

Exploring the Relationship between Stress, Job Satisfaction, and Job Performance among College Teachers in India

Dr. N Praveen Kumar Reddy¹

Professor, School of Management and Commerce,
Department of M.B.A, Malla Reddy University, Kompally, Hyderabad 500100
drnamburu@gmail.com

Mr. Jayesh B. Mayekar²

Assistant Professor, Department of Commerce
Dnyanprassarak Mandal's College and Research Centre, Assagao, Bardez - Goa
jayeshmkr6@gmail.com

Dr. Nitin Kumar Srivastava³

Assistant Professor, School of Management and Computer Science,
IILM university, golf course road, near 54 metro 122011
nitink.srivastava@iilm.edu

Dr. M.Mohamed Ishaq⁴

Associate Professor, Department of Commerce,
Hajee Karutha Rowther Howdia College Autonomous, A++Grade by NAAC, Uthamapalayam Theni Tamilnadu
ishaq.2k2@gmail.com

Dr. M.Mohamed Ilyas⁵

Assistant Professor, Department of Commerce,
Hajee Karutha Rowther Howdia College Autonomous, A++ Grade by NAAC, Uthamapalayam Theni Tamilnadu
ilyasmdm@gmail.com

Dr. A.Sulthan Mohideen⁶

Assistant Professor, Department of Commerce,
Hajee Karutha Rowther Howdia College Autonomous, A++Grade by NAAC, Uthamapalayam Theni Tamilnadu
sulthan6363@gmail.com

Abstract

In today's rapidly evolving educational landscape, college teachers play a pivotal role in shaping future generations. The performance and satisfaction of these educators are critical factors in determining the overall quality of education. However, in their quest to educate and guide students, college teachers often face significant levels of stress, which can have far-reaching implications on their job satisfaction and job performance. The article examines the intricate relationship between stress, job satisfaction, and job performance among college teachers, examining the sources of stress, its impact, and possible solutions to enhance job satisfaction and performance. The aim of the research is to identify problems faced among college teachers. The study has a sample size of 250 respondents taken from an unrestricted population. Convenient sampling is used to get data from college teachers who are willing to participate in a study. The hypothesis is tested with the help of ANOVA. Educational institutions have a responsibility to create environments that minimize stressors and maximize satisfaction. By addressing workload concerns, providing support, recognizing achievements, and promoting a positive work culture, colleges can help teachers perform at their best while maintaining high levels of job satisfaction. The researcher concluded that the well-being and success of college teachers are crucial not only for their personal fulfillment but also for the quality of education they deliver to students. Job performance is the bedrock of educational success.

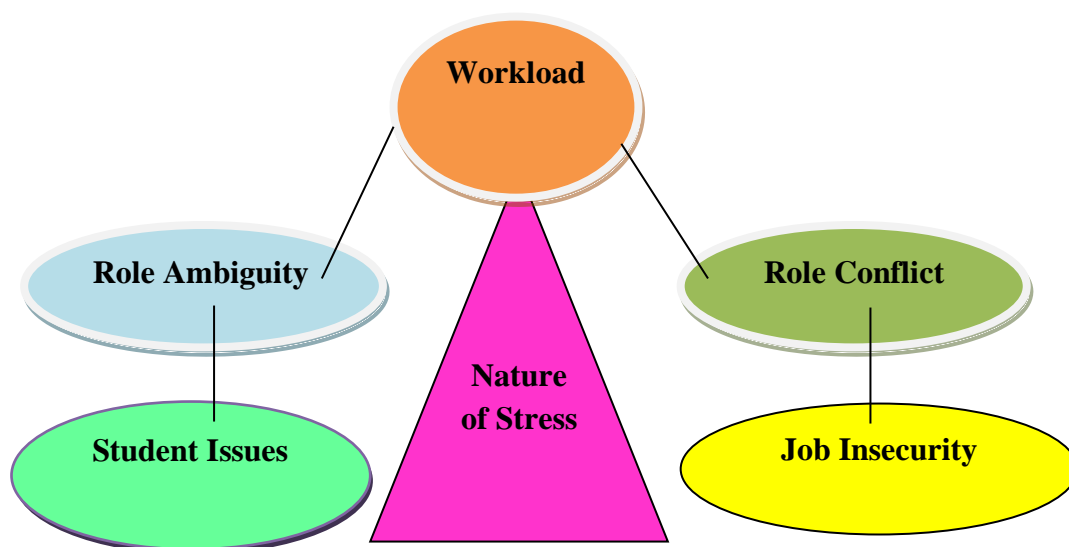
Keywords: Workload, Role Ambiguity, Role conflict, Job insecurity, Student mentoring and Research

Introduction

The relationship between stress, job satisfaction, and job performance among college teachers is complex and interdependent. High stress levels can erode job satisfaction, leading to decreased job performance, which in turn perpetuates a cycle of stress and dissatisfaction. Reducing stress and enhancing job satisfaction can lead to better performance, benefiting both the teachers and the institutions they serve. The pervasive integration of ICT tools and platforms has revolutionized academic practices, providing unparalleled opportunities for collaboration, innovation, and access to information. This integration also introduces complexities and demands, such as the need to manage digital inundation, adjust to swiftly evolving technologies, and maintain work-life balance. Academicians frequently encounter challenges such as the blending of personal and professional lives, constant connectivity, and information inundation. Targeted interventions that promote healthier relationships with technology can be informed by an examination of the underlying mechanisms of techno stress and its specific manifestations in higher educational contexts. The designation and job performance of teachers are interdependent factors that significantly influence educational outcomes. While designations establish the roles and responsibilities of teachers within the school hierarchy, it is job performance that brings those roles to life and drives student success. Schools must focus on creating a balanced approach where teachers are both supported in their designated roles and held accountable for their performance. This alignment is essential for fostering a dynamic, effective, and inspiring educational environment. Stress is a prevalent experience in all professions; however, college instructors encounter stressors that are distinctive. The academic environment is demanding, necessitating that teachers fulfil a variety of responsibilities, such as teaching, research, administration, and student mentoring. A stressful work environment is the result of the pressure to publish, attain tenure, and contribute to institutional objectives, in addition to these responsibilities.

Figure: 01

FRAMEWORK



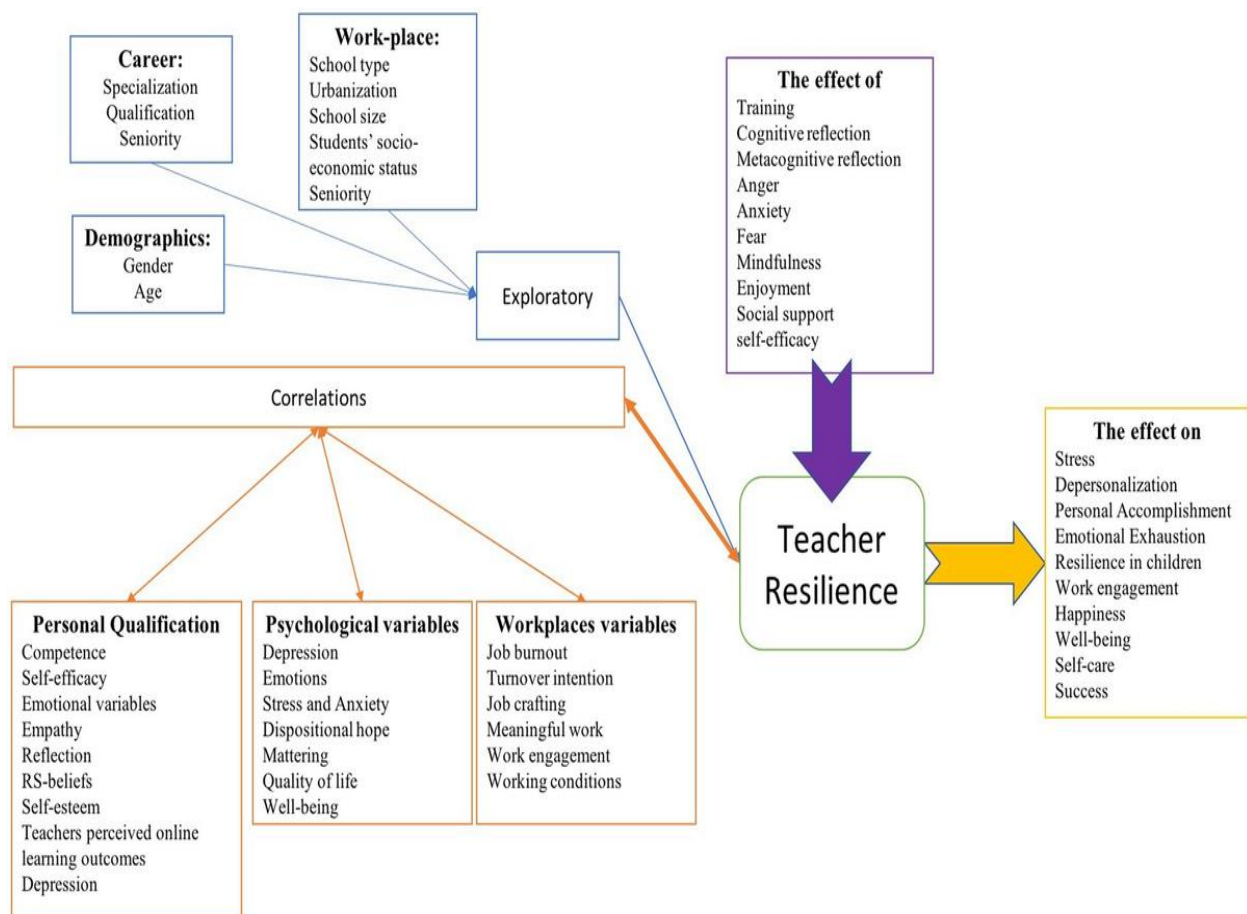
Job Satisfaction among College Teachers

The degree of contentment that individuals experience with their occupation is referred to as job satisfaction. Several factors, including recognition, career advancement opportunities, work-life balance, institutional support, relationships with colleagues, and personal achievement, influence the level of job satisfaction among college instructors. Conversely, job satisfaction may be improved by supportive work environments that recognize and alleviate stressors.

Job Performance and Its Link to Stress and Satisfaction

In an academic setting, job performance encompasses not only the capacity to instruct effectively, but also the ability to contribute to research, mentor students, and engage in institutional activities. Motivation, focus, and a sense of fulfillment are all essential components of high-level job performance, and they can be undermined by stress. The cognitive functions of college instructors may be impaired as a result of chronic stress, which can result in decreased productivity, decreased creativity, and errors in judgment. Furthermore, tension can lead to absenteeism, low energy levels, and deteriorating health, all of which have a detrimental effect on job performance. In contrast, job performance is positively correlated with job satisfaction. Teachers who are content with their positions are more inclined to exhibit motivation, commitment, and enthusiasm, which is evident in their teaching, research, and overall contributions to the academic community.

Figure: 02



Literature Review

Alshobaki et al. (2023) aimed to determine how stress affects faculty professional effectiveness in Palestinian higher education institutions. Faculty members were surveyed to get quantitative data. The study found strong links between faculty stress and work performance. Academic staff performed worse when stressed, as shown by the link between stress and work performance. The findings show that Palestinian university professors must handle stress to enhance work performance and well-being. Strategies that improve coping mechanisms and reduce stresses may help create a supportive teaching and research environment. Hamzah (2023) examined Malaysian public university academic staff stress, performance, and ICT proficiency. The research examined the link between instructor performance, stress, and ICT proficiency. Researchers used questionnaires to get quantitative data from academic personnel. Statistics were used to examine performance, stress, and ICT competence connections. The research found substantial correlation between these factors. Academics with better ICT skill have less stress. Performance increased with lower stress levels. This suggests that ICT-savvy professors may feel less stress and perform better. Understanding ICT proficiency, stress, and performance is crucial for Malaysian public institutions to help their academic staff. The research stressed the need of educating and equipping professors with ICT skills. This may improve performance and minimize stress. Additional study should examine focused techniques to improve higher education faculty stress management and ICT skills. Lim and Teo (2023) examined stress and its effects in Singapore, emphasizing teachers' vital role in education and the possible effects of stress on their well-being and performance. The study found that Singaporean educators are stressed for several reasons. Administrative chores, a lack of assistance, student behaviour difficulties, heavy obligations, work-life balance issues, and time limits were among these causes. This led to lower work satisfaction, weariness, emotional exhaustion, physical health difficulties, damaged relationships, and worse teaching effectiveness. The research highlights the need of focused treatments and support for Singaporean teachers' stress. Workload management, student behaviour resources, teacher well-being programs, work-life balance efforts, and school support systems may reduce stress. Educational policymakers, school administrators, and stakeholders must understand teacher stress prevalence, causes, and effects to create successful policies and activities that support and promote a supportive work environment. Addressing stresses and promoting teacher well-being may increase student performance, job satisfaction, and teacher retention in Singapore. Additional study might examine how certain tactics and treatments reduce teacher strain and improve their well-being in Singapore.

Theoretical Perspectives

Several theories and research studies provide insight into the dynamics of stress, job satisfaction, and job performance among college teachers:

- 1. Job Demand-Resource Model (JD-R):** This model posits that job demands, such as burden and emotional distress, result in stress, whereas job resources, such as opportunities for development and support from colleagues, increase job satisfaction. When the demands of a job exceed the available resources, tension levels rise, which in turn diminishes job satisfaction and performance.
- 3. Effort-Reward Imbalance (ERI) Model:** The ERI model asserts that stress is the result of an imbalance between the effort invested in a job and the rewards received (e.g., recognition, promotion). Stress may negatively affect the satisfaction and performance of college instructors who believe that their efforts are underappreciated.
- 4. Maslow's Hierarchy of Needs:** This theory, which is applicable to the workplace, underscores the necessity of addressing fundamental needs (e.g., job security) prior to attaining more advanced levels of fulfillment, such as self-actualization. Stress impedes the capacity to fulfill these requirements, resulting in diminished satisfaction and compromised performance.

Research objectives and methodology

The aim of the research is to identify problems faced among college teachers. The research design aims to create an appropriate structure for a study. The research strategy chosen is a critical decision in the research design process since it defines how relevant information for a study will be gathered. This study included both primary and secondary sources of data. The core data is collected via a questionnaire (Google form) filled by a group of respondents. The study has a sample size of 250 college teachers are taken from an unrestricted population. The researcher chose the sampling items at random. Convenient sampling is used to get data from people who are willing to participate in a study. The hypothesis is tested with the help of ANOVA.

Analysis, interpretation and findings

The broader implications of income on job performance extend beyond individual teachers to the overall education system. Schools and districts that offer competitive salaries are more likely to attract and retain high-quality educators, creating a more stable and effective teaching workforce. When income is inadequate, the education system risks losing talented teachers to other professions, resulting in a less experienced and less motivated teaching staff, ultimately affecting student outcomes. Income also affects a teacher's work-life balance, which in turn impacts job performance. Adequate income allows teachers to meet their basic needs and maintain a healthy work-life balance. Teachers who are paid well are less likely to seek additional jobs to supplement their income, giving them more time and energy to focus on their teaching duties and personal well-being. A balanced life contributes to better mental and physical health, which enhances job performance. Teachers with insufficient income may be forced to take on extra jobs, leading to exhaustion and reduced time for lesson planning, grading, and professional development. This can lead to diminished job performance, as teachers are less able to meet the demands of their primary role effectively

Table.1 Problems faced among College Teachers

Statements	Rank	1	2	3	4	5	6	Score
	GV (x)	77	64	55	46	37	23	
Workload	f	28	42	58	67	24	31	12717
	fx	2156	2688	3190	3082	888	713	
Role Ambiguity	f	45	32	47	42	33	51	12424
	fx	3465	2048	2585	1932	1221	1173	
Role conflict	f	43	42	28	42	51	44	12370
	fx	3311	2688	1540	1932	1887	1012	
Job insecurity	f	36	30	54	28	38	64	11828
	fx	2772	1920	2970	1288	1406	1472	
Student mentoring	f	48	42	38	32	61	29	12870
	fx	3696	2688	2090	1472	2257	667	
Research	f	50	62	25	39	43	31	13291
	fx	3850	3968	1375	1794	1591	713	

GV – Garret value

Professionals involved in research stay updated with the latest trends and advancements in their field, making them more effective in their roles. For educators and academics, integrating research into their teaching enhances the quality of education they provide, making their work more relevant and impactful. Research (13291) was ranked first by the respondents. Engaging in research has a significant influence on both job performance and stress levels, especially in academic and professional settings. For those in research-intensive roles, the process of conducting studies, publishing findings, and staying current with developments in their field can drive professional growth, enhance skills, and boost job performance. However, the demands and pressures associated with research can also lead to increased stress, which may affect well-being and productivity. Research fosters critical thinking, innovation, and problem-solving skills, all of which contribute to improved job performance.. Research also builds expertise and credibility, leading to recognition, career advancement, and a stronger professional profile. Despite its benefits, research can be a source of significant stress. The pressure to publish, meet deadlines, secure funding, and produce groundbreaking results can lead to anxiety and burnout. Balancing research with other responsibilities, such as teaching, administrative tasks, or clinical duties, add to the stress. The competitive nature of academic research, along with the fear of failure or rejection, can further exacerbate stress levels. Over time, chronic stress can negatively impact health, job satisfaction, and overall performance. Student mentoring (12870) is a powerful tool that supports the personal, academic, and social development of students. It involves guidance and support provided by experienced individuals—such as teachers, senior students, or professionals—who offer advice, share knowledge, and help mentees navigate challenges. Effective mentoring relationships create a nurturing environment where students feel motivated, valued, and better equipped to achieve their goals. One of the key benefits of student mentoring is the academic support it offers. Mentors help students identify their strengths and weaknesses, set realistic goals, and develop effective study habits. They can also provide subject-specific guidance, help with time management, and offer tips for test preparation. This personalized attention boosts students' confidence and academic performance, enabling them to reach their full potential. Beyond academics, mentoring also addresses the emotional and personal needs of students. Mentors serve as trusted advisors who listen to students' concerns, offer encouragement, and help build resilience. For students facing stress, self-doubt, or personal challenges, having a mentor provides a sense of security and belonging. This emotional support fosters well-being, self-esteem, and a positive mindset, which are essential for overall growth. Role ambiguity occurs when there is a lack of clarity regarding the expectations, responsibilities, and authority associated with a particular job or position. It happens when employees are uncertain about what is expected of them, whom they should report to, or how their performance will be evaluated. This uncertainty can lead to confusion, frustration, and decreased job satisfaction, ultimately affecting overall job performance and organizational effectiveness. Role ambiguity often arises due to poor communication, insufficient training, or rapidly changing organizational structures. In some cases, it can occur when job roles are not clearly defined or when there are overlapping responsibilities between different team members. Additionally, when management fails to provide clear goals or feedback, employees may struggle to understand how their work aligns with organizational objectives. Role ambiguity can significantly hinder job performance. When employees are unsure of their responsibilities, they may struggle to prioritize tasks, make decisions, or take initiative. This uncertainty can lead to errors, missed deadlines, and inefficiencies. Moreover, role ambiguity can create stress and anxiety, as employees may feel insecure about their performance and fear negative evaluations or criticism. Prolonged exposure to role ambiguity can result in job dissatisfaction, disengagement, and high turnover rates.

2. Designation

The designation and job performance of teachers play a crucial role in shaping the educational experiences of students and the overall effectiveness of educational institutions. A teacher's designation typically refers to their specific role, such as a primary teacher, subject specialist, coordinator, or principal. These roles come with varying levels of responsibility, expertise, and expectations. Job performance, on the other hand, relates to how effectively teachers fulfill their duties, manage their classrooms, engage with students, and contribute to the school community.

H₀: There is no significant difference in the job performance of the teachers according to the nature of respondents

Table 2
Designation and job performance of the teachers

Designation	No of respondents	Mean	Std. Deviation	F	Sig.
Guest lecturer	75	14.27	3.280	0.121	0.687
Assistant professor	92	15.32	4.126		
Associate professor	18	14.14	3.443		
Professor	65	15.26	3.382		
Total	250	14.90	4.241		

The Assistant professor have high mean of efficiency (15.32) than other respondents. Hence the F value is 0.121 and p value is 0.687. The hypothesis is found valid. The result showing that there is no significant difference in the mean of efficiency across different designation. A teacher's designation is closely tied to their qualifications, experience, and specialized skills. For instance, a senior teacher or subject specialist is expected to bring in-depth knowledge and a more strategic approach to teaching their subject compared to a general classroom teacher. The designation also influences a teacher's leadership role within the school. A coordinator or head of department is responsible not only for teaching but also for mentoring other teachers, designing curricula, and setting academic standards. Designation often correlates with career progression and opportunities for professional development. Higher designations usually offer more autonomy, recognition, and influence in decision-making processes within the school. This hierarchical structure motivates teachers to aspire for growth and take on more challenging roles, ultimately contributing to a school's overall performance.

3. Income level

Income plays a pivotal role in determining job performance across various professions, including teaching. It influences motivation, job satisfaction, work-life balance, and ultimately the quality of output an individual can deliver. In the teaching profession, where passion and commitment are key, income can either be a driving force for excellence factor that hampers performance.

Table 3
Level of income and efficiency of the teachers in job performance

Level of income	No of respondents	Mean	Std. Deviation	F	Sig.
Less	89	15.24	4.129	2.141	0.035
Middle	55	15.48	3.741		
High	106	16.31	4.658		
Total	250	15.90	3.130		

The teachers from the high income group have more efficiency in job performance (16.31). The F value (2.141) shows that the difference is significantly higher. The hypothesis is rejected at 5% level of significance. While designation sets the framework, it is job performance that determines actual outcomes. A teacher may hold a high designation but may fail to perform if they are not committed, lack motivation, or are unable to adapt to changing educational demands. A teacher in a lower designation may exceed expectations by showing exceptional dedication, innovation, and a deep connection with students. Schools that recognize the link between designation and performance often invest in professional development, mentorship programs, and performance evaluations. This helps align a teacher's skills with their designated role and ensures continuous improvement. Performance appraisals, student feedback, and peer reviews are tools that can help gauge whether teachers are meeting the expectations associated with their designations. Income is

directly linked to an individual's sense of financial security and well-being. When employees, including teachers, are adequately compensated, they are more likely to feel valued and motivated to perform at their best. A fair income can boost morale, reduce stress, and enable teachers to focus more on their responsibilities without the distraction of financial concerns. Conversely, when income is perceived as inadequate, teachers may experience frustration, lower morale, and a lack of motivation, all of which negatively impact job performance. Teachers who are well-compensated are more likely to be committed to their jobs. A competitive salary can attract skilled and experienced educators, retaining them in the profession and reducing turnover rates. A stable income can also reduce absenteeism, as teachers facing financial strain may be distracted by side jobs or personal financial problems, leading to compromised performance in the classroom.

Discussion

Teachers who feel fairly compensated are more likely to be satisfied with their jobs, and this satisfaction translates into a more positive attitude toward their work. Satisfied teachers tend to be more engaged, creative, and enthusiastic in the classroom. They are more willing to go the extra mile, whether it's by spending additional time preparing lessons, offering extra help to struggling students, or participating in school activities outside of regular teaching hours. Teachers who feel underpaid may experience resentment, leading to disengagement, reduced effort, and lower productivity. This dissatisfaction can manifest in various ways, such as less effective teaching methods, minimal interaction with students, or a reluctance to participate in extracurricular activities. Over time, this can lead to burnout, high turnover, and a decline in the overall quality of education. Alqudah and Mohammed (2022) examined how technology use affects Hashemite University faculty job stress. They investigated how technology deployment affects academic staff well-being. A quantitative technique was used to analyze faculty survey data. Statistics were used to analyze technology usage and job stress. Faculty job stress was significantly correlated with technology usage. Technology use in academic contexts may raise worker stress, according to the studies. The strain to adapt to quickly emerging technologies, the blurring of work and personal life owing to continual connection, and the added effort connected with technology-related duties may explain this. Universities and educational institutions must understand how technology affects job stress to create a healthy faculty work environment. This research emphasizes the need to balance technology integration with employee well-being indicators. Further study might examine treatments or policies to help academics manage technology-related job stress. Al-Harbi (2022) examined how technology-related stress impacts teacher performance and how organisational support may alter this connection. A quantitative technique was used to obtain data from Saudi university teachers via questionnaires. Techno stress, perceived organisational support, and faculty performance were analysed statistically. Techno stress significantly hampered teacher performance. However, perceived organisational support moderated this association. Higher perceived organisational support mitigated techno stress's harmful impacts on teacher performance. Saudi institutions must understand techno stress, perceived organisational support, and faculty performance to help academic personnel. Organisational support measures reduce techno stress's negative effects on faculty performance, according to the research. Further studies should examine ways to improve organisational support and reduce techno stress among higher education faculty. Czerniewicz and Brown (2022) examined how digital universities affect work and well-being for South African higher education workers. The study examines how university digital transformation affects staff well-being and work environment. The research examines workload, flexibility, job satisfaction, and digitalization's problems and potential to understand staff's experiences in this changing environment. The writers describe higher education staff's digitalization experiences, coping mechanisms, and solutions using surveys, interviews, or case studies. The results help explain digital university settings and provide ways to improve staff well-being and organisational practices. South African universities and other higher education institutions facing comparable transitions need this study. The research seeks to educate policies and practices that help staff adapt to and thrive in digital university environments while retaining their well-being and professional happiness.

Conclusion

Effective teachers bring lessons to life, tailor their approaches to meet diverse student needs, and create an environment conducive to learning. High-performing teachers engage students through interactive teaching methods, clear communication, and a passion for their subjects. They manage classroom dynamics skillfully, fostering both discipline and creativity. The impact of a teacher's job performance extends beyond academic outcomes. Teachers also play a significant role in students' social and emotional development. A motivated and well-performing teacher can inspire

students, build their confidence, and encourage a love for learning. Conversely, poor job performance—marked by lack of preparation, ineffective teaching methods, or disengagement—can hinder student progress and lower morale within the classroom. Income is a significant factor influencing job performance, particularly in the teaching profession. While passion and dedication are central to effective teaching, fair compensation plays a crucial role in sustaining high levels of job performance. Adequate income fosters financial security, job satisfaction, and a healthy work-life balance, all of which contribute to a teacher's ability to perform effectively in the classroom. To ensure that educators remain motivated and committed, it is essential for education systems to offer competitive and equitable compensation that reflects the value of their work.

Reference

1. Adekunle, S. B., & Agboola, G. M. (2022). Assessing the Impact of Information and Communication Technology (ICT) on Job Stress and Satisfaction among Academic Staff in Nigerian Universities. *Journal of Research in Humanities and Social Sciences*, 10(2), 23-36.
2. Agboola, A. A., & Olanmi, O. O. (2016). Technological Stressors in Developing Countries. *Open Journal of Applied Sciences*, 6(04), 248
3. Ahmad, A., & Hussain, A. (2023). Exploring the Impact of Information and Communication Technology (ICT) Stress on Job Satisfaction among Academics in Malaysian Higher Education Institutions. *International Journal of Psychosocial Rehabilitation*, 27(1), 2293-2304.
4. Al-Fudail, M., & Mellar, H. (2021). Investigating the Impact of Information and Communication Technology Tools on Students' Academic Performance and Self-Regulated Learning Skills in Higher Education. *Journal of Computing in Higher Education*, 33(1), 53-72.
5. Al-Harbi, A. (2022). The Impact of Techno stress on Faculty Performance in Saudi Universities: The Moderating Role of Perceived Organizational Support. *International Journal of Educational Technology in Higher Education*, 19(1), 1-24.
6. Alqudah, S., & Mohammed, A. A. (2022). The Impact of Technology Use on Work Stress among Faculty Members at the Hashemite University. *International Journal of Human Resource Studies*, 12(1), 155-167.
7. Al-Shobaki, S., Khatib, T., Abu-Zaid, A., & Al-Suradi, M. M. (2023). The Impact of Technostress on Job Performance among Faculty Members in Palestinian Universities. *International Journal of Educational Technology in Higher Education*, 20(1), 1-18.
8. Czerniewicz, L., & Brown, C. (2022). Work and wellbeing in digital universities: Mapping the higher education staff experience in South Africa. *The International Journal of Higher Education Research*, 3(1), 44-60.
9. Durak, H. Y., Gür, S., & Durak, M. (2021). The Role of ICT-Based Stress on Job Satisfaction and Performance: Evidence from Academics. *International Journal of Educational Technology in Higher Education*, 18(1), 1-17.
10. Fang, Y., & Wang, M. (2021). Understanding the Relationship between Techno stress and Faculty Members' Job Satisfaction: A Moderated Mediation Model. *Computers & Education*, 160, 104032.
11. Hamzah, N. (2023). The Relationship between Information and Communication Technology (ICT) Competency, Stress, and Performance among Academic Staff in Malaysian Public Universities. *Journal of Higher Education Policy and Management*, 45(1), 76-92.
12. Kim, H., & Yoon, J. (2021). The Impact of Technostress on Academic Performance: The Moderating Role of Technostress Coping Strategies. *Computers & Education*, 165, 104162.
13. Lim, V. K. G., & Teo, T. S. H. (2023). Prevalence, Reasons, and Outcomes of Technostress among Teachers in Singapore. *Computers & Education*, 177, 104396.
14. Mekonnen, G., & Ferede, A. (2022). Stress Management Practices among Academics: The Case of Bahir Dar University. *International Journal of Research in Educational Sciences*, 6(1), 54-63.
15. Park, N., Kang, J., & Kim, J. (2023). Understanding the Impacts of Information and Communication Technology (ICT) Use on Faculty Well-Being: A Daily Diary Study. *Computers in Human Behavior*, 126-127.
16. Ragu-Nathan, T. S., Tarafdar, M., Ragu-Nathan, B. S., & Tu, Q. (2022). The Consequences of stress for End Users in Organizations: Conceptual Development and Empirical Validation. *Information Systems Research*, 23(3), 854-874.

17. Ramadani, E., Ali, S. H. M., & Ramadani, V. (2021). The Impact of Information and Communication Technology (ICT) Stress on Job Burnout and Work-Life Balance among Higher Education Academics: The Role of Job Resources. *Sustainability*, 13(17), 9468.
18. Ruchi Jain and Amita Chourasiya (2022) A Review On Occupational Stress Among Faculties Of Higher Education Institutes In India, *The Journal Of Oriental Research Madras*, Vol. XCIII-I, pp.200
19. Selvi, K. (2023). Impact of ICT in Academic Stress among Faculty Members in Higher Educational Institutions. *International Journal of Innovative Technology and Exploring Engineering (IJITEE)*, 9(2), 289-295.
20. Shrivastava, Alka, & Shukla, N. (2020). Understanding Occupational Stressors and Perceived Organizational Support Among Academic Faculties of Higher Educational Institutes in India. 191– 197
21. Tarafdar, M., Pullins, E. B., & Ragu-Nathan, T. S. (2022). Examining Impacts of Technostress on Student Performance: A Nomological Network. *Information Systems Research*, 23(3), 809-823.
22. Tarafdar, M., Pullins, E. B., & Ragu-Nathan, T. S. (2023). Techno stress and Student Well-Being: The Role of Perceived Digital Support. *Journal of Management Information Systems*, 40(1), 191-220.
23. Wang, M., & Chen, Q. (2021). Exploring the Impact of Information and Communication Technology (ICT) Stress on Academic Staff's Well-Being in Higher Education: A Moderated Mediation Model. *Frontiers in Psychology*, 12, 663504.