional commitment	I actively contribute to departmental and institutional activities.

Appendix B. Simulated Dataset Extract

The extract below shows the first 20 cases and key composite variables from the simulated dataset. Full item-level data were used to generate reliability statistics and composite scores.

Table B1. First 20 Simulated Cases - Key Variables

ID	Gender	Type of institution	Teaching experience	Workplace stress	Coping behaviour	Job performance
1	Female	Aided	Above 15 years	3.667	3.267	3.200
2	Male	Government	6-10 years	3.429	3.267	3.200
3	Female	Self-financing	6-10 years	2.762	3.533	3.733
4	Female	Aided	Below 5 years	3.857	2.333	3.000
5	Male	Self-financing	Above 15 years	3.905	3.400	3.200
6	Male	Self-financing	Above 15 years	3.286	3.867	4.000
7	Male	Self-financing	6-10 years	3.381	3.800	4.000
8	Male	Aided	11-15 years	3.429	3.600	3.600
9	Female	Government	11-15 years	3.952	3.667	3.667
10	Male	Aided	Above 15 years	3.190	4.133	4.267
11	Female	Self-financing	6-10 years	4.381	2.933	3.000
12	Female	Aided	11-15 years	2.762	4.667	4.200
13	Female	Self-financing	Above 15 years	3.905	3.000	3.333
14	Female	Aided	Above 15 years	3.714	4.200	3.933
15	Female	Self-financing	Above 15 years	3.952	3.667	3.000
16	Female	Aided	6-10 years	3.857	3.133	3.067
17	Male	Government	11-15 years	3.190	3.600	3.733
18	Male	Self-financing	11-15 years	4.143	3.200	3.467
19	Male	Aided	Above 15 years	3.381	3.467	3.667

20	Female	Aided	11-15 years	3.381	3.600	3.933

Note. This extract is included to demonstrate the data structure only. It is not field data.