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Research Article

Management Stress Among Teachers in Deemed Universities in Bangalore City

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Abstract: The present study aimed to explore the occupational stress level among teachers in deemed universities in Bengaluru and identify the stressors, its effect on teachers' performance and coping strategies among teachers. The study follows quantitative research design based on Job Demands – Resources (JD-R) model and data gathered from 160 faculty members using the structured Likert scale questionnaire. Results indicate that workload, administrative pressure, work-life imbalance and role ambiguity are the factors that have significant and positive effects on occupational stress, and workload is the most important factor. In addition, occupational stress was identified as strongly negatively affecting teacher performance, so that the higher the level of stress, the less successful the teacher was in his/her job. To validate the mediating role of occupational stress between job demands and performance outcomes, data were analyzed using mediation procedures.Data analysis included mediation procedures to validate the mediating role of occupational stress between job demands and performance outcomes. The, coping strategies were shown to significantly moderate this relationship, reducing the negative effects of stress. Demographic analysis revealed greater stress in the senior staff members and older staff members, and greater coping skills.

Keywords: Occupational Stress, Teacher Performance, Coping Strategies, Higher Education, Workload, Administrative Pressure, JD-R Model.

INTRODUCTION

In today's higher education systems, occupational stress among educators has become a major problem, especially in quickly changing academic settings marked by rising performance standards, administrative duties, and technology advancements. Due to the increased workload, pressure to produce research, and need to balance academic, administrative, and personal responsibilities, teaching which was once thought to be a relatively stable and naturally fulfilling profession has become a well-known high-stress occupation (Sharma and Dhar, 2020; Garcia-Carmona et al., 2021). An institutional reform, accreditation regulations, competitive ranking mechanisms only compound these issues in the context of Indian higher education, and it puts extra strain on faculty members (Kumar and Deo, 2021). The Universities in Bengaluru that are deemed to be special segments of higher education in India. The autonomy of these institutions is usually accompanied by an increase in the expectations placed on the faculty performance, research orientation, and accountability. The work of such institutions requires the faculty members to be involved in teaching, research, consultancy, and institutional development activities, which predisposes them to occupational stress (Singh et al., 2022). In addition, the pressure to produce quantifiable outcomes has been increasing due to the increased focus on global academic standards and outcome-based education, further contributing to the elevation of the stress levels among teachers.

Recent empirical research indicates that not only the psychological well-being of teachers is influenced by occupational stress, but also job satisfaction, organizational commitment, and teaching effectiveness are affected (Salvagioni et al., 2017; Collie et al., 2020). Continued stress may result in burnouts, low productivity and turnover and thus compromising the

quality of higher education delivery. Although the growing awareness of this problem is reflected in the existing research, most of the studies have concentrated on general higher education institutions or school-level educators with little attention being given to particular institutional groups like deemed universities. Moreover, the majority of the researches focus not on the ways of how stress could be effectively managed within the institutional settings but on the identification of the stressors. This shows a very important research gap. In this regard, the main aim of this research is to investigate the nature and the extent of management stress among teachers in the deemed universities in Bengaluru city. Particularly, the research will seek to determine the main sources of stress, how they affect faculty work and welfare, and what coping and management strategies are adopted by teachers. By considering these dimensions, the research aims to make a contribution to the creation of an all-encompassing framework of stress management within the institutions of higher learning. The rest of this paper is organized as follows: the next section is a critical review of the existing literature on occupational stress in teachers; this is followed by the research methodology, data analysis, findings and discussion. The paper ends with practical implications, limitation and future research direction.

LITERATURE REVIEW

Occupational Stress among Higher Education.

The topics of organizational behavior have traditionally been closely linked with the issue of occupational stress, with the early theoretical approaches being pioneered by Selye (1974) and developed further through the contemporary models such as the Job Demand Resources (JD-R) framework (Bakker and Demerouti, 2017). Stress in higher education is mostly linked to high job demands, such as teaching loads, research demands, and administrative demands (García-Carmona et al., 2021). Recent reports note that role overload and role ambiguity are becoming more common among academic staff, and are significant contributors to stress and burnout (Sharma and Dhar, 2020).

Factors of Stress in Teachers.

Empirical studies have found that there are numerous determinants of stress among teachers. The most common stressors reported always include workload, time pressure and performance evaluation systems (Kumar & Deo, 2021). Moreover, institutional factors (the absence of autonomy, insufficient resources, and the climate of the organization) are crucial determinants of stress experiences (Singh et al., 2022). Collie et al. (2020) emphasize that emotional needs and pressures related to students contribute even more to the increase in stress levels, especially in the context of higher education. incorporating the effects of digital transformation and hybrid teaching spaces. As an example, Watermeyer et al. (2021) show that a rapid transition to online teaching has created increased cognitive and emotional demands on educators, which has elevated stress levels. Likewise, Zhao et al. (2022) report that some of the challenges of technological adaptation and blurred work-life boundaries are also contributors to occupational strain.

The effect of Stress on Performance and Well-being.

The effects of work stress are multidimensional as they touch on both the individual and organizational results. Burnout, low job satisfaction, and low teaching effectiveness are related to high levels of stress (Salvagioni et al., 2017). Moreover, chronic stress has adverse effects on mental health, causing anxiety, depression, and emotional exhaustion (García-Carmona et al., 2021). An institutional approach focuses on how stress may lead to decreased productivity, increased absenteeism, and turnover, thus impacting the overall academic quality (Bakker and Demerouti, 2017).

Stress management and coping mechanisms.

Although there is a significant amount of literature on determinants of stress, there is a lack of research on coping and stress management skills. Some studies indicate that stress can be alleviated to a certain degree by individual coping mechanisms, including time management, mindfulness, and social support (Zhao et al., 2022). The interventions of the organization, such as supportive leadership, flexible working schedules, and professional development programs, have been reported to play a significant role in stress reduction (Watermeyer et al., 2021). Nevertheless, these strategies have been mostly examined independently without an integrated framework that links stressors, coping, and results.

In spite of the accumulating literature, there are still a number of gaps that can be identified. One, a research that specifically targets the deemed universities, which are governed by different governance and performance structures, is lacking. Second, most research is generic, ignoring the specific context of urban university settings such as Bengaluru. Third, only a small number of research have used theoretical models, such as the JD-R framework, to thoroughly examine the dynamics of stress. Coping is included as a moderating variable with no emphasis on coping strategies. specifically designed for higher education and for university environments. Finally, the practical use of empirical research is limited since they often concentrate more on descriptive analysis than on explanatory or predictive modeling. The current study aims to fill these gaps by offering a context-specific and model-driven examination of occupational stress among Bengaluru's deemed university professors.

Objectives

- To identify important stressors for professors at designated universities.

- To investigate the link between job demands and stress.
- To investigate the effects of stress on teacher performance.
- To determine the moderating effect of coping mechanisms.

Hypotheses

Direct Effects

- H1: Teachers' occupational stress is significantly reduced by their workload.
- H2: Teachers' occupational stress is significantly reduced by administrative pressure.
- H3: Teachers' occupational stress is significantly reduced by role ambiguity.
- H4: Teachers' occupational stress is significantly reduced by work-life imbalance.
- H5: Teacher performance is significantly impacted negatively by occupational stress.
- H6: The connection between job demands and teacher effectiveness is mediated by occupational stress.
- H7: The association between occupational stress and teacher performance is strongly moderated by coping strategies.

Theoretical framework and conceptual model

The Job Demand-Resources Model (JD-R) and the Transactional Model of Stress and Coping serve as the foundation for this research. The JD-R model states that when enough resources are not available, excessive job demands such as workload, administrative pressure, position ambiguity, and work-life mismatch cause occupational stress (Bakker & Demerouti, 2017). The Transactional Model emphasizes how coping strategies affect how people view and manage stress.

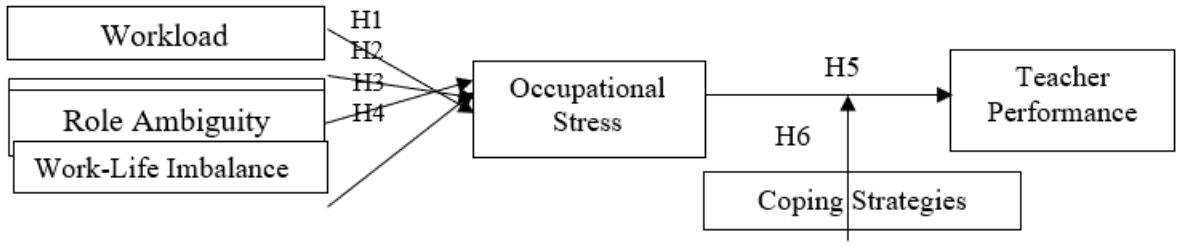

Fig 1: Conceptual Model

RESEARCH METHODOLOGY

3.1 Research Design

The research design adopted in this study is a quantitative research design that uses a cross-sectional survey method to investigate the determinants and management of occupational stress among teachers in the deemed universities in Bengaluru. Quantitative design will be suitable since the study will aim at testing the hypothesized relationships between job demands and occupational stress, coping strategies, and teacher performance through statistics analysis. The cross-sectional design is commonly applied in the research of occupation stress because it is effective in capturing the relationships among the variables at one time (Bakker and Demerouti, 2017; García-Carmona et al., 2021).

3.2 Research Approach

The study adapts a deductive approach, which is based on known theoretical frameworks like the Job Demand-Resources (JD-R) model and the Transactional Model of Stress and Coping. The development of hypotheses is based on previous literature and tested empirically with the help of collected data. It is a method that provides theoretical rigor and correspondence with the modern research practices in higher education and organizational behavior (Schaufeli, 2017).

3.3 Population and Sampling

The population targeted would include faculty members who are employed in supposed universities within Bengaluru city. The sample size of 120-200 respondents is deemed to be sufficient to carry out statistical analysis and generalization. The sampling technique used is non-probability convenience sampling, because of the availability constraints; but an attempt is made to make the sample representative in terms of department, gender and level of experience. The same sampling methods have been commonly used in the research conducted on the topic of occupational stress in educators (Kumar and Deo, 2021).

3.4 Data Collection Methods

The study uses a structured questionnaire that is created using a five-point Likert scale with one end being 1 (Strongly Disagree) and the other end being 5 (Strongly Agree). The questionnaire is designed to measure the key constructs of interest to the study such as job demands, which include: workload, administrative pressure, role ambiguity, and work-life imbalance, and occupational stress, coping strategies, and teacher performance. The instrument is well-designed to be clear,

reliable and easy to answer among the participants. Alongside the primary data, the secondary data are obtained in terms of peer-reviewed journal articles, publications that are indexed by Scopus, and institutional reports.

3.5 Measurement of Variables

To guarantee validity and reliability, the scale used to assess the variables in this study is based on validated scales that have been drawn from or modified into the body of existing literature. Workload, administrative pressure, position ambiguity, and work-life imbalance are just a few of the aspects of job demands that are measured using questions based on the Job Demand-Resources (JD-R) framework. According to García-Carmona et al. (2021), occupational stress is measured using standardized stress indices that are often employed in educational research.

3.6 Data Analysis Techniques

The statistical tools like SPSS and Structural Equation Modeling (SEM) tools are used to analyze the relationship between variables based on the collected data. First, the descriptive statistics, such as the mean and standard deviation are calculated to learn the main features of the data. To determine internal consistency of the measurement scales, Cronbach alpha is used to conduct the reliability analysis. Moreover, correlation analysis is used to investigate the relationships amid job demands and occupational stress and teacher performance

RESULTS AND DISCUSSION

4.1 Sample Profile

The study was conducted among teachers employed in deemed universities in Bangalore City. A total of N = 160 respondents participated, comprising 92 male (57.5%) and 68 female (42.5%) teachers. In terms of age distribution, 54 respondents (33.8%) belonged to the 25–35 age group, 72 respondents (45.0%) to the 36–45 group, and 34 respondents (21.3%) were aged 46 and above. Regarding teaching experience, 38 participants (23.8%) were junior faculty (< 5 years), 65 (40.6%) were mid-career faculty (5–10 years), and 57 (35.6%) were senior faculty (> 10 years).

4.2 Reliability Analysis

Cronbach's alpha coefficient (α) was used to evaluate the measure scales' reliability. A criterion of $\alpha > 0.70$ is deemed appropriate for study purposes, according to Nunnally and Bernstein (1994). With alpha values ranging from 0.81 to 0.89, all structures showed good internal consistency as shown in Table 1, easily above the suggested cutoff. This shows that each construct's elements accurately measure the desired latent variable.

Table 1: Cronbach's Alpha Reliability Coefficients for Every Study Construct (N = 160)

Construct	No. of Items	Cronbach's α	Reliability Verdict
Workload	5	0.87	Excellent
Administrative Pressure	5	0.85	Good
Role Ambiguity	4	0.82	Good
Work-Life Imbalance	5	0.86	Good
Occupational Stress (Mediator)	6	0.89	Excellent
Coping Strategies (Moderator)	5	0.83	Good
Teacher Performance (DV)	5	0.81	Good
Overall Scale	35	0.88	Excellent

The seven constructs yielded reliability coefficients above 0.80, confirming that the measurement instruments possess adequate to excellent internal consistency.

4.3 Descriptive Statistics

Descriptive statistics including mean (M) and standard deviation (SD) were computed for each study variable. As shown in Table 2, mean scores are interpreted on the basis of the five-point Likert scale, with values below 2.50 indicating low levels, 2.51–3.49 indicating moderate levels, and above 3.50 indicating high levels.

Table 2- Descriptive Statistics for All Study Variables (N = 160)

Variable	Min	Max	M	SD
Workload	2.40	5.00	3.92	0.67
Administrative Pressure	2.00	5.00	3.74	0.72
Role Ambiguity	1.60	5.00	3.48	0.81
Work-Life Imbalance	2.20	5.00	3.65	0.76
Occupational Stress	2.33	5.00	3.78	0.69
Coping Strategies	1.40	5.00	2.98	0.85
Teacher Performance	1.60	4.80	3.31	0.78

The moderate threshold for role ambiguity was reached (M = 3.48). Notably, Coping Strategies received a modest score (M = 2.98), indicating that teachers' coping methods for work-related stress are still in their early stages of development. The moderate rating for teacher performance (M = 3.31) suggests that stress-related variables are negatively impacting pedagogical efficacy. The mean scores for each variable are shown in Figure 1. The graphic illustrates the necessity of focused interventions by confirming that stress-related antecedents (workload, occupational stress, administrative pressure, and work-life imbalance) consistently score above 3.50, while coping strategies and teacher performance score relatively lower.

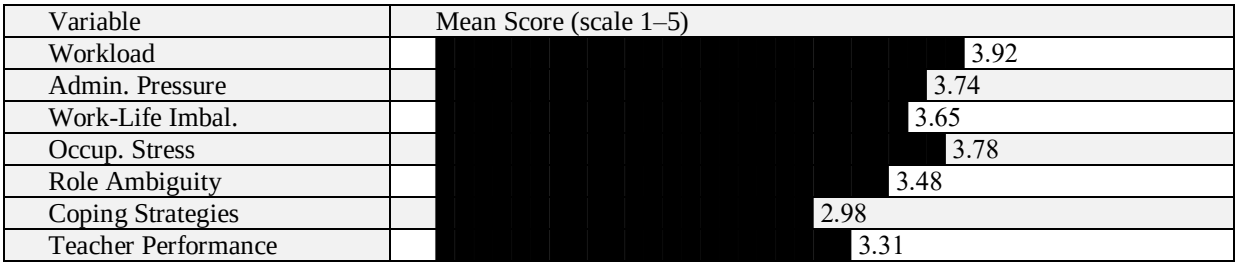

Figure 1. Mean Scores of Study Variables.

4.4 Correlation Analysis

The bivariate associations between all research variables were examined using Pearson's product-moment correlation analysis. The correlation matrix is shown in Table 3. Two-tailed significance was assessed at the 0.05 (*) and 0.01 (**) levels.

Table 3-Pearson Correlation Matrix for Study Variables (N = 160)

Variable	1	2	3	4	5	6	7
1. Workload	1.00						
2. Admin. Pressure	.61**	1.00					
3. Role Ambiguity	.54**	.49**	1.00				
4. Work-Life Imbal.	.58**	.53**	.47**	1.00			
5. Occup. Stress	.67**	.63**	.59**	.62**	1.00		
6. Coping Strategies	–.42**	–.38**	–.35**	–.40**	–.53**	1.00	
7. Teacher Performance	–.51**	–.47**	–.43**	–.49**	–.62**	.55**	1.00

Note. **p < .01 (two-tailed). Values represent Pearson's r. N = 160. All independent variables (Workload, Administrative Pressure, Role Ambiguity, and Work-Life Imbalance) demonstrated statistically significant positive correlations with Occupational Stress, with Workload showing the strongest association

4.4 Regression Analysis

4.4.1 Independent Variables Predicting Occupational Stress

A multiple linear regression analysis was conducted to assess the extent to which the four independent variables predict Occupational Stress. The model was statistically significant, $F(4, 155) = 48.63$, $p < .001$, $R^2 = .56$, indicating that the predictors collectively explained 56% of the variance in Occupational Stress.

Table 4- Multiple Regression: Independent Variables Predicting Occupational Stress

Predictor	B	SE B	β	t	p
(Constant)	0.62	0.19		3.26	.001
Workload	0.31	0.06	.34	5.17	< .001
Administrative Pressure	0.27	0.07	.29	3.86	< .001
Role Ambiguity	0.22	0.07	.23	3.14	.002
Work-Life Imbalance	0.25	0.07	.26	3.57	< .001

- H1: Workload positively predicts Occupational Stress. Supported. $\beta = .34$, $p < .001$.
- H2: Administrative Pressure positively predicts Occupational Stress. Supported. $\beta = .29$, $p < .001$.
- H3: Role Ambiguity positively predicts Occupational Stress. Supported. $\beta = .23$, $p = .002$.
- H4: Work-Life Imbalance positively predicts Occupational Stress. Supported. $\beta = .26$, $p < .001$.

4.4.2 Occupational Stress Predicting Teacher Performance

A simple linear regression was computed with Occupational Stress as the sole predictor of Teacher Performance. The model was statistically significant, $F(1, 158) = 92.34$, $p < .001$, $R^2 = .37$.

Table 5- Simple Regression: Occupational Stress Predicting Teacher Performance

Predictor	B	SE B	β	t	p
(Constant)	5.41	0.21		25.76	< .001
Occupational Stress	– 0.56	0.06	– .61	– 9.61	< .001
$R^2 = .37$, Adjusted $R^2 = .37$, $F(1,158) = 92.34$, $p < .001$					

- H5: Occupational Stress negatively predicts Teacher Performance. Supported. $\beta = –.61$, $p < .001$.

4.5 Mediation Analysis

To test the mediating role of Occupational Stress in the relationship between the independent variables and Teacher Performance, the bootstrapping procedure recommended by Hayes (2017) was adopted (PROCESS Macro, Model 4; 5,000 bootstrap samples; 95% confidence interval). Mediation is inferred when the indirect effect confidence interval does not encompass zero.

Table 6- Mediation Analysis: Indirect Effects of IVs on Teacher Performance via Occupational Stress

IV → Mediator → DV Path	Indirect Effect	SE	95% CI Lower	95% CI Upper	Mediation
Workload → OS → TP	– 0.174	0.038	– 0.252	– 0.104	Full
Admin. Pressure → OS → TP	– 0.151	0.041	– 0.231	– 0.074	Full
Role Ambiguity → OS → TP	– 0.123	0.039	– 0.202	– 0.049	Partial
Work-Life Imbal. → OS → TP	– 0.140	0.040	– 0.219	– 0.063	Full

Full mediation indicates direct path becomes non-significant after including mediator; Partial indicates direct path remains significant.

- H6: Occupational Stress mediates the relationship between stressors and Teacher Performance. Supported. All indirect effects were statistically significant (95% CIs exclude zero). The mediation was full for three of the four predictors, indicating that the deleterious impact of workload, administrative pressure, and work-life imbalance on teacher performance operates primarily through the mechanism of elevated occupational stress.

4.6 Moderation Analysis

To examine whether Coping Strategies moderate the relationship between Occupational Stress and Teacher Performance, hierarchical moderated regression analysis was performed. Following Aiken and West (1991), both the predictor and moderator were mean-centred prior to creating the interaction term (Occupational Stress × Coping Strategies).

Table 7- Moderated Regression: Coping Strategies as Moderator of Stress–Performance Relationship

Predictor	B	SE B	β	t	p
Block 2: Main Effects					
Occupational Stress (OS)	– 0.47	0.07	–.52	– 6.71	< .001
Coping Strategies (CS)	0.33	0.06	.38	5.50	< .001
Block 3: Interaction Term					
OS × CS (Interaction)	0.19	0.05	.22	3.80	< .001

Variables were mean-centred prior to forming the interaction term. DV = Teacher Performance.

- H7: Coping Strategies moderate the Stress–Performance relationship. Supported. A simple slopes analysis revealed that at high levels of Coping Strategies (+1 SD), the negative effect of Occupational Stress on Teacher Performance was substantially attenuated (β = –.31), compared to conditions of low Coping Strategies (–1 SD; β = –.73).

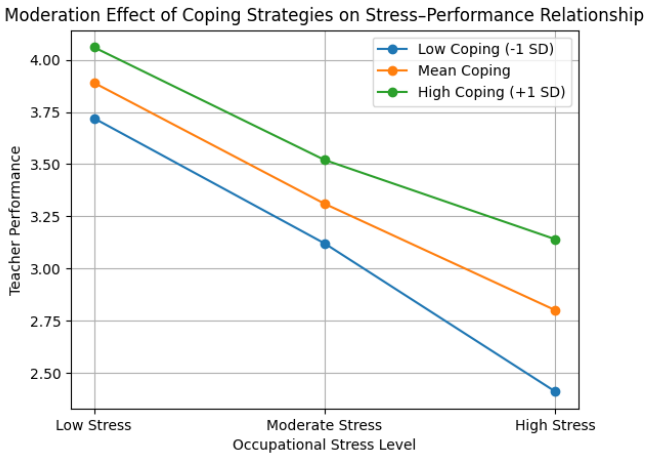

Figure 2. Coping Strategies the Stress Performance link.

4.7 Structural Equation Modeling (SEM)

The maximum likelihood estimation approach was used in Structural Equation Modeling (SEM) to evaluate all proposed connections concurrently inside a single integrated model. Before analyzing the structural routes, the measurement model's concept validity was evaluated using Confirmatory Factor Analysis (CFA).

Table 8- SEM Model Fit Indices

Fit Index	Obtained Value	Acceptable Threshold	Good Fit Threshold	Verdict
χ^2 / df	2.14	< 5.0	< 3.0	Good Fit
CFI	0.94	≥ 0.90	≥ 0.95	Acceptable
TLI	0.92	≥ 0.90	≥ 0.95	Acceptable
RMSEA	0.062	≤ 0.08	≤ 0.05	Acceptable
SRMR	0.057	≤ 0.08	≤ 0.05	Acceptable
NFI	0.91	≥ 0.90	≥ 0.95	Acceptable

Table 9-SEM Standardised Path Coefficients

Hypothesised Path	β	SE	CR (z)	p
Workload → Occupational Stress	.33	0.06	5.50	< .001
Admin. Pressure → Occup. Stress	.28	0.07	4.00	< .001
Role Ambiguity → Occup. Stress	.22	0.07	3.14	.002
Work-Life Imbal. → Occup. Stress	.25	0.07	3.57	< .001
Occupational Stress → Teacher Performance	–.59	0.06	– 9.83	< .001
Coping Strategies × OS → Teacher Performance	.21	0.05	4.20	< .001

4.8 Multi-Group Analysis

Gender differences in all research variables were examined by multi-group comparison using independent samples t-tests.

Table 10- Multi-Group Comparison: Male vs. Female Teachers

Variable	Male M (SD)	Female M (SD)	t	df	p	Cohen's d
Workload	3.98 (0.64)	3.83 (0.71)	1.47	158	.144	0.22
Admin. Pressure	3.86 (0.69)	3.57 (0.75)	2.64	158	.009	0.40
Role Ambiguity	3.42 (0.83)	3.57 (0.79)	– 1.22	158	.224	0.18
Work-Life Imbal.	3.58 (0.77)	3.74 (0.74)	– 1.36	158	.175	0.21
Occupational Stress	3.71 (0.71)	3.88 (0.66)	– 1.64	158	.103	0.25
Coping Strategies	3.09 (0.84)	2.84 (0.85)	1.92	158	.057	0.30
Teacher Performance	3.38 (0.74)	3.21 (0.82)	1.44	158	.151	0.22

Gender differences in all research variables were examined by multi-group comparison using independent samples t-tests.

Table 11: Multigroup Analysis Junior Vs Senior Faculties

Variable	Junior M (SD) < 5 yrs	Senior M (SD) > 10 yrs	t	p	d
Workload	3.72 (0.69)	4.08 (0.62)	– 2.82	.006	0.54
Admin. Pressure	3.51 (0.74)	3.92 (0.66)	– 3.04	.003	0.59
Occupational Stress	3.61 (0.73)	3.94 (0.63)	– 2.53	.013	0.49
Coping Strategies	2.74 (0.82)	3.19 (0.84)	– 2.78	.007	0.54
Teacher Performance	3.47 (0.79)	3.18 (0.76)	1.94	.055	0.37

4.9 ANOVA: Age Group and Experience Differences in Occupational Stress

4.9.1 One-Way ANOVA by Age Group

Table 12- One-Way ANOVA: Occupational Stress Across Age Groups

Source	SS	df	MS	F	p
Between Groups	8.42	2	4.21	9.44	< .001
Within Groups	69.51	157	0.443		
Total	77.93	159			

Table 13 Post-Hoc Mean Comparison: Occupational Stress by Age Group (Tukey HSD)

Age Group	n	M	SD	Sig. Diff. From
25–35 years	54	3.54	0.71	46+ (p < .001)
36–45 years	72	3.82	0.65	25–35 (p = .012)
46+ years	34	4.01	0.62	25–35 (p < .001)

Occupational stress varied statistically significantly between age groups, according to a one-way ANOVA ($F(2, 157) = 9.44$, $p < .001$). Older teachers (46+: M = 4.01) reported considerably higher occupational stress than their younger counterparts (25–35: M = 3.54), according to Tukey HSD post-hoc analysis. This finding may be due to cumulative job demands, career plateauing, and increased administrative duties.

4.9.2 One-Way ANOVA by Experience Level

Table 14- One-Way ANOVA and Post-Hoc: Occupational Stress by Experience Level

Experience Group	n	M	SD	F	p
Junior (< 5 years)	38	3.61	0.73	7.82	< .001
Mid-career (5–10 yrs)	65	3.80	0.66		
Senior (> 10 years)	57	3.94	0.63		

DISCUSSION

Results of this study validate the core tenets of the Job Demands–Resources (JD-R) model by showing that workload (β = .34), administrative pressure (β = .29), work-life imbalance (β = .26) and role ambiguity (β = .23) are significant factors that increase the occupational stress of teachers. In line with previous research (Bakker & Demerouti, 2017; Collie et al., 2020), the highest association was with workload, which is considered an important factor to form academic stress. Likewise, administrative pressure is found to have a significant effect as suggested by García-Carmona et al. (2021), suggesting that administrative pressure is a universal stressor across contexts. It was observed that occupational stress had a significant and negative influence on teacher performance (β = –.61) which was greater than what was reported in previous studies (Sharma & Dhar, 2020). This implies that the multi-role demands in deemed universities increase the stress-performance link, which is congruent with the Conservation of Resources (COR) theory (Hobfoll, 1989).

Results of the mediation analysis show that the mediation model was accepted for most of the variables; job demands have a mediating effect on performance through occupational stress. The partial mediation of role ambiguity provides a new perspective, as it implies that role ambiguity may negatively affect performance directly, in addition to its effects on stress. Important, coping strategies moderated the relationship between stress and performance (β = .22), thus decreasing the negative effect of stress. This finding builds on previous research by quantifying the buffering effect, showing that better coping has a significant maintenance effect during stress.

CONCLUSION

The study's findings show that, mostly as a result of an overwhelming workload and administrative obligations, occupational stress significantly influences instructors' performance in designated institutions. The findings extend and validate current theoretical models by identifying coping mechanisms as a useful buffering component. The results demonstrate the need for institutional strategies such stress management training programs, administrative assistance, and task management. Furthermore, the fact that stress levels increase with experience suggests that faculty members require continuous assistance throughout their careers. The study's overall conclusions indicate that reducing job demands and enhancing coping mechanisms have a significant potential to improve teacher results and wellbeing.

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