

Research Paper

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

Sobia Qadir^{1*}, Dr. Mohd. Zia Ul Haq Rafaqi²

ABSTRACT

The study examined the relationship between occupational stress and teacher effectiveness among secondary school teachers of Kashmir Division. Descriptive correlational research design was used and a sample of 250 government secondary school teachers were selected by using simple random sampling technique. Data was analyzed by using Pearson's product moment Correlations. The findings revealed that a significant moderate negative correlation between teacher effectiveness and occupational stress of teachers working in government secondary schools of Kashmir Division, implying that teachers with higher occupational stress tend to have lower teacher effectiveness. The study concluded that educational institutions should implement teacher well-being strategies that include stress management programs, counselling services, supportive school leadership, manageable workloads, and continual professional development for the purpose of improving teachers' resilience and effectiveness.

Keywords: *Teacher effectiveness, occupational stress, secondary school teachers, Kashmir*

Teachers have a significant impact on student achievements, highlighting their crucial role in the educational system (Šorgo et al., 2015). Indeed, several studies repeatedly show that teacher effectiveness is a significant predictor of student progress, frequently outweighing the effects of other school-based characteristics (Burgess, 2019; Kimbrel, 2019). This agreement is confirmed by abundant research, including reviews that show that schools can have significant effects on student achievement, with a major percentage of that impact being directly related to teacher effectiveness (Jonina, 2017). Teacher effectiveness, a complex construct, is crucial for encouraging optimal student outcomes, including academic performance, socio-emotional development, and the development of critical thinking abilities (LEONIDAS & Kotsis, 2026). It is defined as the collection of characteristics, abilities, and activities demonstrated by educators across all academic levels to help students achieve their goals (Mbua, 2023). This comprehensive definition emphasizes the importance of teachers using innovative instructional strategies,

¹Research Scholar, Department of Education, University of Kashmir, South Campus
Orcid: <https://orcid.org/0009-0005-3463-1497>

²Senior Assistant Professor, Department of Education, University of Kashmir, South Campus
Orcid: <https://orcid.org/0000-0001-7626-0069>

*Corresponding Author

Received: July 29, 2026; Revision Received: August 10, 2026; Accepted: August 14, 2026

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

adapting to diverse learning needs, and actively engaging students to ensure mastery of core concepts and application of knowledge to real-world scenarios (Puspitadani et al., 2022). This goes beyond only presenting content to include the educator's ability to successfully handle the complexity of classroom dynamics and establish positive relationships with students (Yu & Ying, 2024). This continual process extends beyond annual data, demanding continuous adaptation and specialized approaches to satisfy students' evolving requirements (Mustaffa et al., 2024). Teachers are often subjected to major occupational stressors in the educational field, which can seriously hinder their performance and general well-being (Nwoko et al., 2025). These stressors are frequently caused by demanding work conditions, emotional issues, and insufficient support, resulting in higher rates of burnout and lower professional performance (Bian & Jiang, 2025; Nwoko et al., 2025). The complex workload of teachers, which includes a wide range of professional tasks and responsibilities that frequently go beyond direct instructional duties, is a major contributor to occupational stress (Antwi, 2026). Their capacity to sustain optimal job performance and satisfaction is often compromised by heavy workload, which frequently results in emotional and psychological strain (Ntumi, 2025; Waweru & Ndambuki, 2021). Thus, the experience of teacher stress is a multifaceted interplay of cognitive, evaluative, and motivational processes that arise in response to perceived external threats (Ngatimun et al., 2020). Chronic stress can specifically result in diminished motivation and enthusiasm, impairing effectiveness of teaching and obstructing the development of robust teacher-student relationships and the provision of timely student assistance (Yao & Xu, 2023). In addition, the negative correlation between students' academic achievement and the prevalence of occupational stress in teachers has been directly linked, highlighting its extensive influence beyond individual well-being (Jukić & Ham, 2024). This complex relationship between teacher occupational stress and diverse educational outcomes needs more investigation into the processes by which stress impairs pedagogical effectiveness and overall school atmosphere (Kush et al., 2022; Nwoko et al., 2025). Occupational stress is a common and complicated problem in modern workplaces, described as the negative physiological and psychological responses that occur when job expectations exceed an individual's talents, resources, or needs (Bonsteel, 2012). A lack of autonomy in decision-making, an excessive growth in tasks and responsibilities, and a lack of time for completion are common causes of this imbalance (Trifunović et al., 2017; Yıldırım et al., 2024). These workplace pressures can cause a variety of negative health effects, ranging from minor symptoms like headaches and exhaustion to more serious issues like mental disorders and cardiovascular disease (Hashim et al., 2017). Occupational stress has a significant impact on both teacher's well-being and schools' effectiveness, leading to decreased productivity and increased absenteeism (Авраменко, 2020). Furthermore, the chronic nature of these workplace situations can cause persistent emotional, behavioural, and physiological reactions that severely limit an individual's career advancement and general well-being (Suleman et al., 2018). Individuals experiencing work-related stress commonly use maladaptive coping techniques, which exacerbates the stress and worsens their health (Kamkar & Baril, 2024). Certain professions, such as management, administration, and supervision, have been recognized as having particularly high levels of stress, which are frequently characterized by limited autonomy and an emphasis on productivity above individual well-being (Noordin et al., 2023).

REVIEW OF RELATED LITERATURE

Ramaiyan and Vanitha (2025) studied the impact of occupational stress on teaching effectiveness of secondary school teachers. Descriptive survey research method was adopted and sample of 100 secondary school teachers were selected through simple random

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

sampling technique. The result of the study revealed that there was significant negative correlation between teaching effectiveness and occupational stress of secondary school teachers of Bangalore City.

Savitha and Palanethra (2020) examined the relationship between teaching effectiveness and occupational stress of secondary school teachers. By using simple random sampling technique, 120 school teachers were selected. The findings of the study revealed that there was significant negative relationship between occupational stress and teaching effectiveness of secondary school teachers. Furthermore, significant difference was found between occupational stress and teaching effectiveness of secondary school teachers on basis of gender and type of school.

Naik (2024) investigated relationship between teacher effectiveness, job satisfaction and occupational stress of teachers. The population for the study were Secondary school teachers and sample of 60 secondary school teachers were selected by using simple random sampling technique. The result of the study revealed that there was positive relationship between teacher effectiveness and occupational stress, teacher effectiveness and job satisfaction.

Objective

- To find out correlation between teacher effectiveness and occupational stress among secondary school teachers.

Hypothesis

- There is no significant correlation between teacher effectiveness and occupational stress of secondary school teachers.

METHODOLOGY

The present study used descriptive correlational research design to examine the relationship between teacher's occupational stress and teacher effectiveness. The study was conducted in Kashmir Division of Jammu and Kashmir Union Territory and population of the study comprised of all the government secondary school teachers teaching in Kashmir division. A sample of 250 secondary school teachers was selected through simple random sampling technique from the selected secondary schools. The data was collected using two standardized tools i.e. teacher Effectiveness Scale by Suraiya and Shakir (2023) published by National Psychological Corporation, Agra. This scale consists of 40 items divided into 6 aspects: interpersonal relationship with students, preparation for teaching and learning, teacher capabilities, classroom management, professional responsibilities and ethical practices. Occupational Stress scale for Teachers by Dalal and Rani (2020) published by National Psychological Corporation, Agra. The scale consists of 36 items divided into seven aspects: Role overload, Role conflict, Role Ambiguity, Unreasonable group and political pressures, under participation, role of society and community and strenuous working condition.

Data Analysis

The collected data were coded and entered into the Statistical Package for the Social Sciences (SPSS) for analysis. Quantitative data was analysed using inferential analysis, including Pearson's correlation, to investigate the relationship between occupational stress and teacher effectiveness. Patterns were represented using frequencies and percentages.

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

RESULTS

Table 1 Demographic profile of Respondents

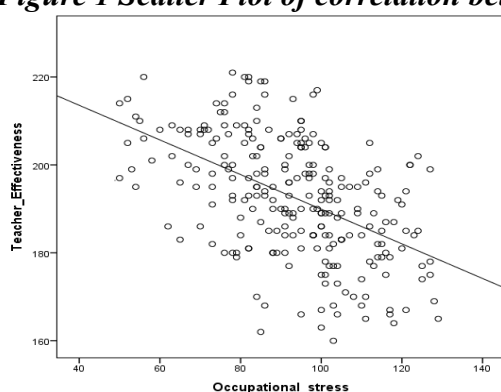
N (total number)	Variable	Category	Frequency	Percentage (%)
250	Gender	Male	150	60
		Female	100	40

Table 2 Correlation between occupational stress and Teacher Effectiveness

Variable	Total Sample	r
Teacher Effectiveness	250	-0.504**
Occupational Stress		

****.** Correlation is significant at the 0.01 level (2-tailed)

Figure 1 Scatter Plot of correlation between teacher effectiveness and Occupational Stress



INTERPRETATION AND DISCUSSION

The result revealed that occupational stress and teacher effectiveness has significant moderate negative relationship $r = -0.504$, significant at 0.01 level, indicating that increase in the occupation stress tends to decrease in teacher effectiveness. The scatter plot in figure 1 depicts the negative correlation between teacher effectiveness and occupational stress as the maximum dots in the scatter plot are gathered on and around the downward line of best fit. Hence, Null Hypothesis No.1 there is no significant relationship between occupational stress and teacher effectiveness got rejected. The results of the present study were consistent with earlier research showing that occupational stress negatively affects teacher effectiveness, including lesson planning, punctuality, assignment marking, and classroom participation. Additionally, there is a strong negative correlation between stress levels and work performance, suggesting that teachers' effectiveness decreases as stress levels rise (Anakwa & Effrim, 2025). Studies found that occupational stress had significantly negative relationship between teacher effectiveness (Borka, 2013; Kaur 2017; Kaur 2024; Periasamy & Prabhu, 2021). The changing nature of the teaching profession has resulted in increased professional demands for teachers, including teaching, research, accreditation, student mentorship, and administrative responsibilities. Occupational stress arises when demands exceed an individual's capacity to manage, impacting both performance and personal well-being (Brindha.K & Muthukumaran, 2026). Senior high school teachers' teaching performance is greatly impacted by work-related stress. Stressors for teachers include heavy workloads, planning classes, administrative duties, difficult student behaviour, and scarce resources. Prolonged stress can have detrimental effects on teaching effectiveness, creativity, motivation, absenteeism, burnout, teacher-student relationships, and mental and physical health (Badmus, 2025). Studies show that teachers' effectiveness is negatively

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

impacted by work-related stress. Maintaining high levels of teacher effectiveness and guaranteeing positive educational outcomes for students depend on addressing and minimising occupational stress (Obrero & Servinas, 2024). Teachers who experience high levels of occupational stress have lower job satisfaction and more psychosomatic problems, which hinders their overall performance (Nwoko et al., 2025). This phenomenon occurs when the cumulative demands of the profession exceed an individual's coping strategies, resulting in negative psychological and emotional effects that directly affect professional self-efficacy and educational performance (Belizario et al., 2024; Shuaili, 2025). teacher's ability to effectively engage in instructional tasks and maintain a conducive learning environment can be negatively impacted by the chronic nature of such stressors, which can cause physiological ailments like headaches, fatigue, and insomnia, as well as emotional disturbances like anxiety and irritability (Nwoko et al., 2025; Yıldırım et al., 2024).

CONCLUSION

The present study concluded that there was a strong negative relationship between occupational stress and teacher effectiveness of secondary school teachers. The findings indicate that increased occupational stress could significantly affect teachers' instructional ability, professional dedication and overall effectiveness in the classroom. Nonetheless, it is critical to design and execute comprehensive strategies to reduce occupational stress in teachers. These should focus on both individual coping mechanisms including stress management techniques and social support networks as well as structural changes meant to lessen administrative burdens and improve classroom resources (Shuaili, 2025; Vilorio, 2023). These criteria are critical for developing a resilient and proficient teaching profession, which improves student outcomes and the overall educational landscape (Shuaili, 2024). This necessitates a holistic approach that includes national and regional legislative reforms to improve working circumstances, as well as institutional measures to promote teacher wellbeing through preventive and remedial programmes (Estrada-Araoz et al., 2023). To provide an integrated support framework that addresses the multifaceted aspects of occupational stress in education, such programmes must include organisational, teacher-tailored, and student-oriented components (Ouellette et al., 2017). In addition to long-term strategies that involve all administrative authorities in identifying potential stressors, addressing routine problems and enhancing the workplace provide immediate solutions for reducing teacher stress (HOUMRI et al., 2023).

Educational Implications

The outcomes of the study imply that occupational stress has significant implications for teacher effectiveness and quality of education in general. High occupational stress can lower teachers' instructional ability, motivation, classroom management and professional dedication, and consequently impact students' academic progress and classroom learning. Hence, educational institutions should implement teacher well-being strategies that include stress management programs, counselling services, supportive school leadership, manageable workloads, and continual professional development for the purpose of improving teachers' resilience and effectiveness. Stress Management Strategies like promoting workplace flexibility, fair task distribution, counselling services, time management, mindfulness training, formal acknowledgements, comfortable environment are the systematic support helps teachers to mitigate occupational stress. Expert lectures and seminars on stress management should be held on a regular basis in the training institutes. Policymakers can also develop teacher friendly policies which foster positive school atmosphere, proper teaching resources and work life balance as these measures can

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

minimize occupational stress and increase educational achievements. Regular monitoring of stress levels among teachers and timely institutional support can further increase teacher effectiveness and lead to enduring improvements in school performance and student learning.

Future Suggestions

Future research should employ longitudinal and mixed methods designs to study the association between occupational stress and teacher effectiveness to determine causality and develop deeper insights into teachers' experiences. Studies could also be carried out with teachers from diverse educational levels (primary, secondary and higher education), types of schools, and different geographical areas to improve the generalizability of the results. Future researchers are suggested to study the mediating or moderating roles of characteristics such as teacher self-efficacy, work satisfaction, resilience and organizational support. It is also recommended to do intervention-based studies on stress management and teacher well-being programs to find out effective techniques to reduce occupational stress and improve teacher effectiveness.

REFERENCES

- Anakwa, A. R., & Effrim, P. K. (2025). The impact of stress on job performance among basic school teachers in rural Ghana: A cross-sectional study in the Asikuma Odoben Brakwa District of the Central Region. *Pan-African Journal of Health & Psychological Sciences*, 1(1). <https://doi.org/10.64261/pajhps.v1n1.009>
- Antwi, T. A. J. (2026). From Stress to Strategy: A Moderated Mediation Model of Teacher Workload, Burnout, Assessment Competency and Their Impact on Teacher Well-Being and Job Satisfaction. *Psychology*, 17(3), 300. <https://doi.org/10.4236/psych.2026.173018>
- Badmus, I. (2025). The impact of work-related stress on the teaching performance of senior high school teachers. Unpublished manuscript.
- Belizario, M. V., Mamani-Benito, Ó., Zerga-Morales, C. A., Chaparro, J. E. T., & Morales-García, W. C. (2024). Effect of perceived stress, job satisfaction, and workload on the professional self-efficacy of Peruvian regular basic education teachers. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1302624>
- Bian, H., & Jiang, H. (2025). Alleviating occupational stress in Chinese junior high school teachers: the role of mindfulness-based interventions. *Frontiers in Psychology*, 16, 1479507. <https://doi.org/10.3389/fpsyg.2025.1479507>
- Bonsteel, S. (2012). APA PsycNET [Review]. *The Charleston Advisor*, 14(1), 16. <https://doi.org/10.5260/chara.14.1.16>
- Borkar, U. (2013). A study of teacher effectiveness of secondary school teachers in relation to teacher stress. *International Journal of Humanities and Social Science Invention*, 2(12), 13–16.
- Brindha, V. K., & Muthukumaran, C. K. (2026). Performance implications of occupational stress among engineering faculty in Tamil Nadu. *International Journal of Research in Commerce and Management Studies*, 8(1), 881–889. <https://doi.org/10.38193/IJRCMS.2026.8174>
- Burgess, S. (2019). Understanding teacher effectiveness to raise pupil attainment. *IZA World of Labor*. <https://doi.org/10.15185/izawol.465>
- Estrada-Araoz, E. G., Bautista-Quispe, J. A., Reyes, B. V., Ponce, W. C. C., Incacutipa-Limachi, D. J., Aquino, V., Valverde, Y. P., & Herrera, R. Q. (2023). Evaluation of Psychosomatic Symptoms Associated with Stress in Teachers after Returning to

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

- Face-to-Face Classes. *International Journal of Learning Teaching and Educational Research*, 22(4), 362. <https://doi.org/10.26803/ijlter.22.4.21>
- Hashim, A. E., Isnin, Z., Ismail, F., Norrihan, N. A., & Razali, R. (2017). Occupational Stress and Behavioural Studies of Facilities Management Employees in Commercial Complex. *Journal of ASIAN Behavioural Studies*, 2(5), 57. <https://doi.org/10.21834/jabs.v2i5.219>
- Houmri, N., Adamou, A., Bairi, A., Khezzani, B., Gharghout, A., Hamad, B., & Hadeif, L. (2023). Hormonal and lipid disruption because of stress among teachers of the University of El-Oued, Algeria. *Archives of the Balkan Medical Union*, 58(4), 319. <https://doi.org/10.31688/abmu.2023.58.4.02>
- İpek, H., Akçay, A., Atay, S. B., Berber, G., Karalık, T., & Yılmaz, T. S. (2018). The Relationship Between Occupational Stress and Teacher Self-Efficacy: A Study with EFL Instructors. *DergiPark (Istanbul University)*. <https://doi.org/10.18039/ajesi.393945>
- Jonina, R. (2017). From Teaching Competences to Teaching Praxeologies: The Case of the Problem-Centred Education. *HAL (Le Centre Pour La Communication Scientifique Directe)*. <https://theses.hal.science/tel-02123588>
- Jukić, R., & Ham, E. (2024). Teacher Stress and Free Time as a Space for Dealing with Stress. *Acta Paedagogica Vilnensia*, 51, 132. <https://doi.org/10.15388/actpaed.2023.51.8>
- Kamkar, K., & Baril, M. (2024). Enhancing organizational well-being and growth: The value of ombud services and the development of ombud consultation evaluation survey. *Journal of Community Safety and Well-Being*, 9(1), 52. <https://doi.org/10.35502/jcswb.375>
- Kaur, H. (2017). A study of teacher effectiveness in relation to occupational stress and life satisfaction among teacher educators. *International Journal Advances in Social Science and Humanities*, 5(8), 1 to 9.
- Kaur, S. (2024). Teaching under pressure: How job anxiety affects teacher effectiveness across genders and localities. *EPRA International Journal of Multidisciplinary Research (IJMR)*, 10(7). <https://doi.org/10.36713/epra17704>
- Kimbrel, L. (2019). Understanding Teacher Hiring Practices in Rural, Urban, Suburban Schools in the United States. *International Journal of Education*, 11(3), 1. <https://doi.org/10.5296/ije.v11i3.14925>
- Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self efficacy and job satisfaction. Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, 102(3), 741 to 756. <https://doi.org/10.1037/a0019237>
- Kush, J. M., Badillo-Goicoechea, E., Musci, R. J., & Stuart, E. A. (2022). Teacher Mental Health During the COVID-19 Pandemic: Informing Policies to Support Teacher Well-being and Effective Teaching Practices. *arXiv (Cornell University)*. <https://doi.org/10.48550/arxiv.2109.01547>
- Kyriacou, C. (2001). Teacher stress. Directions for future research. *Educational Review*, 53(1), 27 to 35. <https://doi.org/10.1080/00131910120033628>
- LEONIDAS, G., & Kotsis, K. (2026). A theoretical framework for understanding the effective educator: Defining characteristics, practices, and implications. *International Journal of Professional Development Learners and Learning*, 8(1). <https://doi.org/10.30935/ijpdll/17678>
- Mbua, E. M. (2023). Principal's Participatory Leadership Approaches: An Effective Tool for Teacher Effectiveness in Fako Division, Cameroon. *Journal of Education and Teaching Methods*, 2(1), 63. <https://doi.org/10.58425/jetm.v2i1.133>

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

- Mustaffa, A. H., Bahrudin, N. Z., Saddam, S. Z., & Yusoff, Z. Z. M. (2024). Unlocking the Potential Research Directions in Effective Teaching: Insights from Bibliometric Analysis. *Information Management and Business Review*, 16, 216. [https://doi.org/10.22610/imbr.v16i1\(i\)s.3744](https://doi.org/10.22610/imbr.v16i1(i)s.3744)
- Naik, S. K. (2024). A study of teacher effectiveness in relation to job satisfaction and occupational stress of secondary school teachers. *International Journal for Multidisciplinary Research (IJFMR)*, 6(2), 1–8 IJFMR Article Page.
- Ngatimun, N., Musriati, T., Suharsono, J., & Candra, S. D. (2020). Occupational Stress as Mediator of Relationship between Workload, Emotional Intelligence and Teacher's Performance in Probolinggo Regency. *Owner*, 4(1), 104. <https://doi.org/10.33395/owner.v4i1.223>
- Noordin, N. A. binti C., Ahmad, S. F. S., Razali, M. Z. M., Ahmad, M. F., & Ma'amor, H. (2023). Occupational Stress and Work-Life Balance in the Manufacturing Industry. *Information Management and Business Review*, 15, 59. [https://doi.org/10.22610/imbr.v15i3\(i\).3517](https://doi.org/10.22610/imbr.v15i3(i).3517)
- Ntumi, S. (2025). *From stress to strategy: A moderated mediation model of teacher workload, burnout, and wellbeing, highlighting the role of assessment competency in promoting teachers' health and wellbeing* [Preprint]. Research Square. <https://doi.org/10.21203/rs.3.rs-6794493/v1>
- Nwoko, J. C., Adegboye, O. A., Malau-Aduli, A. E. O., Anderson, E., & Malau-Aduli, B. S. (2025). The influence of school environment and demographics on teacher wellbeing. *Scientific Reports*, 15(1), 34970. <https://doi.org/10.1038/s41598-025-18970-3>
- Nwoko, J. C., Anderson, E., Adegboye, O. A., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2025). From passion to pressure: exploring the realities of the teaching profession. *Frontiers in Public Health*, 13, 1505330.
- Obrero, P. I. T. D., & Serviñas, L. P. (2024). Teachers' occupational stress and performance. *International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence*, 1(6). <https://doi.org/10.5281/zenodo.11483069>
- Ouellette, R. R., Frazier, S. L., Shernoff, E. S., Cappella, E., Mehta, T., Maríñez-Lora, A. M., Cua, G., & Atkins, M. S. (2017). Teacher Job Stress and Satisfaction in Urban Schools: Disentangling Individual-, Classroom-, and Organizational-Level Influences. *Behavior Therapy*, 49(4), 494. <https://doi.org/10.1016/j.beth.2017.11.011>
- Periasamy, R., & Prabhu, J. (2021). Relationship among teacher effectiveness, occupational stress and organizational climate of school teachers. *International Research Journal of Modernization in Engineering Technology and Science*, 3(11), 1217 to 1221.
- Puspitadani, E., Yudea, F., & Loo, F. (2022). Educational Leadership and Learning Quality: The Influence of the Principal's Leadership Style on Teacher Performance. *Jurnal Ilmu Pendidikan Dan Humaniora*, 11(3), 206. <https://doi.org/10.35335/jiph.v11i3.24>
- Ramaiyan, C., & Vanitha, P. (2025). The impact of occupational stress on the teaching performance of secondary school teachers. *RESEARCH EXPLORER - International Journal on Economic and Business Management*, 14(48(2)), 69–74 Vels University IR ResearchGate.
- Savitha, L. J., & Palanethra, L. (2020). A study on teaching effectiveness of secondary school teachers in relation to their occupational stress. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 7(6), 1926–1932 JETIR Archive.
- Shuaili, A. S. T. A. (2024). The Impact of Occupational Stress on Job Satisfaction among Teachers and School Principals in Oman: Analyzing the Relationship and Role-

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

- Specific Differences. *Open Journal of Social Sciences*, 12(12), 738. <https://doi.org/10.4236/jss.2024.1212046>
- Shuaili, A. S. T. A. (2025). Occupational Stress and Job Satisfaction: Unveiling Challenges in Teachers' and Doctors' Work Environments. *World Journal of Education*, 15(1), 37. <https://doi.org/10.5430/wje.v15n1p37>
- Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession. Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education*, 27(6), 1029 to 1038. <https://doi.org/10.1016/j.tate.2011.04.001>
- Šorgo, A., Pipenbaher, N., Šašić, S. Š., Prokop, P., Kubiato, M., Golob, N., Erdoğan, M., Tomažič, I., Bílek, M., Fančovičová, J., Lamanauskas, V., & Ušak, M. (2015). Cross National Study on Pre-Service Elementary and Science Teachers' Opinions on Science Teaching. *Eurasia Journal of Mathematics Science and Technology Education*, 11(4). <https://doi.org/10.12973/eurasia.2015.1379a>
- Suleman, Q., Hussain, I., Shehzad, S., Syed, M. A., & Raja, S. A. (2018). Relationship between perceived occupational stress and psychological well-being among secondary school heads in Khyber Pakhtunkhwa, Pakistan. *PLoS ONE*, 13(12). <https://doi.org/10.1371/journal.pone.0208143>
- Trifunović, N., Jatić, Z., & Kulenović, A. D. (2017). Identification of Causes of the Occupational Stress for Health Providers at Different Levels of Health Care. *Medical Archives*, 71(3), 169. <https://doi.org/10.5455/medarh.2017.71.169-172>
- Viloria, J. M. (2023). Extinguishing the fire: Occupational stress-coping mechanisms of high school teachers. *Journal of Interdisciplinary Perspectives*, 2(7). <https://doi.org/10.69569/jip.2023.0023>
- von der Embse, N. P., Sandilos, L. E., Pendergast, L. L., Mankin, A., Rhoad, C., & Eklund, K. (2019). Teacher stress interventions. A systematic review. *Psychology in the Schools*, 56(8), 1328 to 1343. <https://doi.org/10.1002/pits.22279>
- Waweru, L. N., & Ndambuki, P. W. (2021). Relationship between Workload and Occupational Stress among Teachers in Public Primary Schools in Kasarani, Nairobi, Kenya. *International Journal of Multicultural and Multireligious Understanding*, 8(7), 685.
- Yao, Y., & Xu, J. (2023). Occupational stress of elementary school teachers after eased COVID-19 restrictions: a qualitative study from China. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1183100>
- Yıldırım, M., Dilekçi, Ü., & Manap, A. (2024). Mediating roles of meaning in life and psychological flexibility in the relationships between occupational stress and job satisfaction, job performance, and psychological distress in teachers. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1349726>
- Yu, X., & Ying, T. (2024). Under the surface of teacher occupational wellness and effectiveness in higher education: a look into the mediator roles of work passion and emotion regulation via SEM analysis. *BMC Psychology*, 12(1). <https://doi.org/10.1186/s40359-024-01656-2>
- Авраменко, М. В. (2020). Psychological Features of Views of Foreign Scientists on Stress and Its Consequences. *Вісник Національного Університету Оборони України*, 54(1), 5. <https://doi.org/10.33099/2617-6858-2020-54-1-5-12>

Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division

Acknowledgment

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Qadir, S. & Rafaqi, M.Z.U.H. (2026). Relationship between Occupational Stress and Teacher Effectiveness among Secondary School Teachers of Kashmir Division. *International Journal of Indian Psychology*, 14(3), 1075-1084. DIP:18.01.092.20261403, DOI:10.25215/1403.092