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KEYWORDS	ABSTRACT
Coping, Stress, Academic, Environment, University Teacher	This study examines the intricate landscape of stress coping mechanisms employed by university faculty, focusing upon evaluating, mitigating, and understanding the challenges within their academic milieu. So, this study aimed to examine these factors by targeting the lecturers, assistant and associate professors, and professors hailing from different universities. By using quantitative approach, survey was used by furnishing questionnaires aimed at objectives of the current study using a Likert scale. Unanimously, purpose of study is to determine coping strategies to overcome academic stress. The research also evaluates the main stressors & their repercussions on physical health of faculty members. Findings highlight major stressors: student behaviors, administrative interdependence, and inter-colleague bonding. Time management emerges as the critical issue. Coping strategies commonly adopted include spending quality time with family and friends, engaging in shopping, and avoiding stress-inducing activities. The study comprehends well-being of university faculty members and improves the academic environment.
ARTICLE HISTORY	 2023 Journal of Social Research Development
Date of Submission: 26-11-2023	
Date of Acceptance: 29-12-2023	
Date of Publication: 31-12-2023	
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Email:	farhanaqadeer01@gmail.com
DOI	https://doi.org/10.53664/JSRD/04-04-2023-11-771-783

INTRODUCTION

The universities are known for their high workload, strict deadlines, and intense pressure to excel in fields of teaching, learning and research (Mohammadi, Monavvarifard, Salehi, Movahedi, Karimi & Liobikiene, 2023). University teachers are required to perform multiple roles, including teaching and research, as professional practice; furthermore, sometime administration imposed departmental work for extra activity, which stimulated the stress of academic environment (Agyapong, Donkor, Burbach & Wei, 2022). Excessive academic stress, which exceeds faculty staff's coping skills, stifles

academic and professional advancement and can be harmful to their health. Unmanaged academic stress can cause the physiological, emotional, physical, and mental health problems if not managed properly. Stress is typical issue in academic setting, and if not managed properly, it leads to burnout and deterioration in job quality. If stress is adequately handled, it can enhance academic work and good professional achievements amid faculty members in higher education (Adom, 2020). Teaching at university level can be a highly demanding profession with multiple tasks, including managing large class sizes, meeting research expectations & engaging in administrative responsibilities. These pressures can contribute to high levels of stress among university teachers. The concept of work-related stress, symptoms & causes of professional stress, and steps individuals could take to manage work-related stress.

Similarly, some ideas follow that would help teachers deal with & manage professional stress, such as maintaining a good attitude, making sure to have adequate free time for themselves each week, and seeking professional counseling from psychologist when necessary (Enyinwa, 2021). The stress takes a measurable toll teaching workforce, as many teachers become burnout and decide to leave the profession. Stress is a physiological process that occurs as a result of how teachers evaluate the balance of demands in their classrooms. This disparity might pave the way for assistance for the 20-25% of faculty members who are most prone to stress (McCarthy, 2019). It is necessary to counter the stressful academic environment, which has an ultimate effect on the health of those who relate to this profession. There are some sources that trigger stress of academic situation, like overtaxing with extra work, students' behavior, relationships with colleagues, time management. By managing these sources, the stress of academic environment will be overcome. A moderate to high connection has been seen between school connectedness and teaching efficacy in the single-item assessments utilizing long-form rating scales of teacher wellbeing. Besides, from October to June, teacher stress rose by about 20%, while school connectivity and instructional efficacy decreased by comparable proportion (Von der Embse, 2021). Through this research, it would try to figure out the main sources of stress and the techniques that are used by the teachers to overcome and get rid of the stressful academic environment.

Research Objectives & Questions

1. To understand the coping mechanisms currently being used by the university teachers to manage stress and to assess their effectiveness.
2. To explore new coping techniques that may be effective in helping university teachers deal with stress and improve their overall wellbeing.
3. To identify the common stressors that the university teachers are facing in the academic environment.

Research Questions

1. What are the most common sources of stress for the university teachers in the academic environment?
2. What coping techniques do the university teachers use to manage stress in the academic environment?
3. How do university teachers perceive the role of the academic institution in promoting stress management and coping strategies?

LITERATURE REVIEW

This study investigated the stress experienced by teachers to educate the students and had three objectives: to understand the coping mechanisms currently used by the faculty members, to explore new coping tactics that can effectively mitigate academic stress, and to identify common stressors that are faced by professionals who are directly engaged with academic stress. It is also intended that the study cover all three objectives and findings. Thus, the significant academic stress is due to demanding nature of this profession. For the sake of study, different articles are thus considered to understand the common stressors, stress trigger factors, and management tactics used by teachers and faculty members, which were explained by different scholars. A few of the articles are used as references in this study.

Academic Stress on Teachers

Academic stress is a common and leading factor in teaching profession. It is necessary to cope with stress factor and mitigate the stressful environment of academia. In literature, teachers are subject to high amounts of stress because of issues they experience in their work environment. Problematic connections with kids and parents cause instructors excessive stress because teaching is relationship-building profession. Teachers face variety of issues ranging from classroom violence to employment requirements that exceed their professional competence (Farmer, 2020). One of fundamental ideas that has lately been incorporated in psychology and management is stress. According to the world health organization, stress is a critical issue of our day since it affects both physical & psychological well-being. Stress occurs when a person's ability to adjust to their circumstances is outweighed by a combination of inner and exterior weights (Abdullah, 2020). According to Christopher McCarthy, stress is psychological process that occurs as the result of how instructors evaluate balance between the demands in their classrooms and resources, they have to achieve those expectations (McCarthy, 2019). Teachers are frequently overworked as a result of increased daily responsibilities, high work demands, and the nature of school environment. This could lead to a feeling of negative tension or work-related stress, which normally grows when they consider the demands of scenario are greater than they could deal with (Enjinwa, 2021). Academic stress refers to all types of factors that cause tension, also known as the stressors, and inhibit academic advancement in educational institutions. Stressors can be interpersonal, intrapersonal, societal, health-related or environmentally connected (Adom, 2020).

Academic Stress Leading Factors

Workplace stress is a common phenomenon worldwide. Aside from teaching, university professors have numerous other responsibilities and are always stressed. Increased workload, working space, job security, promotion delays, and work environment were all key workplace characteristics that contributed to stress among the university professors. Teacher stress has a substantial impact on the teaching industry, with many instructors being burned out and leaving the field (Ahmad, 2022). Teachers' stress can be caused by a lack of motivation, a lack of control over the teaching process, or lack of resources (Cao, 2021). Academic and work-related stress twenty relevant publications were found & five common themes emerged: balancing an academic workload; workforce casualization; managerialism issue; transfer from area of practice to academia; and academic and other personnel (Lee, 2022). Some investigates the impact of perceived teacher-student interactions and parental

emotional warmth on academic stress in the Chinese middle school pupils. In this connection, the regression analysis found that parental emotional warmth had no major effect on academic stress; rather, it had an interaction effect with the students' judgments of teacher-student interactions on academic stress. Middle school students are under more academic pressure when they perceive the positive relationship between instructors and students, but their parents' emotional warmth level is low. When their parents' emotional warmth increases, students experience less academic pressure (Luo, 2020).

Physical Symptoms of Academic Stress

Due to the work load and stressful academic environment, it is sure that the impact on the health of teachers is very bad. In literature, health-related issue is discussed by many authors who describe & discuss it with the university-level teachers. Stress and burnout among teachers indicate human capital costs and, as a result, economic consequences. Teachers have greater levels of stress, worry, exhaustion, and sleeping issues than general population (Redín, 2020). There is growing concern about negative influence that environment of higher education institutions has on academic mental health. In today's global education competitiveness, academics confront immense expectations. The teaching, supervising, and generating research money all have an influence on academics' mental health, and there is evidence that the university atmosphere is threatening academics' physical and psychological health (Garcia, 2020). Teachers experience stress, anxiety, and depression. Women endure significantly stress and anxiety symptoms than men; those who have children experience significantly more depressive symptoms than those who do not & those have chronic pathology or live with others who have chronic pathology experience pointedly more stress, anxiety & depression (Santamaría, 2021).

Everywhere we go, we encounter stress. Teachers face difficulties in their everyday responsibilities due in large part to work-related stress in general and teacher stress in particular. An individual's life or profession may suffer significantly from unmanaged stress for an extended period of time, which can ultimately result in burnout or worse. Lack of resources, lack of control over the teaching process, or lack of desire can all contribute to teachers' stress. The stress can manifest as behavioral, psychological, bodily symptoms, and it can also cause dangerous behaviors (Abu-Rmaileh, 2020). This could lead to a feeling of negative tension or work-related stress, which normally grows when they consider demands of scenario are greater than they could deal with (Enyinwa, 2021). Teaching research conflict was linked with depersonalization & emotional exhaustion but not with personal success; association was eased by perceived supervisory support. Emotional exhaustion moderated the effect of teaching research conflict on both depersonalization & emotional exhaustion, but it did not moderate bond amid teaching research conflict and personal accomplishment. Psychological capital thus moderated the effect of teaching research conflict on all the variables except personal accomplishment (Li, 2020).

Academic Stress Management Techniques

For the teaching profession, it is necessary to counter academic stress by using stress management techniques; otherwise, it will burn out. Some studies related to coping with stress are discussed here. Almost all teachers (66%) experienced high stress and high coping, whereas 28% had high stress

and low coping. Based on contemporaneous evaluations and observations, High Stress/Low Coping profile had greater burnout and poorer self-efficacy, a higher frequency of witnessed reprimands, and higher student-reported despair than other courses (Herman, 2020). Academic stress should be reduced by improving teacher-student relationships & children's views of their parents' emotional warmth (Luo, 2020). The teachers need to be able to manage their stress with support from friends, family, coworkers and administrators. They need to be positive, create SMART objectives, accept the things they cannot change, and be open to receiving assistance from others (Abu-Rmaileh, 2020). As coping tactics, I used a variety of ways, such as praying or meditating & self-diverting activities. Learners utilized more adaptive coping techniques than dysfunctional/avoidance coping strategies (Amponsah, 2020).

The perceptions of university teachers on impact of teachers' workloads on their time management skills. The university teachers had good attitudes towards their workload, which included working hours, job satisfaction, use, allocated duty, and job content. These teachers know how to manage their working hours and workload on a regular basis, how to handle factors that are responsible for job satisfaction, how to fulfil their responsibilities within stipulated time frame to reduce workload, how to know their subject content and that they will have to teach the content in the semester, and how to solve their domestic problems to reduce anxiety. The university professors had good attitudes toward the time management abilities such as scheduling, planning, managing paperwork, dealing with interruptions, and creating priorities. It was also discovered that increasing teachers' workload reduces their time management abilities (Gul, 2021). The job demands, such as teaching demands, teaching-research conflict, as well as new challenges, reduced university teachers' job satisfaction by mediating emotional exhaustion; job resources, such as teaching resources, social support, and administrative support, enlarged university teacher job satisfaction mediated by work engagement (Han, 2020).

RESEARCH METHODOLOGY

The approach adopted in this study is a quantitative approach. For this purpose, a questionnaire was used as a tool/instrument to collect the data by circulating through the selected population. A questionnaire was formulated by evaluating and adapting factors and variables such as physical symptoms and stress management techniques. Likert scales are used in questionnaires. Developing the self-report Likert scales that are important element of the modern psychology. Furthermore, as the methodological advancements mount, it is difficult for the psychologists to stay current on best practices. The measurement in psychology takes various forms, and one of the finest approaches for many constructs is the psychological Likert scale (Jebb, 2021). Likert scale: the factor is ranked from strongly agree to strongly disagree in the descending order. The range was marked as 1 to 5. Mark 1 indicates strongly agree, Mark 5 indicates strongly disagree, and Mark 3 indicates undecided, as shown in table.

Table 1 Likert Scale

Scoring of Data	SA	A	UD	DA	SDA
Positive	1	2	3	4	5
Negative	5	4	3	2	1

Questionnaire Design

For the quantitative survey, questionnaires based upon factors that trigger academic stress also had some physical symptoms, & stress management techniques were used. Stress factors, are also called stressors in academic environments, are: student behavior, relationships between faculty members and administration, and also relationships between colleagues and time management. These are the main factors that trigger stress of academic environment and are used in questionnaires. It includes physical symptoms like stomachache, blood pressure, headache, tiredness, and feeling stressed, as well as stress management techniques, i.e., spending time shopping, with friends & family members, engaging themselves in exercise and stress management activities, avoiding the stress-generating situations, some visiting hilly areas to release academic stress. In this connection, the symptoms and stress management techniques are used as variables in present research study. For the demographic analysis, it also has a section where age, gender, rank, marital status, experience, qualification, etc. are required.

Data Collection

The data were collected from faculty members of five different universities in Multan district. These universities include Women University Multan, Bahaudin Zakriya University Multan, Agriculture University Multan, Emerson University Multan & Institute of Southern Punjab Multan. The faculty members include the lecturers, assistants, associate professors, and professors. A total of 300 samples were distributed among the faculty members on the numerous reminders and received responses from 260 participants. Out of 260 participants, only 250 samples are in usable condition and fulfill the requirement.

Table 2 Sample Response

Description	Distributed	Response	Useable
Sample	300	260	250

Statistical analysis originates from implementation of three types of analysis, i.e., mean, standard deviation & chi-square test. Arithmetic mean is also known as average. The mean is determination of the average of two or more values or readings. It is derived as the sum of all the readings divided by the total number of readings. The standard deviation is analysis that shows the variance from the mean point of many data points' measurements. Mean and standard deviation are commonly used measurements of central tendency & variability in scale variable data. When data is not normally distributed, some researchers choose to present medians and quartiles. Mean & standard deviation, on other hand, have important qualities, can be meaningful when data is not regularly distributed (Lydersen, 2020).

The chi-square test is the statistical procedure for determining the correlation between factors and variables. This test can also be used to determine whether there is a correlation between Factor and their categorical data variables. It helps to find out whether a difference between two categorical variables is due to chance or a relationship between them. The Chi-square is a useful analysis tool that reveals a lot about the nature of research data. It is a strong statistic that allows researchers to test hypotheses regarding nominally measured variables. Thus, as with all inferential statistics, the

results are most trustworthy when obtained from randomly selected people when sample sizes are high enough to achieve enough statistical power (ELsayed, 2022). The formula for calculating a Chi-Square is:

$$\chi^2 = \frac{\sum (O_i - E_i)^2}{E_i}$$

Where:

E_i: Expected value.

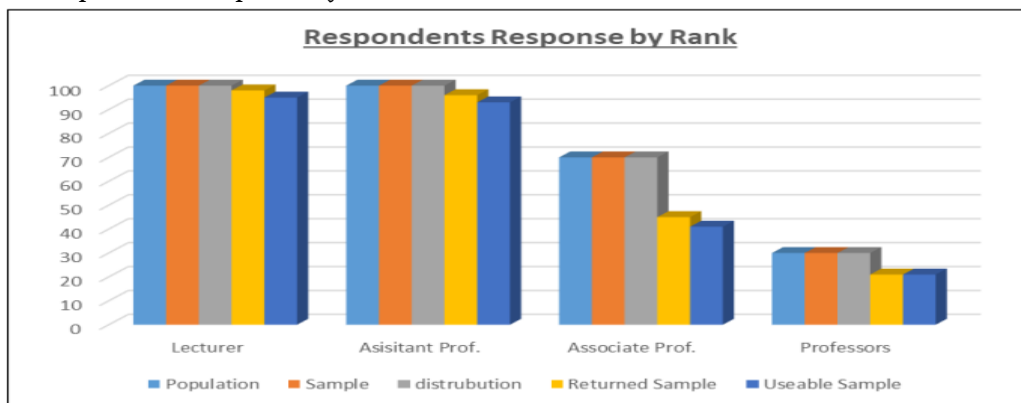
χ^2 : The cell Chi-square value

Chi-Square Test has some limitation for application to find the Correlation between two variables or two factors. This test is only suitable for up to two variables. The chi square test revolves about null hypotheses. Null hypothesis defined as “There is no Significant Association between the Variable or Factors.

RESULTS OF STUDY

The questionnaires were circulated throughout selected population of 300 members. On numerous reminders through personal visits to universities, 260 members responded, out of which only 250 samples are usable. Percentage of total usable samples is 83.33% of total population. For research purposes, we select faculty members who are directly in touch with academic environment. Faculty members include lecturers, assistants, associate professors, and professors. Distribution and response percentage according to faculty members are: there are 100 samples distributed among the lecturer and assistant professors and get 98 and 96 samples, but the useable samples are 95 and 93, which is 95% and 93% response out of the total distribution, respectively. Moreover, 70 and 30 samples were distributed to associate professors and professors, but we got responses on 45 and 21, of which 41 and 21 samples are usable, which is 52.57% and 70% of the total distribution, respectively from these results.

Figure 1 Respondents Response by Rank



The demographic analysis of participants shows that 20.4% are between ages of 25 and 30, 16.8% are between ages of 31 and 35, and 19.6% are between ages of 36 and 40. 22.4% are between the ages of 40 and 45, & 20.8% are over age of 46. There 50.8% males & 49.2% female participants. 74.8% are married, and 25.2% are unmarried. By faculty distribution, 66.8% belong to Arts &

Social Sciences faculty & 33.2% from other faculties. On qualification basis, 6.4% of participants had MA, MSc, and Post Doctorate degrees, while 39.2% had M.Phil and 48.0% had Ph.D degrees. By rank, there are 38% lecturers, 37.2% assistant professors, 16.4% associate professors, and 8.4% professors as participants. On experience, 31.6% of participants have 0–5 years of experience, 33.6 have 6–10 years, 19.2% have 11–15 years, 6.0% have 16–20 years, and 9.6% have above 20 years of experience.

Figure 2 Age & Gender Distributions

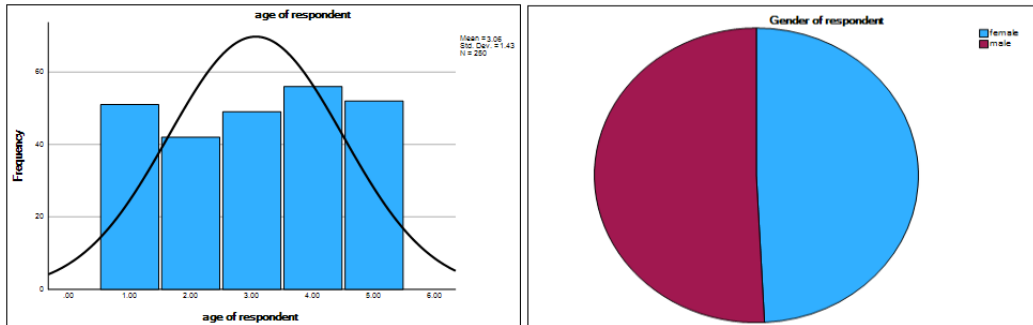


Figure 3 Marital Status & Designation Distributions

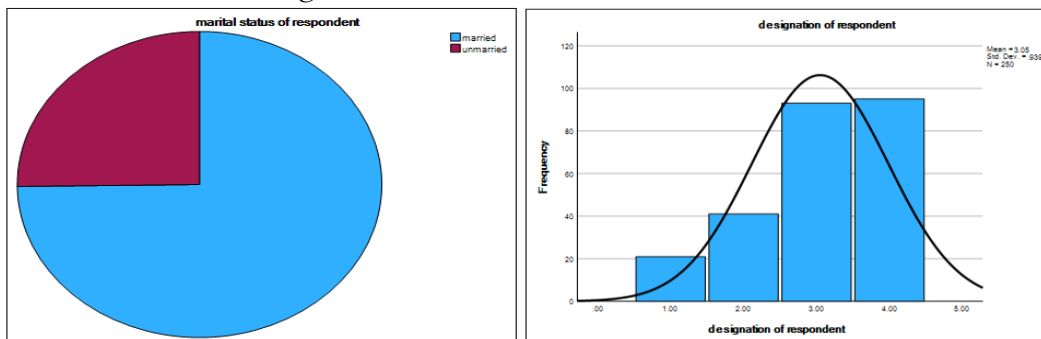
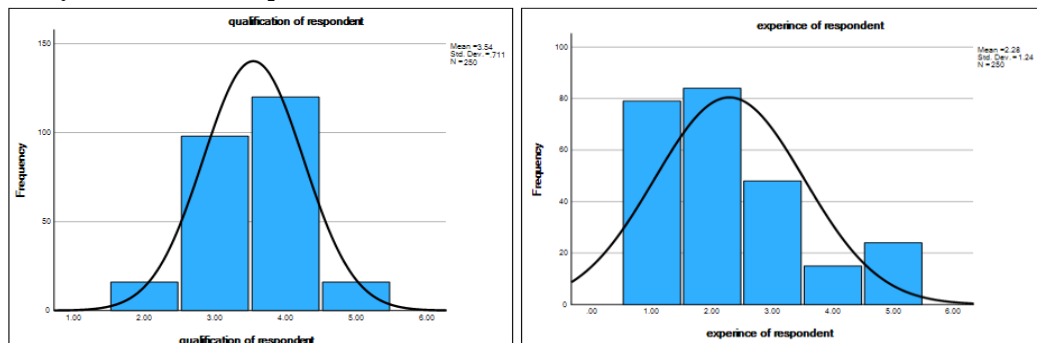


Figure 4 Qualification & Experience Distributions



After getting the response, which is enough for this research, SPSS tool is used to compile and put together the data and responses of participants. After compiling the data, the shows the result by

analyzing the data. The overview of the results of repost shows that main sources of academic stress are student behavior, teacher relations with management and administration, teacher relationships with colleagues, and time management. As per the response, it is noted that 47.2% of participants have no issue organizing the class, 43.2% agree that they have issues organizing the class, and the remaining 50% have no clue that if student fails to follow the instruction, they are often impatient and angry, and 40% agree with the issue remaining but have not decided. 76.4% agreed that the lack of motivation can have a bad effect on students, but 19.2% disagreed and had no idea. 54.4% have issues if students misbehave with teachers, and 38.4% disagree with the factor, saying they have no clue.

43.6% agree that they have strained relations with management, but 46.4 percent disagree, and the remaining have no idea. 50% of participants claim that demand for extra assignments is higher than my professional assignments. 37.6 have disagreed with that & remaining have no views. 56.8% agree extra work is higher than their professional assignment, but 28.8% disagree with it, and the remaining have no idea. 52% claim that the administration never appreciates his work, but 36.4% disagree with the point, and rest have no clue. 48.4% claim that they feel alone in departmental work, 41.2% disagree with it, and remaining have no idea. 39.2% agree that their coworker is never satisfied with their performance as an instructor; 51.2% disagree and have no idea. 52% agree that the conflict with colleagues creates disturbance, but 35.6% disagree with it, saying they have no clue. 86% agree that helps colleague in teaching work, but 10.8% disagree & 3.2% have no idea. 63.6% agree that extra work leads to mental stress, but 22.4% disagree with statement, saying they have no idea. Overview of results of repost shows that main sources of academic stress are student behavior, teacher kindred with management & administration, teacher relations with colleagues, and time management. 65.2% agree that they took university assignment home; 26% disagree & have no views. 58.8% agree that they feel helpless to manage task on time, but 27.6% disagree & remaining have no idea.

On the last factor, 63.6% claim that managing time is a big challenge to fulfilling the university task, but 26 disagree, saying they have no issues. The symptoms that teachers face due to stress are: 46.8% of participants suffer from stomach issues; 50.4% of participants suffer from high blood pressure; and 69.2% claim that they feel tired due to their work load. 69.6% feel headache, and 71.2% feel stressed due to academic stress. In the techniques that are followed by the participant to relax in stressed environment, 80% participants do some exercises to relax in stressed environment. 80% spend their time shopping and with friends to distress them. 87.2% are involving themselves in different problem-solving strategies. As per the response, it is noted that 47.2% of participants have no issue organizing the class, 43.2% agree that they have issues organizing the class, and the remaining 50% have no clue that if student fails to follow instruction. 83.6% are trying to avoid situations involve them in stressful environment. It seeks social support from colleagues or friends to cope with the stress. 82.8% claim that they took deep breath in stressed to normalize themselves. 89.2% spend time with family to reduce stress. 83.6% claim that they get enough sleep to maintain physical and mental wellbeing. 74.8% claim that they often visit hilly areas to get out of a stressful environment. For correlation, we implement chi-square test to find the correlation between factors, symptoms, and techniques.

Table 3 Pearson Correlation of Academic Stress

PS & T	A	B	C	D	E	F	G	H	I	J	K	L	M
Different Factors Relater's to Academic Stress	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)	(P)
Often, I find it difficult to organize the class teaching.	0.039	0.024	0.000	0.000	0.000	0.017	0.016	0.036	0.069	0.005	0.001	0.017	0.084
When students fail to follow my instructions, I often impatient.	0.00	0.059	0.000	0.000	0.001	0.344	0.207	0.071	0.020	0.001	0.016	0.001	0.029
The students are badly effect by lack of motivation by teacher.	0.055	0.119	0.005	0.501	0.045	0.175	0.146	0.494	0.064	0.350	0.412	0.151	0.874
Students' misbehavior makes my profession difficult.	0.006	0.021	0.192	0.000	0.355	0.008	0.230	0.018	0.008	0.000	0.005	0.066	0.002
My professional relationship remains strained.	0.001	0.024	0.204	0.000	0.067	0.284	0.448	0.000	0.001	0.012	0.002	0.004	0.000
Demands from my administration are high.	0.002	0.011	0.005	0.000	0.000	0.175	0.069	0.077	0.004	0.001	0.000	0.005	0.007
Extra work is high more than my professional assignments.	0.095	0.115	0.010	0.004	0.495	0.819	0.021	0.055	0.019	0.001	0.194	0.006	0.017
The administration does not appreciate our work.	0.000	0.492	0.041	0.015	0.011	0.551	0.199	0.002	0.007	0.000	0.000	0.000	0.001
Often, I Feel alone in departmental work.	0.002	0.002	0.000	0.000	0.055	0.108	0.309	0.000	0.047	0.059	0.096	0.001	0.001
Coworkers are never satisfied with my performance.	0.009	0.055	0.005	0.055	0.045	0.055	0.026	0.029	0.000	0.005	0.009	0.090	0.001
Conflicts with colleagues are creating disturbance for me.	0.001	0.001	0.005	0.051	0.076	0.001	0.025	0.051	0.002	0.002	0.014	0.050	0.000
I help my colleagues in their teaching work.	0.117	0.052	0.467	0.155	0.000	0.056	0.001	0.556	0.134	0.001	0.000	0.025	0.078
Often the extra work by department leads to stress.	0.467	0.125	0.018	0.011	0.004	0.465	0.175	0.010	0.527	0.694	0.768	0.351	0.028
Some time I took university assignments at home.	0.041	0.160	0.031	0.005	0.621	0.056	0.316	0.008	0.691	0.779	0.112	0.004	0.257
Most of the time I feel helpless in managing task.	0.006	0.001	0.016	0.052	0.099	0.009	0.057	0.009	0.015	0.638	0.540	0.005	0.001
Managing time is a big challenge to fulfill university tasks.	0.002	0.000	0.001	0.000	0.081	0.157	0.060	0.001	0.109	0.005	0.005	0.050	0.001

- A. Because of workload I am suffering in high blood pressure.
- B. Assignments other than workload make me tired.
- C. Often, I feel headache due to work pressure.
- D. Assignments other than workload make me stressed.
- E. I take care of myself and reduce my stress by doing activities like exercise.
- F. When the academic environment is stressful, I relax by shopping and spending time with friends.
- G. I engage myself in various problem-solving strategies
- H. I tend to avoid tasks or situations that cause me stress in the academic environment.
- I. I seek social support from colleagues or friends to help me cope with stress.
- J. When the academic environment is stressful, I relax by deep breathing.
- K. I spend time with my family to help reduce stress.
- L. I make sure to get enough sleep to maintain my physical and mental well-being.
- M. Sometime I plan to visit hilly areas to get exhaust from stressful environment.

The above table shows the correlation of factors with the physical symptoms & stress management techniques. If the value of the correlation is less than 0.05, it means that the relation rejects the null hypotheses, which means there is a significant association between factors and variables (symptoms or techniques). Therefore, the results provide significant information in measuring research issues in particular context.

DISCUSSION

The present study examines the many stress-related factors. In these studies, it is noted that student's behavior, management relations with employees, teacher's relations with colleagues and coworkers and time management are leading factors that affect academic environment directly. According to [Amponsah \(2020\)](#), Working to achieve academic requirements, insufficient electricity and water supply, and changes in eating and sleeping habits were three primary stresses reported by teacher education students. Student behavior, such as failure to follow instructions and misbehavior, is also a factor that makes entire academic environment stressful. It is also noted that relationship between employees & management also makes academic environment stressful. Overburdening employee with departmental duties other than professional assignment causes stress in workplace. Teachers were substantially more likely than total adult population to report regular job-related stress and depressive symptoms ([Steiner, 2021](#)). Lack of appreciation from management or departments is also a major factor in making the environment stressful. It is also noted that lack of teamwork between colleagues leads to academic stress. On the other hand, it is also noted that there is a major factor of time management.

A lack of time management was seen among participants, which triggers a stressful environment. The impact of the stress of the academic environment on participants is noted, and due to academic stress, the participants suffered from different physical impacts. As per ([Fernández-Batanero, 2021](#)), because of their usage of instructional technology in classroom, instructors exhibit significant levels of worry or stress. Most of participants claimed that they were suffering from high blood pressure, tiredness, stomach issues, and depression due to academic stress. Numerous coping tactics, such as praying, meditation, and self-diverting acts, are being used to deal with the stress. In addition, more adaptive coping methods were adopted than maladaptive/avoidance coping tactics. ([Amponsah, 2020](#)) To relax and get out of stressful environment, participants used different techniques to cope with the stress. Most of the time, participants used to spend time shopping to cope with the stress. In the same scenario, most participants spent time with their friends and family members. It is claimed by participants. They often avoid situations that make them depressed. Some people visit hilly areas to relax mentally.

CONCLUSION

This study aims to explore techniques to cope with academic stress. In this study, we have selected the defined population and triggered research on the basis of factors leading to student behavior, relationships between management and faculty members, relationships between the teachers and colleagues, and time management. Against these factors, it is noted that some factors affect health-related issues. To cope with these stress-related factors, it is also noted that the participants use different techniques to get themselves out of the stressful environment. Techniques that are used to cope with a stressed environment are as follows: As per survey, it is noted that most of participants reduced their academic stress by engaging themselves in diverse stress release exercises. Sometimes the participants spend time shopping and also getting together with friends to cope with academic stress. It is also observed that participants engage themselves with stress-releasing techniques. I also noticed that most of participants avoid taking part, which leads to their stress. Often, participant seeks help from their colleagues and friends to cope with stressful environment. It is very common

for participants to take a deep breath to relax themselves. Most of the participants claim that they get proper sleep to cope with the stress of academic environment. It is also observed that majority of participants claim that they visit the hilly area sometimes to relax and get themselves out of the stressful environment.

Recommendations & Suggestions

1. It is needed to organize mentoring sessions for the students for behavior and also appreciate them for their effort. It is also needed to guide the students properly. This could create a stress-free environment.
2. Management has to appreciate the teachers for their work and never assign irrelevant work to their profession. The extra work leads to a stressful situation for the teachers in concerned institution.
3. The coworker should also take part in accomplishing the extra work if department assigns any task. Teamwork leads to distress in the environment. The coworkers should also help each other in their work.
4. It is necessary to develop time management skills in teachers. Time management is very vital factor in coping in stress-free environment. Management, students, or institutes may be engaged effectively.

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