

# Impact Of AI And Technology In Managing Stress Of Teaching Faculties In Higher Education Of India

Ekta Prajapti<sup>1</sup>, Shubham Dadariya<sup>2</sup>

<sup>1</sup>MBA (Human Resource Management), Department of Business Management, Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh, India, [ektaprajapti0817@gmail.com](mailto:ektaprajapti0817@gmail.com)

<sup>2</sup>Faculty, Department of Business Management, Dr. Harisingh Gour Vishwavidyalaya, Sagar, Madhya Pradesh, India, [shubhamdadariya@yahoo.com](mailto:shubhamdadariya@yahoo.com)

## ABSTRACT

The significance of Artificial Intelligence and technology in stress management among teaching faculty in higher education in India has grown in importance as academic constraints, administrative obligations, and emotional demands on educators have increased. This study investigates how AI tools and other technological breakthroughs can reduce stress among faculty members, increase productivity, and promote well-being in an educational environment. The study looks into the use of AI-powered solutions such as stress management apps, digital platforms for education and communication, and virtual support systems. This study aims to draw attention to the existing state of affairs, pinpoint challenges, and provide methods for efficient stress management in the context of Indian higher education through the use of AI and technology.

**Keywords – Artificial Intelligence (AI), Technology, Stress Management, Teaching Faculties, Higher Education, India, Academic Stress, Digital Tools, Faculty Well-being, Virtual Support Systems.**

## I. INTRODUCTION

The goal of computer science's study of artificial cognition is to create computer systems that can carry out activities like speech recognition, visual perception, decision-making, and spoken language interpretation that previously needed human intelligence. The development of artificial intelligence models and algorithms requires the ability to process vast volumes of data and make inferences or predictions from it.

AI has several uses in industries like banking, healthcare, education, and transportation. For instance, AI can be used to predict disease outbreaks, create diagnostic tools, and identify possible treatment targets. AI has the potential to improve risk management, create trading techniques, and identify fraud in the financial industry. AI has the potential to improve traffic flow and create self-sufficient automobiles.

Even though artificial intelligence (AI) has a lot of potential advantages, its application raises ethical and societal questions. Concerns have been raised regarding the possibility of AI being misused, employment displacement, and prejudice by AI algorithms. Therefore, it is essential that artificial intelligence be created and applied in a way that is moral, just, and advantageous to society.

Stress among higher education professors is a growing issue in India. Educators face significant mental health challenges as they attempt to give high-quality education, publish research, satisfy administrative standards, and strike a work-life balance. The expanding usage of AI and technical solutions provides opportunities to control and reduce these pressures. This study looks into how AI-based tools and digital technologies, such as stress management software, virtual learning environments, and smart communication tools, can assist lower stress levels among teaching faculty in India's higher education institutions.

### 1.1 OBJECTIVES

- To examine how AI and technology may help teachers manage stress.
- To identifying stress factors among higher education teaching faculty.
- To analyze the usage of AI tools in education to reduce stress.

## 1.2 RESEARCH METHODOLOGY

This qualitative study evaluates the impact of AI and technology on stress management among teaching faculty in Indian Higher Education Institutions. The research design is descriptive, as it aims to examine the relationship between technology use & stress management.

The investigation will be based on secondary data. Secondary data will be gathered from academic journals, publications, and books to supplement the research findings.

## II. REVIEW OF LITERATURE

[1.] (**Anchal Luthra, 2025**) : The goal of this study is to look into the relationship between digital culture, digital knowledge management (DKM), and employee performance in higher education institutions (HEIs), with the main goal of bridging the gap by focusing on HEIs because their development must incorporate aspects of both digital culture and DKM in order to function successfully in the digital age.

[2.] (**Sethi, 2025**) : The book focuses on the ethical aspects and potential hazards of AI use in education. Data privacy, algorithmic prejudice, and the digital divide are discussed, with a focus on ensuring that technological innovations complement rather than undermine education's essential ideals.

[3.] (**Chauhan, 2024**) : This study sought to investigate the potential long-term effects of transformations in education management, technology integration, and smart universities on the future of education from the perspective of its primary stakeholders, namely professors and administrators, in order to provide practical solutions. We determined that technological improvements for smart colleges had many pros and some limitations. Identifying these strengths and limitations can help policymakers prepare more effectively.

[4.] (**Khushalani, 2024**) : A Bachelor of Technology (BTech) program in Artificial Intelligence should be meticulously designed, as the integration of AI into various sectors—from healthcare to finance, cybersecurity to entertainment—signals a paradigm shift that necessitates a new breed of engineers. These engineers must be equipped with a deep understanding of AI principles, proficient in advanced computational techniques, and capable of ethical reasoning when deploying AI technologies.

[5.] (**M. & Sudha, 2024**) : The purpose of this study is to investigate the impact of rapid technological improvements on the tasks and responsibilities of government college professors, as well as the relationship between these technological changes and job stress. The findings indicated that technological advancements had a substantial impact on instructors' daily instructional responsibilities and research skills.

[6.] (**Melissa Bond, 2024**) : This review of reviews is the first comprehensive meta-review to investigate the scope and nature of AIED in higher education (AIHed) research by synthesizing secondary research (e.g., systematic reviews) indexed in Web of Science, Scopus, ERIC, EBSCOHost, IEEE Xplore, ScienceDirect, and ACM Digital Library, or captured through snowballing in OpenAlex, ResearchGate, and Google Scholar.

[7.] (**Niyaz Pankaje, 2024**) : This study sought to advance our understanding of how technology integration has improved teaching practices in the areas of teacher learning, pedagogical techniques, teacher performance, and student engagement. The problem comes in instilling creative teaching approaches that correspond with students' tech-savvy preferences, underlining the need of instructors embracing technology.

[8.] (**Prasad & Nandini, 2024**) : In this study, a process workflow for Bot is designed utilizing robotic process automation (RPA) and artificial intelligence, which is utilized to streamline administrative duties and reduce faculty stress levels while teaching in higher education. These activities are required for National Academic Audit Council (NAAC) accreditation and All India Survey on Higher Education (AISHE) surveys, which aim to improve the quality of higher education by setting educational policies.

[9.] (**Santosh Rupa Jaladi, 2024**) : This transition is aided by technical advances such as artificial intelligence and machine learning. Higher education institutions are utilizing these tools to enhance the student learning experience and participation. However, stakeholders have highlighted real concerns about ethical issues related to these platforms, like as plagiarism and students' short attention spans. The reliance on these tools may restrict academic and student creativity.

[10.] (Swati Tyagi, 2024) : This chapter investigates the transformative application of artificial intelligence (AI) in higher education to create smart campuses that improve both learning outcomes and administrative efficiency. Various AI technologies, such as machine learning, natural language processing, and predictive analytics, are being studied in terms of personalized learning and student support.

[11.] (Aguilos, 2023) : The article discusses theoretical and managerial implications for natural language processing (NLP) models in higher education. Furthermore, the study adds to the body of knowledge by filling a theoretical gap in the literature regarding how university students use artificial chatbots for and during their studies.

[12.] (Kodical, 2023) : The study sought to determine how AI improved their learning experience and influenced the level of work engagement of teachers in higher education. A cluster and multi-stage sampling strategy was used to pick 250 faculty members from QS (Quacquarelli Symonds)-ranked universities that operate in hybrid education styles.

[13.] (Kumar, Shastri, & Vendhan, 2023) : The purpose of this study is to analyze stress levels among faculty members working in medical institutions, as well as to investigate the need for and methods of stress management. The study suggests that an excessive workload owing to understaffing and unrealistic deadlines contributes significantly to work-related stress.

[14.] (Zied Bahroun, 2023) : The study begins with a content analysis that looks into GAI's transformative impact in specific educational sectors, such as medical and engineering education. Ethical concerns, interdisciplinary collaboration, and responsible technology use are highlighted, emphasizing the significance of transparent GAI models and bias reduction.

[15.] (Ruchi Jain, 2022) : The purpose of this paper is to present a critical review of the existing literature on "occupational stress faced by teaching faculty of different streams of higher educational institutes in India" and explore its findings to identify the stressors. It will also develop new insights for future research on similar subjects.

[16.] (Shailaj Kumar Shrivastava, 2022) : This article discusses the issues surrounding the adoption of the digitization process in higher education institutions. Higher education institutions in India are increasingly incorporating ICT, cloud computing, artificial intelligence, robots, and virtual reality into their daily operations, which improves capabilities and aids in aligning with industry-based skills.

[17.] (Shivani Mittal, 2022) : Our research aims to characterize and describe how technological improvements affect an individual's stress levels. The purpose of this book is to educate millions of people about the early detection and treatment of stress before it becomes a life-threatening condition.

[18.] (Chandra, 2021) : The goal of this study was to examine students' perceptions of academic stress during current online education, as well as their coping techniques based on emotional intelligence. The findings revealed significant variations between male and female students' fears of academic failure and their online and home environments.

[19.] (Dwivedi & Joshi, 2021) : Productive transformation of teaching, learning, and evaluation processes in higher education institutions (HEIs) is achievable through the complete deployment of breakthrough technologies in 21st-century HEIs. ICT, Artificial Intelligence, and Augmented-Virtual Reality bring both potential and problems to rural and distant locations in emerging and poor countries.

[20.] (Ogechi Ohadomere, 2021) : The purpose of this paper is to review and synthesize existing literature on management-led intervention strategies for achieving stable mental well-being, managing stress, and improving mental health among academic staff in higher education institutions (HEIs).

[21.] (Shrivastava, 2021) : The goal of this paper is to report the findings from research on occupational stress caused by organizational change among academic teachers in autonomous colleges in Madhya Pradesh, India. The findings indicate that changes in the work environment produce a small level of occupational stress. A comparison of stress levels between faculty from government and private autonomous colleges, as well as male and female faculties, is also provided.

[22.] (Shazia Rashid, 2020) : The epidemic has exposed the flaws of the current higher education system, as well as the necessity for greater digital technology training for instructors in order to adapt to the world's quickly changing

educational atmosphere. Higher education institutions and universities must design post-pandemic education and research initiatives to assure student learning outcomes and educational quality.

**[23.] (Shrivastava Alka, 2017) :** The major goal of this research is to investigate the phenomena of occupational stress factors, coping techniques, and stress consequences among female faculty members at a women's college. The data is evaluated with a variety of statistical tools and procedures. The study's findings show that female faculty members at women-only colleges experience moderate levels of occupational stress.

**[24.] (Asma Zaheer, 2016) :** This study focuses on the degree and link between occupational stress and work-life balance among female faculty members at central institutions in Delhi, India. The study's findings show that female faculty members at central universities in Delhi, India, experience moderate levels of occupational stress and work-life balance.

**[25.] (Jena, 2015) :** This study examines the relationship between Technostress makers, Technostress inhibitors, and Technostress impact among Indian academics in a collaborative teaching and learning setting utilizing socio-technical theory and role concepts. A questionnaire-based survey is used in this study of 216 Indian academicians.

## 2.1 RESEARCH GAP

While there has been extensive study on AI applications in education and general stress management tools, Less focus has been given to the junction of AI technology and stress management for teaching faculty in the Indian higher education setting. The gap is in knowing how AI may precisely address the pressures experienced by Indian faculty members, taking into account cultural, institutional, and infrastructural variables that may influence the efficiency of such technologies.

## 2.2 REVIEW MATRIX

| S. No. | Author, Co. Author                                                            | Year | Key Element                                                                                              | Focused Area                                                                                                                                      |
|--------|-------------------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.     | Seema Garg, Anamica Singh, Shivani Dixit, Namrata Pancholi, and Anchal Luthra | 2025 | Digital culture, higher education, employee performance, and digital knowledge management                | Establishing digital culture: Assessing how employee performance at higher education institutions is affected by digital knowledge management.    |
| 2.     | Manju Singh, Surbhi, and Sethi                                                | 2025 | Methods of Blended Learning, Artificial Intelligence                                                     | AI with Blended Learning in Higher Education: Adjust, Develop, Succeed.                                                                           |
| 3.     | N Ravi Kumar, A Karthikeyan, and N Chauhan                                    | 2024 | Customer Social Responsibility with Artificial Intelligence                                              | An ethnographic inquiry into how technology, smart universities, education management, and the COVID-19 pandemic interact to transform education. |
| 4.     | Bharat Khushalani*                                                            | 2024 | Bachelor of Technology, Natural Language Processing, and Artificial Intelligence                         | Education on Artificial Intelligence Must Take the Lead.                                                                                          |
| 5.     | M., Fasina; Sudha, V.                                                         | 2024 | Career changes, College teachers, Technological innovations, Teacher role, Job stress, Stress management | Impact of Technological Developments on Workplace Stress in Keralan Government College Teachers.                                                  |

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| 6.  | Hassan Khosravi, Melissa Bond, Maarten De Laat, Emily Oxley, Phoung Pham, Sin Wang Chong, Nina Bergdahl, Violeta Negrea, and George Siemens | 2024 | Research methods, quality assessment, intelligent tutoring systems, adaptive systems, prediction, personalization, autonomous assessment, tertiary review, evidence synthesis, artificial intelligence, AIED, and AI | A meta-systematic evaluation of AI in higher education: a call for increased collaboration, ethics, and rigor                  |
| 7.  | Shareena P, Madhura K, Habeeb Ur Rahiman, S.M. Riha Parvin, Niyaz Pankaje, Yatheen, Shakeera Irfana                                         | 2024 | Teacher Performance, Pedagogical Strategies, Technology Integration, Student Engagement, and Institutional Support                                                                                                   | Adapting pedagogy: navigating the use of technology in higher education to enhance learning and teacher efficacy               |
| 8.  | Prasad, Mamidyala Durga; Nandini, Balusu                                                                                                    | 2024 | Administrative assistants, educational surveys, artificial intelligence, educational policy, and robotic process automation                                                                                          | Robotic process automation for faculty assistants to automate administrative tasks.                                            |
| 9.  | Radhika Uttam, Hema Doreswamy, and Santosh Rupa Jaladi                                                                                      | 2024 | Classroom instruction, student involvement, online instruction, machine learning, and artificial intelligence                                                                                                        | Including AI Tools in Academic Programs: An Analysis of Their Performance in Higher Education                                  |
| 10. | Varuna Gupta, Vandana Mehndiratta, and Swati Tyagi                                                                                          | 2024 | Natural language processing, machine learning, artificial intelligence, and predictive analytics                                                                                                                     | Constructing Intelligent Campuses: Including AI in Higher Learning                                                             |
| 11. | Veronica Aguilos and Kevin Fuchs*                                                                                                           | 2023 | ChatGPT, undergraduate students, artificial intelligence, higher education, and interview studies                                                                                                                    | Student Empirical Views on the Integration of Artificial Intelligence in Higher Education through ChatGPT                      |
| 12. | Rashmi Kodical and Habeeb Ur Rahiman                                                                                                        | 2023 | Digitalization, Higher Education, Teachers, Asia, Artificial Intelligence, and Work Engagement                                                                                                                       | Higher education learning is being made possible by artificial intelligence, which is revolutionizing education.               |
| 13. | Vendhan, K. Ezhil; Kumar, B. Senthil; Shastri, and Deepti                                                                                   | 2023 | Stress levels, stress reduction techniques, faculty, and higher education                                                                                                                                            | An evaluation of faculty members' employment stress levels in medical institutes by comparison                                 |
| 14. | Andrew Zacca, Vian Ahmad, Zied Bahroun, and Chiraz Anane                                                                                    | 2023 | Education, ChatGPT, Educational Technology, Ethics, Review, and Generative Artificial Intelligence                                                                                                                   | Changing Education: An Extensive Examination of Generative AI in Learning Environments Using Bibliometric and Content Analysis |

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|-----|---------------------------------------------------------------------|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| 15. | Dr. Amita Chourasiya and Ruchi Jain                                 | 2022 | Higher education institutions, faculty, and occupational stress.                                                                                                                                                                                                                                                                                               | An analysis of work-related stress among Indian higher education faculty                                                                 |
| 16. | Chandan Shrivastava and Shailaj Kumar Shrivastava                   | 2022 | Higher Education, Digitalization, Government Initiatives, and Automation                                                                                                                                                                                                                                                                                       | Digitalization's Effect on Higher Education Institutions                                                                                 |
| 17. | Prathamesh Churi, Viraj Sanap, Sumedha Mahendra, and Shivani Mittal | 2022 | Technology, Stress, Stress Management, Deep Learning, Machine Learning, and Stress Factors                                                                                                                                                                                                                                                                     | A comprehensive assessment of the literature on machine learning's applications in education and the workplace to help manage stress     |
| 18. | Yamini and Chandra                                                  | 2021 | COVID-19, emotional intelligence, online learning, and academic stress                                                                                                                                                                                                                                                                                         | College students' perspectives of academic stress and coping strategies based on emotional intelligence during COVID-19: online learning |
| 19. | Joshi, Yogesh C.; Dwivedi, Vedvyas J.                               | 2021 | Rural Areas, Computer Simulation, Artificial Intelligence, Sustainable Development, Higher Education, Educational Technology, Computer Access, Barriers, Competencies of Teachers, Teacher Education, International Relations, Technology Integration, Instructional Strategies, College Management, Leadership Obligations, College Faculty, and School Staff | ICT Views on Sustainable and Productive Growth for 21st Century Colleges and Universities                                                |
| 20. | Ikedinachi K. Ogamba and Ogechi Ohadomere                           | 2021 | Mental health, systematic review, institutions of higher learning, stress at work, Academic personnel and management-led initiatives                                                                                                                                                                                                                           | A systematic assessment of management-led interventions for academic staff members' mental health and job stress in higher education     |
| 21. | Alka and Shrivastava                                                | 2021 | Madhya Pradesh (India); India; Job stress; Organizational change; Higher education; Universities & colleges; Overpressure (Education); Education policy                                                                                                                                                                                                        | Investigating the Relationship Between Organizational Change and Stress at Work for Faculty in Higher Education.                         |
| 22. | Yadav Sunishtha Singh, Rashid Shazia                                | 2020 | COVID-19, eLearning, virtual education, higher education, and teaching-learning                                                                                                                                                                                                                                                                                | The COVID-19 pandemic's effects on research and higher education.                                                                        |

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|-----|-----------------------------------------------|------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| 23. | Dr. Shukla Narendra, Shrivastava Alka         | 2017 | Stresses, work-related stress, academic stress, Stress management and coping strategies                   | Workplace stressors and coping strategies employed by female educators at a women's college                                     |
| 24. | Jamid Ul Islam, Asma Zaheer, Nahid Darakhshan | 2016 | India, Work-Life Balance, Stress at Work, and Female Faculty                                              | An Examination of Female Faculty at Central Universities in Delhi, India on Work-Life Balance and Occupational Stress           |
| 25. | Jena, R.K.                                    | 2015 | Effects of technological stress, performance, satisfaction, Effective inhibitors of technological stress. | An empirical study of technological stress among Indian academicians in a collaborative learning environment facilitated by ICT |

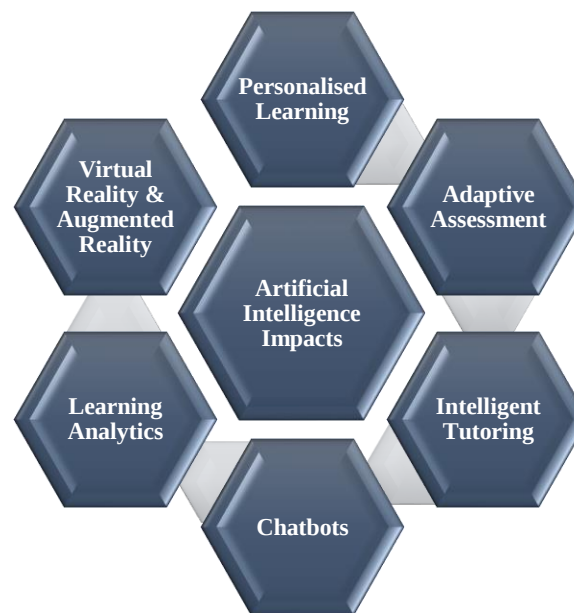
### III. DISCUSSION AND ANALYSIS

Creating computer systems that can perform activities that currently need human intelligence, such as speech recognition, visual perception, decision-making, and spoken language interpretation, is the goal of the computer science field known as artificial intelligence (AI). The ability to handle enormous amounts of data and derive conclusions or predictions from it is necessary for developing artificial intelligence (AI) algorithms and models.

#### 3.1 Artificial intelligence's effects on the educational system in India:

Indian education could undergo a revolution because to artificial intelligence (AI), which could enhance learning results, accessibility, and educational quality. Examples of AI's application in Indian education include the following:

- **Individualized Education:** AI-powered learning platforms can modify classes based on the learning styles, strengths, and weaknesses of individual students. This allows students to learn at their own pace and in the manner that suits them best.
- **Adaptive Assessment:** AI-driven evaluation tools can adjust feedback based on student ability (Adaptive Assessment). This can assist teachers in identifying areas where a student requires development and tailoring their instruction to match those requirements.
- **Intelligent Tutoring:** Personalized guidance and assistance are provided by AI-powered tutoring programs. In order to help students development.
- **Chatbots:** AI-driven chatbots respond to students' inquiries with tailored answers. Additionally, these chatbots can assist teachers in providing more efficient and timely responses to student inquiries.
- **Learning Analytics:** AI-powered learning analytics can help teachers improve their instructional tactics and spot patterns in student data.
- **Augmented & Virtual Reality:** Students can have immersive learning experiences thanks to AI-powered augmented and virtual reality solutions. These resources aid students in better understanding the material and helping them picture difficult ideas.



**Fig-1 Artificial Intelligence Impacts**

**Source: Primary Data**

All things considered, artificial intelligence holds promise for enhancing Indian education by making it more efficient, individualized, and accessible. But it's crucial to ensure that Artificial Intelligence is applied morally, sensibly, and doesn't exacerbate already-existing educational disparities. The following sections examine the ramifications of artificial intelligence.

### **Teaching with AI**

Artificial intelligence (AI) has the potential to improve learning outcomes and give students individualized help and feedback in the classroom. One of the most often used uses of AI in education is the creation of intelligent tutoring systems. These systems leverage machine learning algorithms and individual learner learning styles to provide personalized feedback and support. Students are more likely to participate in class when they feel that their needs are being met, which can boost motivation and engagement. Large amounts of data on student performance and engagement can also be analyzed by AI to find trends and patterns that could be utilized to improve teaching methods.

### **Learning with AI**

One of the most often used uses of AI in education is the creation of adaptive learning systems. Through the use of machine learning algorithms, these systems adapt to the demands and learning preferences of each student by offering them personalized learning paths, activities, and resources. This can help to boost student motivation and engagement because when students feel that their needs are being met, they become more engaged and driven in their studies. AI can also be used to create intelligent assessment systems that automatically evaluate and grade student work and offer timely assistance and feedback. Furthermore, these systems may adjust to the performance and requirements of every single student, offering them interventions and resources that are specifically designed to meet their needs and enhance their learning results.

### **Artificial Intelligence in Assessment**

In evaluation, artificial intelligence is used to evaluate vast amounts of data, automate and expedite assessment procedures, and generate more accurate and trustworthy outcomes. The development of automated scoring systems is one of the most popular uses of AI in assessment. These systems evaluate student work, including essays and exams,

using machine learning algorithms and provide automatic feedback and scores. This can lessen the workload for assessors and teachers while also improving the consistency and efficacy of assessment procedures.

### Teachers' Obstacles in AI-Enabled Instruction and Learning

Although there are numerous potential advantages to using artificial intelligence (AI) in education, there are also major challenges for educators. Among these difficulties are:

- **Technical Proficiency:** Teachers need to understand the machines and artificial intelligence tools they utilize in the classroom. Teachers who are not tech-savvy may find this challenging and may need more training.
- **Curriculum Integration:** Meaningful implementation of AI-enabled solutions is ensured by their successful integration into the curriculum. To enhance the learning process and accomplish particular learning goals, teachers need to be well-versed in the usage of various tools.
- **Limited Access:** Educational disparities may result from schools' and students' restricted access to AI-enabled resources. It is the responsibility of educators to ensure that every student has equal access of using this technology.
- **Educator Liberty:** The role of instructors in the classroom and their autonomy may be called into question by the usage of AI in education. Teachers must be involved in the decision-making process surrounding the use of AI in the classroom to ensure that it improves student learning and complements their teaching strategies.

All things considered, incorporating AI into education necessitates that teachers adapt to new pedagogical techniques and technological advancements while also ensuring that AI is used ethically and to improve student learning. Teachers must receive adequate training and support to ensure they are prepared to properly implement AI in the classroom.

### SCOPE OF STUDY

The study focuses on teaching faculty in India's higher education institutions. The focus is on higher education sectors such as universities, colleges, and professional institutions (e.g., engineering, medical, management). The study will largely look at the influence of AI tools used in administrative chores, teaching, and stress management. While the findings are applicable to the Indian context, they may also have ramifications for other developing countries with similar educational systems and issues.

### CONCLUSION

The study concludes that artificial intelligence and technology have a promising role in reducing stress among Indian teaching faculty. However, widespread adoption involves overcoming a number of obstacles, including technology infrastructure, faculty training, and institutional backing. Recommendations include incorporating AI-based stress management systems into faculty wellness programs, raising ongoing awareness of technological tools, and creating a supportive climate for faculty well-being.

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