



Impact of Stress Level on Teacher Effectiveness in Education

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Abstract

Despite the widespread recognition of teacher effectiveness as a crucial factor in achieving favorable student results, educators worldwide often endure chronic stress, which can impede their performance. This research looks at the multidimensional relationship between teacher stress and effectiveness. A systematic review of literature from 2000 to 2024 was carried out utilizing key educational and psychological databases. The studies were chosen for their focus on teacher stress (burnout, occupational stress, and acute stressors), teacher effectiveness (classroom management, instructional quality, and student engagement), and the mediating role of school climate and teacher well-being. According to the findings, increased stress levels—often caused by severe workloads, complex classroom dynamics, limited administrative support, and quick systemic changes (such as those induced by the COVID-19 pandemic)—are often connected with decreased teacher effectiveness. Stress appears to hinder classroom management, limit instructional clarity, and harm teacher-student interactions, all of which undermine student progress. However, some research shows weak or non-significant associations, implying that the impact of stress on effectiveness may be mitigated by individual resilience and external support networks. Mindfulness training, for example, has demonstrated potential in terms of stress reduction and classroom performance. The implications for policy, professional growth, and future research initiatives are explored.

