

CYBER TIMES[®]

ISSN: 2278-7518

INTERNATIONAL JOURNAL OF TECHNOLOGY AND MANAGEMENT

Volume 19 - Issue 01, October 2025 - March 2026
Bi-Annual Double Blind Peer Reviewed Refereed Journal



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Cyber Times International Journal of Technology & Management

Volume 19 - Issue 01, October 2025 – March 2026
ISSN: 2278-7518

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Editorial Office & Administrative Address:

Delhi:

The Editor,
A19/1, Mansa Ram Park,
New Delhi-110059.

ISSN: 2278-7518

Phone: +91-9811485729, +91-9312903095

Website: <https://journal.cybertimes.in>

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From the Editor's Desk

At the outset, I take this opportunity to express my sincere gratitude to all the Editorial Board Members, Editors, Peer Review Members, contributors, and readers for making *Cyber Times International Journal of Technology & Management* an outstanding success. Their unwavering support, dedication, and commitment to academic excellence have significantly contributed to the growth and reputation of the journal.

We are pleased to present **Volume 19 – Issue 01** of *Cyber Times International Journal of Technology & Management*. This issue features a collection of high-quality research papers and scholarly articles that reflect contemporary developments, innovative ideas, and critical insights across emerging areas of Technology, Management, Law, Education, and other multidisciplinary domains. The diversity of topics covered in this issue highlights the increasing importance of interdisciplinary research in addressing global challenges and opportunities.

The overwhelming response received from researchers, authors, academicians, law-enforcement agencies, and industry professionals for submitting their research papers and articles is deeply appreciated and duly acknowledged across the globe. Their valuable contributions have enriched the journal's content and strengthened its role as a platform for disseminating knowledge, fostering innovation, and encouraging scholarly dialogue among academia, industry, and society.

On behalf of the Editorial Team, I extend my heartfelt thanks to all authors for their valuable research contributions and to our reviewers for their constructive evaluations that help maintain the highest standards of publication quality. We hope that the research published in this issue will inspire further inquiry, collaboration, and advancement in various fields of study, while continuing to serve as a meaningful resource for our readers worldwide.

We look forward to receive your valuable and future contributions to make this journal a joint endeavor.

With Warm Regards,



Dr. ANUP GIRDHAR

Editor-In-Chief

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- **Other Publications:**
 - Cyber Times Newspaper (English) – RNI No: DELENG/2008/25470
 - Cyber Times Newspaper (Hindi) – RNI No. DELHIN/1999/00462
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Mental Well-Being among University Faculty: An Exploratory Study to Raise Awareness

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ABSTRACT

Mental well-being of university faculty has become an important yet often overlooked aspect of academic life.[1] Faculty members are required to manage multiple responsibilities such as teaching, research, administration, and student engagement, which shape their everyday mental and emotional experiences. Many of these experiences remain normalized within academic culture and therefore go unnoticed. These include reduced ability to focus on daily tasks, diminished enjoyment in routine academic activities, recurring feelings of stress or tension, disturbed sleep due to work-related worries, occasional doubts about usefulness or decision-making ability, and fluctuations in confidence and overall contentment. The present exploratory study is based on primary data collected from university faculty members using a structured questionnaire designed to capture everyday mental well-being experiences. The findings reveal that while faculty members largely remain professionally engaged and capable of managing their responsibilities, subtle emotional challenges are commonly experienced across daily academic work life. Rather than presenting as extreme concerns, these experiences reflect gradual and often unrecognized shifts in emotional balance.[2]

The study emphasizes the need to raise awareness about mental well-being in academic settings by drawing attention to these every day, often unnoticed experiences. Recognizing such patterns can encourage open dialogue, reduce stigma, and support the development of more empathetic and responsive academic environments.

KEYWORDS: *Mental well-being; University faculty; Higher education; Academic work life; Everyday emotional experiences; Stress and balance; Awareness*

INTRODUCTION

Mental well-being is an essential dimension of professional life, particularly in higher education, where faculty members face continuous intellectual and emotional demands.[1] Academic roles today extend far beyond classroom teaching and include responsibilities related to research

productivity, administrative duties, student mentoring, institutional engagement, and professional development. These multiple expectations require sustained focus, emotional balance, and decision-making capacity on a daily basis.

While faculty members often meet institutional expectations and continue to function professionally, their everyday

emotional experiences are rarely discussed openly. Experiences such as ongoing stress, difficulty maintaining work–life balance, fluctuating confidence, and emotional fatigue are frequently normalized as part of academic responsibility [4]. As a result, these experiences may remain unnoticed, even though they influence overall well-being and professional engagement.

Mental well-being in academic settings is not limited to extreme conditions or visible distress. It is reflected in everyday experiences such as the ability to concentrate on routine tasks, derive satisfaction from academic work, cope with challenges, and maintain emotional stability over time [3]. Understanding these subtle aspects is important, as they shape how faculty members experience their work and sustain long-term engagement.

Against this backdrop, the present study focuses on understanding everyday mental well-being experiences of university faculty members and drawing awareness to often overlooked aspects of academic work life. By adopting an exploratory and awareness-oriented approach, the study seeks to contribute to ongoing conversations around mental well-being in higher education without framing these experiences in diagnostic terms.

OBJECTIVES

1. To understand mental well-being experiences of university faculty members.
2. To identify commonly experienced yet often unnoticed aspects of faculty work life related to mental well-being.
3. To promote awareness about mental well-being within the academic community.

RESEARCH METHODOLOGY

The study adopts an exploratory and descriptive research design. Primary data were collected from 61 university faculty members using a structured questionnaire. Respondents included assistant professors, associate professors, and professors from central, state, private, deemed, and open universities. Convenience sampling was adopted due to accessibility and voluntary participation. Data were analyzed using frequency and percentage analysis [10]. Ethical considerations such as informed consent, anonymity, and confidentiality were maintained throughout the study.

Table 1: Age-wise Distribution of Faculty Members

Age Group	Frequency	Percentage (%)
25 – 33 years	21	35.59
34 – 42 years	18	30.51
43 – 51 years	8	13.56
52 – 60 years	10	16.95
60 years and above	2	3.39
Total	61	100

Analysis:

The majority of respondents belong to the 25–42 age group, indicating strong representation of early- and mid-career faculty members in the study.

Table 2: Type of University / College

Type of Institution	Frequency	Percentage (%)
Deemed University	44	75.86
State University	8	13.79
Private University	5	8.62
Open University	1	1.72
Total	58*	100

*Responses reflect available valid entries.

Analysis:

A large proportion of respondents are associated with deemed universities,

indicating concentrated representation from this institutional category.

Table 3: Feeling Sad or Depressed

Response	Frequency	Percentage (%)
Not at all	19	31.15
Sometimes, but I manage	39	63.93
Most of the time	1	1.64
All the time	2	3.28
Total	61	100

Analysis:

While most faculty members report managing occasional low mood, a small proportion experiences persistent emotional difficulty, reflecting subtle but important mental well-being concerns.

Table 4: Thoughts of Worthlessness

Response	Frequency	Percentage (%)
Not at all	36	60.00
Very rarely	15	25.00
Sometimes	9	15.00
Total	60	100

Analysis:

The majority of faculty members do not experience such thoughts; however, occasional occurrences among some respondents highlight emotional experiences that often remain unspoken.

Table 5: Ability to Focus on Daily Tasks

Response	Frequency	Percentage (%)
Very well	35	57.38
Moderately well	24	39.34
Not at all	1	1.64
I feel overwhelmed	1	1.64
Total	61	100

Analysis:

The table indicates that a majority of faculty members are able to focus well on their

daily tasks. However, a small proportion experiences difficulty or feelings of being overwhelmed, suggesting variations in everyday cognitive engagement.

Table 6: Enjoyment of Daily Academic Tasks

Response	Frequency	Percentage (%)
Yes, I am happy doing my tasks	40	65.57
Able to get through tasks without hiccups	14	22.95
Not too much	3	4.92
Tasks feel like a burden	3	4.92
No response	1	1.64
Total	61	100

Analysis:

Most faculty members report enjoyment or smooth completion of their daily academic tasks. A small segment, however, experiences reduced enjoyment or perceives tasks as burdensome, reflecting subtle emotional strain in routine work life [8].

Table 7: Sense of Usefulness in Everyday Activities

Response	Frequency	Percentage (%)
Yes, I feel satisfied	34	55.74
Mostly yes	21	34.43
Sometimes I doubt my usefulness	5	8.20
I feel I am not adding value	1	1.64
Total	61	100

Analysis:

The majority of respondents feel satisfied with their role, indicating a strong sense of purpose. However, a small proportion occasionally doubts their usefulness, highlighting unnoticed emotional concerns.

Table 8: Ability to Make Sound Decisions

Response	Frequency	Percentage (%)
Yes, almost every time	30	49.18
Yes, sometimes	25	40.98
Not too many times	4	6.56

I rely on others	2	3.28
Total	61	100

Analysis:

Most faculty members feel capable of making decisions, though some experience occasional difficulty, indicating fluctuations in confidence during everyday professional functioning.

Table 9: Ability to Deal with Problems

Response	Frequency	Percentage (%)
Yes, with ease	27	44.26
Yes, I am able to manage	28	45.90
I need help on most days	4	6.56
I am not able to deal with problems	2	3.28
Total	61	100

Analysis:

While most faculty members report effective problem-handling abilities, a small proportion requires frequent support, reflecting underlying emotional or mental load.

Table 10: Difficulty in Dealing with Difficulties

Response	Frequency	Percentage (%)
Not at all	26	42.62
Yes, but I overcome the thought	21	34.43
Sometimes	10	16.39
All the time	4	6.56
Total	61	100

Analysis:

The data suggests that while many faculty members manage difficulties effectively, a notable section experiences recurring difficulty, which may remain unspoken.

Table 11: Frequency of Stress or Tension

Response	Frequency	Percentage (%)
Rarely	12	19.67
Sometimes, but manageable	42	68.85
More often than I should	6	9.84
All the time	1	1.64
Total	61	100

Analysis:

Stress is commonly experienced at manageable levels, indicating normalization of tension within academic work life [4].

Table 12: Sleep Disturbance Due to Worry

Response	Frequency	Percentage (%)
I feel well-rested	10	16.39
Sleep desired amount	34	55.74
Sleep less than usual	16	26.23
Do not sleep well	1	1.64
Total	61	100

Analysis:

A significant proportion of faculty members experience reduced or disturbed sleep, reflecting the impact of work-related concerns beyond working hours [7].

Table 13: Reduction in Confidence

Response	Frequency	Percentage (%)
Not really	35	57.38
Sometimes, but manageable	22	36.07
Most of the time	4	6.56
Total	61	100

Analysis:

Most faculty members maintain confidence, though occasional reductions are experienced by many, indicating emotional fluctuations [9].

Table 14: Overall Contentment and Happiness

Response	Frequency	Percentage (%)
Very content	19	31.15
Content with some bad days	36	59.02
Tough, but push through	6	9.84
Total	61	100

Analysis:

The majority of faculty members report overall contentment while acknowledging difficult days, reinforcing the coexistence of professional functioning and emotional challenges.

FINDINGS OF THE STUDY

The findings indicate that mental well-being concerns are present among university faculty members across age groups, particularly among early- and mid-career professionals [2]. These concerns are not limited to any specific type of institution, suggesting that they stem largely from the nature of academic work rather than institutional differences.

Most faculty members reported being able to focus on their daily tasks and remain professionally engaged. However, a section of respondents experienced reduced enjoyment and occasional feelings of burden in routine academic activities. Continuous workload, repetitive administrative duties, and limited recovery time appear to contribute to this gradual emotional strain [4].

While a majority of respondents expressed confidence in their usefulness and decision-making abilities, some reported occasional self-doubt. This seems to be influenced by constant performance expectations, frequent evaluations, and pressure to meet high academic standards [6].

Stress emerged as a common and normalized aspect of academic life [4].

Factors such as deadlines, research output demands, administrative responsibilities, and blurred work-life boundaries contribute to ongoing stress. This is further reflected in sleep disturbances reported by several faculty members, indicating difficulty in mentally disengaging from work-related concerns [7].

Overall, faculty members reported general contentment with their professional lives, though many acknowledged difficult days. The findings suggest that professional functioning often coexists with subtle emotional challenges that remain largely unrecognized within academic environments.

DISCUSSION

The findings of the study provide meaningful insight into the everyday mental well-being experiences of university faculty members. The ability of most respondents to maintain focus, perform academic duties, and experience a sense of usefulness reflects resilience and professional commitment within academic roles. However, the presence of recurring stress, disturbed sleep, emotional fluctuations, and occasional self-doubt suggests that mental well-being challenges are embedded within routine academic life [2].

One of the key observations of the study is the normalization of stress and emotional strain [4]. Many faculty members reported experiencing stress and low mood occasionally but considered these experiences manageable. This normalization allows faculty members to continue functioning professionally but may also prevent early recognition of mental well-being concerns. Over time, persistent but unaddressed emotional strain may influence overall well-being and job satisfaction [8].

Sleep disturbance due to worry highlights the continuous cognitive engagement

associated with academic responsibilities. Teaching demands, research expectations, administrative pressures, and institutional accountability may blur the boundaries between professional and personal life [7]. Reduced rest and recovery, even when perceived as temporary, can gradually affect emotional balance and well-being [9].

Variations in confidence, decision-making ability, and feelings of usefulness further indicate that mental well-being is not uniform among faculty members. These experiences often remain internalized, as academic culture tends to value competence and self-reliance. The findings reinforce the importance of viewing mental well-being as a continuum, shaped by everyday experiences rather than extreme conditions alone.

By adopting an awareness-oriented perspective, the study contributes to ongoing discussions on faculty well-being by highlighting subtle and often unnoticed experiences. Recognizing these patterns can encourage more open dialogue and foster empathetic academic environments that acknowledge the human aspects of academic work.

CONCLUSION

The present study aimed to understand mental well-being experiences of university faculty members, identify commonly experienced yet often unnoticed aspects of academic work life, and promote awareness of mental well-being within the academic community. The findings indicate that while faculty members largely remain professionally engaged and capable of managing their responsibilities, subtle emotional challenges are widely present across different age groups and institutional contexts.

Everyday experiences such as manageable stress, disturbed sleep, emotional fluctuations, occasional self-doubt, and the

need to push through difficult days reflect gradual shifts in mental and emotional balance [2]. These experiences are frequently normalized within academic culture and therefore remain unnoticed or unaddressed.

By bringing attention to these everyday patterns, the study emphasizes that awareness is a crucial first step toward supporting faculty well-being. Encouraging open conversations and acknowledging mental well-being as an integral part of academic life can contribute to more responsive, supportive, and sustainable academic communities. The study does not seek to diagnose or generalize but aims to sensitize stakeholders to the importance of recognizing everyday mental well-being experiences in higher education.

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