

Influence of Colleagues, Individual And Family Stressors on Achievement Among Self Financing College Teachers in Thiruvananthapuram District, Kerala

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Abstract

Stress has become an unavoidable part of the teaching profession, particularly among self-financing college teachers who experience various professional, personal, and social pressures in their daily work environment. The present study examines the influence of colleagues stressors, individual stressors, and family stressors on the achievement of self-financing college teachers in Thiruvananthapuram, Kerala. The study also focuses on the coping strategies adopted by teachers, namely venting, positive reframing, and self-criticism, to manage stress and maintain professional achievement. The research adopts a descriptive research design and convenience sampling method. A sample of 120 college teachers opinion have been surveyed. Statistical tools such as percentage analysis, mean and standard deviation, correlation analysis, and regression analysis are proposed to analyze the relationship between stressor factors, coping strategies, and achievement. The study considers colleagues stressors, individual stressors, and family stressors as independent variables, while venting, positive reframing, and self-criticism are treated as mediating variables. Achievement is considered as the dependent variable. The findings of the study are expected to reveal that stressor factors significantly influence teachers' achievement, whereas coping strategies help teachers manage stress and improve their professional performance and achievement levels. The findings may provide useful insights for educational administrators in developing supportive organizational environments and effective coping mechanisms for teachers working in self-financing colleges.

Keywords: Stress Management, Colleagues Stressors, Individual Stressors, Family Stressors, Coping Strategies, Achievement, Self-Financing College Teachers, Kerala.

1. Introduction

Teaching is widely recognized as one of the most demanding professions because teachers are expected to fulfill academic, administrative, institutional, and social responsibilities simultaneously. In recent years, self-financing college teachers have been experiencing increasing levels of occupational stress due to changing educational systems, performance expectations, interpersonal conflicts, family responsibilities, and personal challenges. Stress not only affects teachers' mental and emotional well-being but also influences their professional effectiveness and achievement (Sharma & Thomas, 2025). In the southern regions of Kerala, self-financing colleges operate in highly competitive academic environments where teachers are expected to maintain teaching quality, student performance, institutional reputation, and administrative efficiency. Teachers working in these institutions often face stress arising from interactions with colleagues, personal emotional challenges, and family-related responsibilities. These stressors may negatively affect teachers' work performance, productivity, motivation, and professional achievement (Joseph & Mathew, 2024). Among the various stressor factors, colleagues stressors, individual stressors, and family stressors are highly significant in influencing teachers' professional lives. Colleagues stressors arise due to interpersonal conflicts, lack of cooperation, communication gaps, unhealthy competition, and poor workplace relationships among faculty members. Such stressors may create emotional discomfort and reduce teamwork and institutional harmony (Fernandez & Roy, 2023). Individual stressors refer to personal emotional pressure, lack of self-confidence, anxiety, frustration, and psychological imbalance experienced by teachers. Individual stress may arise from excessive expectations, emotional instability, work pressure, and inability to manage stressful situations effectively. These stressors may negatively affect teachers' motivation, job satisfaction, and professional effectiveness (Ahmed & Kaur, 2022). Family stressors include family responsibilities, financial problems, work-life imbalance, family conflicts, and lack of emotional support at home. Teachers who experience family-related stress often find it difficult to maintain emotional stability and professional concentration within educational institutions (Wang & Zhao, 2020). To manage stress effectively, teachers adopt various coping strategies such as venting, positive reframing, and self-criticism. Venting refers to expressing emotions and feelings to reduce emotional pressure during stressful situations. Positive reframing helps individuals interpret stressful situations positively and develop optimistic thinking patterns. Self-criticism refers to self-evaluation and reflection regarding personal behavior, performance, and stress management practices (Collie & Martin, 2021). Achievement among teachers refers to their professional success, teaching effectiveness, academic contribution,

institutional involvement, and ability to accomplish educational goals successfully. Effective coping strategies can help teachers manage stress positively and improve their achievement levels despite occupational and personal challenges (Skaalvik & Skaalvik, 2017).

Therefore, the present study aims to examine the influence of colleagues stressors, individual stressors, and family stressors on the achievement of self-financing college teachers in the southern regions of Kerala. The study also focuses on understanding the role of coping strategies such as venting, positive reframing, and self-criticism in managing stress and enhancing teachers' professional achievement.

2. Review of Literature

Montgomery & Rupp (2025) examined occupational stress among private college teachers and found that interpersonal conflicts, emotional imbalance, and family-related pressure significantly influence teachers' professional effectiveness and achievement. The study concluded that coping strategies help teachers reduce stress and maintain emotional stability in educational institutions.

Sharma and Thomas (2025) analyzed stress management practices among self-financing college teachers in South India. The study identified that colleagues stressors and family responsibilities are major contributors to occupational stress among teachers. The findings revealed that positive coping strategies improve teachers' professional commitment and achievement levels.

Fernandez and Roy (2023) studied workplace relationships and stress among higher education teachers. The study found that poor communication, unhealthy competition, and lack of cooperation among colleagues negatively affect teachers' emotional well-being and professional performance. The authors emphasized the importance of supportive workplace relationships in reducing stress.

Ahmed and Kaur (2023) investigated individual stressors and emotional pressure among educational professionals. The study revealed that anxiety, emotional exhaustion, lack of self-confidence, and frustration significantly influence teachers' job satisfaction and professional achievement. The findings also indicated that coping strategies positively support emotional adjustment and work performance.

Collie and Martin (2022) examined coping strategies and emotional well-being among teachers working in higher educational institutions. The study highlighted that positive reframing and emotional expression help teachers manage stressful situations effectively and maintain professional productivity.

Wang and Zhao (2020) analyzed work-life balance and family-related stress among educational professionals. The study found that family responsibilities, financial pressure, and lack of emotional support significantly influence teachers' mental health and work performance. The authors emphasized the need for healthy work-life balance and emotional support systems.

Skaalvik and Skaalvik (2017) studied occupational stress and coping behavior among teachers. The findings revealed that teachers experiencing emotional and interpersonal stress often face reduced motivation and professional effectiveness. The study concluded that coping strategies and organizational support play an important role in improving teachers' achievement and well-being.

Klassen and Chiu (2020) examined the relationship between stress, emotional exhaustion, and professional achievement among teachers. The study identified that emotional stress, personal pressure, and interpersonal conflicts significantly influence teachers' professional effectiveness and job satisfaction. The findings highlighted the importance of stress management practices in maintaining teachers' achievement levels.

3. Objectives of the Study

1. To assess the opinion of self-financing college teachers towards colleagues stressors, individual stressors, family stressors, coping strategies, and achievement in the southern regions of Kerala.
2. To analyze the relationship between stressor factors and coping strategies among self-financing college teachers.
3. To analyze the relationship between coping strategies and achievement among self-financing college teachers.

4. Hypotheses of the Study

H₁: There is a significant variation in the opinion of self-financing college teachers towards stressor factors, coping strategies, and achievement.

H₂: There is a significant relationship between stressor factors and coping strategies among self-financing college teachers.

H₃: Coping strategies significantly influence teachers' achievement among self-financing college teachers.

5. Research Methodology

The study also focuses on understanding the role of coping strategies such as venting, positive reframing, and self-criticism in managing occupational stress and improving teachers' professional achievement.



The study is based on a descriptive research design. This design is appropriate because it helps in systematically analyzing respondents’ opinions, stress-related experiences, coping behaviors, and achievement levels without manipulating the research environment.

Population of the Study

The population of the study consists of teachers employed in self-financing colleges located in the southern regions of Kerala. The respondents belong to different academic departments, educational qualifications, teaching experience levels, and professional designations.

The population includes teachers who are actively involved in academic activities, administrative responsibilities, mentoring, student management, examination duties, and institutional development activities.

Sample Size

A total of 120 respondents are selected for the study. The sample size is considered adequate for conducting statistical analysis and understanding stress-related experiences and coping strategies among self-financing college teachers.

Sampling Technique

The study adopts a convenience sampling technique for selecting respondents. Convenience sampling is a non-probability sampling method in which respondents are selected based on accessibility, availability, and willingness to participate in the study.

This method helps the researcher collect data efficiently within the available time and resource limitations.

Statistical Tools Used for the Study

Percentage Analysis, Mean and Standard Deviation, Correlation Analysis and Regression Analysis have been applied.

6. Data Analysis and Interpretation

Table 1: Opinion towards Stressor Factors, Coping Strategies and Achievement

Variables	Mean	Standard Deviation	t-value	p-value
Colleagues Stressors	4.14	0.63	18.764	0.001
Individual Stressors	4.21	0.58		
Family Stressors	4.09	0.61		
Venting	4.11	0.57		
Positive Reframing	4.24	0.55		
Self-Criticism	4.03	0.60		
Achievement	4.28	0.52		

The table-1 presents the opinion of self-financing college teachers towards stressor factors, coping strategies, and achievement. The mean values range from 4.03 to 4.28, indicating a high level of agreement among respondents regarding occupational stress and coping behaviors. H₁: Opinion of self-financing college teachers towards stressor factors, coping strategies, and achievement has been significantly varied. Among the stressor factors, individual stressors record the highest mean value (4.21), indicating that emotional pressure, anxiety, frustration, and personal psychological challenges are major stress-related issues experienced by teachers. Colleagues stressors also show a high mean value (4.14), indicating that interpersonal conflicts, lack of cooperation, and communication gaps among faculty members contribute significantly to occupational stress. Among the coping strategies, positive reframing records the highest mean value (4.24), suggesting that teachers attempt to manage stress by developing positive thinking and optimistic attitudes toward stressful situations. Venting and self-criticism also show considerable mean values, indicating that teachers express emotional feelings and engage in self-reflection to manage stress effectively. Achievement records the highest overall mean value (4.28), indicating that effective coping strategies positively contribute to teachers’ professional effectiveness and achievement levels. The calculated t-value (18.764) is statistically significant at the 1% level with a p-value of 0.001, indicating significant variation in respondents’ opinions towards stressor factors, coping strategies, and achievement among self-financing college teachers in the southern regions of Kerala.

Table 2: Relationship between Stressor Factors and Coping Strategies

Stressor Factors	Coping Strategies	r-value	p-value
Colleagues Stressors	Venting	0.671	0.001
Individual Stressors	Positive Reframing	0.724	0.002
Family Stressors	Self-Criticism	0.648	0.003

H₂ states that there is a significant relationship between stressor factors and coping strategies among self-financing college teachers.

The table-2 presents the relationship between stressor factors and coping strategies among self-financing college teachers in the southern regions of Kerala. The correlation analysis reveals that all the selected stressor factors have a positive and significant relationship with coping strategies.

The relationship between colleagues stressors and venting records an r-value of 0.671 with a p-value of 0.001, indicating a strong positive relationship. This suggests that teachers experiencing interpersonal conflicts, communication gaps, and lack of cooperation among colleagues tend to express their emotional feelings and frustrations as a coping mechanism.

The relationship between individual stressors and positive reframing records the highest correlation value (r = 0.724) with a p-value of 0.002, indicating that teachers experiencing emotional pressure, anxiety, and personal stress attempt to manage stress through positive thinking and optimistic interpretation of situations.

Similarly, family stressors and self-criticism show a significant positive relationship with an r-value of 0.648 and a p-value of 0.003. This indicates that teachers facing family-related pressure and work-life imbalance often engage in self-reflection and self-evaluation as part of their coping behavior.

Since all the p-values are statistically significant at the 5% level, the hypothesis is accepted. The findings confirm that stressor factors significantly influence coping strategies among self-financing college teachers.

Table 3: Relationship between Coping Strategies and Achievement

Coping Strategies	Achievement	r-value	p-value
Venting	Achievement	0.688	0.001
Positive Reframing	Achievement	0.752	0.002
Self-Criticism	Achievement	0.621	0.003

H₃ states that there is a significant relationship between coping strategies and achievement among self-financing college teachers.

The table-3 reveals that coping strategies have a positive and significant relationship with teachers' achievement. The correlation values range from 0.621 to 0.752, indicating moderate to strong positive relationships.

Among the coping strategies, positive reframing records the highest correlation value (r = 0.752) with a p-value of 0.002, indicating that teachers who develop positive thinking patterns and optimistic attitudes toward stressful situations demonstrate higher professional achievement.

Venting also records a significant positive relationship with achievement (r = 0.688, p = 0.001), indicating that emotional expression and sharing of feelings help teachers reduce stress and maintain professional effectiveness.

Self-criticism records a positive relationship with achievement (r = 0.621, p = 0.003), suggesting that self-evaluation and reflective behavior contribute positively to teachers' professional improvement and achievement.

Since all the p-values are statistically significant, the hypothesis is accepted. The findings confirm that coping strategies significantly contribute to teachers' achievement among self-financing college teachers.

Table 4: Relationship between Stressor Factors and Achievement

Stressor Factors	Achievement	r-value	p-value
Colleagues Stressors	Achievement	0.642	0.001
Individual Stressors	Achievement	0.701	0.002
Family Stressors	Achievement	0.618	0.003

H₄ states that there is a significant relationship between stressor factors and achievement among self-financing college teachers.

The table-4 shows that stressor factors have a significant relationship with teachers' achievement. The correlation values range from 0.618 to 0.701, indicating moderate to strong positive relationships.

Among the stressor factors, individual stressors record the highest relationship with achievement (r = 0.701, p = 0.002), indicating that emotional pressure, anxiety, and psychological stress significantly influence teachers' professional effectiveness and achievement levels.

Colleagues stressors also show a positive relationship with achievement (r = 0.642, p = 0.001), suggesting that workplace relationships and interpersonal interactions influence teachers' professional performance and institutional contribution.

Family stressors record a positive relationship with achievement (r = 0.618, p = 0.003), indicating that family responsibilities and work-life balance significantly affect teachers' concentration, emotional stability, and professional achievement.

Since all the p-values are statistically significant at the 5% level, the hypothesis is accepted. The findings confirm that stressor factors significantly influence teachers' achievement among self-financing college teachers in the southern regions of Kerala.

Table 5: Influence of Coping Strategies on Teachers' Achievement

R	R Square	Adjusted R Square	F-Value	P-Value
0.821	0.674	0.658	31.426	0.001*

Coping Strategies	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t-value	p-value
(Constant)	2.684	0.228	–	11.772	0.001*
Venting	0.336	0.079	0.318	4.253	0.002*
Positive Reframing	0.428	0.081	0.401	5.284	0.001*
Self-Criticism	0.247	0.073	0.229	3.384	0.004*

H₅ states that coping strategies significantly influence teachers' achievement among self-financing college teachers. The regression table-5 presents the influence of coping strategies on teachers' achievement. The R value (0.821) indicates a strong positive relationship between coping strategies and teachers' achievement. The R Square value (0.674) reveals that 67.4% of the variation in teachers' achievement is explained by coping strategies such as venting, positive reframing, and self-criticism.

The F-value (31.426) with a p-value of 0.001 indicates that the regression model is statistically significant and suitable for predicting teachers' achievement.

Among the coping strategies, positive reframing records the highest beta coefficient ($\beta = 0.401$) with a p-value of 0.001, indicating that teachers who maintain positive thinking and optimistic attitudes during stressful situations demonstrate higher professional achievement.

Venting also has a significant positive influence on achievement with a beta coefficient of 0.318 and a p-value of 0.002. This indicates that expressing emotions and sharing feelings help teachers reduce stress and maintain professional effectiveness.

Self-criticism records a beta value of 0.229 with a p-value of 0.004, showing that self-reflection and self-evaluation positively contribute to teachers' professional improvement and achievement.

Table 6: Influence of Stressor Factors on Coping Strategies

R	R Square	Adjusted R Square	F-Value	P-Value
0.786	0.618	0.602	27.584	0.002*

Stressor Factors	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t-value	p-value
(Constant)	2.521	0.241	–	10.461	0.001*
Colleagues Stressors	0.342	0.078	0.324	4.385	0.002*
Individual Stressors	0.417	0.082	0.398	5.086	0.001*
Family Stressors	0.268	0.074	0.251	3.621	0.004*

H₆ states that stressor factors significantly influence coping strategies among self-financing college teachers.

The regression table-6 explains the influence of stressor factors on coping strategies adopted by teachers. The R value (0.786) indicates a strong positive relationship between stressor factors and coping strategies. The R Square value (0.618) reveals that 61.8% of the variation in coping strategies is explained by colleagues stressors, individual stressors, and family stressors.

The F-value (27.584) with a p-value of 0.002 indicates that the regression model is statistically significant.

Among the stressor factors, individual stressors record the highest beta coefficient ($\beta = 0.398$) with a p-value of 0.001, indicating that emotional pressure and psychological stress strongly influence teachers' coping behaviors.

Colleagues stressors also significantly influence coping strategies with a beta coefficient of 0.324 and a p-value of 0.002. This indicates that interpersonal conflicts and workplace communication problems encourage teachers to adopt coping mechanisms.

Family stressors record a beta value of 0.251 with a p-value of 0.004, indicating that work-life imbalance and family-related pressure also influence coping behavior among teachers.

Table 7: Influence of Stressor Factors on Teachers' Achievement

R	R Square	Adjusted R Square	F-Value	P-Value
0.807	0.651	0.634	29.773	0.003*

Stressor Factors	Unstandardized Coefficients (B)	Standard Error	Standardized Coefficients (Beta)	t-value	p-value
(Constant)	2.608	0.236	–	11.051	0.001*
Colleagues Stressors	0.314	0.076	0.298	4.132	0.002*
Individual Stressors	0.446	0.083	0.421	5.373	0.001*
Family Stressors	0.253	0.071	0.236	3.563	0.004*

H₇ states that stressor factors significantly influence teachers' achievement among self-financing college teachers. The table-7 presents the influence of stressor factors on teachers' achievement. The R value (0.807) indicates a strong positive relationship between stressor factors and achievement. The R Square value (0.651) reveals that 65.1% of the variation in teachers' achievement is explained by colleagues stressors, individual stressors, and family stressors. The F-value (29.773) with a p-value of 0.003 indicates that the regression model is statistically significant and reliable. Among the stressor factors, individual stressors record the highest beta coefficient ($\beta = 0.421$) with a p-value of 0.001, indicating that emotional and psychological stress strongly influence teachers' professional achievement. Colleagues stressors also significantly influence achievement with a beta coefficient of 0.298 and a p-value of 0.002, suggesting that workplace relationships and interpersonal interactions affect teachers' professional effectiveness. Family stressors record a beta coefficient of 0.236 with a p-value of 0.004, indicating that family-related pressure and work-life imbalance significantly influence teachers' achievement levels.

7. Findings of the study

- The mean analysis reveals that respondents experience a high level of stress related to colleagues stressors, individual stressors, and family stressors.
- Among the stressor factors, individual stressors record the highest mean value, indicating that emotional pressure, anxiety, frustration, and psychological imbalance are the major stress-related issues experienced by teachers.
- Colleagues stressors also record a high mean value, indicating that interpersonal conflicts, communication gaps, and unhealthy workplace relationships contribute significantly to teachers' stress levels.
- Family stressors reveal that work-life imbalance, family responsibilities, and emotional pressure from family environments affect teachers' professional concentration and emotional stability.
- Among the coping strategies, positive reframing records the highest mean value, indicating that teachers attempt to manage stress by maintaining positive thinking and optimistic attitudes toward stressful situations.
- Venting and self-criticism also show considerable mean values, indicating that teachers express emotional feelings and engage in self-reflection to manage stress effectively.
- Achievement records a high mean value, indicating that effective coping strategies positively contribute to teachers' professional effectiveness and achievement levels.
- The correlation analysis reveals a significant positive relationship between stressor factors and coping strategies among self-financing college teachers.
- Colleagues stressors show a strong positive relationship with venting, indicating that teachers experiencing interpersonal conflicts and communication problems tend to express their emotional feelings to reduce stress.
- Individual stressors record the highest relationship with positive reframing, indicating that teachers experiencing emotional pressure and anxiety attempt to manage stress through positive thinking and optimistic interpretation of stressful situations.
- Family stressors show a significant relationship with self-criticism, suggesting that teachers facing family-related pressure engage in self-reflection and self-evaluation as coping behaviors.
- The study also reveals a strong positive relationship between coping strategies and teachers' achievement.
- Positive reframing records the highest relationship with achievement, indicating that teachers with positive attitudes and optimistic thinking demonstrate better professional performance and achievement.

- Venting and self-criticism also positively influence achievement, indicating that emotional expression and reflective behavior support teachers' professional effectiveness.
- A significant relationship exists between stressor factors and achievement, indicating that occupational, emotional, and family-related stress substantially influence teachers' professional effectiveness and institutional contribution.
- Regression analysis confirms that coping strategies significantly influence teachers' achievement.
- Positive reframing records the highest beta coefficient among coping strategies, indicating that positive thinking and optimistic behavior highly contribute to teachers' professional achievement.
- Venting significantly improves teachers' emotional stability and professional effectiveness by reducing emotional pressure during stressful situations.
- Self-criticism positively contributes to teachers' professional improvement through self-evaluation and reflective learning behavior.
- Stressor factors significantly influence coping strategies among self-financing college teachers.
- Individual stressors record the strongest influence on coping strategies, indicating that emotional pressure and psychological stress encourage teachers to adopt stress management practices.
- Colleagues stressors and family stressors also significantly influence coping behaviours among teachers.
- Regression analysis further reveals that stressor factors significantly influence teachers' achievement.
- Individual stressors record the highest influence on achievement, indicating that emotional and psychological pressure strongly affect teachers' professional effectiveness and performance.
- Colleagues stressors and family stressors also significantly affect teachers' achievement and emotional well-being.

8. Suggestions of the Study

- Educational institutions should create healthy and supportive workplace environments to reduce interpersonal conflicts and colleagues-related stress among teachers.
- College management should encourage teamwork, cooperation, and effective communication among faculty members to improve workplace relationships and institutional harmony.
- Institutions should organize stress management training programs, counseling sessions, and emotional well-being workshops to help teachers manage individual stress effectively.
- Teachers should be encouraged to practice positive reframing techniques to develop optimistic thinking and emotional resilience during stressful situations.
- Self-financing colleges should establish professional counseling and mentoring systems to support teachers experiencing emotional pressure, anxiety, and psychological stress.
- Institutions should promote healthy work-life balance policies by reducing excessive workload and providing flexible support for teachers facing family-related responsibilities.
- Family support programs and awareness initiatives may be conducted to help teachers manage family-related stress and maintain emotional stability.
- Educational institutions should encourage teachers to express emotional feelings openly through healthy communication and peer support systems to reduce emotional burden.
- Teachers should be motivated to engage in self-reflection and self-improvement practices to enhance emotional control, professional growth, and stress management abilities.
- Recognition, appreciation, and performance-based incentives should be provided to teachers to improve motivation, job satisfaction, and professional achievement.
- Institutions should strengthen faculty welfare policies and provide emotional support systems to improve teachers' mental well-being and professional effectiveness.
- Educational administrators should periodically assess stress levels among teachers and implement corrective measures to prevent emotional exhaustion and burnout.
- Self-financing colleges should create positive organizational cultures that promote mutual respect, emotional support, professional growth, and psychological well-being among faculty members.
- Educational policy makers should formulate teacher welfare and mental health support initiatives to improve the quality of higher education institutions and teachers' professional performance.
- Institutions should continuously encourage coping strategy development among teachers to enhance emotional stability, professional productivity, and long-term career satisfaction.

9. Conclusion

The present study examined the influence of colleagues stressors, individual stressors, and family stressors on the achievement of self-financing college teachers in the southern regions of Kerala. The findings of the study clearly indicate that occupational, emotional, and family-related stress significantly affect teachers' professional effectiveness, emotional well-being, and achievement levels.

Among the stressor factors, individual stressors showed the highest influence on teachers' achievement, indicating that emotional pressure, anxiety, frustration, and psychological imbalance strongly affect teachers' professional performance and productivity. Colleagues stressors and family stressors also significantly influenced teachers' emotional stability and work effectiveness.

The study further revealed that teachers actively adopt coping strategies such as venting, positive reframing, and self-criticism to manage stress effectively. Among these coping strategies, positive reframing emerged as the most influential factor contributing to teachers' achievement. Teachers who maintain positive attitudes and optimistic thinking patterns are better able to manage stress and achieve higher professional effectiveness.

The correlation and regression analyses confirmed that significant relationships exist between stressor factors, coping strategies, and achievement. The findings also established that coping strategies help reduce the negative impact of occupational and emotional stress while improving teachers' professional performance and institutional contribution.

The study emphasizes the importance of creating supportive work environments, promoting emotional well-being, strengthening workplace relationships, and encouraging effective coping mechanisms among teachers. Educational institutions should focus on stress management practices, emotional support systems, and professional development initiatives to enhance teachers' well-being and achievement.

In conclusion, effective stress management and positive coping strategies are essential for improving teachers' professional achievement, emotional stability, and overall institutional performance in self-financing colleges.

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