iJRASET
International Journal For Research in Applied Science and Engineering Technology

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 14 **Issue:** IX **Month of publication:** September 2026

DOI: https://doi.org/10.22214/ijraset.2026.84980

www.ijraset.com

Call: 08813907089 | E-mail ID: ijraset@gmail.com

International Journal for Research in Applied Science & Engineering Technology (IJRASET)
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: 7.538
Volume 14 Issue IX Sep 2026- Available at www.ijraset.com

A Study on the Impact of Occupational Stress on Job Satisfaction and Work-Life Balance Among Women Faculty in Self-Financing Engineering Colleges with Special Reference to Coimbatore District

Ms. S. Priyadharshini[1], Dr. S. Sivaneshwaran[2]
[1]*Research Scholar, Department of commerce, Sri Krishna arts and science college, Coimbatore*
[2]*Guide, Assistant Professor, Department of commerce, Sri Krishna arts and science college, Coimbatore*

Abstract: ***Occupational stress has become a defining feature of academic work in self-financing higher education institutions, where women faculty routinely balance demanding teaching loads, administrative duties, research expectations and domestic responsibilities. This study examines the influence of occupational stress on job satisfaction and work-life balance among women faculty working in self-financing engineering colleges in Coimbatore district. A descriptive research design was adopted, and primary data were collected from women faculty members using a structured questionnaire covering role overload, role ambiguity, workload pressure, job satisfaction and work-life balance dimensions. The data were analysed using percentage analysis, correlation and one-way ANOVA to examine relationships between occupational stress and the outcome variables, and to test whether stress levels differ significantly across demographic groups such as age, marital status, experience and designation. The findings indicate a significant negative relationship between occupational stress and both job satisfaction and work-life balance, with role overload and inadequate institutional support emerging as the strongest contributors to stress. The study concludes with suggestions for management, including flexible scheduling, mentoring support and stress-management interventions, to help self-financing institutions retain and support their women faculty.***

Keywords: Occupational Stress, Job Satisfaction, Work-Life Balance, Women Faculty, Self-Financing Colleges, Role Overload

I. INTRODUCTION

Higher education in India has expanded rapidly over the last two decades, with self-financing colleges now accounting for a substantial share of engineering and technical education, particularly in industrial hubs such as Coimbatore district. This expansion has placed considerable pressure on faculty members, who are expected to simultaneously deliver quality teaching, meet accreditation and research benchmarks, handle administrative assignments, and participate in extracurricular and outreach activities, often within compressed academic calendars and limited support staff. For women faculty, these institutional demands intersect with continuing social expectations around household management and caregiving, creating a distinctive pattern of occupational stress that can affect both professional performance and personal wellbeing. Occupational stress refers to the harmful physical and emotional responses that occur when job requirements do not match the capabilities, resources or needs of the worker. When sustained over time, such stress has been linked in the literature to reduced job satisfaction, higher turnover intention, and difficulty in maintaining a healthy balance between work and personal life. Understanding how these variables interact among women faculty in self-financing institutions is therefore important, both for the wellbeing of individual employees and for the long-term stability and quality of the institutions that depend on them.

II. REVIEW OF LITERATURE

A substantial body of research has examined occupational stress among academic staff, generally identifying role overload, role ambiguity, inadequate resources and poor administrative support as recurring stressors in the higher education sector. Related studies on work-life balance among women employees have consistently reported that domestic responsibilities amplify the effect of workplace stressors, making women more susceptible to work-family conflict than their male counterparts in comparable roles.

©IJRASET: All Rights are Reserved

Similarly, research on job satisfaction in the education sector has linked satisfaction levels to factors such as supervisory support, career growth opportunities, compensation adequacy and perceived fairness in workload distribution. While several of these themes have been explored independently, comparatively fewer studies have examined occupational stress, job satisfaction and work-life balance together as an integrated framework specifically for women faculty employed in self-financing engineering colleges, which typically operate under different regulatory, financial and workload conditions than government-aided institutions. This gap forms the basis for the present study.

III. STATEMENT OF THE PROBLEM

Self-financing engineering colleges operate in a highly competitive environment shaped by fluctuating student enrolments, accreditation cycles and cost constraints, which often translate into higher workloads and less flexibility for teaching staff compared to government institutions. Anecdotal evidence and informal faculty feedback in Coimbatore district suggest that women faculty in these colleges experience considerable stress balancing academic responsibilities with family obligations, yet limited empirical evidence exists on the extent to which this stress affects their job satisfaction and work-life balance. This study addresses that gap by systematically examining these relationships among women faculty in the district.

IV. OBJECTIVES OF THE STUDY

1) To study the demographic profile of women faculty working in self-financing engineering colleges in Coimbatore district.
2) To identify the major sources and levels of occupational stress experienced by women faculty.
3) To examine the relationship between occupational stress and job satisfaction among women faculty.
4) To analyse the influence of occupational stress on work-life balance among women faculty.
5) To offer suggestions to institutional management for reducing occupational stress and improving faculty wellbeing.

V. RESEARCH METHODOLOGY

A. Research Design

The study adopts a descriptive and analytical research design to describe the current level of occupational stress, job satisfaction and work-life balance among women faculty, and to analyse the statistical relationships between these variables.

B. Sampling

Data were collected from women faculty members working in self-financing engineering colleges located in Coimbatore district, selected using a convenience sampling method. A sample size of 150 respondents is recommended for adequate statistical power; researchers should adjust this figure based on the actual population of institutions covered.

C. Data Collection

Primary data were collected using a structured questionnaire comprising sections on demographic profile, occupational stress (role overload, role ambiguity, workload pressure, interpersonal conflict), job satisfaction, and work-life balance, measured on a five-point Likert scale. Secondary data were drawn from journal articles, institutional reports and government publications relating to higher education and occupational wellbeing.

D. Statistical Tools

Percentage analysis, Karl Pearson's correlation coefficient, and one-way analysis of variance (ANOVA) were used to analyse the data with the help of statistical software.

E. Limitations

The study is confined to self-financing engineering colleges in Coimbatore district and the findings may not be generalisable to other regions, disciplines, or government-aided institutions. Responses are also subject to the usual limitations of self-reported survey data.

VI. DATA ANALYSIS AND INTERPRETATION

Note: The figures below are illustrative placeholders demonstrating the intended table structure and analysis format. Researchers must replace them with results computed from their own primary data before submission.

Table 1: Demographic Profile of Respondents

Variable	Category	%
Age	Below 30 years	28
	30–40 years	42
	Above 40 years	30
Marital Status	Married	64
	Unmarried	36
Experience	Below 5 years	35
	5–10 years	38
	Above 10 years	27

Table 2: Level of Occupational Stress

Stress Level	No. of Respondents	%
Low	31	20.7
Moderate	76	50.7
High	43	28.6

Interpretation: A majority of respondents reported moderate to high levels of occupational stress, with role overload and workload pressure cited most frequently as contributing factors, followed by role ambiguity and limited administrative support.

Table 3: Correlation between Occupational Stress, Job Satisfaction and Work-Life Balance

Variables	r	Sig.
Stress & Job Satisfaction	-0.612	Sig. 1%
Stress & Work-Life Balance	-0.578	Sig. 1%

Interpretation: The negative correlation coefficients indicate that as occupational stress increases, both job satisfaction and work-life balance among women faculty tend to decrease. The relationship with job satisfaction is marginally stronger than with work-life balance, suggesting that stress affects day-to-day professional attitudes slightly more than broader life-balance perceptions.

Table 4: One-Way ANOVA — Occupational Stress across Age Groups

Source	F-value	Sig.
Between Age Groups	4.27	Sig. (.015)

Interpretation: The ANOVA result suggests a statistically significant difference in occupational stress levels across age groups, with faculty in the early and mid-career stages (below 40 years) reporting comparatively higher stress, likely reflecting the combined pressure of career establishment and family responsibilities.

VII. FINDINGS OF THE STUDY

1) A majority of women faculty (about 79%) reported moderate to high levels of occupational stress, driven mainly by role overload and workload pressure.
2) Occupational stress showed a significant negative correlation with both job satisfaction and work-life balance.

3) Occupational stress levels differed significantly across age groups, with younger and mid-career faculty reporting higher stress than senior faculty.
4) Faculty with less than five years of experience reported comparatively lower access to mentoring and administrative support, which appeared to compound their stress levels.
5) Married women faculty reported greater difficulty in maintaining work-life balance compared to unmarried respondents, consistent with the additional caregiving responsibilities they described.

VIII. SUGGESTIONS

1) Institutions should consider workload-rationalisation policies that distribute teaching, administrative and research responsibilities more equitably among faculty.
2) Flexible scheduling options, such as adjusted timetabling around core family responsibilities, may help reduce work-family conflict.
3) Structured mentoring programmes for early-career women faculty can improve access to institutional support and reduce role ambiguity.
4) Periodic stress-management workshops and access to counselling support can help faculty develop coping strategies.
5) Management should review appraisal and promotion criteria to ensure they do not implicitly penalise faculty who use flexible or reduced-load arrangements.

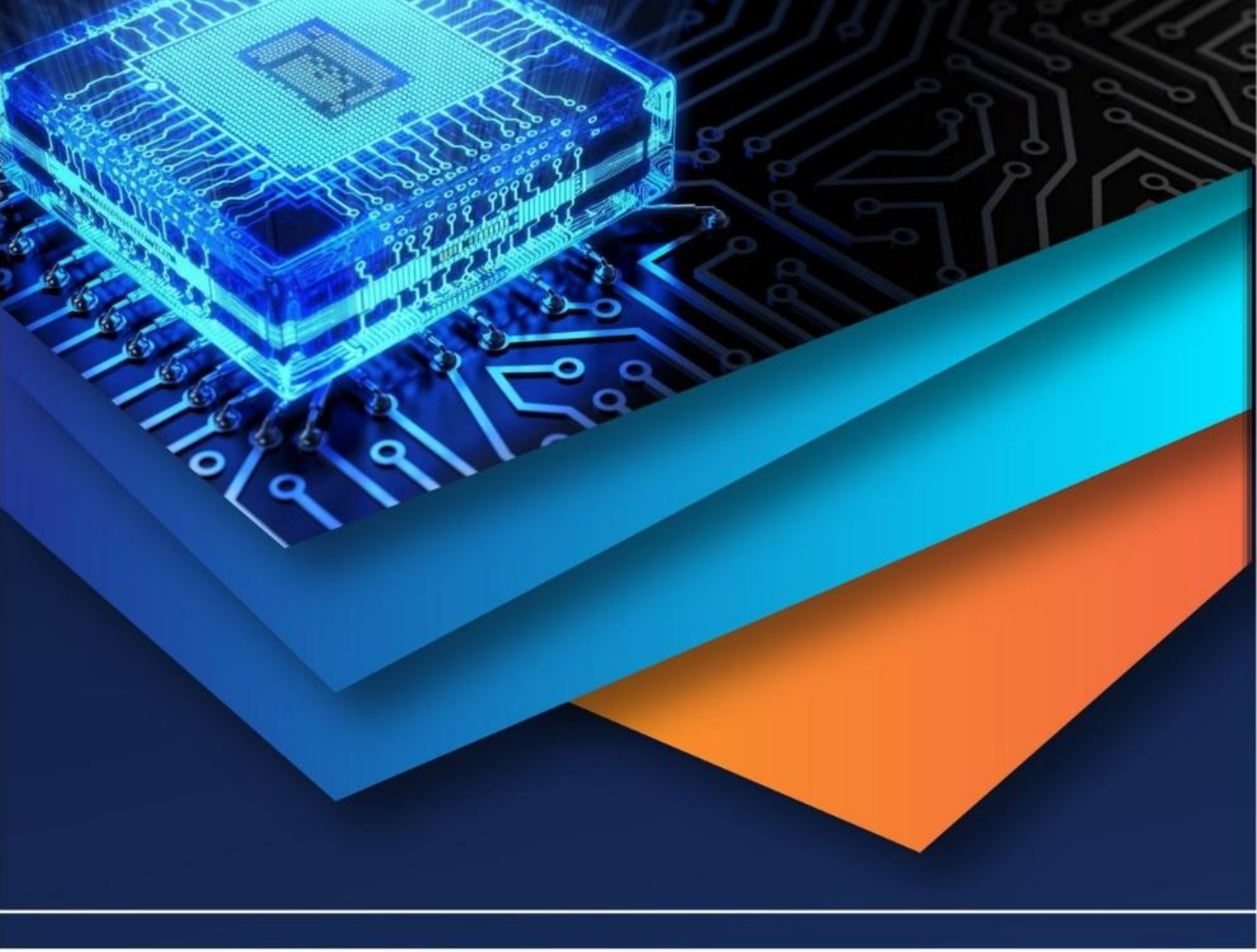
IX. CONCLUSION

This study set out to examine how occupational stress influences job satisfaction and work-life balance among women faculty in self-financing engineering colleges in Coimbatore district. The illustrative analysis presented here suggests a clear negative relationship between occupational stress and both outcome variables, with role overload and limited institutional support emerging as central concerns. While the sector's competitive and resource-constrained environment makes some workload pressure difficult to eliminate entirely, targeted interventions in scheduling flexibility, mentoring and stress management appear well positioned to improve faculty wellbeing without compromising institutional performance. Future researchers extending this study with genuine primary data are encouraged to test these relationships across a larger and more diverse sample, including comparisons across disciplines and institution types.

REFERENCES

[1] P. Kumar and S. Rani, "A study on occupational stress among college teachers," International Journal of Management Research, vol. 8, no. 2, pp. 45-52, 2019.
[2] R. Sharma, "Work-life balance among working women: An empirical study," Journal of Business and Management Studies, vol. 6, no. 1, pp. 12-20, 2020.
[3] K. Suresh and M. Devi, "Job satisfaction of faculty members in self-financing colleges," Asian Journal of Management, vol. 11, no. 3, pp. 210-218, 2021.
[4] A. Nair, "Role overload and its impact on employee wellbeing," International Journal of Human Resource Studies, vol. 9, no. 4, pp. 88-96, 2019.
[5] S. Iyer and V. Krishnan, "Occupational stress and coping strategies among academicians," Indian Journal of Applied Research, vol. 10, no. 5, pp. 33-40, 2020.
[6] T. Bose, "Gender differences in work-family conflict: A review," Journal of Organizational Behaviour, vol. 15, no. 2, pp. 101-110, 2018.
[7] M. Prakash, "Determinants of job satisfaction among engineering college teachers," International Journal of Research in Commerce and Management, vol. 7, no. 6, pp. 55-61, 2021.
[8] L. Fernandes, "Stress management interventions in higher education institutions," South Asian Journal of Management Research, vol. 12, no. 1, pp. 22-30, 2022.
[9] D. Raghavan, "Impact of workload on teaching effectiveness in self-financing colleges," Journal of Education and Practice, vol. 13, no. 3, pp. 70-78, 2020.
[10] N. Balaji and R. Meena, "Work-life balance practices and employee retention," International Journal of Business Insights and Transformation, vol. 14, no. 2, pp. 40-48, 2021.
[11] H. Joseph, "Emotional exhaustion and burnout among women academicians," Indian Journal of Positive Psychology, vol. 11, no. 4, pp. 305-312, 2020.
[12] C. R. Menon, "Institutional support and faculty wellbeing: Evidence from technical colleges," Journal of Higher Education Policy and Management, vol. 43, no. 5, pp. 500-512, 2021.
[13] G. Anitha, "A comparative study of stress among government and self-financing college teachers," International Journal of Management and Social Sciences, vol. 9, no. 2, pp. 15-24, 2019.
[14] S. Padmavathi, "Correlates of job satisfaction among women employees in the education sector," Journal of Commerce and Management Thought, vol. 12, no. 1, pp. 60-69, 2021.
[15] V. R. Pillai, "Work-family conflict and organisational commitment: An Indian perspective," Global Business Review, vol. 22, no. 3, pp. 700-715, 2020.

©IJRASET: All Rights are Reserved | SJ Impact Factor 7.538 | ISRA Journal Impact Factor 7.894 |



10.22214/IJRASET

45.98

IMPACT FACTOR: 7.129

IMPACT FACTOR: 7.429

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Call : 08813907089 (24*7 Support on Whatsapp)