

Beyond the Classroom: Job Demands, Institutional Resources, and Faculty Well-Being in Higher Education

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Abstract

This empirical study examines the extent and underlying causes of job-related stress among faculty working in higher education institutions across Telangana, India. The job demand-control theory provides a solid theoretical framework for this research. We obtained 332 samples from faculty members employed in higher education institutions using purposive sampling and analyzed the data using structural equation modeling. The study findings indicated that workload (WL) adversely affected faculty well-being, while organizational culture (OC), career development opportunities (CDO), support systems (SS), and job stress management strategies (JMS) significantly influenced faculty well-being (WB) in higher education institutions in Telangana state. The research continues by presenting pragmatic policy recommendations, highlighting the need for institutions to enhance support systems and implement more efficient workload management strategies to mitigate teacher stress.

Keywords: Workload, organization culture, career development opportunities, support system, job stress management method, welling

1. Introduction

Teaching is widely regarded as a foundational profession from which all other professions emerge, underscoring its inherently noble and transformative role in society (Si, 2024). The quality and sustainability of any education system depend significantly on the stability, commitment, and well-being of its faculty members; however, faculty retention has become a pressing global concern, with higher education institutions increasingly grappling with challenges related to job dissatisfaction, burnout, and turnover (Bai & Li, 2024). A stable and committed faculty workforce is essential not only for maintaining academic standards and fostering optimal learning environments, but also for preparing future generations to meet evolving societal and professional demands (Shi et al., 2025).

In contemporary higher education, faculty members play a multifaceted role that extends beyond classroom teaching to include research productivity, mentorship, institutional service, and community engagement (Avola et al., 2025). Over the past decade, the academic sector has undergone substantial structural and policy-driven transformations characterized by heightened expectations for research output, teaching excellence, accreditation compliance, and institutional accountability (Griffiths et al., 2026). These evolving demands have intensified occupational pressures, often resulting in elevated stress levels among faculty members (Mavi et al., 2025). Heavy teaching workloads, escalating publication requirements, stringent performance evaluations, job insecurity, and limited institutional support mechanisms collectively contribute to psychological strain, diminished job satisfaction, and reduced professional effectiveness. Such stressors not only impair individual well-being but may also compromise the overall quality of education delivered (Tong, 2025).

The higher education landscape in Telangana reflects these broader global trends while presenting distinct regional dynamics. Rapid expansion of institutions, increased competition for rankings and recognition, and pressure to meet performance benchmarks have placed additional demands on faculty members (Demir et al., 2025). Despite these contextual challenges, there remains limited empirical research examining the specific causes and consequences of job stress among faculty in Telangana. Existing literature has explored determinants of teachers' professional well-being—such as income, altruistic values, self-efficacy (Avalos, 2011), emotional regulation (Mavi et al., 2025), professional relationships, competence (Zhai, et al., 2025), and governance structures (Tong, 2025)—yet localized investigations that account for institutional and contextual variables remain scarce.

Moreover, prior research often highlights the presence of stress without sufficiently examining how organizational factors—such as workload distribution, organizational culture, career development opportunities, availability of support systems, and stress management strategies—interact to influence faculty well-being. There is also limited understanding of how sustained occupational stress affects long-term career progression, professional fulfillment, and institutional performance within the regional context of Telangana. Addressing these gaps is critical, as faculty well-being is closely associated with commitment, self-efficacy, productivity, and the broader success of higher education institutions.

Against this backdrop, the present study seeks to investigate the impact of key organizational and professional variables—Workload (WL), Organizational Culture (OC), Job Stress Management Strategies (JMS), Career Development Opportunities (CDO), and Support Systems (SS)—on Faculty Well-Being (WB) within Telangana's higher education sector. By examining these dimensions collectively, the study aims to provide a comprehensive understanding of the structural and psychosocial factors shaping faculty experiences. Accordingly, the central research question guiding this inquiry is: To what extent do WL, OC, JMS, CDO, and SS influence faculty well-being in higher education institutions in Telangana? The findings of this study are expected to contribute to academic literature by offering region-specific insights and advancing understanding of faculty stress dynamics in emerging higher education environments. Practically, the results may inform institutional policies and administrative practices aimed at enhancing faculty well-being, optimizing workload allocation, strengthening support mechanisms, and fostering sustainable career development pathways. Ultimately, promoting faculty well-being is not only an organizational imperative but also a strategic investment in educational quality, institutional resilience, and societal progress.

2. Theoretical underpinnings

2.1 Job demand control theory

This study is conceptually based on the Job Demand–Control (JDC) Model introduced by Robert Karasek in 1979, a foundational paradigm in occupational stress research. The JDC model asserts that work strain largely results from the interplay between two fundamental dimensions: job demands and job control (decision latitude). Job demands denote the psychological pressures associated with fulfilling workload requirements (Lillelien & Jensen, 2026), including time constraints, role overload, and performance expectations, while job control signifies the amount of autonomy and choice individuals possess in task scheduling and skill use (Castro Silva, 2026). The model indicates that the most adverse condition—designated as high-strain work—arises when individuals encounter elevated demands and less control (Collie, 2025). In contrast, elevated expectations combined with substantial control may foster active learning and professional development instead of causing anxiety (Zhai et al., 2026). This approach offers a comprehensive theoretical perspective for analyzing teacher stress in Telangana's swiftly changing higher education landscape. As stated in the introduction, academic members are increasingly subjected to augmented workloads, elevated expectations

for research output, accrediting constraints, and enlarged teaching and administration duties (Collie, 2025). Within the JDC paradigm, these variables distinctly signify heightened Workload (Ma & Marion, 2025). The extent to which these expectations result in psychological strain and reduced well-being significantly relies on the degree of control and institutional support afforded to professors (Arnold & Rahimi, 2025).

Organizational culture (OC), career development opportunities (CDO), and support systems (SS) may be theoretically correlated with the control and resource elements of the JDC model. An encouraging corporate culture that fosters participatory decision-making increases perceived autonomy (Ye, 2025). Access to career development options enhances faculty members' perception of knowledge and professional autonomy, hence augmenting decision-making freedom (Costa & Opare, 2025). Institutional support systems—administrative and collegial—mitigate the negative impacts of high demands by promoting empowering and shared governance. When control-enhancing processes are restricted, faculty may encounter increased pressure, emotional fatigue, and diminished well-being (Demerouti, 2025). Moreover, work stress management strategies (JMS) may serve as adaptive mechanisms that augment perceived control over stressful situations (Li et al., 2025). The original JDC model focuses on structural work features, whereas later versions recognize the significance of human coping abilities in alleviating pressure. In academic settings when structural constraints are unavoidable, enhancing coping techniques may somewhat mitigate the effects of restricted control (Ma & Marion, 2025).

Implementing the JDC paradigm within the context of Telangana's higher education has significant theoretical and practical ramifications. The rapid institutional growth and competitive constraints previously mentioned indicate that several faculty members function under high-demand circumstances. Failure to align these objectives with sufficient autonomy, participatory governance, and developmental assistance is anticipated to result in a deterioration of psychological well-being, work satisfaction, and long-term professional commitment. In contrast, institutions that deliberately increase decision-making autonomy, promote inclusive organizational cultures, and invest in faculty development may convert high-demand circumstances into dynamic roles that encourage engagement and growth instead of burnout. The Job Demand–Control model offers a coherent theoretical framework for analyzing the interaction between workload (WL), organizational culture (OC), career development opportunities (CDO), support systems (SS), and job stress management methods (JMS) in relation to faculty well-being (WB). Anchoring this research inside the JDC paradigm for a methodical examination of whether faculty stress in Telangana arises mostly from excessive expectations, inadequate control, or a disparity between the two. This theoretical framework enhances the conceptual foundation of the research and provides a systematic approach for evaluating the claimed correlations between organizational characteristics and faculty well-being in higher education institutions.

3. Literature, hypotheses and model development

3.1 Workload → Faculty well-being

Faculty members have several roles, including primary duties like teaching and research, along with supplementary administrative tasks that may impact their emotional well-being (Nurhayati et al., 2025). Psychosocial well-being serves as a protective element that enables teachers to properly perform their duties and sustain productivity at institutions (Effendi et al., 2025). It includes job satisfaction, pleasure with extracurricular activities, and general psychological well-being (Pressley et al., 2025). Academic stress may be lessened, faculty attrition rates can be decreased, and educators and institutional stakeholders can be guided toward evidence-based teaching approaches by research on faculty workload (Dewangan et al., 2025). Prior study has examined academic rigor and the balance between teaching and research,

revealing that high workloads may adversely affect faculty problem-solving capabilities and motivation (Zeeman et al., 2024). The escalating notion of heightened academic burdens is often associated with augmented administrative duties, which may adversely impact university teachers' well-being (Kennedy et al., 2022). Therefore, workload plays a critical role in shaping faculty well-being in higher education institutions. Thus, we proposed hypotheses like

H1: Workload has a negative impact on faculty well-being

3.2 Organizational culture → Faculty well-being

Organizational culture is an essential component in organizational behavior that affects employee conduct, interpersonal interaction, decision-making, and ultimate organizational efficacy (Lu et al., 2022). It denotes the collective values, ideas, assumptions, and practices that influence relationships inside an organization (Hammoudi Halat et al., 2023). Previous research continually highlights the significance of shared values and beliefs in directing behavior and institutional operations (Liu et al., 2024). Comprehending and maintaining corporate culture is crucial for cultivating a healthy work environment and attaining organizational success. Furthermore, a robust company culture correlates with increased employee engagement, heightened productivity, and superior performance results (Ho et al., 2025). Consequently, promoting faculty well-being within the organizational culture of higher education institutions is essential for maintaining academic efficacy and institutional success (Tong et al., 2025). Leaders and managers seeking to foster and sustain a healthy and productive corporate culture must comprehend the principal factors that affect faculty well-being and productivity (Lu et al., 2022). Thus, we proposed hypotheses like

H2: Organizational culture has a positive impact on faculty well-being

3.3 Job Stress Management Strategies → Faculty well-being

Job stress is characterized as an individual's psychological and emotional reaction to job-related dangers and obligations, including time constraints and worry (Dewangan & Goswami, 2025). In organizational research, well-being is often defined as a synthesis of psychological well-being and job satisfaction in the workplace (Abbes & Amari, 2026). High-stress work conditions, marked by extended or irregular hours, job ambiguity, role pressure, and excessive workload, often produce discontent and adverse emotional reactions, eventually undermining overall well-being (Dewangan & Goswami, 2025). Empirical data consistently demonstrates an inverse correlation between work-related stress and employee well-being (Shao et al., 2025). Therefore, Job Stress Management Strategies (JMS) are crucial for improving well-being in academic settings. Efficient coping strategies—such as time management, peer support, mindfulness, and institutional support programs—assist academics in alleviating the detrimental impacts of professional stress (Tong, 2025). These tactics enhance psychological well-being and work satisfaction among academic professionals by alleviating emotional weariness and bolstering resilience. Thus, we proposed hypothesis like

H3: Job Stress Management Strategies have a positive impact on faculty well-being

3.4 Career Development Opportunities → Faculty well-being

Career Development Opportunities (CDO) correlate favorably with faculty well-being in higher education institutions and professional development opportunities augments people' perceptions of competence, autonomy, and self-efficacy, which are essential factors influencing psychological well-being (Shi et al., 2025). When teachers recognize distinct promotion trajectories, research assistance, training initiatives, and skill enhancement chances, they attain heightened work satisfaction, motivation, and organizational allegiance (Hammoudi Halat et al., 2023). Empirical research indicates that opportunities for professional progression diminish stress and turnover intentions while enhancing engagement and general well-being in academic environments (Wang, 2024). Career development initiatives for educators in higher

education are vital frameworks that guarantee the provision of high-quality education (Collie, 2023). These initiatives aid faculty in improving pedagogical structure, curriculum creation, student evaluation methodologies, and in reinforcing their values and professional reputation (Dreer-Goethe, 2023). Career growth efforts enhance instructional competency and analytical thinking, hence improving classroom efficiency and faculty well-being (Shi et al., 2025). To better understand the role of Career Development Opportunities in improving faculty well-being in higher education, Thus, we proposed hypothesis like

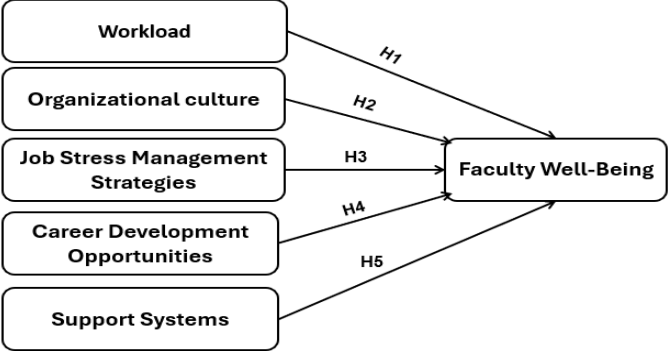
H4: Career Development Opportunities have a positive impact on faculty well-being

3.5 Support Systems → Faculty well-being

Organizational Support (OS) denotes workers' beliefs that their company appreciates their efforts and is concerned for their welfare (Chaudhry et al., 2024). Organizational support correlate with increased work satisfaction, less stress, enhanced performance, (Karthik & Udayasuriyan, 2025). Higher education faculty well-being depends on system support, including institutional and organizational systems. Organizational Support Theory states that employees with excellent institutional support have greater work satisfaction, reduced stress, and better mental health (Zhang et al., 2023). Administrative, technical, and developmental assistance improves competency and autonomy, enabling professors manage workload (Ahmed & Rahman, 2023). In contrast, inadequate support causes isolation, fatigue, and institutional disengagement (Sharma & Gupta, 2024). Employees well-being and productivity are improved by mentorship, fair assessment procedures, and encouragement (Khalil & Nassar,, 2024). While previous research has shown that organizational support has a beneficial influence in employee well-being, there is a lack of research that particularly examines the impact of organized system support on faculty well-being in higher education. Thus, we proposed hypothesis like

H5: Support Systems have a positive impact on faculty well-being

Figure 1 Original research model



4. Methods

4.1 Data and sampling procedure

We gathered survey responses from academics employed in the higher education sector using purposive sample methods for data gathering. Purposive sampling involves the intentional selection of participants based on their alignment with the investigator's inclusion or exclusion criteria; consequently, this method is a suitable and effective strategy for the study, as corroborated by existing literature (Jain, 2019).

Over 409 questionnaires were sent to gather data, resulting in 367 valid replies; 35 surveys were discarded owing to inaccuracies, typographical mistakes, and inconsistencies. A total of 332 samples, with a response rate of 81.2%, were included in the final analysis. The minimum acceptable response rate is 20%, which is exceeded (Hair et al., 2015). A systematic questionnaire was used to gather original study data by visiting higher education institutions in Telangana state, and it was disseminated via face-to-face administration in India.

We used some questions to filter the sample, such as: " Do you think your age is affecting the work and causing stress for you?" (Y/N); "Have your stress levels in the work place been affected by your gender?" (Y/N); " Does your educational qualifications have an impact on your performance and cause stress? " (Y/N). Do your income levels cause job stress? (Y/N). Afterward, the participants were permitted to respond willingly. The demographic characteristics of the participants are shown in Table 1.

Table 1 Demographic details (N=332)

Characteristics	%	F
<i>Age in years</i>		
Below 25 years	17	5.1
26-35 years	91	27.4
36-45 years	104	31.3
46-55 years	86	25.9
Above 56 years	34	10.3
<i>Gender</i>		
Male	197	59.3
Female	135	40.7
<i>Education</i>		
MBA	72	21.9
MCA	47	14.2
M.Phil.	62	18.6
PhD	137	41.2
Any other PG	14	4.1
<i>Designation</i>		
Assistant Professor	187	56.3
Associate Professor	88	26.5
Professor	57	17.2
<i>Marital status</i>		
Married	267	80.4
Unmarried	65	19.6
<i>Income (monthly)</i>		
Less than Rs. 35,000	23	6.9
Rs. 35,00- Rs. 55,000	99	29.8
Rs. 55,001- Rs. 75,000	87	26.2
Rs. 75,001- Rs. 95,000	92	27.8
Rs. 95,001 and above	31	9.3
<i>How many hours a day do you work</i>		
7 hours	51	15.4
8 hours	108	32.5
9 hours	149	44.9
Above 9 hours	24	7.2
<i>Which organization who are working</i>		
Govt. Institution	138	41.6
Private Institution	194	58.4

4.2 Instrument

Pre-validated measures were used in the creation of a structured questionnaire to assess the hypotheses being investigated. We established the content validity of the scale by consulting

two professors of higher education with expertise in evaluating the questionnaire. Pilot research with 55 individuals was performed to assess the validity and reliability of the questionnaire. The poll used a 5-point Likert scale, with responses ranging from 1-"strongly disagree" to 5-"strongly agree". We used the 4-item scale to evaluate Workload (WL) based on the research by Pressley et al. (2025) and Zeeman et al. (2024). The organizational culture (OC) scale had five items modified from the research of Liu et al. (2024) and Ho et al. (2025). The Job Stress Management Strategies (JSMS) scale consists of five items adapted from the studies of Dewangan & Goswami (2025) and Abbes & Amari (2026); the Career Development Opportunities (CDO) scale includes five items adapted from Hammoudi Halat et al. (2023) Shi et al. (2025) research studies; the Support System (SS) scale comprises four items adapted from Chaudhry et al., (2024) and Karthik & Udayasuriyan, (2025); and the Well-Being (WB) scale consists of four items adapted from Arora and Sahney (2019). Structural equation modeling was used to assess the study hypotheses using AMOS 23v software, while the PROCESS macro was implemented to verify the moderation hypotheses (Hair et al., 2015).

5. Results and analysis

4.1 Common method bias (CMB)

The non-response bias test is a crucial criteria for evaluating survey data due to potential discrepancies between the responses of early and late participants (Chen and Paulraj, 2004; Armstrong and Overton, 1977). Consequently, we used Harman's one-factor test to analyze the common method bias (CMB), revealing that a single component accounted for 34.67% of the total variance, which is below the 50% threshold (Lavuri et al., 2022). The variance inflation factor test was used to assess multicollinearity, revealing that the VIF values for predictor variables are below 3. The data set exhibits no multicollinearity; hence, common method bias is absent.

4.2 Measurement Model Results

We used a two-stage approach (measurement model and structural model) to examine the existing research data. Confirmatory factor analysis (CFA) was used to evaluate a hypothesis on the relationship between a collection of data and to establish discriminant validity (Hair *et al.*, 2015). CFA findings showed good fit: $\chi^2/df = 2.225$, RMSEA = .024, TLI = .939, GFI = .934, TLI = .953, NFI = .939 IFI = .977, RFI = .981, CFI = .988; all fit indices values were within acceptable ranges (Hair *et al.*, 2015) for validation using AMOS 26v.

Validity and reliability of the concept were assessed by examining its convergent and discriminant validity. Factor loading levels above the threshold value (>.70), as shown by the results, which varied from .788 to .862. Results showed that AVE values varied from .651 to .695 (>.5), indicating that the constructs were homogeneous when utilizing convergent validity to assess them (Table 2). levels for Composite Reliability (CR) varied from .805 to .879 (>.6) and Cronbach Alpha ranged from .801 to .875 (>.70), both of which are higher than the threshold levels. The findings of the discriminant validity test show that there is proof of discriminant validity since the square root of each construct's AVE is larger than the absolute value of the correlation between the constructs (Table 3).

Table 2 descriptive and measurement model results

Constructs and items	Mean	Std. Dev	Factor Loading	Average variance extraction (>.5)
Workload (WL)				
WL1	3.99	1.221	0.8	.651
WL2	4.11	1.008	0.822	
WL3	4.01	1.236	0.799	
WL4	4.29	1.023	0.807	

Organizational culture (OC)				
OC1	4.22	1.322	0.817	.695
OC2	3.98	1.142	0.841	
OC3	4.29	1.401	0.844	
OC4	4.04	1.003	0.862	
OC5	3.92	.998	0.804	
Job stress management strategies (JSMS)				
JSMS1	3.99	1.401	0.822	.67
JSMS2	4.01	.985	0.795	
JSMS3	3.89	.997	0.843	
JSMS4	4.41	1.043	0.833	
JSMS5	3.28	.998	0.801	
Career development opportunities (CDO)				
CDO1	4.23	1.044	0.829	.678
CDO2	3.45	1.256	0.808	
CDO3	3.54	.969	0.821	
CDO4	4.01	.981	0.828	
CDO5	3.54	1.321	0.831	
Support system (SS)				
SS1	3.85	1.034	0.811	.679
SS2	3.07	1.453	0.812	
SS3	4.21	1.532	0.85	
SS4	4.35	1.084	0.824	
Well-being (WB)				
WB1	4.02	1.431	0.829	.674
WB2	3.81	.995	0.834	
WB3	3.04	.908	0.834	
WB4	4.11	1.403	0.788	

Table 3 Discriminant validity results

Constructs	WL	OC	JSMS	CDO	SS	WB
WL	.807					
OC	.211	.833				
JSMS	.105	.167	.819			
CDO	.098	.101	.121	.823		
SS	.132	.089	.136	.201	.824	
WB	.098	.111	.162	.177	.233	.821
Cronbach alpha	.801	.875	.866	.870	.826	.82
Composite reliability	.805	.879	.868	.871	.828	.822

4.3 Hypotheses results

Structural equation modeling was used to assess the validity of the suggested research hypotheses, and the findings indicated a favorable model fit and elevated fit indices- $X^2/df = 2.543$, $RMSEA = .027$, $GFI = .944$, $IFI = .942$, $RFI = .932$, $TLI = .974$, $NFI = .948$, and $CFI = .991$; Consequently, all fit index values fall within the allowed limits (Hair et al., 2015). The results indicated that hypotheses H1 to H5 were accepted (Table 4).

The results suggest that WL had a statistically positive effect on the WB ($H1: \beta = -.182$, $p < .001$). Similarly, OC had a positive effect on the WB ($H2: \beta = .204$, $p < .001$); similarly, JSMS

had a positive effect on the WB (H3: $\beta = .191$, $p > .05$). CDO had a statistically impact on the WB (H4: $\beta = .133$, $p < .001$), SS had a significant impact on the WB (H5: $\beta = .098$, $p < .05$). These findings show that OC and JSMS have a more significant influence on WB.

Table 4 Hypotheses results

Hypotheses	Path	Estimation (β)	p-value	Hypotheses supported (Y/N)
H1	WL→WB	-.182	$p < .001$	Yes
H2	OC→WB	.204	$p < .001$	Yes
H3	JSMS→WB	.191	$p < .05$	Yes
H4	CDO→WB	.133	$p < .001$	Yes
H5	SS→WB	.098	$p < .05$	Yes

6. Discussion

The research findings indicated that workload significantly negative affects faculty health, a finding corroborated by Pressley et al. (2025) and Zeeman et al. (2024). An enhanced workload is likely to impair faculty well-being, suggesting that as professional responsibilities escalate, general well-being tends to deteriorate. Higher education institutions in Telangana are urged to implement regular mental health assessments to enhance comprehension of the relationship between occupational stress and faculty well-being. These assessments may identify critical areas of concern and facilitate immediate responses. A systematic approach to gathering and analyzing faculty well-being data would facilitate the development of successful policies and support systems adapted to the distinct requirements of academic personnel.

Concerning the second hypotheses, organizational culture has a positive impact on the faculty wellbeing in higher education, and this result supported by Liu et al. (2024) and Ho et al. (2025). A loving and supportive workplace culture significantly enhances mental health, in accordance with the fourth research goal. The investigation underscores the importance of communication, reciprocal support, and commitment to fundamental institutional ideals in alleviating work stress. Institutions prioritizing these cultural characteristics might expect enhanced work satisfaction and a reduction in stress-related problems among its personnel.

Similarly, Job stress and management strategies has a positively impacted on the faculty wellbeing in higher education institutions. and this result supported by Dewangan & Goswami (2025) and Abbes & Amari (2026). The efficacy of stress management techniques in safeguarding mental health, directly pertaining to the seventh aim. The significant link identified indicates that proactive stress management measures are essential. Implementing comprehensive stress management programs that include training, resources, and access to mental health specialists may substantially augment faculty's capacity to handle stress effectively, hence enhancing their overall well-being.

Career development opportunities had a significant impact on the faculty wellbeing, and this result supported by Hammoudi Halat et al. (2023) Shi et al. (2025) research studies; Supporting the notion that such chances are essential for mitigating occupational stress and improving mental health, so meeting the sixth purpose. Providing explicit avenues for professional advancement may significantly alleviate emotions of stagnation and frustration, thereby enhancing morale and work satisfaction. Institutions have to prioritize the establishment of clear and accessible career development initiatives to guarantee faculty members feel esteemed and see a future inside the institution.

The findings indicate that system support has a significant positive impact on faculty well-being, underscoring its critical role in mitigating job stress and this result supported by Chaudhry et al., (2024) and Karthik & Udayasuriyan, (2025). The research emphasizes that efficient support systems tackle both immediate stressors and enduring pressures, therefore reducing the likelihood of chronic stress-related consequences. Institutions may improve

faculty resilience, work satisfaction, and general psychological well-being by offering structural, administrative, and psychosocial support.

Consequently, higher education institutions must emphasize the ongoing assessment and enhancement of their support systems. Frequent evaluations of current support systems, along with prompt enhancements, may provide a resilient safety net for faculty members. Enhancing institutional support systems will promote a healthier and more sustainable academic environment while also improving productivity, engagement, and long-term organizational efficacy.

7. Implications

7.1 Theoretical implications

This study's results provide empirical validation for the Job Demand–Control (JDC) Model posited by Robert Karasek. The substantial adverse effect of workload (WL) on faculty well-being corroborates the model's fundamental premise that elevated job demands lead to psychological strain when not counterbalanced by sufficient control. In higher education, increasing teaching loads, research demands, and administrative duties evidently serve as onerous work qualities that undermine faculty well-being (Pressley et al., 2025).

Furthermore, the substantial beneficial impacts of organizational culture (OC), career development opportunities (CDO), support systems (SS), and job stress management methods (JMS) broaden the theoretical framework of the JDC model. These elements function as structural and psychological resources that augment perceived autonomy, competence, and coping ability. The findings indicate that control in educational environments is multifaceted, including participatory governance, institutional assistance, and personal coping strategies. Consequently, the research enhances the JDC paradigm by illustrating how organizational and personal resources together mitigate job pressures and foster faculty well-being in higher education.

7.2 Managerial implications

Higher education institutions in Telangana are urged to implement regular mental health assessments to enhance comprehension of the relationship between occupational stress and faculty well-being. These assessments may identify critical areas of concern and initiate quick responses. A systematic approach to gathering and evaluating faculty well-being data would facilitate the development of successful policies and support systems adapted to the distinct requirements of academic personnel (Zeeman et al., 2024). To alleviate stress resulting from excessive workloads, institutions must implement clearly articulated workload management policies. These regulations must delineate equitable allocation of responsibilities and guarantee that teachers have sufficient time for rest and recuperation (Zeeman et al., 2024). Implementing workload restrictions and providing outlets for professors to provide feedback about their tasks may enhance both happiness and productivity. Furthermore, advocating for flexible work arrangements may aid teachers in achieving a healthy work-life balance, therefore diminishing stress and improving efficiency (Ho et al., 2025). Institutions need to augment the availability and accessibility of support services designed to boost mental health. This may include augmenting counselling services, promote the establishment of peer support groups, and provide wellness programs centered on stress management. Training programs for teachers and administrative personnel on identifying and addressing indicators of stress may facilitate earlier intervention and improved results (Liu et al., 2024). Establishing a supportive work environment requires a dedication to transparent communication, cooperative behaviors, and robust institutional principles that promote employee welfare. Initiatives like as team-building activities, transparent governance, and the establishment of well-being committees may foster a culture that appreciates and supports academics, therefore reducing stress and enhancing organizational resilience. To enhance the correlation between work stress and job happiness, institutions need to prioritize equitable

remuneration, periodic salary evaluations aligned with industry standards, and constant acknowledgment of faculty contributions (Hammoudi Halat et al., 2023). Recognizing accomplishments via prizes or public commendation may substantially enhance morale and work engagement. To mitigate the detrimental impacts of stress on professional advancement, schools must engage in comprehensive faculty development programs (Shi et al, 2025). These may include mentorship initiatives, access to skill enhancement training, and assistance for research endeavour's (Chaudhry et al., 2024). Well-defined career trajectories and promotion chances may alleviate anxiety associated with professional stagnation and foster long-term dedication. Institutions of higher education need to use varied stress-reduction strategies tailored to the distinct requirements of their teaching members (Karthik & Udayasuriyan, 2025). Potential options may include mindfulness sessions, facilitated courses on stress management, and lifestyle coaching. An inclusive strategy including preventive, assistance during high-stress intervals, and recovery methods would enhance faculty well-being and promote a healthy institutional atmosphere.

8. Limitation and Future directions

Subsequent research may expand upon this study's results by investigating the enduring effects of occupational pressures on faculty well-being across diverse geographic areas and throughout other educational systems. Comparative analyses may elucidate the impact of institutional, cultural, and systemic disparities on stress effects. Furthermore, there is potential to investigate how digital tools and technology might assist in task management and stress reduction, especially given the increasing transition to online and mixed learning settings. Subsequent inquiry may also concentrate on the efficacy of customized treatments tailored for certain faculty demographics, including variables like as age, gender, or academic specialty. Longitudinal studies would be particularly beneficial in monitoring the enduring benefits of these treatments, providing deeper insights into the impact of occupational stress on faculty health and happiness over time.

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