

WORKPLACE STRESS ON EMPLOYEES' PERFORMANCE IN SCHOOLS OF KATHMANDU VALLEY

A Dissertation submitted to the Office of the Dean, Faculty of Management In partial
fulfillment of requirement for the degree of Master of Business Studies

By

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CERTIFICATION OF AUTHORSHIP

I hereby corroborate that I have researched and submitted the final draft of dissertation entitled **“Workplace Stress on Employees’ Performance in Schools of Kathmandu Valley”**. The work of this dissertation has not been submitted previously for the purpose of conferral of any degrees nor has it been proposed and presented as part of requirements for any other academic purpose.

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I am delighted to present this dissertation **entitled “Workplace Stress on Employees’ Performance in Schools of Kathmandu Valley”** to the head of the research department, Shankar Dev Campus, in partial fulfillment of the requirement for the degree of Masters in Business Studies (MBS), Faculty of Management.

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ABBREVIATIONS

%	:	Percentage
A.D.	:	Anno Domini
ANOVA	:	Analysis of Variance
B	:	Unstandardized Coefficients
df	:	Degree of Freedom
ej	:	Error Terms
EP	:	Employees' Performance
H	:	Alternative Hypothesis
No.	:	Number
OE	:	Organizational Engagement
PSS	:	Perceived Social Support
P-value	:	Probability Value
PW	:	Psychological Well-being
S.D.	:	Standard Deviation
S.N.	:	Serial Number
Sig.	:	Significant
T	:	T-Statistic
WSI	:	Workplace Stress Intervention

ABSTRACT

The study is entitled “Workplace Stress on Employees’ Performance in Schools of Kathmandu Valley”. The basic objective of this study is to assess the perception towards workplace stress, examine the relationship between workplace stress and employee performance and analyze the impact of workplace stress and employee’s performance. This study employs a descriptive and casual comparative research design to investigate the impact of workplace stress on employees’ performance in private schools in the Kathmandu Valley. Convenience sampling technique is used to ensure representation from different types of private schools (e.g., primary, secondary, higher secondary). The sample size is 400 employees from 20 private schools of Kathmandu. Both descriptive and inferential tools have been employed. This study explores the prevalence and impact of workplace stress among educators in Nepal, focusing on psychological well-being, organizational engagement, and the role of social support. The research reveals significant levels of stress among school teachers in Kathmandu, with female teachers experiencing higher stress levels than their male counterparts. Factors such as heavy workloads, administrative pressures, and emotional demands of teaching are identified as primary stressors. The findings indicate that workplace stress adversely affects job satisfaction and performance, leading to increased absenteeism and turnover rates. Social support from colleagues, family, and the community is shown to play a crucial role in mitigating stress and enhancing psychological well-being. Organizational engagement is positively influenced by supportive work environments and effective stress management interventions. The study underscores the need for comprehensive support systems, including professional development programs and mental health resources, to address workplace stress and improve employee performance in the education sector. The research contributes to a deeper understanding of the challenges faced by educators in Nepal and provides actionable recommendations for policy makers and educational administrators to create healthier, more supportive work environments.

Keywords: *Workplace stress, Psychological well-being, Social support, Organizational engagement, Workplace stress intervention and Employees performance*

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Workplace stress is a critical issue that affects employees across various sectors, including education. According to Centers for Disease Control and Prevention (2020), Job stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury. In the context of schools, workplace stress can arise from multiple sources such as heavy workloads, administrative pressures, and the emotional demands of teaching. The Kathmandu Valley, with its unique cultural and economic landscape, presents specific challenges that can exacerbate workplace stress among school employees. Research has shown that workplace stress can significantly impact employee performance, leading to decreased productivity, job dissatisfaction, and higher turnover rates, lost workdays, increased staffing, health benefits costs (Walinga & Rowe, 2013). In educational settings, this can have far-reaching consequences, affecting not only the well-being of the employees but also the quality of education provided to students.

6 in 10 employees in major global economics are experiencing increased workplace stress. Employees' daily stress level has increased by 44% in 2021. Around 17 million working days get lost as employees are absent due to illness caused by work-stress. Many employees have reported anxiety and depression due to workplace stress.

In United States, the prevalence of workplace stress is 83%. Employees experience work-related stress and this percentage has been increasing over the decades. Workplace stress has been linked to 120,000 deaths in the US each year. The global economy loses \$1 trillion annually in productivity due to depression and anxiety related to workplace stress. 54% of employees report that work stress affects their home life. High levels of workplace stress can lead to decreased job satisfaction and increased absenteeism. Workplace stress affects 54% of women compared to 47% of men. Employees younger than 40 years old are the most affected, with 58% reporting high stress levels. 63% of US employees are ready to quit their jobs due to stress, and 16% have already quit a past job because of it. 99% of employees say workplace stress affects their mental well-being (Zauderer, 2024).

In United Kingdom, 79% of British employees commonly experience work-related stress which has increased by 20% since 2018. Less than half (40%) of employees talk about it to their employers because of existing mental stigma in the workplace. One in 10 UK adults says that their boss makes them feel stressed. Almost 3 in 10 people (29%) feel stressed about their financial circumstances in relation to work.

In China, workplace stress is a significant issue, especially among younger employees. According to a Deloitte survey, over one-third of Millennials and Gen Zs in China report experiencing anxiety or stress "all or most of the time". The primary sources of stress are job and career prospects, which have become more pronounced since the COVID-19 pandemic. Despite this, Chinese Millennials and Gen Zs feel less anxiety compared to their global counterparts (Deloitte China, 2020).

India faces a high level of workplace stress, with 76% of workers reporting that stress negatively impacts their work performance. The pandemic has exacerbated this issue, with professionals in India experiencing higher stress levels than most workers globally. Factors contributing to stress include job insecurity, long working hours, and a lack of support from managers. Recognition from leadership and an open work environment are crucial for reducing stress and fostering a positive workplace culture. In Malaysia, stress is a common issue in many workplaces. Factors such as job demands, work-life balance, and organizational culture can contribute to stress levels. Efforts to promote mental health and well-being in the workplace are essential to address this issue (Bhattacharyya, 2023).

In Nepal, employees working in private school have to face numerous work-related stresses. An insightful examination of the occupational stress levels experienced by school teachers in Kathmandu highlighted the potential gender-specific challenges faced by female teachers in their professional environments. This indicated that stress levels were consistent across different age groups, suggesting that other factors, such as workplace conditions and individual roles, may play more critical roles in contributing to stress (Joshi, 2024). Workload, role conflict, and role ambiguity negatively affected job performance in the banking sector. Employees experiencing high levels of these stressors reported lower job satisfaction and reduced performance (Basnet et al., 2022).

As the globalization has changed so much in education sector, employees working in school have to deal with academic issues, curriculum completion, assignments correction, unexpected workloads with early deadlines, misbehavior of pupil, role ambiguity, social

conflict, technological issues which ultimately leads to lower the employee performance. In context of Nepal, the studies are often based on banking and health sector, whereas study is more necessary in education sector as employees working in school area are more prone to workplace stress and when there is lower performance in education sector, we cannot imagine good workforce in coming generation. So, this study aims in understanding workplace stress and employee performance in private schools of Kathmandu valley.

1.2 Problem Statement

In the dynamic and demanding environment of schools in the Kathmandu Valley, workplace stress has emerged as a significant factor influencing employee performance. The government of Nepal hardly invests budgets to improve the conditions of stress among private school teachers. In this context, working conditions are a big problem for teachers (Katel, 2023). Despite the critical role that educators and administrative staff play in shaping the future of students, there is limited research on how workplace stress affects their performance. This study aims to explore the impact of workplace stress on employee performance in schools within the Kathmandu Valley, focusing on key variables such as psychological well-being, organizational engagement, workplace stress interventions, social support, and overall employee performance (Foy, 2015).

The research will investigate how psychological well-being is affected by workplace stress and how this, in turn, influences employee performance. Additionally, the study will examine the role of organizational engagement and the effectiveness of workplace stress interventions in mitigating the negative effects of stress. Social support, both within and outside the workplace, will also be analyzed to understand its contribution to employee performance in stressful environments.

By identifying the relationships between these variables, this study seeks to provide insights that can help schools in the Kathmandu Valley develop strategies to enhance employee performance through better management of workplace stress.

The research questions of the study are:

- What is the perception of employees towards workplace stress?
- What is the relationship between workplace stress and employee performance?
- How does workplace stress impact in employees' performance?

1.3 Objectives of the Study

The objectives of the study are:

- To assess the employees' perception towards workplace stress in schools of Kathmandu valley.
- To examine the relationship between workplace stress and employee performance.
- To analyze the impact of workplace stress and employee performance.

1.4 Rationale of the Study

The educational sector in the Kathmandu Valley is a cornerstone of societal development, with schools playing a pivotal role in shaping the future of the region. However, the performance of employees in these schools is often compromised by workplace stress, which can have far-reaching consequences on both individual well-being and organizational effectiveness. Despite the critical importance of this issue, there is a notable gap in the literature regarding the specific impact of workplace stress on employee performance within this context.

This study is driven by the need to understand and address the multifaceted nature of workplace stress and its implications for employee performance in schools. By examining variables such as psychological well-being, organizational engagement, workplace stress interventions, social support, and employee performance, this research aims to provide a comprehensive analysis of the factors that contribute to or mitigate the effects of workplace stress.

Psychological well-being is a crucial determinant of an individual's ability to perform effectively at work. Understanding how workplace stress affects psychological well-being can offer insights into the mental health challenges faced by school employees. Organizational engagement, which reflects the level of commitment and involvement of employees, is another critical factor that can be influenced by workplace stress. Investigating this relationship can help identify strategies to enhance employee engagement and productivity.

Workplace stress interventions are essential for mitigating the adverse effects of stress. This study will evaluate the effectiveness of existing interventions and explore potential improvements. Social support, both within the workplace and from external sources, plays a significant role in buffering the negative impacts of stress. By analyzing the role

of social support, this research aims to highlight the importance of a supportive work environment.

Ultimately, this study seeks to contribute to the development of evidence-based strategies that schools in the Kathmandu Valley can implement to improve employee performance through better management of workplace stress. By addressing this critical issue, the research aims to enhance the overall effectiveness and well-being of school employees, thereby contributing to the broader goal of educational excellence in the region.

1.5 Hypotheses of the Study

The hypotheses of the study are:

- There is no significant relationship between social support and employee performance.
- There is no significant relationship between workplace stress intervention and employee performance.
- There is no significant relationship between organizational engagement and employee performance.
- There is no significant relationship between psychological well-being and employee performance.

1.6 Limitations of the Study

The limitations of the study are:

- The study might not include enough people or a wide variety of participants, which can make the results less reliable.
- People might not always tell the truth or remember things accurately when reporting their stress and performance.
- Since the study looks at data from just one point in time, it can't show cause and effect between stress and performance.
- The study might miss other important factors, like personal problems or the school's environment, that affect stress and performance.
- Ethical concerns, like keeping participants' information private and making sure they feel safe, might limit how much data you can collect.

CHAPTER II

REVIEW OF LITERATURE

A literature review is a summary of a subject field that helps to identify specific research questions. A literature review needs to draw on and evaluate a range of different types of sources including academic and professional journal articles, books, and web-based resources. It helps in the identification and location of relevant documents and other sources (Rowley & Slack, 2004).

2.1 Theoretical Review

The theoretical framework explains the path of a research and grounds it firmly in theoretical constructs. The overall aim of the theoretical frameworks is to make research findings more meaningful, acceptable to the theoretical constructs in the research field and ensures generalizability. This assist in stimulating research while ensuring the extension of knowledge by providing both direction and impetus to the research inquiry (Adom et al., 2018).

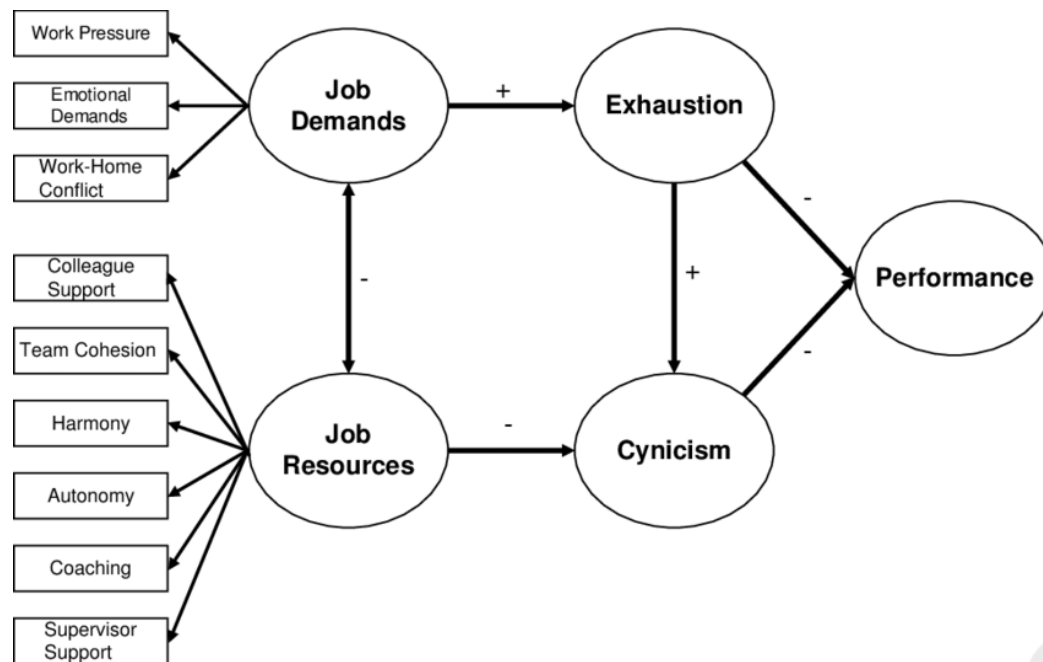
The main theories and models that relate to my research study are: Job demand resources model, Conservation of resources theory, Social Exchange theory, the theory of organizational commitment, the transactional model of stress and coping, buffering hypothesis, Role theory, Expectancy theory, Equity theory and Goal Setting theory.

2.1.1 Job Demands-Resources Theory

This theory describes how the organizational environment impacts employee psychological well-being and performance. A main theme in JD-R theory is that although employees work in various sectors: such as educational sector, or other sectors, their job characteristics can be classified into two categories: job demands and job resources (Bakker and Demerouti, 2017).

Job demands are job aspects that require sustained effort and are, therefore, associated with physiological and psychological costs (Demerouti et al., 2001; Bakker and Demerouti, 2017). Examples include having a high workload, experiencing conflicting demands from managers and clients, and bullying. Job resources refer to aspects of the job that help reach work-related goals, reduce job demands and the associated costs, and stimulate personal growth and development (Demerouti et al., 2001). Examples are social

support from colleagues, having the freedom to decide whether to work at home or the office, and having opportunities to be promoted.



Source: Bakker & Demerouti (2007)

Figure 1: Job Demands-Resources Model

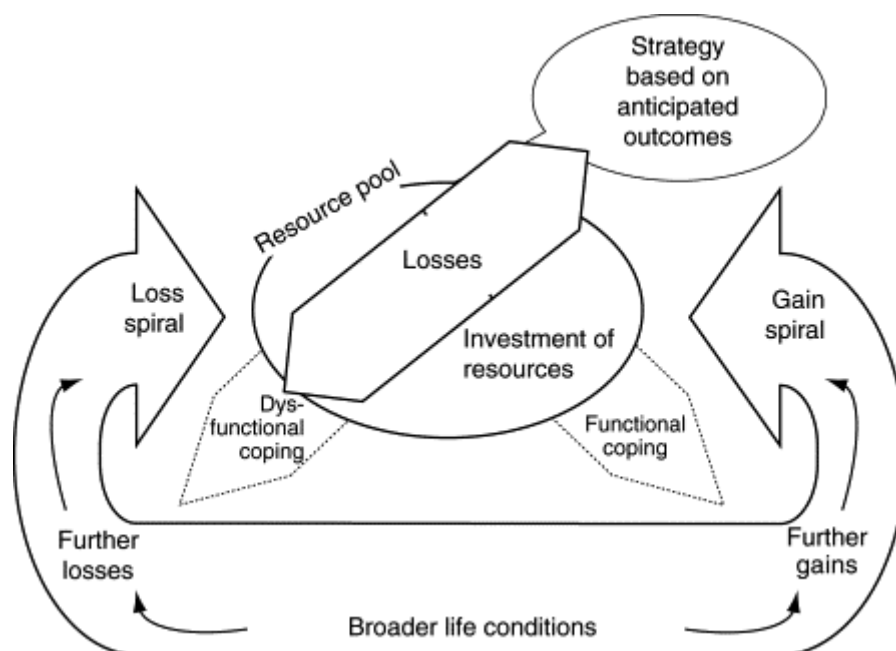
Due to high job demand, employee can suffer from health problems, such as high job demand can lead to burnout. But if job resources are higher, this leads to organizational engagement. In conclusion higher job demand leads to stress and lower performance, but higher job resources lead to motivation which increases higher performance.

2.1.2 The Conservation of Resources (COR) Theory

The Conservation of Resources (COR) Theory is proposed by Dr. Stevan E. Hobfoll in 1989. It is a stress theory that explains how individuals strive to obtain, retain, and protect their resources. The key components of COR theory are personal resources, social resources, structural resources (Hobfoll & Freedy, 1993).

Here, in this theory, resources are defined as objects, personal characteristics, conditions, or energies that are valued by individuals or that serve as a means to obtain these valued ends. Personal resources are skills, knowledge, self-esteem. Social resources are support from social networks, mentoring, positive relationships. Structural Resources are tangible assets like financial resources, equipment, facilities.

This theory focuses on resource loss and gain. Primacy of Resource Loss posits that resource loss is more significant and impactful than resource gain. Losing resources is more stressful and gaining resources is beneficial. Resource Investment posits that individuals invest resources to protect against future resource loss, recover from losses, and gain new resources. For example, losing a job (resource loss) is more stressful than the equivalent gain (getting a job) is beneficial. People are motivated to invest their resources to protect against resource loss, recover from losses, and gain new resources. This investment is important for managing stress and promoting well-being.



Source: Hobfoll & Freedy (1989)

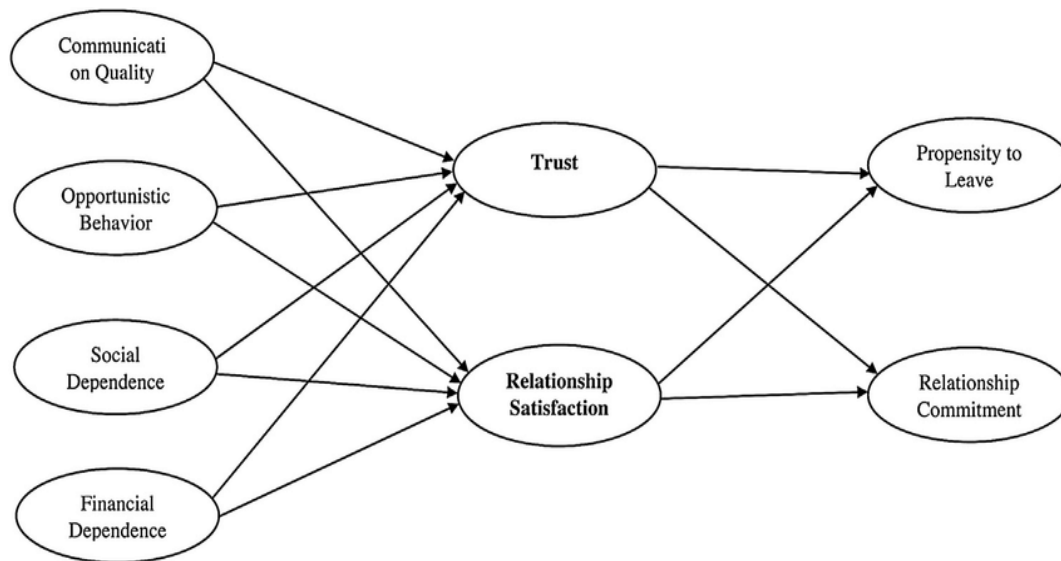
Figure 2: The Conservation of Resources (COR) Model

Employee may experience stress when they perceive a threat to their resources (e.g., time, energy, emotional stability). Ensuring they have adequate resources can help maintain their psychological well-being. Investing in resources such as professional development and supportive leadership can enhance employees' engagement and commitment to the organization. By ensuring that employees have the necessary resources, schools can enhance their performance and reduce the negative impacts of stress.

The COR theory emphasizes the importance of resource management in coping with stress and maintaining well-being, making it highly relevant to my research study on workplace stress and employee performance (Hobfoll & Freedy, 1993).

2.1.3 Social Exchange Theory

Social Exchange Theory is a sociological and psychological framework that explains social behavior through the lens of cost-benefit analysis. This theory suggests that individuals engage in social interactions to maximize benefits and minimize costs. George C. Homans introduced the idea that social behavior is an exchange of tangible and intangible resources. He emphasized the importance of individual behavior and the concept of distributive justice (Homans,1958).



Source: Homans (1958)

Figure 3: Social Exchange Theory Model

John Thibaut and Harold Kelley expanded on Homans' work by focusing on the psychological aspects of social exchange, particularly in dyadic (two-person) relationships. They introduced the concepts of comparison level and comparison level for alternatives. Peter Blau extended the theory to larger social structures, examining how social exchanges influence power dynamics and social cohesion (Thibaut & Kelley,1959).

Its' key concepts are based on Costs and Rewards, Comparison level, Comparison level for alternatives, and Equity.

- Costs and Rewards: Costs are the negative aspects of a relationship, such as time, effort, and emotional strain. Rewards are the positive aspects, such as companionship, support, and financial gain. Individual aims to maximize rewards and minimize costs in their relationships.

- Comparison Level (CL): It is the standard by which individuals evaluate the desirability of a relationship. It is based on past experiences and societal norms. A relationship is considered satisfactory if it meets or exceeds the comparison level.
- Comparison Level for Alternatives (CLalt): This involves comparing the current relationship with potential alternative relationships. If alternatives are perceived as more rewarding, individuals may leave the current relationship.
- Equity: It refers to the fairness of the exchange. Individuals feel satisfied when the ratio of their inputs (costs) to outputs (rewards) is equal to that of their partner.

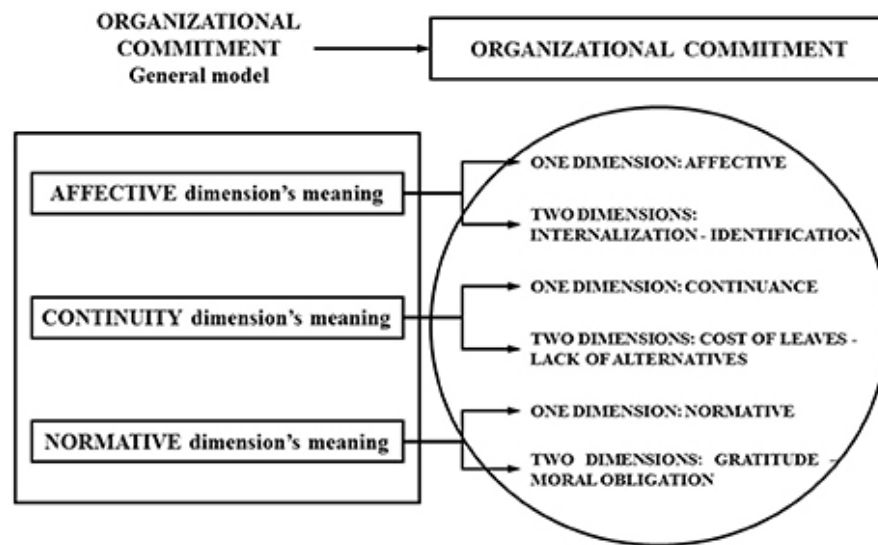
Employees evaluate their job satisfaction based on the rewards (e.g., salary, recognition) and costs (e.g., workload, stress). High rewards and low costs lead to higher job satisfaction and commitment. Social Exchange Theory provides a valuable framework for understanding the dynamics of various social relationships by highlighting the importance of perceived costs and rewards.

2.1.4 The Theory of Organizational Commitment

Organizational commitment is defined as “a psychological state that (a) characterizes the employee’s relationship with the organization, and (b) has implications for the decision to continue or discontinue membership in the organization”. The most widely accepted model of organizational commitment or engagement is the Three-Component Model (TCM) developed by John Meyer and Natalie Allen. The three Components of Organizational Commitment are Affective commitment, Continuance commitment and Normative commitment (Meyer & Allen, 1991).

Affective Commitment refers to the emotional attachment an employee has to the organization. Employees with high affective commitment continue employment with the organization because they ‘want to’. Due to positive work experiences, supportive leadership, and alignment with organizational values, employees are committed to organization. Continuance Commitment refers to the awareness of the costs associated with leaving the organization. Employees with high continuance commitment stay because they ‘need to’. Due to high investments in the organization (e.g., time, effort, benefits) and perceived lack of alternatives increase continuance commitment. Normative Commitment refers to the feeling of obligation to remain with the organization. Employees with high normative commitment stay because they ‘ought to’. Due to

organizational culture, socialization processes, and personal values contribute to normative commitment (Meyer & Allen, 1991).



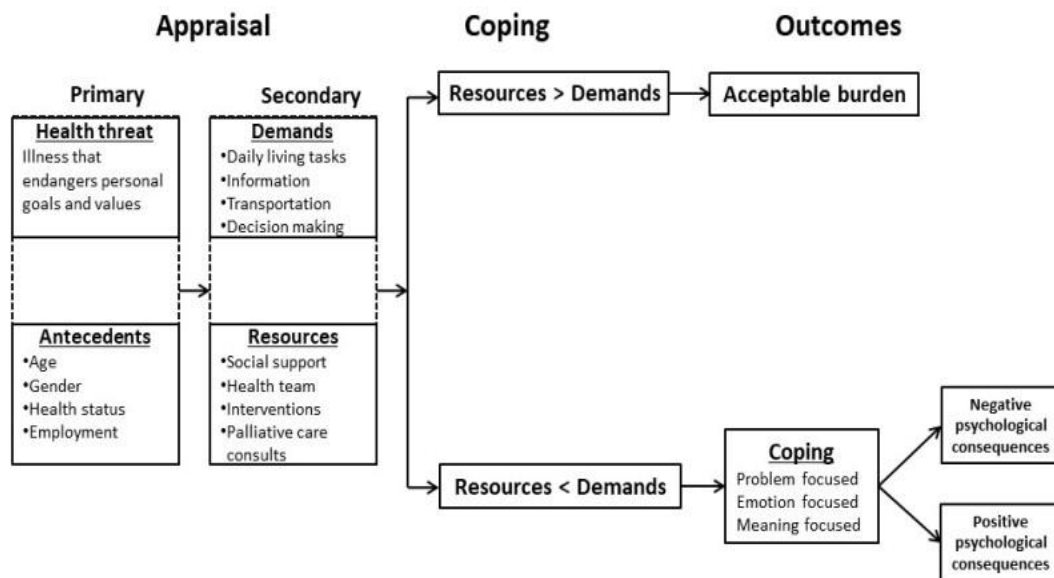
Source: Meyer & Allen (1991)

Figure 4: Organizational Commitment Model

Due to organizational commitment, it helps in employee retention, job performance, organizational citizenship behavior and job satisfaction. High levels of organizational commitment reduce turnover rates, saving costs associated with hiring and training new employees. Committed employees are more likely to go above and beyond in their roles, leading to higher productivity and better performance. Committed employees are more likely to engage in OCB, such as helping colleagues and promoting a positive work environment (Meyer & Allen, 1991).

2.1.5 Transactional Model of Stress and Coping

The Transactional Model of Stress and Coping is formulated by Richard Lazarus and Susan Folkman. This model is a framework that explains how individuals respond to stressful situations. It emphasizes the dynamic and reciprocal interaction between a person and their environment, focusing on cognitive appraisal and coping processes. The key components are cognitive appraisal (includes primary and secondary appraisal), coping strategies, and reappraisal (Lazarus and Folkman, 1984).



Source: Lazarus & Folkman (1984)

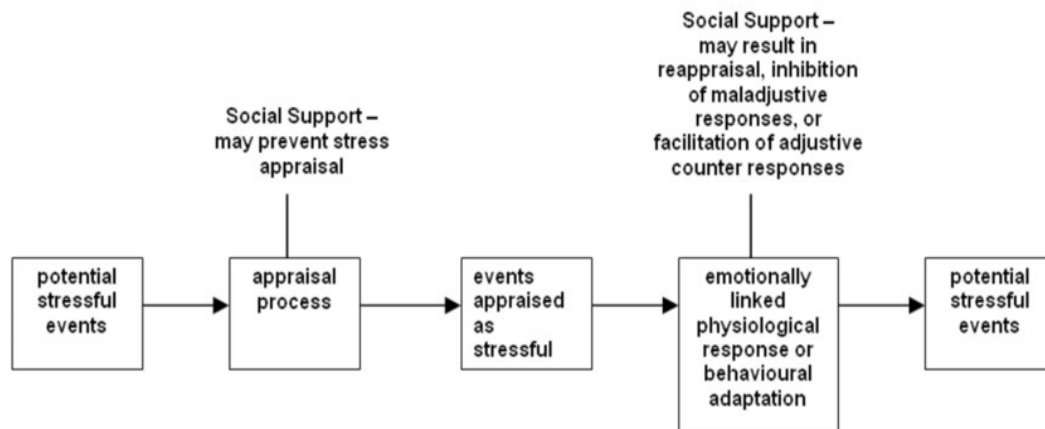
Figure 5: Transactional Model of Stress and Coping

Cognitive Appraisal is divided into two types: Primary and Secondary appraisal. Primary Appraisal is the initial evaluation of an event to determine its significance whether it is positive, or stressful. If seems stressful, it is further categorized as a harm/loss, threat, or challenge. Secondary Appraisal involves evaluating one's resources and options for coping with the stressor. They consider their ability to manage or control the situation and the potential outcomes. Coping Strategies includes Problem-focused coping and Emotion-focused coping. Problem-Focused Coping is the strategy involves taking direct actions to address the source of stress. Examples include seeking information, planning, and problem-solving. Emotion-Focused Coping is the strategy aims to manage the emotional response to the stressor rather than changing the stressor itself. The techniques of coping strategies include seeking social support, reappraising the situation, and engaging in relaxation activities. Reappraisal is the process of reevaluating the stressor based on new information or changes in the situation. It leads to a change in the perception of the stressor and the coping strategies employed (Lazarus and Folkman, 1984).

Thus, it provides a comprehensive framework for understanding the complex interplay between individuals and their environment in the context of stress. It highlights the importance of cognitive appraisal and the role of coping strategies in managing stress effectively.

2.1.6 Buffering Hypothesis

The Buffering Hypothesis is a concept in psychology that suggests social support can protect individuals from the negative effects of stress. It was first articulated by Sheldon Cohen and Thomas A. Wills in 1985. Studies have shown that individuals with strong social support networks experience less psychological distress and better physical health outcomes when faced with stress (Jensen-Fielding, 2019).



Source: Cohen & Wills (1985)

Figure 6: Buffering Hypothesis

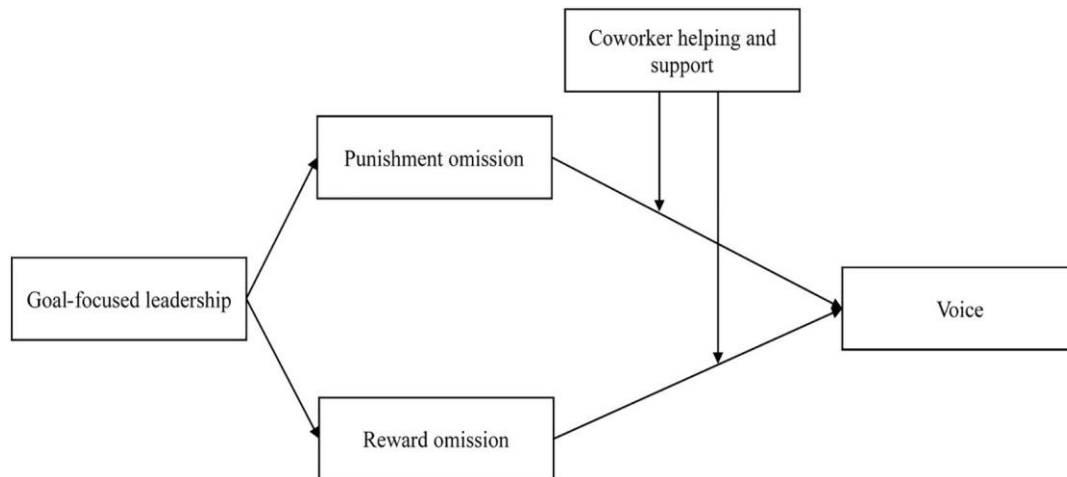
Organizations can implement support systems, such as mentoring programs and employee assistance programs, to help employees manage work-related stress. For employees with chronic illnesses, social support from family, friends, and healthcare providers can improve coping strategies and overall quality of life.

The Buffering Hypothesis highlights the importance of social connections in mitigating the adverse effects of stress. By understanding and leveraging social support, employees and organizations can develop more effective strategies for stress management and overall well-being (Cohen & Wills, 1985).

2.1.7 Role Theory

George Herbert Mead's work on the development of the self and the concept of the "generalized other" laid the groundwork for role theory. He focused on the importance of social interaction in shaping individual behavior and identity (Mead, 1934). Talcott Parsons contributed to role theory through his structural-functional approach. Structural functional approach views society as a system of interrelated roles that contribute to social stability and order (Parsons, 1951). Ralph Linton distinguished between "status" (a

position in a social system) and "role" (the behavior expected of someone occupying that status). This distinction is fundamental to understanding role theory (Linton, 1936).



Source: Mead (1934), Parsons (1951), Linton (1936)

Figure 7: Role Theory Model

Role Theory posits a framework in sociology and social psychology that examines how individuals fulfill the expectations associated with their social roles. It provides insights into how social positions influence behavior, interactions, and identity. Its' key concept includes social roles, role expectation, role conflict, role strain, role taking, role exit.

Role theory provides a useful framework for understanding workplace stress and its impact on employee performance. According to role theory, employees are expected to fulfill certain roles within an organization, and stress can arise when there are conflicts or ambiguities related to these roles.

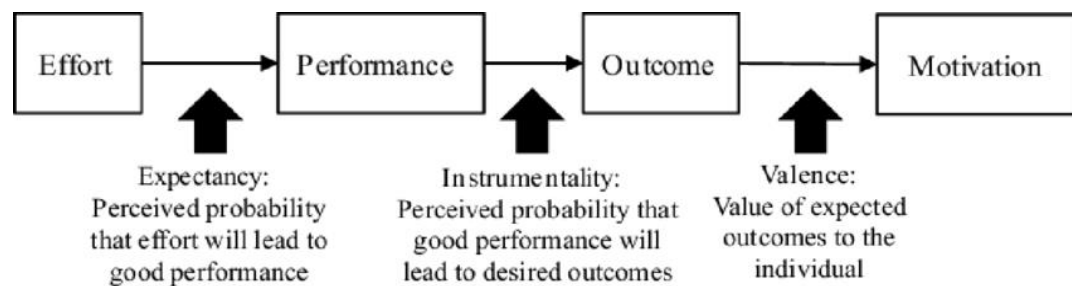
Role overload occurs when the demands of a job exceed an employee's capacity to meet them. This can lead to significant stress and negatively impact performance. For instance, an employee who is assigned multiple projects with tight deadlines may experience role overload. This stress can manifest as fatigue, frustration, and decreased job satisfaction, ultimately leading to lower performance levels.

A study by Tang and Vandenberghe (2021) examined the relationship between role overload and work performance. They found that role overload leads to psychological strain, which in turn undermines performance. The study also highlighted that leader-member exchange (LMX) can buffer the negative effects of role overload, suggesting that

supportive leadership can mitigate some of the stress associated with role overload (Tang and Vandenberghe, 2021).

2.1.8 Expectancy Theory

Expectancy Theory is developed by Victor Vroom in 1964. This theory is a motivational theory that explains how individuals make decisions regarding various behavioral options (Vroom, 1964). The theory explains that people are motivated to engage in behaviors when they expect that their efforts will lead to desired outcomes. The key components of expectancy theory are Expectancy, Instrumentality, and Valence (Sutton, 2024).



Source: Vroom (1964)

Figure 8: Expectancy Theory

“Expectancy is the individual’s belief and hope that increasing effort on a given task will result in desired outcomes” (Zajda, 2023). It also refers to the belief that one's effort will lead to the desired performance level which is influenced by factors such as self-efficacy, goal difficulty, and perceived control over the outcome. For example, an employee believes that putting in extra hours will result in completing a project successfully.

Instrumentality refers to the belief that achieving the desired performance will lead to certain outcomes or rewards which depends on the trust in the reward system and the clarity of the performance-reward relationship. For example, an employee believes that completing the project successfully will lead to a promotion or bonus.

Valence refers to the value an individual places on the expected rewards which is the attractiveness or desirability of the outcome. For example, an employee values the promotion or bonus highly, making it a strong motivator.

The theory can be summarized with the following formula:

$$\text{Motivation} = \text{Expectancy} \times \text{Instrumentality} \times \text{Valence}$$

Where,

- Motivation means the overall motivation to engage in a behavior.
- Expectancy means the belief that effort will lead to performance.
- Instrumentality means the belief that performance will lead to outcomes.
- Valence means the value placed on the outcomes.

Employer should set clear and achievable goals to enhance employees' expectancy. Providing the necessary resources and training can also boost employees' confidence in their ability to achieve the goals. Ensuring that there is a clear and consistent link between performance and rewards can strengthen instrumentality. Employees should trust that their efforts will be recognized and rewarded appropriately. Employers should understand what rewards are valued by employees (valence). This can be achieved through surveys, feedback, and open communication. Offering personalized rewards can increase motivation (Vroom, 1964). Expectancy Theory provides a valuable framework for understanding motivation in various contexts, particularly in the workplace. By addressing the components of expectancy, instrumentality, and valence, organizations can create environments that enhance employee motivation and performance. Research suggests that Vroom's theory is particularly valuable in the workplace, helping managers and leaders motivate their staff (Riggio, 2015).

2.1.9 Equity Theory

Equity Theory was developed by John Stacey Adams in the 1960s. It is a motivational theory that focuses on the concept of fairness in social exchanges and relationships. It posits that individuals are motivated by a desire to maintain equity between their inputs and outcomes in comparison to others. Inputs are the contributions an individual makes to a relationship or job which include effort, skills, experience, education, and time. Outcomes are the rewards or benefits an individual receives from a relationship or job

$$\frac{\text{Outcome A}}{\text{Input A}} = \frac{\text{Outcome B}}{\text{Input B}} \quad \text{Equity}$$

$$\frac{\text{Outcome A}}{\text{Input A}} \neq \frac{\text{Outcome B}}{\text{Input B}} \quad \text{Inequity}$$

Source: Adams & Freedman (1976)

Figure 9: Equity Theory

which include salary, recognition, promotions, and intrinsic rewards like job satisfaction (Adams & Freedman, 1976).

Equity is achieved when the ratio of an individual's inputs to outcomes is perceived as equal to the ratio of others' inputs to outcomes. For example, if two employees with similar roles and responsibilities receive comparable salaries and recognition, equity is perceived.

Inequity occurs when there is a perceived imbalance between an individual's inputs and outcomes compared to others which leads to feelings of under-reward or over-reward. For example, an employee who works harder than their peers but receives the same or less compensation may feel under-rewarded. There is social comparison where individuals compare their input-outcome ratio with that of others (referent others) to assess fairness. These comparisons can be with colleagues, peers, or even industry standards. Inequity also creates cognitive dissonance. Cognitive dissonance is a psychological discomfort that individuals are motivated to reduce. They may do this by altering their inputs or outcomes, changing their perceptions, or leaving the situation.

Equity theory is widely applied in the workplace as it leads to employee motivation which ensures perceived fairness in compensation, recognition, and workload can enhance employee motivation and job satisfaction. It also helps in performance management of employee as equity theory helps to design fair performance appraisal systems and reward structures. Transparent criteria for promotions and raises can help maintain equity. By understanding the principles of equity theory, it can aid in resolving workplace conflicts related to perceived unfairness. Open communication and addressing grievances promptly can restore equity (Adams & Freedman, 1976).

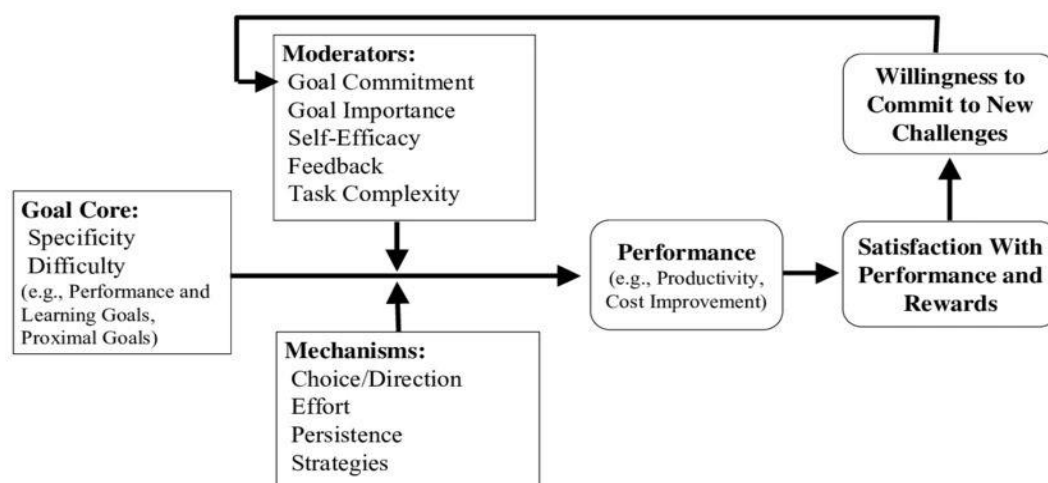
Equity theory provides valuable insights into how perceptions of fairness influence motivation and behavior in various contexts, particularly in the workplace. By understanding and addressing issues of equity, organizations can foster a more motivated and satisfied workforce.

2.1.10 Goal Setting Theory

Goal Setting Theory, developed by Edwin Locke and Gary Latham in the 1960s and 1970s, is a motivational framework that emphasizes the importance of setting specific, challenging, and attainable goals to enhance performance and motivation. The key

principles of goal setting theory are based on clarity, challenge, commitment, feedback and task complexity. The setting of goal, itself gives some kind of emotional urgency, capable to provoke energy and attention (Locke & Latham, 2006).

Goals must be clear and specific. Vague or ambiguous goals can lead to confusion and lack of direction. Goals should be challenging yet attainable. Difficult goals push individuals to exert more effort and persist longer. Employees must be committed to their goals. Higher commitment leads to greater effort and persistence. For example, employees are more likely to commit to goals they have participated in setting, rather than those imposed on them. Regular feedback helps individuals track their progress and make necessary adjustments. For example, providing employees with monthly performance reviews to discuss their progress towards their goals. Goals should be broken down into manageable tasks, especially if they are complex. This helps prevent overwhelm and maintains motivation. For example, breaking down a project into smaller milestones with specific deadlines (Locke & Latham, 2006). Goal setting theory is widely applied in the Workplace as it helps in performance management, employee motivation, and team collaboration. Organizations can use goal setting to enhance employee performance by setting clear, challenging, and attainable goals. This can lead to increased productivity and job satisfaction. Setting specific and challenging goals can boost employee motivation by providing a clear sense of purpose and direction. Goal setting can improve team collaboration by aligning individual goals with team objectives, fostering a sense of shared purpose.



Source: Locke & Latham (2006)

Figure 10: Goal Setting Theory

Goal setting theory provides a robust framework for understanding how specific, challenging, and attainable goals can enhance motivation and performance. By applying the principles of clarity, challenge, commitment, feedback, and task complexity, employees and organizations can achieve higher levels of success.

2.2 Empirical Review

2.2.1 Review of Literature in the Context of Nepal

Paudel et al. (2024) conducted a study on occupational burnout and its determinants among school teachers in Nepal. The primary aim was to investigate the prevalence and contributing factors of occupational burnout among schoolteachers. The researchers utilized a cross-sectional survey, gathering data from 218 schoolteachers across 37 community schools in Kathmandu. They employed the Maslach Burnout Inventory (MBI-ES) to measure burnout levels. The study identified several key factors contributing to burnout, including work ability, physical activity, sleep quality, and the challenges associated with teaching special needs students. The findings revealed high levels of occupational burnout among the participants. Significant associations were found between burnout and poor work ability, low physical activity, and poor sleep quality. Notably, teachers responsible for teaching special needs students reported higher levels of burnout compared to their peers. These results underscore the critical need for targeted interventions aimed at improving the physical and mental well-being of teachers. By addressing these factors, it is possible to reduce burnout and enhance overall performance. The study highlights the importance of developing strategies to support teachers, particularly those working with special needs students, to foster a healthier and more productive work environment (Paudel et al., 2024)

Adhikari et al. (2023) conducted a study on occupational stress among university teachers in the Kathmandu Valley. The research aimed to analyze the levels of occupational stress and identify the contributing factors among university teachers. Using a non-experimental correlation design, the study collected data from 130 teaching faculties through questionnaires. The researchers employed statistical analysis software (SPSS) to examine the relationships between occupational stress and various factors such as workload, working conditions, roles and responsibilities, peer relationships, and recognition. The analysis revealed significant positive relationships between occupational stress and these factors. High workload, poor working conditions, unclear roles and responsibilities, strained peer relationships, and lack of recognition were identified as

major contributors to stress among university teachers. These stressors not only affected the teachers' mental health but also had a negative impact on their teaching performance and job satisfaction. The study highlights the importance of addressing these factors to reduce occupational stress and improve the overall well-being and performance of university teachers. Implementing supportive measures and creating a positive work environment can help mitigate these stressors and enhance job satisfaction (Adhikari et al., 2023).

Gurung & Bastola (2020) conducted a study to explore the impact of workplace stress on employee performance in the healthcare sector of Gandaki Province, Nepal. The researchers aimed to identify the key stressors affecting healthcare workers and their influence on job performance. They collected data from 167 employees using a structured questionnaire and analyzed the data using descriptive statistics, correlation, and regression analysis. This comprehensive approach allowed them to pinpoint specific factors contributing to workplace stress and its effects on employee performance. The study's findings indicated that several factors significantly influenced service quality and job accomplishment among healthcare workers. These factors included pay and reward, supervisor support, role ambiguity, and work-life balance. Interestingly, while workload was found to have a weak negative impact on employee performance, other stressors had a more pronounced effect. The results underscored the importance of adequate compensation, supportive supervision, clear role definitions, and a balanced work-life environment in enhancing employee performance in the healthcare sector. Gurung and Bastola (2020) emphasized the need for healthcare administrators to address these stressors to improve the well-being and performance of their staff. They suggested that by implementing strategies focused on fair compensation, supportive management practices, clear communication of roles, and promoting work-life balance, healthcare organizations could create a more conducive work environment. Such interventions are crucial for enhancing employee satisfaction and performance, ultimately leading to better healthcare outcomes (Gurung & Bastola, 2020).

Basnet et al. (2022) examined the effects of job stress on job performance in Nepali commercial banks. The study aimed to identify specific stressors such as workload, role conflict, and role ambiguity, and their impact on employees' job performance. Data were collected through surveys and analyzed to understand the relationship between these stressors and job performance. This research provided valuable insights into the banking

sector, highlighting the critical stress factors that affect employees' performance. The findings revealed that workload, role conflict, and role ambiguity negatively affected job performance in the banking sector. Employees experiencing high levels of these stressors reported lower job satisfaction and reduced performance. The study highlighted the significant impact of these stressors on employees' mental health and overall job effectiveness. It emphasized the need for effective stress management practices to mitigate the adverse effects of these stressors on employees' performance. Basnet et al. (2022) concluded that addressing these stressors is essential for improving job performance and employee satisfaction in the banking sector. The study suggested implementing stress management strategies such as workload management, clear role definitions, and conflict resolution mechanisms. By adopting these practices, banks can create a healthier work environment that supports employee well-being and enhances job performance. This research underscores the importance of proactive measures in managing workplace stress to foster a more productive and satisfied workforce.

Mondal et al. (2011) investigated the levels of job stress and job satisfaction among school teachers in Kaski, Nepal. The study involved 69 randomly selected teachers and used questionnaires to collect socio-economic data, job satisfaction, and job stress levels. The findings revealed that teachers experienced mild to moderate stress and were partly satisfied with their jobs. Factors contributing to stress included unfavorable job conditions and job types. In detail, the research highlighted that external stressor such as administrative workload, student behavior issues, and lack of professional development opportunities played significant roles in affecting teachers' stress levels. Despite these challenges, teachers expressed a moderate level of job satisfaction, attributing their positive feelings to intrinsic motivations like the joy of teaching and the ability to make a difference in students' lives. However, the dissatisfaction stemmed from inadequate salaries, poor working conditions, and limited career advancement prospects. The study emphasized the importance of improving working conditions for teachers to enhance their job satisfaction and reduce stress. Recommendations included providing better administrative support, offering professional development opportunities, and ensuring fair compensation. Addressing these issues could lead to a more motivated and satisfied teaching workforce, which was essential for maintaining a high-quality education system in Nepal.

Bajracharya (2023) delved into the various factors influencing job satisfaction among teachers in both public and private schools within Kathmandu Metropolitan City. The study surveyed 194 teachers using questionnaires to gather comprehensive data on socio-economic factors, job satisfaction, and job stress levels. The results demonstrated that a majority of teachers enjoyed their work irrespective of the type of school they were employed in. This general satisfaction was attributed to several key factors. One of the significant findings of the study was the crucial role played by supervisors in enhancing job satisfaction. Teachers who felt supported and acknowledged by their supervisors reported higher levels of job satisfaction. Additionally, opportunities for professional development and training emerged as vital contributors to job satisfaction. Teachers who had access to regular training and skill-enhancement programs felt more competent and satisfied with their job roles. Furthermore, the benefits provided by the schools, such as fair compensation, health benefits, and work-life balance, also played a significant role in determining teachers' job satisfaction. The study underscored the importance of these factors in retaining teachers and ensuring their job satisfaction. Improving supervisory support, providing ample opportunities for professional development, and offering attractive benefits were essential strategies for educational institutions. These measures not only enhanced teachers' job satisfaction but also contributed to their long-term retention. By focusing on these areas, schools in Kathmandu Metropolitan City could foster a more motivated and committed teaching workforce, ultimately leading to better educational outcomes for students.

Neupane (2023) investigated the intricate relationship between work-life balance and job satisfaction among faculty members working in management campuses within the Kathmandu Valley. The study utilized a quantitative research approach, collecting data from 147 faculty members through structured questionnaires. This comprehensive data collection method ensured a robust analysis of the factors contributing to the faculty members' job satisfaction and their ability to maintain a healthy work-life balance. The study's findings revealed a significant correlation between the two variables, indicating that faculty members who managed to maintain a balance between their professional and personal lives reported higher levels of job satisfaction. The research highlighted several key factors that contributed to achieving a work-life balance and consequently improving job satisfaction. These factors included supportive coworker relationships, flexible working hours, and the implementation of family-friendly initiatives by the management

campuses. Faculty members who had positive interactions with their colleagues, enjoyed flexible schedules, and benefitted from family-friendly policies were more likely to experience job satisfaction. The study emphasized that these elements were crucial in fostering a work environment that not only supported academic productivity but also respected the personal needs of the faculty members, thereby reducing work-related stress and burnout. The implications of this study suggested that management campuses in the Kathmandu Valley should prioritize creating and maintaining policies that enhanced work-life balance. By focusing on supportive practices, such as offering flexible work hours and promoting family-friendly programs, educational institutions could improve faculty job satisfaction and retention. This, in turn, led to a more motivated and engaged teaching staff, ultimately benefiting the students and the overall educational outcomes. The study's findings underscored the importance of a holistic approach to managing faculty well-being, which was essential for sustaining a productive and positive educational environment.

Joshi (2024) provided an insightful examination of the occupational stress levels experienced by school teachers in Kathmandu. The study, involving 210 teachers evenly split between males and females, utilized the Occupational Stress Index (OSI) developed by Srivastava and Singh (1981) to measure stress levels. One of the key findings was that female teachers reported higher levels of occupational stress compared to their male counterparts. This discrepancy highlighted the potential gender-specific challenges faced by female teachers in their professional environments. Further analysis within the study revealed that age did not significantly correlate with the levels of occupational stress among the teachers. This indicated that stress levels were consistent across different age groups, suggesting that other factors, such as workplace conditions and individual roles, may play more critical roles in contributing to stress. The study's results underlined the importance of addressing these non-age-related factors to better support teachers in managing occupational stress. The research emphasized the urgent need for effective stress management strategies to enhance teachers' well-being and job performance. Joshi recommended the implementation of supportive policies and programs, such as professional development opportunities, peer support systems, and mental health resources. By focusing on these areas, educational institutions could create a healthier work environment that promoted teachers' overall well-being, reduced stress levels, and

ultimately led to better educational outcomes for students. These interventions were crucial for maintaining a motivated and effective teaching workforce in Kathmandu.

Subedi (2023) explored the various dimensions of work stress experienced by female school leaders in Nepal. The study employed a qualitative design, involving purposive sampling of eleven female school leaders from different parts of the country. Data was collected through virtual interviews using open-ended questions, and the responses were transcribed, coded, and categorized into nine themes. The findings revealed that female school leaders faced significant stress due to factors such as time scarcity, poor resources, low teacher motivation, fragile teams, political interference, patriarchal societal structures, and challenges in managing school administration and homeostasis. The study highlighted the complex and multifaceted nature of stress, which included physiological, psychological, and social dimensions. Female school leaders reported experiencing stress from the pressure of managing time effectively, dealing with inadequate resources, and motivating their teaching staff. Additionally, political interference and the patriarchal nature of society were identified as significant stressors that impacted their ability to lead effectively. To address these challenges, the article suggested adopting effective management strategies and fostering a supportive environment to empower female school leaders. By acknowledging the impact of these stressors and implementing supportive policies, educational institutions could help female leaders reach their full potential and contribute more effectively to the advancement of education in Nepal. The study underscored the importance of creating a conducive work environment that promoted the well-being and professional growth of female school leaders.

Bhandari & Subedi (2024) explored the intricate dynamics between organizational stress and employee productivity, particularly focusing on the role of employee welfare as a mediator. The study involved 312 employees from various levels within Nepalese commercial banks, encompassing managerial, officer, and assistant positions. Using structured questionnaires, the researchers gathered comprehensive data on how stressors in the organizational environment affected productivity. The study's robust methodological approach allowed for a detailed examination of the stress-productivity relationship, providing valuable insights into the banking sector's work environment. The key findings from the research indicated that organizational stress negatively impacted employee productivity. However, the presence of strong employee welfare programs significantly mitigated this negative effect. Employee welfare initiatives, such as health

benefits, professional development opportunities, and supportive work policies, were found to create a more conducive work environment that helped reduce stress and enhance overall productivity. This highlighted the critical role that organizational support systems played in maintaining a healthy and productive workforce, particularly in high-stress sectors like banking. The study emphasized the importance of implementing effective employee welfare programs to counteract the adverse effects of organizational stress. Bhandari and Subedi recommended that commercial banks prioritize the development and enhancement of these programs to foster a supportive and productive work culture. By doing so, banks could ensure that employees were not only well-supported in their professional roles but also able to perform at their best despite the pressures of their work environment. The research underscored the need for a holistic approach to employee well-being, integrating welfare measures as a core component of organizational strategy to sustain high productivity levels in the face of stress.

Table 1

Summary of Literature Review in Context of Nepal

S.N.	Authors	Objectives	Research Methods	Key Findings
1	Paudel et al. (2024)	To investigate prevalence and contributing factors of occupational burnout among schoolteachers.	Cross-sectional survey, Maslach Burnout Inventory (MBI-ES)	Identified high levels of burnout due to poor work ability, low physical activity, poor sleep quality, and challenges with special needs students. Suggested targeted interventions to improve teacher well-being.
2	Adhikari et al. (2023)	To analyze levels of occupational stress and contributing factors among university teachers.	Non-experimental correlation design, questionnaires, SPSS	Significant positive relationships between occupational stress and factors like workload, working conditions, roles, peer relationships, and recognition. Emphasized need for supportive measures to reduce stress.
3	Gurung & Bastola (2020)	To explore impact of workplace stress on employee performance in healthcare sector.	Structured questionnaires, descriptive statistics, correlation, and regression analysis	Found significant influence of stressors such as pay, supervisor support, role ambiguity, and work-life balance on service quality and job accomplishment. Suggested strategies to improve well-being and

4	Basnet et al. (2022)	To examine effects of job stress on job performance in Nepali commercial banks.	Surveys	performance. Identified workload, role conflict, and role ambiguity as major stressors negatively impacting job performance. Recommended stress management strategies to improve job performance and employee satisfaction.
5	Mondal et al. (2011)	To investigate levels of job stress and job satisfaction among school teachers.	Questionnaires	Teachers experienced mild to moderate stress and were partly satisfied with their jobs. Contributing factors included administrative workload, student behavior issues, and lack of professional development opportunities.
6	Bajracharya (2023)	To explore factors influencing job satisfaction among teachers in Kathmandu Metropolitan City.	Surveys	Identified supervisor support, professional development, and benefits like fair compensation, health benefits, and work-life balance as key factors. Emphasized improving these areas to enhance job satisfaction and retention.
7	Neupane (2023)	To investigate relationship between work-life balance and job satisfaction among faculty members.	Questionnaires	Significant correlation between work-life balance and job satisfaction. Key factors included supportive coworker relationships, flexible working hours, and family-friendly initiatives.
8	Joshi (2024)	To examine occupational stress levels among school teachers.	Occupational Stress Index (OSI)	Female teachers reported higher levels of occupational stress compared to males. Age did not significantly correlate with stress levels. Emphasized the need for effective stress management strategies.
9	Subedi (2023)	To explore dimensions of work stress experienced by female school leaders.	Virtual interviews using open-ended questions	Female school leaders faced significant stress due to time scarcity, poor resources, low teacher motivation, fragile teams, political interference, and patriarchal societal structures.

10	Bhandari & Subedi (2024)	To explore dynamics between organizational stress and employee productivity.	Structured questionnaires	Organizational stress negatively impacted productivity. Strong employee welfare programs mitigated this effect. Emphasized the importance of effective employee welfare programs.
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2.2.2 Review of Literature of International Study

Foy (2015) studied on managing workplace stress for increased performance in an Irish higher education institution. The study aims to understand how workplace stress affects job performance in an Irish higher education institution. It seeks to identify the main sources of stress among academic, research, and support staff. Its major objective is to provide recommendations for reducing workplace stress and improving employee performance. The study uses a correlational research design. Data was collected using an organizational stress screening survey instrument. The survey was distributed to a population of 1,420 staff members, including academic, research, and support staff. Multiple linear regression analysis was used to evaluate the relationships between the independent variables (social support, work-life conflict, job performance), covariates (staff category, direct reports, age, gender), and the dependent variable (workplace stress). The study found there is a negative correlation between social support and workplace stress, indicating that higher levels of social support are associated with lower levels of stress. A positive correlation was found between work-life conflict and workplace stress, suggesting that higher work-life conflict leads to increased stress levels. There is a negative correlation between job performance and workplace stress, meaning that higher stress levels are associated with lower job performance (Foy, 2015).

Chen et al. (2022) studied on work stress, mental health, and employee performance. This study explores the relationship between work stress, mental health, and employee performance during the COVID-19 pandemic. The authors collected data through surveys administered to employees across various industries. They found that work stress significantly impacts mental health, which in turn affects employee performance. This study highlights that the pandemic has exacerbated work stress due to increased job insecurity, changes in work environments, and additional health concerns. Mental health was found to mediate the relationship between work stress and performance, indicating that employees with better mental health were more resilient to the negative effects of

stress. The authors suggest that organizations should implement mental health support programs to help employees cope with stress. They also recommend further research to explore long-term effects of pandemic-related stress on employee performance (Chen et al., 2022).

Abramson (2022) studied on burnout and stress are everywhere. This article reviews existing literature on burnout and stress across various professions, with a focus on the impact of the COVID-19 pandemic. The author discusses how the pandemic has intensified burnout and stress levels due to factors such as remote work, increased workloads, and health concerns. The review highlights that burnout is not limited to healthcare workers but is prevalent across many sectors, including education, retail, and corporate environments. The author emphasizes the need for systemic changes in workplace policies to address burnout effectively. Recommendations include implementing flexible work arrangements, providing mental health resources, and fostering a supportive work culture. The article calls for more research on the long-term effects of pandemic-induced burnout and stress (Abramson, 2022).

Saleem et al. (2021) studied on work stress hampering employee performance during COVID-19. This quantitative study examines how stressful psychosocial aspects of work environments contribute to job strains and negatively affect employee performance. The authors used surveys to collect data from employees in various industries. The findings indicate that factors such as lack of control, high demands, and poor social support at work lead to increased job strains. These job strains, in turn, negatively impact employee performance, leading to lower productivity and higher turnover rates. The study suggests that interventions targeting psychosocial factors, such as improving job control and social support, can help reduce job strains and improve performance. The authors recommend further research to explore specific interventions that can mitigate these stressors (Saleem et al., 2021).

Ratnawat & Jha (2014) studied on impact of job-related stress on employee performance. This literature review and meta-analysis examine the negative effects of occupational stress on employee performance. The authors reviewed numerous studies to identify common stressors and their impact on performance. The review highlights that occupational stress leads to decreased job satisfaction, lower productivity, and higher absenteeism. Common stressors include high workloads, lack of control, and poor work-

life balance. The authors propose a research agenda for developing comprehensive stress management programs. They suggest that future research should focus on identifying effective interventions and strategies to reduce occupational stress and improve employee performance (Ratnawat & Jha, 2014).

Obrenovic et al. (2020) concluded that work-family conflict is a significant predecessor of job performance. Understanding the nature of the work-family conflict, being aware of its causes and the ways to prevent it is crucial for ensuring the success of organizations. The study confirms the connection between the work-family conflict and psychological well-being as well as psychological safety. Poor job performance is associated with a lack of psychological safety and psychological well-being of employees. Psychological safety and well-being are mediators in the relationship between work-family conflict and job performance. The growing body of knowledge in organizational psychology field confirms that work-family interaction and psychological health is a crucial topic of interest for scholars and experts (Obrenovic et al., 2020).

Mansour & Tremblay (2016) delved into the mediating role of work-family conflict (WFC) and family-work conflict (FWC) on the impacts of workload and social support on job stress. The researchers aimed to understand how these conflicts influenced job stress and what role social supports played in this dynamic. They utilized a comprehensive approach to gather data, considering various factors such as generic and specific work-family social supports, to gain a holistic view of the stressors affecting employees. The findings revealed that an increased workload significantly contributed to job stress by intensifying both WFC and FWC. In contrast, the presence of generic and specific work-family social supports, such as organizational support and family support, played a crucial role in mitigating job stress. Organizational support for balancing work and family life was particularly impactful, more so than generic supervisor support. Interestingly, while family support helped reduce job stress through WFC, it did not have the same effect via FWC. This study underscored the importance of implementing family-friendly policies and fostering an environment of strong organizational support to alleviate job stress. By recognizing and addressing the dual pressures of work and family responsibilities, organizations could enhance the well-being and productivity of their employees. The research highlighted that targeted support measures could significantly reduce job stress, benefiting both employees and the overall organizational climate.

Komang & Suryani (2020) explored the impact of work-family conflict (WFC) and work stress on job satisfaction and employee performance. The researchers aimed to understand how these factors interrelate and affect employees' well-being and productivity. The findings revealed that work-family conflict negatively affected both job satisfaction and employee performance. Similarly, work stress also had a detrimental effect on job satisfaction and performance. Interestingly, the study found that job satisfaction played a mediating role, meaning that higher job satisfaction could mitigate the negative effects of both WFC and work stress on employee performance. The study emphasized the importance of implementing supportive measures and family-friendly policies to help employees manage work-family conflict and reduce work stress. By doing so, organizations can create a healthier work environment, enhance job satisfaction, and improve overall employee performance.

Karatepe & Olugbade (2017) investigated the effects of work social support and career adaptability on career satisfaction and turnover intentions. The researchers applied career construction theory and developed a research model to test whether career adaptability mediates the relationship between work social support and career satisfaction and turnover intentions. The results from structural equation modeling indicated that work social support positively influenced career adaptability and career satisfaction, while also reducing turnover intentions. Interestingly, the study found that career adaptability increased turnover intentions but did not significantly affect career satisfaction. Additionally, career adaptability partially mediated the relationship between work social support and turnover intentions. This study highlighted the importance of providing work social support to enhance career adaptability and career satisfaction, while also reducing turnover intentions. It suggests that organizations should focus on creating supportive work environments to improve employee retention and satisfaction.

Avr & Rao (2024) explored the impact of work stress on employees' performance and job satisfaction. The researchers aimed to understand how stress in the workplace affects employees' productivity and overall job satisfaction. They collected data from employees across various departments and analyzed the results to identify key stressors and their effects. The findings revealed that work stress significantly decreased employees' performance and job satisfaction. High levels of stress led to reduced productivity, increased errors, and higher absenteeism rates. Additionally, stress negatively affected job satisfaction, causing burnout, decreased engagement, and strained relationships with

colleagues and supervisors. The study identified common factors contributing to workplace stress, such as high workload, lack of control, poor work-life balance, and a toxic work culture. The study emphasized the importance of proactive measures to mitigate work stress, such as promoting a supportive work environment, managing workloads effectively, offering work-life balance initiatives, implementing Employee Assistance Programs (EAPs), and providing stress management training. By addressing these factors, organizations can create a healthier work environment, enhance job satisfaction, and improve overall employee performance.

Maliket al. (2023) investigated the relationship between workplace stress, employee job satisfaction, and work engagement among university teachers. The researchers aimed to understand how these factors interrelate and affect teachers' well-being and performance. The findings revealed that workplace stress negatively impacted employee job satisfaction and work engagement. Teachers experiencing higher levels of stress reported lower job satisfaction and reduced engagement in their work. However, work engagement was found to mediate the relationship between workplace stress and job satisfaction, meaning that higher engagement could buffer the negative effects of stress on job satisfaction. The study emphasized the importance of promoting work engagement and reducing workplace stress to enhance job satisfaction among university teachers. By implementing supportive measures and creating a positive work environment, universities can improve the well-being and performance of their teaching staff.

Tsalasah (2019) examined the effects of work stress on employee performance, psychological well-being, and subjective well-being at PT. Global Insight Utama Bali. The research aimed to analyze how work stress impacts these aspects and whether psychological and subjective well-being mediate the relationship between work stress and employee performance. The findings indicated that work stress negatively affected employee performance and psychological well-being. Employees experiencing higher levels of stress reported lower performance and poorer psychological health. Additionally, subjective well-being was found to mediate the relationship between work stress and employee performance, meaning that higher subjective well-being could buffer the negative effects of stress on performance. The study highlighted the importance of implementing stress management interventions and promoting well-being programs in the workplace to improve employee performance and overall well-being. By addressing work

stress and supporting employees' psychological and subjective well-being, organizations can create a healthier and more productive work environment.

Karadas & Duran (2022) examined the impact of social support on work stress among health workers during the COVID-19 pandemic, with a focus on the mediating role of resilience. The researchers aimed to understand how social support and resilience interact to influence work stress in health workers. The study involved 402 health workers and used the General Work Stress Scale, Brief Resiliency Scale, and Multidimensional Scale of Perceived Social Support to collect data. The findings revealed a negative correlation between work stress and social support, as well as between work stress and resilience. Additionally, there was a positive correlation between social support and resilience. Importantly, resilience was found to mediate the relationship between perceived social support and work stress, indicating that higher levels of resilience can buffer the negative effects of stress. The study highlighted the importance of increasing social support and resilience among health workers to reduce work stress and prevent adverse mental health outcomes during the pandemic. By implementing effective intervention strategies, organizations can help health workers manage stress more effectively and maintain their well-being.

Terry et al. (1993), published in the *Australian Journal of Psychology*, investigated the effects of work stress on psychological well-being and job satisfaction, and the stress-buffering role of social support. The researchers hypothesized that high levels of work stress would negatively impact job satisfaction and psychological well-being, while perceived social support would have positive effects on these outcomes. The study involved 153 employees from a large public sector organization. After controlling for neuroticism, the results supported the hypotheses: role ambiguity and role conflict were significant predictors of psychological well-being and job satisfaction. There was also evidence of underutilization of skills. Importantly, the availability of supervisor support was found to buffer the negative effects of work stress, such as role conflict and work overload. The study highlighted the importance of social support in mitigating the adverse effects of work stress on employees' psychological well-being and job satisfaction.

R & M (2024), published in the *International Research Journal of Multidisciplinary Scope*, explored the relationship between employee engagement and organizational performance, with a focus on the moderating role of job satisfaction. The researchers

aimed to understand how job satisfaction influences the impact of employee engagement on organizational performance. The study involved IT employees in Bangalore City and used a quantitative approach to examine these relationships. The findings indicated a positive correlation between organizational performance and employee engagement, suggesting that higher engagement leads to better organizational outcomes. Job satisfaction was found to moderate this relationship, meaning that higher job satisfaction can strengthen the positive effects of employee engagement on organizational performance. The study highlighted the importance of enhancing job satisfaction to maximize the benefits of employee engagement on organizational performance. By focusing on both engagement and satisfaction, organizations can create a more motivated and productive workforce.

Shah (2023) aimed to understand the impact of work stress on employee performance. By exploring various stress-related factors such as high workload, lack of control, and poor work-life balance, the study sought to identify how these elements contribute to decreased job satisfaction and productivity among employees. The findings of the study revealed that high levels of work stress significantly reduce employee performance, leading to negative outcomes such as increased absenteeism, burnout, and strained workplace relationships. Employees experiencing high stress levels reported lower job satisfaction and a higher likelihood of making errors. This reduction in performance was linked to the inability to manage workload effectively and the absence of supportive work environments. The study highlighted the critical need for proactive measures to address work stress to prevent its adverse effects on both employees and the organization. The study emphasized the importance of implementing stress management interventions and promoting a positive work environment to enhance employee performance. Strategies such as offering Employee Assistance Programs (EAPs), managing workloads effectively, promoting work-life balance, and providing stress management training were recommended to mitigate work stress. By addressing these factors, organizations can create a healthier, more supportive work environment that enhances job satisfaction and overall employee performance, ultimately leading to better organizational outcomes.

Tamunomiebi & Mezeh (2021) reviewed both physical and psychosocial stressors, such as repetitive movements, awkward postures, high force demands, low co-worker support, and high quantitative demands. They emphasized the importance of identifying these stressors and empowering employees to manage them effectively. The study highlighted

that workplace stress is a universal issue affecting employees globally, with significant implications for their mental and physiological health. The authors argued that organizations need to recognize and address job stress to prevent its adverse effects on employee performance. They suggested that while some stressors cannot be completely eliminated, providing support and resources to employees can help mitigate their impact.

Alsomaidae et al. (2023) investigated the impact of a toxic work environment on employees' mental health and well-being, focusing on the moderating role of paternalistic leadership. Conducted among 108 participants from Iraqi internet service provider (ISPs) companies who experienced the COVID-19 pandemic, the study used a quantitative methodology with data collected through electronic questionnaires and analyzed using structural equation modeling (SEM). The findings revealed that a toxic workplace negatively affected the mental health and well-being of employees. Paternalistic leadership was found to have a positive effect in reducing the impact of the toxic work environment on mental health. This leadership style also moderated the negative relationship between mental health issues and employee well-being. However, the study noted that paternalistic leadership was less effective in addressing workplace bullying. The research highlighted the importance of paternalistic leadership in mitigating the adverse effects of a toxic work environment on employees' mental health and well-being. By fostering a supportive leadership style, organizations can better manage the negative impacts of workplace stressors, although additional measures may be needed to address specific issues such as workplace bullying.

Table 2

Summary of Literature Review of International Study

S.N.	Authors	Objectives	Research Methods	Key Findings
1	Foy (2015)	To manage workplace stress for increased performance in an Irish higher education institution.	Corelational research design, survey, multiple linear regression analysis	Higher levels of social support are associated with lower levels of stress. Higher work-life conflict leads to increased stress levels. Higher stress levels are associated with lower job performance.
2	Chen et al.	To study work	Surveys	Work stress

	(2022)	stress, mental health, and employee performance during COVID-19.	across various industries	significantly impacts mental health, which affects employee performance. Mental health mediates the relationship between work stress and performance. Suggested mental health support programs and further research on pandemic-related stress.
3	Abramson (2022)	To study burnout and stress during the COVID-19 pandemic.	Literature review	The pandemic has intensified burnout and stress levels across various sectors. Recommendations include flexible work arrangements, mental health resources, and supportive work culture. Calls for more research on long-term effects of pandemic-induced burnout and stress.
4	Saleem et al. (2021)	To study work stress hampering employee performance during COVID-19.	Surveys across various industries	Lack of control, high demands, and poor social support lead to increased job strains, negatively impacting performance. Suggested interventions targeting psychosocial factors to reduce job strains and improve performance.
5	Ratnawat & Jha (2014)	To analyze impact of job-related stress on employee performance.	Literature review and meta-analysis	Occupational stress leads to decreased job satisfaction, lower productivity, and higher absenteeism. Common stressors include high

6	Obrenovic et al. (2020)	To study work-family conflict and its impact on job performance.	Empirical study using surveys and interviews.	workloads, lack of control, and poor work-life balance. Proposed a research agenda for comprehensive stress management programs. Work-family conflict negatively affects psychological well-being and job performance. Psychological safety and well-being mediate the relationship between work-family conflict and job performance. Emphasized the importance of understanding and preventing work-family conflict.
7	Mansour & Tremblay (2016)	To investigate the mediating role of work-family conflict (WFC) and family-work conflict (FWC) on the impacts of workload and social support on job stress.	Comprehensive approach considering various social supports	Increased workload significantly contributed to job stress by intensifying both WFC and FWC. Social supports, especially organizational support, mitigated job stress. Family-friendly policies were emphasized.
8	Komang & Suryani (2020)	To explore the impact of work-family conflict (WFC) and work stress on job satisfaction and employee performance.	Surveys	Work-family conflict and work stress negatively affected job satisfaction and employee performance. Job satisfaction mitigated the negative effects of both WFC and work stress on performance. Highlighted importance of supportive measures

9	Karatepe & Olugbade (2017)	To investigate the effects of work social support and career adaptability on career satisfaction and turnover intentions	Structural equation modeling	and family-friendly policies. Work social support positively influenced career adaptability and career satisfaction, reducing turnover intentions. Career adaptability increased turnover intentions but did not significantly affect career satisfaction. Emphasized the importance of supportive work environments.
10	Avr & Rao (2024)	To explore the impact of work stress on employees' performance and job satisfaction	Data collection across various departments, analyzed key stressors and effects	Work stress significantly decreased employees' performance and job satisfaction. Identified high workload, lack of control, poor work-life balance, and toxic work culture as contributing factors. Emphasized proactive measures for stress mitigation and job satisfaction enhancement.
10	Avr & Rao (2024)	To explore the impact of work stress on employees' performance and job satisfaction	Data collection across various departments, analyzed key stressors and effects	Work stress significantly decreased employees' performance and job satisfaction. Identified high workload, lack of control, poor work-life balance, and toxic work culture as contributing factors. Emphasized proactive measures for stress mitigation and job satisfaction

11	Malik et al. (2023)	To investigate the relationship between workplace stresses, employee job satisfaction, and work engagement among university teachers.	Surveys	enhancement. Workplace stress negatively impacted job satisfaction and work engagement. Work engagement mediated the relationship between workplace stress and job satisfaction. Emphasized promoting work engagement and reducing workplace stress to enhance job satisfaction among university teachers.
12	Tsalasah (2019)	To examine the effects of work stress on employee performance, psychological well-being, and subjective well-being.	Surveys	Work stress negatively affected employee performance and psychological well-being. Subjective well-being mediated the relationship between work stress and performance. Highlighted importance of stress management interventions and well-being programs in the workplace.
13	Karadas & Duran (2021)	To examine the impact of social support on work stress among health workers during the COVID-19 pandemic.	Surveys using General Work Stress Scale, Brief Resiliency Scale, and Multidimensional Scale of Perceived Social Support	Social support and resilience negatively correlated with work stress. Resilience mediated the relationship between social support and work stress. Emphasized increasing social support and resilience to reduce work stress and prevent adverse mental health outcomes during the pandemic.

14	Terry et al. (1993)	To investigate the effects of work stress on psychological well-being and job satisfaction, and the stress-buffering role of social support.	Surveys	Work stress negatively impacted psychological well-being and job satisfaction. Social support, especially supervisor support, buffered the negative effects of work stress. Highlighted the importance of social support in mitigating adverse effects of work stress on employees.
15	R & M (2024)	To explore the relationship between employee engagement and organizational performance, focusing on the moderating role of job satisfaction	Quantitative approach with IT employees in Bangalore City	Positive correlation between organizational performance and employee engagement. Job satisfaction moderated the relationship, strengthening the positive effects of employee engagement on performance. Highlighted importance of enhancing job satisfaction to maximize benefits of engagement on performance.
16	Shah (2023)	To understand the impact of work stress on employee performance.	Analysis of stress-related factors and their effects	High levels of work stress significantly reduce employee performance, leading to increased absenteeism, burnout, and strained relationships. Stress management interventions and promoting a positive work environment are crucial.
17	Tamunomieb To		Conceptual	Workplace stress is a

	& Mezeh (2021)	review physical and psychosocial stressors and their impact on employee performance.	review	global issue with significant implications for mental and physiological health. Providing support and resources can help mitigate the impact of unavoidable stressors.
18	Alsomaidaee et al. (2023)	To investigate the impact of a toxic work environment on mental health and well-being, focusing on paternalistic leadership.	Quantitative methodology using electronic questionnaires and SEM	Toxic workplace negatively affects mental health and well-being. Paternalistic leadership reduces the impact on mental health and moderates the negative relationship between mental health issues and well-being, though less effective against workplace bullying.

2.3 Research Gap

While there is a substantial body of research on workplace stress and its impact on employee performance, there is a noticeable gap in studies focusing specifically on private schools in the Kathmandu Valley. Most existing research has either concentrated on other sectors such as healthcare and banking or has not differentiated between private and public educational institutions. This leaves a significant gap in understanding how workplace stress uniquely affects teachers in private schools within this specific geographical and cultural context.

Moreover, there is limited research that integrates the variables of psychological well-being, social support, organizational engagement, and work stress interventions in the context of private schools. While some studies have explored these variables individually, there is a lack of comprehensive research that examines their interrelationships and collective impact on employee performance. Additionally, the effectiveness of specific work stress interventions tailored to the needs of teachers in private schools in

Kathmandu Valley remains underexplored. Addressing these gaps will provide valuable insights into the unique stressors faced by teachers in this context and inform the development of targeted interventions to enhance their well-being and performance. This study aims to fill these gaps by providing a nuanced understanding of the interplay between these variables and offering practical recommendations for school administrators and policymakers.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is defined by various authors as the systematic, theoretical analysis of the methods applied to a field of study. It encompasses the principles, procedures, and practices that guide researchers in collecting, analyzing, and interpreting data. Kothari (2004) defines research methodology as a way to systematically solve the research problem. It may be understood as a science of studying how research is done scientifically. In his view, it involves the various steps that are generally adopted by a researcher in studying the research problem along with the logic behind them.

According to Creswell (2014), research methodology involves the philosophical assumptions that underpin the research, the strategies of inquiry, and the specific methods of data collection, analysis, and interpretation. He emphasizes that methodology is not just about the techniques used, but also about the rationale behind choosing those techniques.

3.1 Research Design

According to Kothari (2004), research design is a plan, a roadmap, and a blueprint strategy of investigation conceived to obtain answers to research questions.

This study employs a descriptive and casual comparative research design to investigate the impact of workplace stress on employees' performance in private schools in the Kathmandu Valley. As the facts and features regarding population under the study have been analyzed through statistical tools, but the research is descriptive in nature. This study is carried out to see the link between dependent and independent variables, so, this study is casual comparative. A survey-based approach will be used to collect data from teachers, focusing on variables such as psychological well-being, social support, organizational engagement, performance, and work stress interventions. This design is appropriate as it allows for the collection of numerical data that can be statistically analyzed to identify patterns and relationships between the variables.

3.2 Population, Sample and Sampling Design

The target population for this study are teachers from 20 private schools in the Kathmandu Valley. Convenience sampling technique is used to ensure representation

from different types of private schools (e.g., primary, secondary, higher secondary). The sample size is 400 aiming for a statistically significant sample that can provide reliable insights.

To estimate sample size, Cochran's sample size formula is used for unlimited population.

$$n = \frac{z^2 * \hat{p}(1 - \hat{p})}{\epsilon^2}$$

Where,

(n) = sample size

(N) = population size

(Z) = Z-value (1.96 for 95% confidence)

(p) = expected proportion (0.5 for 50%)

(E) = margin of error (0.05 for 5%)

The sample size is approximately 385 using this formula.

3.3 Nature and Source of Data

The nature of data in this research is primarily quantitative. Quantitative data involves numerical information that can be measured and analyzed statistically. This type of data is suitable for identifying patterns, relationships, and trends among the variables of interest, such as psychological well-being, social support, organizational engagement, performance, and work stress intervention. The data is collected through structured questionnaires, which will include Likert scale items to quantify the responses. The source of data for this study is primary data. Primary data is original data collected directly from the employees for the specific purpose of the research. In this case, the data is gathered from teachers working in private schools in the Kathmandu Valley. The primary data collection method involves distributing structured questionnaires to the selected sample of teachers. This approach ensures that the data is directly relevant to the research questions and objectives.

By focusing on quantitative primary data, this study aims to provide a robust and empirical analysis of the impact of workplace stress on employee performance in private

schools in the Kathmandu Valley. The use of structured questionnaires facilitates the collection of consistent and comparable data, enabling a comprehensive examination of the relationships between the variables.

3.4 Data Collection Procedure

Data is collected using a self-administered questionnaire, which is distributed to the selected teachers. The questionnaire includes sections on demographic information, psychological well-being, social support, organizational engagement, performance, and work stress interventions. The items are measured using a Likert scale to quantify the responses. The questionnaire is pre-tested to ensure clarity and reliability.

The collected data is analyzed using descriptive statistics to summarize the demographic characteristics and overall responses. Inferential statistics, such as correlation and regression analysis, is used to examine the relationships between workplace stress and employee performance. Statistical software (e.g., SPSS) is employed to perform these analyses, ensuring accuracy and reliability in the results.

3.5 Statistical Tools

For supporting this research, statistical tools such as Mean, Standard Deviation, Coefficient of Variance, Regression, Anova test have been used.

3.5.1 Mean

The mean, or average, is the sum of all values divided by the number of values. It is a measure of central tendency.

Formula of Mean,

$$\bar{X} = \frac{\sum X}{N}$$

Where, $\sum X$ = sum of all values of the variable 'X'

N = number of observations

X = variables involved

3.5.2 Standard Deviation

The standard deviation measures the amount of variation or dispersion in a set of values. It is the square root of the variance.

Formula of Standard Deviation,

$$\sigma = \sqrt{\frac{\sum(x_i - \mu)^2}{N}}$$

Where,

σ = Population standard deviation symbol

μ = Population mean

N = total number of observations

3.5.3 Co-efficient of Variance

The coefficient of variation (CV) is the ratio of the standard deviation to the mean, expressed as a percentage. It is used to compare the degree of variation between different data sets.

Formula of Co-efficient of Variance,

$$CV = \frac{\sigma}{\mu}$$

Where,

σ = Population standard deviation symbol

μ = Population mean

3.5.4 Regression

Regression analysis is a statistical method for examining the relationship between two or more variables. It helps in predicting the value of a dependent variable based on the value of one or more independent variables.

Formula of Regression,

$$Y_i = f(X_i, \beta) + e_i$$

Also, can be written as: , $Y = a + bX + \epsilon$

Where,

Y = Stands for the dependent variable

X = Stands for an independent variable

a = Stands for the intercept

b = Stands for the slope

ϵ = Stands for the error term

The formula for intercept “a” and the slope “b” can be calculated as per below.

$$a = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n(\sum x^2) - (\sum x)^2}$$

$$b = n (\Sigma xy) - (\Sigma x)(\Sigma y) / n(\Sigma x^2) - (\Sigma x)^2$$

3.5.5 Anova Test (Analysis of Variance)

ANOVA is a statistical technique used to compare the means of three or more samples to see if at least one sample mean is different from the others. It helps in determining whether there are any statistically significant differences between the means of independent groups.

Formula of one-way Anova test,

The calculation method involves the F-ratio formula or F-statistics or F-ratio:

$$F = \text{Mean sum of squares between the groups} / \text{Mean sum of squares within groups} \\ = \text{MSB} / \text{MSW}$$

3.6 Reliability Test of Variables

Table 3

Reliability Test of Variables

Variable	Cronbach's Alpha	Number of Items	Consistency
Psychological Well-being	0.906	6	Excellent
Workplace Stress Intervention	0.844	6	Good
Perceived Social Support	0.860	6	Good
Organizational Engagement	0.893	6	Excellent
Performance	0.926	6	Excellent

Source: Field Survey

In Psychological Well-being, Cronbach's Alpha of 0.906 indicates excellent internal consistency for the items. This suggests that the items are highly correlated and measure the same underlying construct. A Cronbach's Alpha of 0.844 indicates good internal consistency for the items measuring workplace stress intervention. This suggests that the items are well-correlated and measure the same underlying construct.

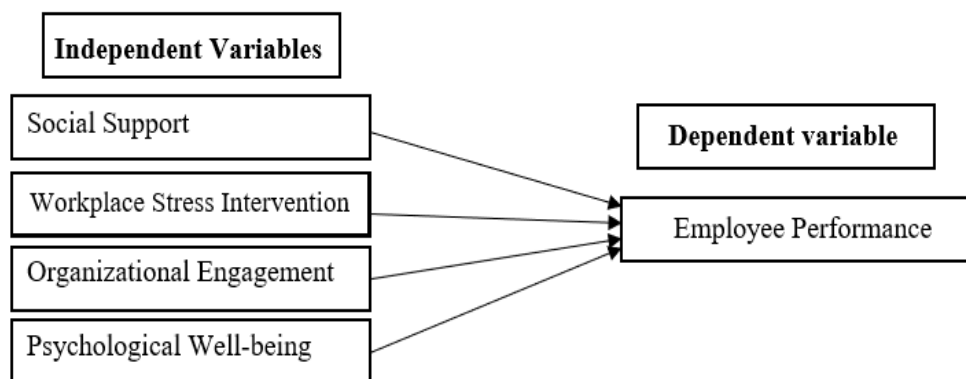
In perceived social support, a Cronbach's Alpha of 0.860 indicates good internal consistency for the items measuring perceived social support. This suggests that the items are well-correlated and measure the same underlying construct. A Cronbach's Alpha of 0.893 indicates excellent internal consistency for the items measuring organizational engagement. This suggests that the items are highly correlated and measure the same underlying construct.

A Cronbach's Alpha of 0.926 indicates excellent internal consistency for the items measuring performance. This suggests that the items are highly correlated and measure the same underlying construct.

3.7 Research Framework and Definitions of Variables

3.7.1 Research Framework

The conceptual or research framework for this study aims to explore the relationship between workplace stress and employee performance in schools within the Kathmandu Valley. The framework integrates various variables including psychological well-being, organizational engagement, workplace stress interventions, social support, and employee performance.



Source: Foy (2015) with modification

Figure 11: Conceptual Framework of the “Workplace stress on employee performance in school of Kathmandu valley”.

High levels of workplace stress can negatively affect employee performance, leading to decreased productivity, increased absenteeism, and higher turnover rates. Psychological well-being is both a mediator and an outcome of workplace stress. High stress levels can deteriorate psychological well-being, which in turn can negatively impact employee performance. Higher organizational engagement can buffer the negative effects of workplace stress. Engaged employees are more likely to exhibit resilience and maintain performance levels despite stress.

Effective workplace stress interventions can mitigate the adverse effects of stress, thereby enhancing psychological well-being and improving employee performance. Social support acts as a buffer against workplace stress. Employees with strong social support

networks are better equipped to handle stress, which positively influences their psychological well-being and performance. Employee performance is the primary outcome variable in this study. It is influenced by workplace stress, psychological well-being, organizational engagement, workplace stress interventions, and social support.

3.7.2 Variables of the Study

The variables of this research study are divided into independent and dependent variable.

Independent Variables

- Workplace stress
- Social Support
- Workplace stress intervention
- Organizational Engagement
- Psychological Well-being

Dependent Variable

- Employee Performance

3.7.3 Operational Definitions

Workplace Stress: It refers to the harmful physical and emotional responses that occur when the requirements of a job do not match the capabilities, resources, or needs of the worker (Lazarus & Folkman, 1984).

Social support: It is the provision of assistance or comfort to others, typically to help them cope with stressors. It may arise from various interpersonal relationships and take different forms, such as practical help, tangible support, or emotional support (House, 1981).

Workplace Stress Intervention: It refers to activities used by organizations to improve employee well-being and reduce stress. These interventions can address the causes of stress or reduce the impact of stress on an individual (Richardson & Rothstein, 2008).

Organizational Engagement: It refers to the emotional and psychological attachment an employee feels towards their organization, which influences their willingness to contribute to organizational success (Schaufeli et al., 2002).

Psychological Well-being: It is a state of mental health characterized by the presence of positive emotions, life satisfaction, and a sense of purpose and meaning in life (Ryff, 1989).

Employee Performance: It is the degree to which an employee completes the tasks and responsibilities required by their job effectively and efficiently (Campbell, 1990).

3.8 Ethical Considerations

Ethical approval will be obtained from the relevant institutional review board before commencing the study. Informed consent will be sought from all participants, ensuring they are aware of the study's purpose, procedures, and their right to withdraw at any time. Confidentiality and anonymity of the participants will be maintained throughout the research process.

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Introduction

The result of the study is discussed in this chapter which includes the data analysis. This research includes 400 employees working in 20 private schools from pre-primary to higher secondary level. This research tries to find the relationship between the psychological well-being, social support, organizational engagement, workplace stress intervention and performance of employees working in schools of Kathmandu valley. The survey data is analyzed with the help of SPSS for the quantitative data.

4.2 Demographics Analysis of Employees

This is the descriptive data. The demography of the employees includes age, gender, job role, experience, education and working hours.

Age of the Employees

Table 4

Distribution by Age

	N	Minimum	Maximum	Mean	S.D.
Age	400	21.00	56.00	30.4900	7.17486

Source: Field Survey, 2024

From the Table 4, the minimum age of the respondent is 21 years and maximum age is 56 years. The mean score is 30.49 and Standard deviation is 7.17.

Gender of the Employees

Table 5

Distribution by Gender

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	121	30.3	30.3	30.3
Female	279	69.8	69.8	100.0
Total	400	100.0	100.0	

Source: Field Survey, 2024

From Table 5, the number of male employees is 121 and the number of female employees are 279. The majority of the employees are female (69.8%), while males constitute 30.3% of the sample.

Job Role of the Employees

Table 6

Distribution by Job Role

Job role	Frequency	Percent	Valid Percent	Cumulative Percent
Pre-primary	89	22.3	22.3	22.3
Primary	129	32.3	32.3	54.5
Lower secondary	101	25.3	25.3	79.8
Higher Secondary	81	20.3	20.3	100.0
Total	400	100.0	100.0	

Source: Field Survey, 2024

From the given Table 6, the largest group of employees are primary school teachers (32.3%), followed by lower secondary (25.3%), pre-primary (22.3%), and higher secondary (20.3%) teachers.

Education Level of the Employees

Table 7

Distribution by Education Level

Education level	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	59	14.8	14.8	14.8
Bachelor's	175	43.8	43.8	58.5
Master	135	33.8	33.8	92.3
Doctorate	24	6.0	6.0	98.3
Other	7	1.8	1.8	100.0
Total	400	100.0	100.0	

Source: Field Survey, 2024

From the given Table 7, the majority of employees hold a Bachelor's degree (43.8%), followed by those with a Master's degree (33.8%). A smaller percentage have a Diploma (14.8%), Doctorate (6.0%), or other qualifications (1.8%).

Experience of Employees

Table 8

Distribution by Experience

	N	Minimum	Maximum	Mean	S.D.
Experience	400	1.00	15.00	4.9575	3.64058

Source: Field Survey, 2024

From the given Table 8, the minimum working experience of employees is 1 year and Maximum working experience is 15 years. The average years of experience is approximately 4.96 years, with a standard deviation of 3.64 years.

Working Hours of Employees

Table 9

Distribution by Working Hours

Working hours	Frequency	Percent	Valid Percent	Cumulative Percent
1-10 hours	62	15.5	15.5	15.5
11-20 hours	15	3.8	3.8	19.3
21-30 hours	37	9.3	9.3	28.5
31-40 hours	98	24.5	24.5	53.0
41 or more hours	188	47.0	47.0	100.0
Total	400	100.0	100.0	

Source: Field Survey, 2024

From the given Table 9, nearly half of the employees (47.0%) work 41 or more hours per week, followed by those working 31-40 hours (24.5%). A smaller percentage work 1-10 hours (15.5%), 21-30 hours (9.3%), and 11-20 hours (3.8%).

4.3 Descriptive Analysis: Perception of Employees towards Workplace Stress Psychological Well-being

Table 10 summarizes the descriptive analysis of each variable. It is used to ascertain employees' perceptions of their psychological well-being. For the psychological well-being, a total of six items were assessed.

Table 10

Descriptive Statistics of Psychological Well-being

Statement	Mean	S. D.
I feel inspired.	4.210	0.989
I am alert.	4.360	0.887
I am excited.	4.288	0.939
I am determined.	4.340	0.887
I am happy.	4.253	0.941
I am enthusiastic.	4.328	0.901

Source: Field Survey, 2024

The mean scores in the psychological well-being range from 4.21 to 4.36. The highest mean value, 4.36 achieved for question 2, "I am alert", followed by question 4 "I am determined" with a mean value of 4.34. The lowest mean value reported for question 1 is 4.21.

The mean scores for all six items are above 4, indicating a generally high level of psychological well-being among the participants. The standard deviations are relatively low, suggesting that the responses are fairly consistent. The findings indicate that employees are alert as well as determined.

Workplace stress intervention

Table 11

Descriptive Statistics of Workplace Stress Intervention

Statements	Mean	S. D.
Stress management programs at workplace are very effective.	3.910	1.127
My management team is supportive in addressing workplace stress.	4.035	1.054
I often feel my work-life balance is adequate.	3.840	1.031
The available resources (e.g., counseling, workshops) for managing stress at work are helpful.	4.025	1.052
I recommend my workplace's stress management interventions to a colleague.	3.868	1.038
I get mini health checkup facilities from my workplace.	3.203	1.479

Source: Field Survey, 2024

Table 11 summarizes the descriptive analysis of each variable. It is used to ascertain employees' perceptions of their workplace stress intervention. For workplace stress intervention, a total of six items were assessed.

The mean scores in the workplace stress intervention range from 3.2025 to 4.0350. The highest mean value, 4.0350 achieved for question No. 2, "My management team of workplace is supportive in addressing workplace stress.", followed by question 3 " I feel the available resources (e.g., counseling, workshops) for managing stress at work is helpful." with a mean value of 4.0250. The lowest mean value reported for question 1 is 3.2025.

The mean scores for workplace stress intervention is around 4, indicating moderate to high levels of workplace stress. Question No. 6 has a lower mean score (3.2025) and a higher standard deviation (1.47884), suggesting more variability in responses for this item.

Perceived Social Support

Table 12 indicates the descriptive analysis of each variable used to ascertain employees' perceptions of their perceived social support. For the perceived social support, a total of six items were assessed.

Table 12

Descriptive statistics of Perceived Social Support

Statements	Mean	S. D.
There is a special person who is around when I am in need.	4.065	1.099
My family really tries to help me.	4.455	0.941
My friends really try to help me.	4.293	1.005
I can talk about my problems with my family.	4.373	1.028
I can share my joys and sorrows with my family and friends.	4.463	0.895
I get the emotional help and support I need from my family.	4.453	0.995

Source: Field Survey, 2024

The mean score ranges from 4.0650 to 4.4625. The mean scores for all statements are above 4, indicating that employees generally perceive a high level of social support from their family and friends. The standard deviations are relatively low, suggesting that the responses are fairly consistent across the sample. This indicates that most employees agree on the level of social support they receive.

Statements related to family support (e.g., "My family really tries to help me," "I can talk about my problems with my family," "I get the emotional help and support I need from my family") have high mean scores (above 4.4) and low standard deviations (below 1). This suggests that employees feel strongly supported by their families.

The statement "My friends really try to help me" has a mean score of 4.2925 and a standard deviation of 1.00472, indicating that employees also perceive strong support from their friends, though with slightly more variability in responses compared to family support.

The statement "I can share my joys and sorrow with my family and friends" has the highest mean score (4.4625) and the lowest standard deviation (0.89476), suggesting that employees feel very comfortable sharing their emotions with their social network.

Organizational Engagement

Table 13

Descriptive Statistics of Organizational Engagement

Statements	Mean	S. D.
Working in this organization is motivating.	4.165	0.995
I am committed to this organization.	4.345	0.918
I feel valued and trusted by the organization.	4.245	0.996
If necessary, I am prepared to work long or unsociable hours.	4.025	1.126
I am committed to achieving the goals of my job.	4.383	0.926
Overall, I am happy with my organization.	4.310	0.944

Source: Field Survey, 2024

Table 13 summarizes the descriptive data of component Organizational engagement. The mean scores for all statements are above 4, ranging from 4.0250 to 4.3825, indicating that employees generally have a high level of engagement with their organization.

The standard deviations are relatively low, suggesting that the responses are fairly consistent across the sample. This indicates that most employees agree on their level of organizational engagement.

Statements related to motivation and commitment (e.g., "Working in this organization is motivating," "I am committed to this organization," "I am committed to achieving the goals of my job") have high mean scores (above 4.1) and low standard deviations (below

1). This suggests that employees feel motivated and committed to their organization and job goals.

The statement "I feel valued and trusted by the organization" has a mean score of 4.2450 and a standard deviation of 0.99622, indicating that employees generally feel valued and trusted by their organization.

The statement "If necessary, I am prepared to work for long hours or unsociable hours" has a mean score of 4.0250 and a standard deviation of 1.12585, suggesting that employees are willing to work long or unsociable hours if needed, though with slightly more variability in responses.

The statement "Overall, I am happy with my organization" has a mean score of 4.3100 and a standard deviation of 0.94400, indicating that employees are generally happy with their organization.

Performance

Table 14

Descriptive Statistics of Performance

Statement	Mean	S. D.
I achieve the objectives of my job.	4.190	0.925
I demonstrate expertise in all aspects of my job.	4.168	0.901
I fulfill all requirements of my job.	4.343	0.937
I am competent in all areas of my job.	4.303	0.907
I perform well in my job overall.	4.463	0.920
I accomplish all that is required in my post.	4.403	0.929

Source: Field Survey, 2024

Table 14 summarizes the descriptive analysis of each employee performance. It is used to ascertain employees' performance. For the performance, a total of six items were assessed. The mean scores in the Performance range from 4.1675 to 4.4625. The mean scores for all statements are above 4, indicating that employees generally perceive themselves as performing well in their jobs.

The standard deviations are relatively low, suggesting that the responses are fairly consistent across the sample. This indicates that most employees agree on their level of job performance.

Statements related to achieving job objectives and fulfilling job requirements (e.g., "I achieve the objectives of my job," "I fulfill all requirements of my job") have high mean scores (above 4.1) and low standard deviations (below 1). This suggests that employees feel confident in meeting their job objectives and requirements.

Statements related to competence and expertise (e.g., "I demonstrate expertise in all aspects of my job," "I am competent in all areas of my job") have high mean scores (above 4.1) and low standard deviations (below 1). This indicates that employees perceive themselves as competent and knowledgeable in their job roles.

The statement "I perform well in my job overall" has the highest mean score (4.4625) and a low standard deviation (0.91962), suggesting that employees feel very confident in their overall job performance.

The statement "I accomplish all that is required in my post" also has a high mean score (4.4025) and a low standard deviation (0.92879), indicating that employees feel they meet all job requirements effectively.

4.4 Correlation Analysis: Relationship between Workplace stress and Employee Performance

From the given Table 15, the key findings are:

Psychological well-being and workplace stress intervention shows strong positive correlation ($r = .623$, $p < .01$). This suggests that better psychological well-being is associated with more effective workplace stress interventions. Psychological well-being and perceived social support show moderate positive correlation ($r = .323$, $p < .01$). This indicates that higher psychological well-being is associated with higher perceived social support. Psychological well-being and organizational engagement shows moderate positive correlation ($r = .509$, $p < .01$). This suggests that better psychological well-being is associated with higher organizational engagement. Psychological well-being and performance shows moderate positive correlation ($r = .421$, $p < .01$). This indicates that better psychological well-being is associated with better performance.

Table 15

Correlation Analysis

		Psycholo- gical Well- being	Workplace Stress Intervent- ion	Percei- ved Social Support	Organizatio- nal Engagement	Performance
Psychological Well-being	Pearson Correlati- on		.623**	.323**	.509**	.421**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	400	400	400	400	400
Workplace Stress Intervention	Pearson Correlati- on	.623**	1	.375**	.491**	.269**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	400	400	400	400	400
Perceived Social Support	Pearson Correlati- on	.323**	.375**	1	.577**	.426**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	400	400	400	400	400
Organization- al Engagement	Pearson Correlati- on	.509**	.491**	.577**	1	.646**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	400	400	400	400	400
Performance	Pearson Correlati- on	.421**	.269**	.426**	.646**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	400	400	400	400	400

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

Source: Field Survey, 2024

Workplace Stress Intervention and Perceived Social Support indicates moderate positive correlation ($r = .375$, $p < .01$). This suggests that more effective workplace stress interventions are associated with higher perceived social support. Workplace Stress Intervention and Organizational Engagement shows Moderate positive correlation ($r = .491$, $p < .01$). This indicates that more effective workplace stress interventions are associated with higher organizational engagement. Workplace Stress Intervention and

Performance shows Weak positive correlation ($r = .269, p < .01$). This suggests that more effective workplace stress interventions are weakly associated with better performance.

Perceived Social Support and Organizational Engagement shows Strong positive correlation ($r = .577, p < .01$). This indicates that higher perceived social support is associated with higher organizational engagement. Perceived Social Support and Performance shows Moderate positive correlation ($r = .426, p < .01$). This suggests that higher perceived social support is associated with better performance. Organizational Engagement and Performance shows Strong positive correlation ($r = .646, p < .01$). This indicates that higher organizational engagement is strongly associated with better performance.

4.5 Regression Analysis

The regression analysis aims to understand the relationship between various predictors (Organizational Engagement, Workplace Stress Intervention, Perceived Social Support, and Psychological Well-being) and the dependent variable (Performance).

Table 16

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671a	.450	.445	.58595

a. Predictors: (Constant), Organizational Engagement, Workplace Stress Intervention, Perceived Social Support, Psychological Well-being

The model summary given in Table 16 indicates that the regression model explains 45% of the variance in performance (R Square = 0.450). The adjusted R Square value of 0.445 accounts for the number of predictors in the model, providing a more accurate measure of the explained variance. The correlation coefficient (R = 0.671) suggests a strong positive relationship between the predictors and the dependent variable. The standard error of the estimate (0.58595) indicates the average distance that the observed values fall from the regression line.

Table 17

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	110.994	4	27.749	80.821	.000 ^b
	Residual	135.616	395	.343		
	Total	246.610	399			

a. Dependent Variable: Performance

b. Predictors: (Constant), Organizational Engagement, Workplace Stress Intervention, Perceived Social Support, Psychological Well-being

Table 18

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.184	.208		5.689	.000
	Psychological Well-being	.216	.052	.209	4.192	.000
	Workplace Stress Intervention	-.163	.046	-.177	-3.568	.000
	Perceived Social Support	.098	.047	.095	2.063	.040
	Organizational Engagement	.564	.050	.572	11.214	.000

a. Dependent Variable: Performance

The ANOVA Table No. 17 shows that the regression model is statistically significant ($F = 80.821$, $p < 0.001$). The significant F-value indicates that the predictors collectively explain a significant portion of the variance in performance. The sum of squares for the regression (110.994) and the residual (135.616) further supports the model's fit.

The coefficients Table 18 provides detailed information about the contribution of each predictor to the model: In Constant, the intercept ($B = 1.184$, $p < 0.001$) represents the expected value of the dependent variable when all predictors are zero. The positive coefficient ($B = 0.216$, $p < 0.001$) indicates that higher psychological well-being is associated with better performance. The standardized coefficient (Beta = 0.209) shows the relative importance of this predictor. The negative coefficient ($B = -0.163$, $p < 0.001$) suggests that higher workplace stress is associated with lower performance. The standardized coefficient (Beta = -0.177) highlights the negative impact of workplace stress on performance. The positive coefficient ($B = 0.098$, $p < 0.05$) indicates that higher

perceived social support is associated with better performance. The standardized coefficient (Beta = 0.095) shows the relative importance of this predictor. The positive coefficient (B = 0.564, $p < 0.001$) indicates that higher organizational engagement is strongly associated with better performance. The standardized coefficient (Beta = 0.572) shows that this is the most influential predictor in the model.

The regression analysis reveals that organizational engagement, psychological well-being, and perceived social support positively impact performance, while workplace stress negatively impacts performance. Organizational engagement is the strongest predictor, followed by psychological well-being and perceived social support. These findings suggest that creating a supportive organizational environment, promoting psychological well-being, and providing social support can significantly enhance employee performance. Conversely, addressing workplace stress is crucial to prevent its negative impact on performance.

4.6 Hypotheses Testing

Table 19

Summary of Hypotheses

Hypothesis	Pearson Correlation	p-value	Conclusion
There is no significant relationship between social support and employee performance.	0.426	0.000	Rejected. There is a significant relationship between social support and employee performance.
There is no significant relationship between workplace stress intervention and employee performance.	0.269	0.000	Rejected. There is a significant relationship between workplace stress intervention and employee performance.
There is no significant relationship between organizational engagement and employee performance.	0.646	0.000	Rejected. There is a significant relationship between organizational engagement and employee performance.
There is no significant relationship between psychological well-being and employee performance.	0.421	0.000	Rejected. There is a significant relationship between psychological well-being and employee performance.

All four hypotheses are rejected based on the data provided. The analysis shows significant relationships between social support, workplace stress intervention, organizational engagement, psychological well-being, and employee performance. These findings highlight the importance of addressing these factors to enhance employee performance in schools.

4.7 Discussion

The findings of this study on workplace stress and employee performance among school employees are consistent with and build upon existing research. Here's how the results connect with the additional literature provided:

This study finds of a moderate positive correlation between psychological well-being and employee performance ($r = 0.421$, $p < 0.01$) aligns with Paudel et al. (2024), who found significant associations between occupational burnout and factors like poor work ability and poor sleep quality. Addressing psychological well-being is crucial to mitigate burnout and enhance performance. Similarly, Mansour & Tremblay (2016) identified psychological well-being as a key factor moderating the negative effects of work stress and burnout on performance, reinforcing the importance of mental health initiatives in schools.

Although the correlation between workplace stress interventions and performance in this study was weaker ($r = 0.269$, $p < 0.01$), the negative coefficient suggests a need for reevaluation of current stress management practices. Basnet (2023) found that workload, role conflict, and role ambiguity negatively affect job performance in the banking sector, indicating that similar stressors might be at play in educational settings. Ratnawat & Jha (2014) concluded occupational stress leads to decreased job satisfaction, lower productivity, and higher absenteeism and common stressors include high workloads, lack of control, and poor work-life balance. They proposed a research agenda for comprehensive stress management programs.

The moderate positive correlation between perceived social support and employee performance ($r = 0.426$, $p < 0.01$) is supported by Neupane (2023) who found supportive coworker relationships, flexible working hours, and family-friendly initiatives reduces work stress and improves job performance among teachers. Olugbade and Karatepe (2017) similarly demonstrated that social support mitigates the negative effects of work

stress on performance. This underscores the importance of fostering a supportive community within schools to enhance employee performance.

This study identified organizational engagement as the strongest predictor of performance ($r = 0.646$, $p < 0.01$). This finding is consistent with Bhandari & Subedi (2024) who reported organizational stress negatively impacted productivity. Strong employee welfare programs mitigated this effect. They emphasized the importance of effective employee welfare programs.

Job Demands-Resources (JD-R) theory posits that workplace stress results from an imbalance between job demands (e.g., workload, emotional demands) and job resources (e.g., social support, autonomy). This study findings on heavy workloads and administrative pressures as primary stressors among employees align with this theory. Enhancing job resources, such as providing professional development and social support, can mitigate stress and improve job satisfaction. COR theory suggests that individuals strive to acquire, retain, and protect resources. Stress occurs when these resources are threatened or lost. This study highlights the importance of social support in mitigating stress, which aligns with the COR theory. Employees who perceive a lack of resources (e.g., support, time) may experience higher stress levels, impacting their psychological well-being and performance.

Social Exchange Theory focuses on the reciprocal nature of relationships and exchanges between individuals and organizations. This study findings on the role of organizational engagement indicate that supportive work environments and positive exchanges between employees and administrators can enhance job satisfaction and reduce stress. Organizational Commitment explains how employees' psychological attachment to their organization influences their behavior. And this study suggest that high levels of stress can lead to decreased organizational commitment, resulting in higher turnover rates. Addressing workplace stress through supportive interventions can strengthen employees' commitment and reduce turnover. Transactional Model of Stress and Coping model emphasizes the importance of cognitive appraisal and coping strategies in managing stress. This study findings on effective coping strategies, such as seeking professional advice and engaging in planning, align with this model.

Employees who perceive stressors as manageable and use effective coping strategies are likely to experience better psychological well-being. The Buffering Hypothesis posits that

social support can buffer the negative effects of stress on individuals. This study findings on the crucial role of social support in reducing stress and enhancing psychological well-being among employees support this hypothesis. Employees with strong social support networks are likely to be more resilient to workplace stress. Role Theory examines how individuals' roles within organizations influence their behavior and stress levels. This study findings on the stressors related to job demands and role ambiguity align with this theory. Employees experiencing unclear role expectations or conflicting demands may experience higher stress levels, affecting their performance and well-being.

Expectancy Theory suggests that individuals are motivated by their expectations of achieving desired outcomes. This study findings on the impact of stress on job satisfaction and performance can be related to this theory. Employees who believe their efforts will lead to desired outcomes (e.g., recognition, career advancement) are more likely to be motivated and engaged, even in the presence of stressors. Equity Theory focuses on the perception of fairness in the workplace. This study findings suggest that perceived inequities, such as unfair workloads or lack of support, can contribute to stress. Ensuring fair treatment and equitable distribution of resources can help reduce stress and improve job satisfaction among employees. Goal Setting Theory emphasizes the importance of setting clear, specific, and challenging goals to enhance performance. This study findings on the importance of supportive work environments align with this theory. Employees who have clear goals and receive adequate support are likely to experience less stress and higher job satisfaction.

This study's results are highly consistent with existing literature, reinforcing the importance of psychological well-being, effective stress management, social support, and organizational engagement in enhancing employee performance. The alignment with previous research underscores the reliability of our findings and suggests that a holistic approach to managing workplace stress and promoting well-being can lead to significant improvements in employee performance.

CHAPTER-V

SUMMARY AND CONCLUSION

5.1 Summary

The research contributes to the literature to explain the workplace stress and employees' performance in educational setting. The research examined the impact of workplace stress on employee performance in schools, focusing on various factors such as psychological well-being, workplace stress interventions, perceived social support, and organizational engagement. The basic objective of this study is to assess the perception towards workplace stress, examine the relationship between workplace stress and employee performance and analyze the impact of workplace stress and employee's performance. This study employs a descriptive and casual comparative research design to investigate the impact of workplace stress on employees' performance in private schools in the Kathmandu Valley. Convenience sampling technique is used to ensure representation from different types of private schools (e.g., primary, secondary, higher secondary). The sample size is 400 aiming for a statistically significant sample that can provide reliable insights. Both descriptive and inferential tools have been employed. The data used are primary. There are six major categories in the self-administered questionnaire which includes demographic questions, psychological well-being, workplace stress intervention, perceived social support, organizational engagement, and performance. Each category contains 6 statements based on five Likert scale ranging from "strongly disagree" to "strongly agree". The dependent variable is employee performance and independent variables are psychological well-being, workplace stress interventions, perceived social support, and organizational engagement.

The findings of this study offer several important insights into the factors affecting employee performance in private schools. High psychological well-being is closely associated with better employee performance. This suggests that supporting the mental health of school employees through initiatives such as counseling, mental health days, and stress reduction programs can significantly enhance their productivity and effectiveness. Although current stress management practices show a weaker direct impact on performance, they remain essential. This indicates that schools need to continuously evaluate and improve these interventions, ensuring they are comprehensive and effectively integrated with other support systems. Addressing specific stressors like

workload, role ambiguity, and work-life balance could make these interventions more impactful.

Social support from colleagues, family, and friends is crucial in mitigating work stress and enhancing performance. Schools should foster a culture of support and collaboration, encouraging team-building activities and peer support programs to strengthen these networks. Organizational engagement emerged as the most significant predictor of performance, underscoring the importance of creating an engaging and supportive work environment. Recognizing and valuing employees' contributions, promoting professional development, and cultivating trust and collaboration are vital strategies for improving organizational engagement and, consequently, performance. Overall, the findings suggest that a holistic approach, focusing on psychological well-being, effective stress management, robust social support, and strong organizational engagement, is key to enhancing employee performance in schools. By addressing these factors, schools can create a positive, productive, and supportive work environment, ultimately benefiting both educators and students.

5.2 Conclusion

In conclusion, the employees' performance can be enhanced only if the management works on workplace stress management. Psychological well-being is crucial for enhancing employee performance. Those employees who got workplace stress intervention are able to manage their stress and perform better. As the workload is more, there is higher turnover which clearly states that those employees who are stressed are less determined and alert. As most of the employees were Bachelor level passed, still they are less inspired to work due to stress. There must be broader support system in private schools for employees so that they can manage and address their stressful issues and sort out them.

Employees who get social support from colleagues, family, and friends plays a significant role in mitigating work stress and improving performance. It also fosters a supportive community within schools. It is essential for enhancing employee performance. Organizational engagement is the most significant predictor of employee performance. Creating an engaging and supportive work environment is critical for motivating employees and improving their performance.

This study shows the significant relationship between dependent variable (employee performance) and independent variables (psychological well-being, workplace stress interventions, perceived social support, and organizational engagement). If an employee is psychologically strong, then he/she is able to perform task in better way and if an employee though is going through stressful issues, broader support system can help to reduce stress. Organization must be responsibly engaged with employees so that supporting employees with workplace stress intervention can be major concern.

Overall, addressing these issues, the employees will feel inspired, alert, excited, determined, happy and enthusiastic. Mini-health checkup facilities, counselling, workshops should be held time again to boost performance of employees.

5.3 Implications

5.3.1 Practical Implications

- Based on the research findings, here are practical implications for schools to enhance employee performance by addressing workplace stress and related factors:
- Implementing comprehensive mental health initiatives, such as access to counseling services, mental health workshops, and stress reduction programs, to support employees' psychological well-being.
- Conducting regular assessments of workplace stress levels and identify specific stressors affecting employees. Using this data to tailor stress management programs more effectively.
- Developing and integrating stress management programs with broader support systems. Ensuring these programs address key stressors like workload, role ambiguity, and work-life balance.
- Fostering a supportive and collaborative work culture by promoting open communication, teamwork, and peer support programs. Encouraging a sense of community among staff.
- Implementing recognition and reward programs to acknowledge employees' contributions and achievements. This can boost morale and enhance organizational engagement.
- Training school leaders and administrators in effective leadership and management practices. Strong leadership can significantly impact organizational engagement and employee performance.

- Establishing regular feedback mechanisms to listen to employees' concerns and suggestions. Using this feedback to make continuous improvements in the work environment and support systems.

5.3.2 Future Research

Based on the findings of the research, still there are some limitations. The suggestions for future researcher are the following:

- This study has used only four independent variables to understand the employee's performance. So, future research can include more than those variables or use other related variables.
- The data are based on only private school employees so, future research can include both government and private schools' employees for boarder study.
- Researcher can carry research in remote schools as this study is based in Kathmandu valley.
- This study is carried through questionnaire method, it can also be carried through other research methodology.
- The respondents can be increased in future research which can be generalized.

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APPENDIX
QUESTIONNAIRE

**WORKPLACE STRESS ON EMPLOYEE PERFORMANCE IN SCHOOL OF
KATHMANDU VALLEY**

Dear Respondent,

Through this questionnaire sheet, I would like to take your consent for filling this form for my thesis titled entitled “Workplace Stress on Employees’ Performance in Schools of Kathmandu Valley”. I am thankful for your support. Also, I hereby like to address, everything you fill in this form/survey will remain confidential between you and me. This information will be used only for educational purpose. Thank you.

Demographic questions:

1. Name of the respondent: _____

2. School’s Name: _____

3. Age: _____

4. What is your gender?

Male Female

5. What is your current job role?

Pre-primary Primary Lower-secondary Higher Secondary

6. How long have you been with your current employer (experience)? _____

7. What is your highest level of education completed?

High school diploma Bachelor’s degree Master’s degree Doctorate

Other (please specify) _____

8. In an average week, how many hours are you contracted to work?

1-10 hours 11-20 hours 21-30 hours 31-40 hours

41 or more hours

Psychological Well-being

For the terms below, indicate the extent to which you have felt like during the last 3 months at work.

Statements	Strongly Disagree (1)	Mildly Disagree (2)	Neutral (3)	Mildly agree (4)	Strongly Agree (5)
1. I feel inspired.					
2. I am alert.					
3. I am excited.					
4. I am determined.					
5. I am happy.					
6. I am enthusiastic.					

Workplace Stress Interventions

Each of the statements below asks about workplace stress intervention. Please, rate accordingly from 1-5.

Statements	Strongly Disagree (1)	Mildly Disagree (2)	Neutral (3)	Mildly agree (4)	Strongly Agree (5)
Stress management programs at workplace is very effective.					
My management team of workplace is supportive in addressing workplace stress.					
I often feel my work-life balance is adequate.					
I feel the available resources (e.g., counseling, workshops) for managing stress at work is helpful.					
I recommend my workplace's stress management interventions to a colleague.					
I get mini health check up facility from my workplace.					

Perceived Social Support

Please, read each statement carefully. Indicate how you feel about the following statements.

Statements	Strongly Disagree (1)	Mildly Disagree (2)	Neutral (3)	Mildly agree (4)	Strongly Agree (5)
There is special person who is around when I am in need.					
My family really tries to help me.					

My friends really try to help me.					
I can talk about my problems with my family.					
I can share my joys and sorrow with my family and friends.					
I get the emotional help and support I need from my family.					

Organizational Engagement

Please note: "Organization" refers to the place you work.

Statements	Strongly Disagree (1)	Mildly Disagree (2)	Neutral (3)	Mildly agree (4)	Strongly Agree (5)
Working in this organization is motivating.					
I am committed to this organization.					
I feel valued and trusted by the organization.					
If necessary, I am prepared to work for long hours or unsociable hours.					
I am committed to achieving the goals of my job.					
Overall, I am happy with my organization.					

Performance

The next five questions relate to your perceptions of your own performance at work. To what extent do you agree with the following statements:

Statements	Strongly Disagree (1)	Mildly Disagree (2)	Neutral (3)	Mildly agree (4)	Strongly Agree (5)
I achieve the objectives of my job.					
I demonstrate expertise in all aspects of my job.					
I fulfil all requirements of my job.					
I am competent in all areas of my job.					
I perform well in my job overall.					
I accomplish all that is required in my post.					

Thank you for completing this questionnaire. It is a great help for my research.

With Regards,

Ashma Katuwal

Shanker Dev Campus

MBS

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ABSTRACT The study is entitled "Workplace Stress on Employees' Performance in Schools of Kathmandu Valley". The basic objective of this study is to assess the perception towards workplace stress, examine the relationship between workplace stress and employee performance and analyze the impact of workplace stress and employee's performance This study employs a descriptive and casual comparative research design

to investigate the impact of workplace stress on employees' performance in

private schools in the Kathmandu Valley. Convenience sampling technique is used to ensure representation from different types of private schools (e.g., primary, secondary, higher secondary). The sample size is 400 employees from 20 private schools of Kathmandu. Both descriptive and inferential tools have been employed. This study explores the prevalence and impact of workplace stress among educators in Nepal, focusing on psychological well-being, organizational engagement, and the role of social support. The research reveals significant levels of stress among school teachers in Kathmandu, with female teachers experiencing higher stress levels than their male counterparts. Factors such as heavy workloads,