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An Analytical Study of Stress Management among Lecturers in Udaipur with Special Reference to Gender and Work Experience

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ABSTRACT
Teaching, evaluating, administrative chores, student contact, and institutional expectations can cause occupational stress in academics. Stress management is vital for lecturers who must retain professional efficiency while juggling many academic commitments. In this study, gender and employment experience are examined in Udaipur academic stress management. The study uses structured questionnaire data with an analytical design and quantitative approach. Stress management was measured through 15 Likert-scale statements covering workload handling, coping strategies, time management, emotional control, work life balance, institutional support and performance-related stress management. Gender and employment experience were compared as categorical factors. The results demonstrate that lecturers have a moderate to positive stress management tendency, especially in ahead planning, optimistic thinking, and coping. Findings show gender and professional experience differences in stress management. According to the report, academic institutions must provide lecturers with structured assistance, mentoring, and stress management programs.

Keywords: Stress Management, Academic Workload, Lecturers, Gender Difference, Work Experience

MANAGING ACADEMIC STRESS AMONG LECTURERS

The increasing demands of academic work have rendered teaching in higher education increasingly challenging. Besides classroom instruction, lecturers are required to manage administrative tasks, student-related chores, assessment responsibilities, institutional reporting, and continuous professional development. Conflicting responsibilities can induce stress, especially when personal commitments, workload demands, and academic deadlines converge. In such circumstances, stress management skills are essential for maintaining academic success, emotional stability, and professional effectiveness.

The term "stress management" delineates the methods by which individuals identify, regulate, and respond to workplace pressure. Time management, planning, emotional regulation, hopeful thinking, group discussions, restorative behaviours, and the use of relevant coping strategies may all be significant for lecturers. Effective stress management may not entirely eliminate occupational anxiety, however it can assist lecturers in managing their academic responsibilities more equitably and productively. This topic is pertinent from both scholarly and institutional perspectives, as well as for individual well-being.

This issue is especially significant in higher education, as instructors operate in contexts where academic responsibilities, administrative demands, and student engagement intersect. Lecturers' approaches to stress management may be affected by differences in their personal and professional histories. Gender may influence stress management experiences due to varying expectations for social, personal, and professional roles. Lecturers' responses to pressure may differ based on their experience level, as more seasoned professors are likely to be more acquainted with institutional protocols, academic practices, and coping strategies.

Targeted study on stress management among lecturers within specific local academic contexts remains valuable, despite the widespread acknowledgement of stress as a significant issue in the teaching profession. Udaipur provides an appropriate environment for examining how educators manage occupational stress within the realm of higher education. This study examines stress management among lecturers in Udaipur, aiming to ascertain variations based on gender and work experience.

REVIEW OF LITERATURE

(Valls & Tardif, 2025) examined the relationship between teacher coping processes and burnout by validating the French version of the Coping Scale by Dewe. The study used data from 237 teachers across primary, secondary and post-compulsory education and tested the psychometric structure of the coping scale. The findings indicated that the shortened coping scale showed satisfactory properties and was invariant across gender and education level. The study is relevant to the present research because it reinforces the importance of measuring stress management and coping as structured psychological responses among teaching professionals.

(Nadyukova & Frenzel, 2025) investigated stress and coping among Ukrainian secondary school teachers during the ongoing war. Using a mixed-methods design with 724 teachers, the study measured perceived stress and collected qualitative responses on teachers' challenges and coping practices. The findings revealed elevated stress levels and identified coping as a central mechanism through which teachers continued to manage professional demands. This study is useful for the present research because it highlights the importance of coping behaviour under intense academic and contextual pressure.

(Levante et al., 2025) analysed emotional exhaustion among Italian female teaching staff during the COVID-19 period by examining coping strategies, online teaching self-efficacy and technostress. The study focused on 388 female teachers and showed that coping strategies played a protective role in reducing burnout through improved online teaching self-efficacy and lower technostress. Its relevance lies in showing how gender and coping practices can influence stress-related outcomes among educators, which connects directly with the gender-based focus of the present study.

(Zito et al., 2024) explored the stress management and well-being needs of pre-service teachers through a multistakeholder approach. The study used qualitative interviews with pre-service teachers, in-service teachers, administrators and teacher preparation leaders, followed by a quantitative survey of pre-service teachers across Canada. The findings showed broad agreement on the need to include stress management, self-care, mindfulness, emotional regulation, communication and time management in teacher education. The study supports the present research by emphasising stress management as a necessary professional competence in teaching.

(Nwoko et al., 2024) developed a comprehensive coping framework for teacher occupational well-being. The study focused on practical coping strategies that may assist teachers in managing stress and burnout within school settings. Its framework gives importance to personal coping, emotional well-being,

professional support and health-related practices. This study is relevant because the present research also treats stress management as a behavioural and professional response to academic pressure rather than merely as the absence of stress.

(Maqsood et al., 2024) studied perceived stress, stress appraisal and coping strategies in an evolving educational landscape. The study examined how teachers perceived and appraised stress and how they used coping strategies to manage educational challenges. The findings pointed towards gender differences in stress perception and appraisal, with women teachers reporting heightened stress-related responses. This study is useful for the present research because it supports the need to examine gender-wise differences in stress management among educators.

(Conte et al., 2024) explored stress factors and coping strategies among Italian teachers after the COVID-19 period using qualitative data. The study involved 86 teachers from five schools in Northern Italy and used group interviews and survey responses. The findings identified stressors connected with adverse work conditions, lack of support, precariousness and demanding school systems, while coping practices were mainly emotion-focused. The study is relevant because it shows that institutional support and individual coping practices are both important in understanding teacher stress management.

(Moreno-Lucas et al., 2023) examined stress, burnout and resilience among teachers through a quantitative design. The study used a sociodemographic questionnaire, the Maslach Burnout Inventory and the Brief Resilient Coping Scale with 470 teachers. The findings showed that resilience was negatively associated with stress, emotional exhaustion, cynicism and difficulty in maintaining classroom discipline. This study is relevant to the present research because it connects coping capacity and resilience with teachers' ability to handle stress in professional settings.

(Collie et al., 2022) investigated teacher and school stress profiles using data from 3,117 Australian teachers and 255 schools. The study applied latent profile analysis and identified several teacher stress profiles based on workload stress, student behaviour stress and expectation stress. It also considered background characteristics such as gender and teaching experience. The findings indicated that stress profiles differed across teachers and were associated with work-related outcomes. This study is directly relevant because it supports the use of gender and experience as meaningful grouping variables in teacher stress research.

(Shen & Slater, 2021) conducted an integrative review of occupational stress, coping strategies, health and well-being among university academic staff. The review followed a structured search process and included 17 studies selected from 682 records across major academic databases. The findings indicated that university academics often experienced moderate to high stress, with heavy workload emerging as a major stressor. The review also noted that coping strategies and socio-demographic characteristics such as gender, age and employment status may influence stress and well-being. This study is highly relevant to the present research because it is specifically linked to academic staff and supports further investigation of stress management among lecturers.

Research Gap

The reviewed studies show that stress, coping strategies and occupational well-being have been examined among teachers and academic staff in different educational contexts. Several studies have discussed stressors, coping styles, burnout, resilience, institutional support and demographic differences. However, limited attention has been given to stress management among lecturers in the local context of Udaipur, particularly with simultaneous reference to gender and work experience. Therefore, the present study

addresses this contextual and variable-specific gap by examining gender-wise and work-experience-wise differences in stress management among lecturers in Udaipur.

RESEARCH OBJECTIVE

To examine gender-wise and work-experience-wise differences in stress management among lecturers in Udaipur.

RESEARCH METHODOLOGY

Research Design

The present study adopted an analytical research design to examine stress management among lecturers in Udaipur with special reference to gender and work experience. This design was suitable because the study aimed to compare stress management scores across defined respondent groups rather than merely describing the general pattern of responses. The design aligned with the objective of examining gender wise and work experience wise differences in stress management.

Research Approach

The study followed a quantitative research approach. Stress management was measured through structured Likert scale statements, and the responses were analysed using statistical techniques. This approach was appropriate because the study involved measurable variables, group based comparisons and hypothesis testing.

Population and Sample

The target population of the study consisted of lecturers working in Udaipur. A total sample of 122 lecturers was selected for the study. The respondents were chosen through purposive sampling, as the study required responses from lecturers who were directly relevant to the research objective. This sampling technique was considered suitable because the investigation focused specifically on stress management among lecturers and not on the general population.

Research Variables

Table 1.1: Research Variables

Variable Category	Variable
Dependent Variable	Stress Management
Grouping Variable 1	Gender
Grouping Variable 2	Work Experience

The construct mean score for stress management was calculated by taking the average of the responses obtained from the 15 Likert scale statements. Item level mean scores were calculated separately for each statement, while the overall construct score represented the respondent's general level of stress management. This construct score was used for descriptive analysis and hypothesis testing.

Data Collection Procedure

Data were collected from lecturers in Udaipur through the structured questionnaire. The selected respondents were approached for their responses on the stress management statements. The completed responses were then coded and used for statistical analysis. The analysis was carried out in relation to the objective and hypotheses of the study.

Reliability of the Instrument

The reliability of the stress management scale comprising 15 items was tested using Cronbach's Alpha which was 0.931. The reliability result supports the suitability of the instrument for further statistical analysis.

LIKERT SCALE STATEMENT ANALYSIS

Table 1.2: Likert Scale Statement Analysis

S No	Likert Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
1	I am able to remain calm when academic workload increases.	8	14	41	41	18	3.39	1.08
2	I manage time effectively to reduce work-related pressure.	2	14	34	46	26	3.66	0.99
3	I use suitable coping strategies when I feel stressed at work.	1	12	32	44	33	3.79	0.98
4	I maintain a healthy balance between professional duties and personal life.	4	17	35	43	23	3.52	1.05
5	I discuss work-related stress with colleagues or seniors when required.	4	12	42	43	21	3.53	1
6	I plan my teaching and academic tasks in advance to avoid unnecessary stress.	2	1	35	43	41	3.98	0.9
7	I am able to control emotional pressure during challenging academic situations.	3	8	41	48	22	3.64	0.94
8	I participate in activities that help me relax and refresh my mind.	2	13	45	39	23	3.56	0.97
9	I feel confident in handling multiple academic responsibilities at the same time.	5	9	30	54	24	3.68	1.01
10	I take short breaks or rest when academic pressure becomes high.	2	26	42	40	12	3.28	0.96
11	I use positive thinking to deal with stressful situations in the workplace.	1	13	29	43	36	3.82	1
12	I seek institutional or professional support when stress becomes difficult to manage.	5	22	46	32	17	3.28	1.05

S No	Likert Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
13	I am able to manage stress arising from deadlines and administrative duties.	1	17	33	46	25	3.63	0.99
14	I maintain discipline in daily routine to manage stress effectively.	3	14	36	42	27	3.62	1.03
15	I feel that my stress management practices help me perform better as a lecturer.	1	11	33	42	35	3.81	0.98

The Likert-scale results indicate a generally positive tendency towards stress management among lecturers in Udaipur. Higher mean scores were observed for advance planning of academic tasks, positive thinking, coping strategies and performance-related stress management, while comparatively lower scores appeared for taking short breaks and seeking institutional support. Overall, the pattern suggests moderate to high agreement, reflecting that lecturers generally adopt personal coping practices, although formal support-seeking behaviour appears relatively less strong.

HYPOTHESES

H_{01}: There is no significant difference in stress management among lecturers in Udaipur on the basis of gender.

For testing H_{01}, gender was used as the independent grouping variable, while stress management score was used as the dependent variable. An independent samples t-test was applied to examine whether stress management among lecturers in Udaipur differed significantly on the basis of gender.

Table 1.3: Descriptive Statistics

	Gender	n	Mean	Std. Deviation	Std. Error Mean
Stress Management Score	Female	60	3.83	0.60	0.08
	Male	62	3.40	0.75	0.10

The descriptive statistics indicate that female lecturers reported a higher mean stress management score (M = 3.83, SD = 0.60) than male lecturers (M = 3.40, SD = 0.75). Table 1.4: Levene's Test

Test	F	df1	df2	p
Levene's Test (Mean)	2.10	1	120	.15

Levene’s test was not significant, F(1, 120) = 2.10, p = .15, indicating that the assumption of equal variances was met. Therefore, the equal variances assumed result was considered for interpretation.

Table 1.5: Independent samples t-test

		t	df	p
Stress Management Score	Equal variances	3.53	120.00	.001
	Unequal variances	3.55	115.61	.001

The independent samples t-test showed a statistically significant gender wise difference in stress management, t(120) = 3.53, p = .001. This result indicates that stress management scores differed significantly between male and female lecturers, with female lecturers showing comparatively higher stress management scores in the present sample.

Decision

For H_{01}, the independent samples t-test was applied, and the result was statistically significant at the 5% level. The null hypothesis is rejected.

Finding

The finding indicates that stress management among lecturers differs on the basis of gender. Female lecturers reported comparatively higher stress management scores than male lecturers, suggesting that gender based differences may be relevant while understanding stress management practices among lecturers in Udaipur.

Conclusion

Since the null hypothesis is rejected, the researcher concludes that there is a significant difference of gender on stress management.

H_{02}: There is no significant difference in stress management among lecturers in Udaipur on the basis of work experience.

For testing H_{02}, work experience was used as the independent grouping variable, while stress management score was used as the dependent variable. One-way ANOVA was applied to examine whether stress management among lecturers in Udaipur differed significantly across different work experience groups.

Table 1.6: Descriptive Statistics

	n	Mean	Std. Deviation
Below 5 years	49	3.27	0.70
5-10 years	38	3.69	0.66
Above 10 years	35	4.01	0.55
Total	122	3.61	0.71

The descriptive statistics show a clear difference in stress management scores across work experience groups. Lecturers with below 5 years of experience reported the lowest mean score (M = 3.27, SD = 0.70), followed by lecturers with 5 to 10 years of experience (M = 3.69, SD = 0.66). Lecturers with above 10 years of experience reported the highest mean score (M = 4.01, SD = 0.55).

Table 1.7: ANOVA

	Sum of Squares	df	Mean Square	F	p
Work_Experience	11.20	2	5.60	13.36	<.001
Residual	49.89	119	0.42		
Total	61.09	121			

The one-way ANOVA result showed a statistically significant difference in stress management across work experience groups, $F(2, 119) = 13.36$, $p < .001$. This suggests that stress management varies significantly according to work experience, with comparatively higher scores observed among lecturers having greater professional experience.

Decision

For H_{02}, one-way ANOVA was applied, and the result was statistically significant at the 5% level. The null hypothesis is rejected.

Finding

The finding indicates that stress management differs across work experience groups. Lecturers with higher work experience showed comparatively better stress management scores, suggesting that professional experience may be associated with more effective handling of academic and workplace pressure.

Conclusion

Since the null hypothesis is rejected, the researcher concludes that there is a significant difference of work experience on stress management.

OVERALL CONCLUSION

The study examined stress management among lecturers in Udaipur with special reference to gender and work experience. The findings suggest that lecturers generally demonstrate a reasonable level of stress management, particularly in relation to planning academic responsibilities, using coping strategies, maintaining positive thinking and handling multiple professional duties. However, comparatively lower mean scores for rest-taking behaviour and institutional support-seeking indicate that some areas of stress management may require further attention within academic settings.

The hypothesis results show that stress management differs significantly on the basis of both gender and work experience. Female lecturers reported comparatively higher stress management scores than male lecturers, and lecturers with higher work experience showed better stress management than those with lower experience. Within the scope of the present study, these findings indicate that personal and professional background factors may be relevant in understanding how lecturers manage academic and workplace pressure.

SUGGESTIONS BASED ON FINDINGS

1. Academic institutions should organise structured stress management programmes for lecturers, with special attention to practical coping methods that can be applied during periods of high academic workload.
2. Since planning of academic tasks received a strong response, institutions should encourage systematic academic calendars, workload schedules and advance planning mechanisms to help lecturers manage responsibilities more efficiently.

3. Workshops on time management should be conducted regularly so that lecturers can better handle teaching, administrative duties, assessment work and research-related responsibilities.
4. Institutions should promote healthy work life balance by encouraging realistic workload allocation and avoiding unnecessary concentration of academic duties within short time periods.
5. As institutional support-seeking received a comparatively lower response, universities and colleges should create accessible counselling, mentoring or faculty support systems for stress-related concerns.
6. Lecturers should be encouraged to take short breaks during periods of intense academic pressure, as rest and recovery can support better emotional control and work performance.
7. Faculty development programmes should include sessions on emotional regulation, especially for handling challenging academic situations, student-related pressure and administrative deadlines.
8. Since experienced lecturers showed better stress management, institutions may introduce peer mentoring systems where senior lecturers guide less experienced lecturers in handling academic and workplace stress.
9. Newly appointed or less experienced lecturers should receive orientation support focused on workload management, classroom pressure, institutional expectations and professional adjustment.
10. Gender-sensitive support mechanisms may be considered, as the findings indicate a significant gender-wise difference in stress management among lecturers.

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