

Teacher Anxiety And Well-Being In Boarding Schools Of Kathmandu: A Desk Review

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ABSTRACT

Boarding schools have organizational culture and policies that do not consider phenomenon of emotional labor experienced by teachers, and this place them as a high-risk group for developing stress and low job satisfaction. To ignore the obvious importance and interest of teachers' mental health is not only taking a toll on teacher happiness and well-being, but it also has drastic consequences for the learning environment and hence learning outcome for students. The purpose of the desk review study is to analyse the anxiety and well-being of teachers in boarding schools respectively as per professional role, and personal role considering their impact on mental health. Applying Self-Determination Theory (SDT), this study provides a thematic analysis of literature, reports and institutional policy documents identifying role overload; professional identity conflicts, work-life balance, collegial support, and coping strategies. The results also revealed how role overload, ill-defined boundaries, and limited institutional support create a stressful climate that promotes burnout while collegial connections and coping support can foster teacher well-being. The study illustrated the potential of policy changes and institutions' added support of teachers that could reduce stress and increase motivation and well-being, benefiting the teacher, the learning environment more broadly, and teacher well-being.

KEYWORDS: Teacher's anxiety, teacher's well-being, emotional overload, work-life balance, collegial support

INTRODUCTION

Teaching is known to be a profession that creates stress and anxiety due to the variety of responsibilities and expectations it encompasses. However, boarding school teachers are exacerbated with more stressors and anxiety because they are responsible for educating students, as well as caregiving students who live in the school (Hester et al., 2020). By occupying these two competing roles, boarding school teachers may feel the strain of role overload (Lain, 2020) which may detrimentally impact their mental health and psychological well-being. Chronic stress undermines emotional balance, destroys the ability to function day to day, and results in mental health issues, such as anxiety or depression. For teachers, chronic stress is related to lower job satisfaction, higher intention to leave the teaching profession, and disengagement behaviours (Madigan & Kim, 2021).

Maslach defines stress as the perception of external demands exceeding an individual's capacity to manage them, a situation frequently encountered by teachers managing overlapping

JOURNAL OF ADVANCE ACADEMIC RESEARCH (JAAR)

personal and professional roles (Agyapong et al., 2022). For boarding school teachers in Kathmandu, the extended work hours and continuous interaction with students further amplify these stressors. Anxiety and perceived stress among teachers in boarding schools are influenced by several critical factors, including workload, student behavior, and employment conditions (Katel, 2023). Many teachers have high expectations placed on them academically and by students, which elevates the amount of stress teachers experience. One of the most prominent factors exhibiting increased anxiety in teachers is a lack of support from administration.

Teachers that feel unsupported by the administration not only feel stressed feeling undervalued and overwhelmed. When teachers feel unsupported by the administration, they lose the ability to manage stress and feel a sense of control in their professional surroundings, leading to higher anxiety, in addition, teachers with low job satisfaction will experience higher levels of anxiety and burnout (Madigan & Kim, 2021). Sources of job dissatisfaction may include insufficient resources, poor opportunities to engage in professional learning, and not feeling recognition for efforts (Phuyal, 2023). When stress is continuous, it leads to frustration or anger, escalating the anxiety cycle, which creates additional anxiety. The literature has shown that physician's (Skaalvik & Skaalvik, 2020) highest experiences of anxiety are correlated with higher levels of burnout.

The level of stress and anxiety in boarding schools in Kathmandu has reached a concerning level. Research shows that almost all teachers experience stress, and many teachers also reported high anxiety levels (Joshi, 2024). These results suggest a need for more research and suggest a need for focused intervention to address teacher mental health and well-being. There is evidence, but more research is needed to explore the various factors that contribute to anxiety symptoms in teachers. Also, exploring the complex relationship between stress, burnout and anxiety will not only be valuable in developing a plan to address the issues, but allow for a healthier work context for teachers.

As the demand for English-medium boarding schools in Kathmandu, Nepal, has continued to rise, expectations of teachers have also risen concerning language skill, cultural competence, and current practices in teaching (Kirkpatrick, 2007). Teachers are expected to balance these difficult and demanding roles, while also achieving academic and administrative goals. For many teachers, meeting these demands and achieving educational goals has often been prioritized over their own health and well-being (Hammoudi et al., 2023). While understanding these challenges is quite important, not much research has been conducted on the mental health and general well-being of the teachers in this system. The aim of this study is to add to the literature by examining anxiety, well-being, and coping mechanisms of boarding school teachers working in Kathmandu. This research will be desk-based and consider the literature available to find out what stresses teachers, how this affects their mental health, and potentially provides options to enhance teachers' mental health, job satisfaction, and general well-being.

Problem Statement

While research on teacher anxiety and wellbeing has been conducted in various educational

JOURNAL OF ADVANCE ACADEMIC RESEARCH (JAAR)

settings, there is a noticeable gap in studies focusing on teachers working in boarding schools, especially in Kathmandu. Teachers in these institutions face unique challenges, balancing their academic duties with caregiving roles that often extend beyond the classroom. These teachers are more than a teacher and educator. They provide mentorship, guidance, and at times act as surrogate parents. They work extended hours, and those hours are always within a continuum of availability. The pressures of the position are also unpredictable and collude with the concept of time.

Teachers working in boarding schools in Kathmandu work in an isolated and resource-limited setting, with limited administrative support, creating an experience of pressure and feeling isolated (Singh, 2024). This sort of experience impacts teachers differently in a boarding school context depending on the administrative support and systems in place. This context is unique for teachers and given that there is an absence of professional systems such as counselling services and coaching and individualized professional development that all lead to considerable stress for teachers. Teachers' expectations as academics are high but also the complexity of the emotional and social needs of students sometimes with little support. Not only do schools fail to structure support for their teachers, they maintain and expand academic pressure and maintain disproportionate expectations on teachers' time and resources (Aithal et al., 2023). Ultimately, there are few studies examining the contextual aspects of why teachers experience anxiety and what factors influence their sense of well-being in Kathmandu boarding schools. Therefore, the demand on teachers in their profession, and the lack of comprehensive systems make them worthy candidates for a strategic review in terms of their mental health/ ill-health and job satisfaction (Toropova et al., 2021). Understanding the demands of the profession is a key element in developing strategies to address teacher well-being and institutional support.

This study seeks to fill the gap by reviewing existing literature regarding teachers' levels of anxiety and well-being in boarding schools, specifically context of Kathmandu, while analyzing some of the specific challenges teachers face and their impacts on mental health. The study looks to shed light and explore what impacts on teacher mental health and wellbeing and potentially provide solutions for teachers wanting to improve their well-being. Accordingly, the study will seek to address the following question:

“What are the institutional factors and significant events impact anxiety and well-being of teachers in boarding autobiographies as documented in the existing literature?”

Research Objectives

The study explores teacher anxiety and well-being in boarding schools in Kathmandu, Nepal, and consider the impact of their professional and personal roles on their mental health. The study will consider teaching anxiety, what factors in boarding schools affecting teacher well-being, and how they can best be supported. Thus, the objectives of this study are:

- To explore the existing literature related to the anxiety and well-being of teachers working in boarding schools.
- Identifying the institutional factors and critical incidents that impact on teacher anxiety & well-being.

Significance of Study

The study investigates how teachers working in boarding schools contend with the particular demands that they face, and how these experiences affect them personally and professionally in Kathmandu. Teachers and other educators have to contend with the, often long, hours they are working, the responsibilities incumbent on them when they are in loco parentis, along with their personal life and, sometimes, their own children (Day & Kington, 2008). The emotional demands and pressures can consequently put teachers' mental health at risk of burnout and stress. This, in turn, creates high levels of stress and anxiety, all of which if not addressed properly, have impacts upon their well-being and teacher performance. A study like this highlights the need for support structures to address, and even provide prevention efforts on, the mental health of teachers working in boarding schools as outlined.

The research stresses the significance of institutional support for teachers facing anxiety and in a wellness context. Too often, teachers' mental health is unnoticed and uncared for, meaning the emotional and professional territory teacher visit alone. The research calls for schools and districts to provide policies and resources that support teacher wellness by implementing stress management programs, counseling services, and ongoing professional development opportunities (Stauffer & Mason, 2013). Such responses would not only benefit teachers in their wellness and mental health (and therefore their ultimate effectiveness) but would promote a more positive and productive learning environment for both educators and students.

In addition to supporting teachers in anxiety, the findings have implications for educational policy and teacher training programs. The findings recommend future teacher education include content on mental health, resilience and stress management so that teachers can be better prepared for and able to confront their professional challenges (Fu & Zhang, 2024). The findings also highlight the importance of continual mental health support, which must be provided throughout a teacher's career. Teaching in a safe, healthy, and supportive work environment can ultimately help with retention, teacher performance, teacher job satisfaction, and ultimately student outcomes.

Literature Review

Teacher anxiety because of role ambiguity, excessive workload, and interpersonal conflict, adversely affects job performance, job satisfaction, student outcomes, and retention. Well-being here includes emotional, psychological, and social well-being, and while it's well-documented that teacher well-being is essential for effective teaching and learning, and student achievement, in some school contexts such as boarding schools, role confusion and parental expectations may increase feelings of anxiety (Flanagan et al., 2024). In these boarding contexts additional stressors such as longer hours, the nature of the residential duties of school staff, and parenting responsibilities only adds to the stressors affecting teacher anxiety (Flanagan et al, 2024). The issue is that the interdependence of personal and professional life creates role overload and entangled role obligations. This type of role confusion and workload imbalance contributes to teacher burnout and dissatisfaction; The present project emphasizes the need to begin with and

acknowledge the importance of teacher mental health in boarding contexts.

Prevalence of Teacher Anxiety in Education

There has been increased interest in the well-being of teachers in education research, considering the levels of work-related stress and mental health issues diagnosed among this population has been alarming. Comparatively, teachers suffer greater levels of anxiety and mental health problems than workers in other professional sectors (Sabedini & Ceka, 2024). This raises an important issue, as compromised mental health amongst educators can adversely affect their mental health for an extended period. Key components contributing to teacher stress, and to further mental health-related issues, are heavy workloads, limited support, and difficulty with student behavior. Teachers working in boarding schools across Kathmandu experience stress and mental health-related concerns like global trends of working long hours and heightened, perhaps challenging student behavior. In Kathmandu, the pressures placed upon teachers to meet heightened expectations of parents within the private schooling sector also compounded this stress. Each country, including the USA, UK, and Australia, presented similar stressors in the teaching profession. However, as rapidly developing countries, like Nepal, do not fairly access a structured professional support system for mental health, nor continuous professional development- educators are at risk of mental health issues causing them to be associated with issues like being burnout, anxiety, and depression (Evans et al., 2022). On the other hand, teachers in different Asian and underdeveloped countries, such as India, Bangladesh, and Sri Lanka, face similar challenges with high levels of pressure and poor mental health, often due to overcrowded classrooms, low pay, and limited support (Shernoff et al., 2011). The absence of infrastructure that addresses mental health needs and professional development programs in these countries is a major concern. Teachers are not unfamiliar to burnout, anxiety, and depression, often as a result of poor educational conditions, working conditions, and expectations from society.

By contrast, some Asian countries like Japan and South Korea have put in place a more structured approach that includes having mental health programs and professional development regularly (Lambert et al., 2004). Nevertheless, even in Japan and South Korea, the pressures of “performing” and long hours still affect teachers’ well-being. Ultimately, there are similarities in challenges across underdeveloped or developing countries and there are differences in the availability of support, with teachers in Nepal having a lot less support and resources than many of their peers (Brooks et al., 2010). Where to, interventions aimed at teachers’ well-being, in Kathmandu must be targeted interventions. We must target mental health resources and professional supports.

Teacher-Student Relationships and Student Outcomes

Teacher mental health and wellbeing is an issue facing many countries across the world, with significant differences in challenges faced within regions.

The lack of interventions and resources for teacher mental health has added to the quality of education concerns. In Nepal, private-sector teachers must cope with excessive workloads, inadequate classroom management assistance, unsustainable working conditions, and low pay

JOURNAL OF ADVANCE ACADEMIC RESEARCH (JAAR)

(Sitaula, 2024). These exposures can be worsened by worry, stress, and burnout, which can also result in poor teacher-student interactions. In European countries, like the UK, Germany, and Sweden, teachers are stressed from unmanageable class sizes, meeting or exceeding educational and person-centered standards, and a lack of resources. Stress from teaching has been shown to work with burnout, absenteeism, and teacher quality. Across several countries, Europe is currently trying to implement mental health systems into the profession, including counseling options and opportunities for professional development for teachers.

On the other side of the world, teachers in Japan and South Korea are dealing with long days at work, intense academic pressure, and societal expectations of how their teaching and ability in education may be determined. While South Korea has made advancements through implementing reforms, including mental health options for teachers, stigma surrounding mental health is just one of the barriers. Teachers in some African countries like South Africa and Kenya are managing their own stress through student overcrowding, not enough resources, societal issues impeding the quality of education, and teachers continuing their mental health decline, when it can clearly be seen their own stress levels affect their teaching and students performance and mental health outcomes.

Self-Determination Theory (SDT)

Self-Determination Theory (SDT) is a theory of psychology that investigates motivation and well-being. It outlines three psychological needs that are innate; autonomy, competence, and relatedness (Ryan & Deci, 2000; Deci & Ryan, 1985). Autonomy is the sense of choice and volition a person has in an activity. Autonomy is about experiencing a sense of endorsement by the individual oneself in a way that conforms to personal values and interests. Autonomy is valuable because when it is undermined or absent (e.g., in circumstances in which people are micromanaging, or are constrained by unreasonable and rigid rules) people experience pressure on the task or activity and autonomy is one source of motivation. Competence is having the experience of being competent effectively engaging in ongoing patterns of interaction in the environment. It is also a basic need when people are trying to build a belief in their competence and mastery. Competence is a need that is satisfied when the individual have a steady level of success and challenge and have the capacity to respond to challenges successfully which result in success. If individuals engage in a few experiences or challenges but cannot feel they are competent or do not respond successfully to demands, they may feel anxious or disengaged. Relatedness is a feeling of connectedness to other people, it involves the feeling that the other person cares about them, and also a feeling of being part of a community. As is the case for competence and autonomy, the need for relatedness is satisfied when people feel understood, supported, and if you will, valued by others. When people do not satisfy their need for relatedness, it can lead to feelings of isolation or lack of support, and these feelings can adversely affect their mental health and well-being and in turn their motivation.

Self-Determination Theory (SDT) provides a valuable framework for investigating teacher anxiety and well-being in boarding school settings by focusing on how teachers' psychological needs are supported or undermined in their work environment.

JOURNAL OF ADVANCE ACADEMIC RESEARCH (JAAR)

Autonomy is especially important here, as boarding school educators often have to balance academic, social, and emotional demands beyond normal school hours (Johari et al., 2018). Teachers who possess autonomy to make choices regarding how they teach, how they manage their classroom, or they balance their personal life with their professional life, are more likely to be less anxious, and have job satisfaction. A lack of autonomy, for example, rigid adherence to school policies or limited choices would help to create more stress and promote burnout. Competence is another important variable; specifically, boarding school educators address many tasks or issues that are academic, behavior and extracurricular (Wang et al., 2019). When educators have a sense of competence and are provided opportunities for professional development and working with colleagues professionally, they are more likely to feel motivated and less anxious. While a perceived lack of competence can also perpetuate feelings of inadequacy and increased stress, relatedness also significantly contributes to teacher well-being in the boarding school context (Klassen et al., 2012). While it can be satisfying to build positive relationships with students, relatedness also encompasses positive relationships with their colleagues. Relationships with students and overall collegial support for teachers can help foster a sense of purpose and increase motivation within their work. A lack of collegial support can enhance feelings of isolation, disconnection, and likely an increase in stress, anxiety, and risk of burnout. Thus, the application of SDT to investigate how teachers' autonomy, competence, and relatedness influence anxiety and well-being in a boarding school setting, may also imply that supportive autonomy, competence, and relatedness lead to lower anxiety and greater well-being.

SDT implies that optimal functioning and well-being occurs, when individuals participate in activities, that support their three basic psychological needs, relatedness, competence, and autonomy, and thus are intrinsically motivated. SDT has been applied in many diverse contexts including education, health, work, and sport. SDT has also been widely use to think about how contexts can be structured to support the wellbeing of individuals.

RESEARCH METHODOLOGY

This study presents a desk review to analyze existing research on teacher anxiety and well-being in boarding schools. The desk review method examines secondary data, including academic journals, reports, and relevant institutional publications. This study intends to compile a coherent understanding of the present research base regarding teacher anxiety and its implications for mental health and well-being in boarding schools through careful selection and consideration of published studies, reports, and documents that examined factors that may affect teacher anxiety, such as organizational factors like school policy, workload, interpersonal relationships with students, and the unique social and emotional demands of the boarding school context. The study attempts to examine the relationship between teacher anxiety and mental health, job satisfaction, and well-being.

The desk review provides a thorough examination of the elements of a boarding school context that can affect teacher anxiety, including the conflictual nature of work and life (i.e., continuous work), relationship demands, and work-life balance challenges. The desk review also considers stress-reductive practices that promote well-being be highlighted, and gaps in research

JOURNAL OF ADVANCE ACADEMIC RESEARCH (JAAR)

identifying how to promote well-being within boarding schools be noted. Overall, this approach not only provides an in-depth examination of the existing literature but also provides attention to themes to guide research and recommendations for supporting teachers in boarding schools.

Themes from Literature***FINDINGS AND DISCUSSION******Role Overload.***

Role overload describes the overwhelming experience of teachers being assigned to do more than their job as a teacher tells them to, thereby increasing their stress and reducing their personal well-being. In the case of boarding, and boarding in Kathmandu, teachers are also responsible for delivering lessons, but in addition, are managing students' extracurricular activities, overseeing their general well-being, and providing, at times, emotional support. Research indicates that role overload is a prevalent source of anxiety for teachers in educational contexts (Rasool et al., 2024, Agyapong et al., 2022). it emerges in the unique environment of boarding schools, with its demands. In the boarding school setting, teachers often have to find balance between their academic role and the primary supervisory role they undertake around-the-clock, which includes a mentoring and caregiving component. The nature of being constantly engaged, in addition to the numerous needs of students they have to meet when trying balancing both student and academic demands, adds to the role overload. The added demands related to role overload manifest in increased anxiety and decreased job satisfaction. Teachers feel inadequate in their workloads and experience burnout, as the expectations of fulfilled multiple roles only exacerbate teachers' personal time to unwind (Karki et al., 2024). This stress has implications on teachers' mental health, as there is a strong association between role overload and anxiety in a teaching context. The heightened demands related to role overload manifest in increased anxiety and decreased job satisfaction. Mitigating role overload involves schools clearly defining teachers' roles and managing expectations around workload. Providing mental health supports such as counselling and staff engagement in stress training is critical.

Work-Life Imbalance

Teachers, particularly in boarding schools, face blurred delineations between work and personal life in Kathmandu due, in part, to the nature of living at school and the work non-work expectations required. Teachers are consistently required to manage various responsibilities outside work hours. Whether they are tasked with supervising students, providing social and cultural support, or providing emotional support when requested or when they observe students in distress, teachers cannot partially or completely remove themselves from this duty (Matusov, 2024). This non-dividing of space where work is work and personal space and time is just that (personal), can cause a work-life balance that can spiral into heightened and museum levels of stress and anxiety.

When we think about teaching in a boarding school where full-time teachers are present and on call 24-7, the emotional exhaustion sapping motivation cannot be recorded (Paudel et

al., 2024). As teachers become aware of managing feelings without being empowered to do so without student behaviours coming first, we can understand even high levels of stress are not just about job pressures and student behaviours but they involve noticing signs that students are suffering (Attwood, 2024). These signs can have an equal emotional labour effect on teachers whose professional accountability comes in the form of emotional responsibility to those students higher level of unpredictability. For many of us teachers, that emotional labour and feelings of responsibility continue long after work hours, without time or social support; ultimately feeling lonelier and disconnected from work and others. The implications of work-life imbalance does not just affect mental health and feelings of self-worth, work-life imbalance can also contribute to a lack of teacher attraction and retention.

The attrition of teachers who are struggling with anxiety and stress is not only likely a higher turnover rate reflects poorly the organization or education system but leads to disruption for students' educational continuity (Agyapong et al., 2022). The work life imbalance, absent of the right levels of associated support in the form of mindset and all other principles of mental health (ie. Factors) isn't just taking away teachers' mental health and well-being, but it is also denying them experiences of ongoing professional enhancements (ie. Burnout cycle).

Professional Identity

Professional identity is an important aspect regarding educational teachers. For educators at boarding schools, they face a double challenge, one of societal expectations as educators and embracing the cultural diversity of their students. The expectations for cultural diversity can increase their stress to foster an inclusive environment with respect for all cultures.

We now have the dilemma of being competent in our language, especially if operating as an English medium school. English is not the first learning language for many teachers and if we add to this that teachers are supposed to be fluent in English makes things very anxious (Sah & Karki, 2023). This can impact on teachers' self-image, confidence level, and ability to connect personally with them or their colleagues and could result in feelings of inadequacy or disconnection that cause emotional distress and anxiety for their professional identity. The nature of boarding schools and their residential setting can compound educators' dilemmas, teachers frequently do not just have to play a teacher role, they also are expected to be a mentor, a caretaker, etc (Satyal, 2025). Living in close proximity to students reinforces their expectations of teachers, makes it difficult to establish personal and professional boundaries and ultimately makes it difficult for educators to maintain themselves in a personal and professional position which contributes to their emotional well-being.

Adapting to globalized education, expectations for teachers to meet global education standards for teaching are also challenging. Many boarding schools take on international curricula and teaching styles, which may be different from the local curriculum in their models of instruction. Teachers who are trained at a local institution and having a particular way of teaching would feel out of sorts or uncomfortable while establishing their own professional identity. Educational professional may face challenging decisions about acceptance of their new position and no longer having a role in their previous practice leading to self-doubt surrounding their professional identity.

Collegial Support

Moreover, Blair (2023) argues that strong collegial relationships promote children's emotional wellness and reduce teacher anxiety. For teachers working in most of Kathmandu's boarding schools, this relationship is important because of the complexities of the school, such as: the amount of time spent inside a school and closely observing students; less personal space; constant demands from students; and so on.

When teachers develop collaborative relationships, the potential for collective identity, belonging, and ownership exist, which can help alleviate stress and isolation that can be common in the school context in a boarding school (Sitaula, 2014). Through openness of communication and collegiality, colleagues can support each other emotionally and provide practical suggestions and affirm different ways of coping with challenging situations, like intense workloads, student behavioral issues, and workload and discipline issues (Mahfouz, 2020). In educational cultures oriented towards collegiality, teachers are more likely to feel valued and less pressure from an array of demands. The emotional perception associated with the paired experience of shared autonomy through collegiality may serve to enhance or augment the moderation in employee behavior, as well as employee satisfaction, and employee professional development when colleagues connect and exchange ideas, teaching practices, and feedback with each other. One way to help create a positive workplace is through regular well-being conversations, mentorship plans, and peer supervision workshop initiatives.

DISCUSSION

The findings of the articles indicate that teacher anxiety is highly complex in boarding schools in Kathmandu, Nepal. Principally, role overload, work-life balance challenges, and identity representation issues are cited as the major sources of stress—a primary conclusion of this study. Additionally, collegial support and teacher autonomy are sources of strength for reducing teacher anxiety and providing a healthier work environment. Like Rasool et al., (2024) and Agyapong et al., (2022) the current findings of the contextual factors affecting teacher anxiety in boarding schools indicate role overload as a contributor to significant anxiety for teachers in boarding schools. Balancing academic obligations, extracurricular activities, and emotional support places added strain on teachers, resulting in teacher burnout and career dissatisfaction. Rasool et al., (2024) states that excessive role overload contributes to teacher burnout under the pretense of excessive professional behavior. Agyapong et al., (2022) also stated that the blurred lines among professional demands and the personal life of teachers contributed to the significant anxieties experienced by teachers in residential schools. Work-life balance also contributes to significant issues for teachers. Rasool found that pre-occupation with work without time and separation of life as a contributing factor to emotional exhaustion and social dislocation. Johnson et al. (2012) also supports Rasool's findings in which teachers who live on campus may impact retention due to lack of separation between school and home life. Rasool recommends that boarding schools should have policies for better work-life balance and support mechanisms to assist educators balance their work-life demands and not feel alone as they navigate work-life. Teachers in

JOURNAL OF ADVANCE ACADEMIC RESEARCH (JAAR)

English-Medium schools reported academic pressure from cultural or linguistics expectations of education (Pun & Thomas, 2020). The growing adaptation to a 'globalized world' with references to schooling, systems and structure has differing impacts varying degrees. Sitaula (2014) also confirmed that promoting collegial support, keeping teacher autonomy in their workload, and implementing policies that encourage balance will help teachers successfully sustain pressure. Environments with supportive conditions and resources are essential to enhancing teacher well-being, job satisfaction, and retention in dynamic roles.

IMPLICATIONS

This research carries significant implications for educational policy-makers, administrators and the teaching profession in the context of Kathmandu's boarding schools. It highlights the need for clearer role-definition to avoid role overload and to mitigate stress. The research has broadened the understanding of role overload by considering non-teaching responsibilities that teachers in boarding practice encountered that went beyond their teaching role. For educational administrators this suggests they should advocate for work/life boundaries, provide mental health assistance and delegate non-teaching responsibilities to support staff. For educational policy-makers this work will help them advocate for and create policies that support and develop work-life-balance related to teaching and teacher well-being. For teachers, the research would support and inform the establishment of professional development programmes that could assist teachers with challenges relating to their professional identity, cultural competency and language skills which could enhance confidence and improve job satisfaction. In same vein, establishing collegial support and mentoring networks could decrease isolation and positively impact teacher morale. Therefore, summarily, this is a practical piece of work to improve retention, mitigate burnout, and subsequently contribute to quality education.

LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH

The desk review methodology of this study necessarily limits the existing literature it could include and appropriately reflects both the limitations in reaching an ideal depth of detail as well as the principal lack of a requisite literature considering the actual lived experiences of teachers across all Kathmandu boarding schools. The lack of direct source for the review means that the reality of the experiences of teachers and teacher anxiety as related to and affected by their well-being cannot be represented by the secondary sources. Future research may incorporate mixed methods that include administration of surveys and/or interviews utilizing primary teacher data. Furthermore, future studies may consider examining school culture and specifically school leadership approaches and their applicability as influences on teacher well-being. Future studies may examine the effect of professional development or administrative policies around workload and the overall impact of these policies on teacher stress, sense of well-being, and ultimately job satisfaction. Future research may also broaden its focus to examine the implications of educator well being on student engagement in the academic performance of students.

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