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Balancing Workload, Autonomy, and Coping Strategies: *A Study of Private School Leadership in Nepal*

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Abstract

The purpose of the study was to explore the extent and sources of occupational stress in private school principals in Kathmandu Valley, Nepal. It aims to explore the potential stressors or sources of stress in work life (i.e., heavy workload, conflicts with stakeholders, organisational changes, and limited resources) and their relationships with principals' psychological well-being and job performance. A quantitative descriptive design was used to gather data from 245 principals through stratified random sampling and a structured questionnaire, which consisted of job demands, role clarity, co-worker support, and organisational change on a five-point Likert type scale. The descriptive statistics, Pearson correlation, and multiple regressions were used to examine the relationship between stress and demographic variables. Results indicated that 42% of principals reported high levels of stress, with the most prominent stressors being unreasonable workloads, low levels of support by colleagues, and unclear expectations of their role. Male principals and those with fewer years of managerial experience felt more stressed. The research emphasises the significance of developing autonomy in decision-making and support networks to reduce stress and to make principals happier and better at their jobs.

Keywords: coping strategies, occupational stress, organisational changes, school principals

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INTRODUCTION AND STUDY OBJECTIVES

Stress at work is an established and widespread dilemma in a wide variety of professions, e.g. educational leadership. Stress is often defined as the body's response to changes, challenges and demands in life that exceed an individuals' capacity to cope with a range of emotional, physical and cognitive responses when those demands to an individual's abilities (Robinson et al.,

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2023). Where the serious element of stress play in the workplace, particularly where school principals are concerned since they hold the highest leadership positions and responsible for the functioning of their schools in entirety (Dhakal, 2025). Principals working in the private schools of Kathmandu, Nepal encounter more stringent stress because of the copious roles and responsibilities they usually have to manage overseeing administrative affairs, monitoring academic progress, ensuring student welfare and satisfaction while also reconciling stakeholder expectations such as teachers, parents etc.

The capital city of Nepal: Kathmandu offers a peculiar environment for private school leadership plagued with several streams of job demands, role ambiguity, interpersonal conflicts, fewer resources and more desire to fulfil the academic needs. A higher number of private schools in urban areas causes stiff competition among them and therefore makes it a headache for the principal (Adhikari et al., 2024). Pressures are also exacerbated by societal expectations and the changing educational environment. However, no research has been conducted to explore the occupational stress suffered by Nepalese principals. Although the stress on teachers has been extensively reported, those school leaders that have a greater role in leadership roles often receive less attention (Mahmoud & Al-Fadi, 2024).

Rapid growth of private education sector, especially within urban hubs like the Kathmandu Valley, has been witnessed in Nepal in last few decades (Dhakal et al., 2023). In turn, this growth meant that principals were under a lot more pressure to meet both the needs of their institutions, and society generally. This has made knowing how the nature and levels of stress principals face have dramatically shifted. Educational leadership studies also agree that unabated stress can dramatically inhibit a principal's job performance with the consequences of burnout and job dissatisfaction which detract from the school (Gurung et al., 2024).

The present study aims to understand the symptoms and level of occupational stress experienced as well as the coping strategies adopted by private school principals in Kathmandu. The purpose of the review is to identify the major stress determinants related to job demands, job control, social support, role clarity, and organisational change as a result of which principals face stress. It will as well examine the ways to which demographic variables (age, sex, and educational level) moderate the relationship. This information is crucial for the design of customised interventions in order to decrease stress and to foster the well-being among educational leaders (Hasin et al., 2023).

This work extends beyond the identification of stressors and what works for principals and focuses on the importance of establishing a supportive work environment for principals. The findings are expected to offer practical directions for policymakers and school leaders in the development of interventions to address the stressors that harden principals against stress (Katel, 2024). With the help of an exploration of the unique nature of stress experienced in the educational leadership of Nepal, this study aims to contribute both theoretically and methodologically to the general literature on occupational stress. With the increasing role of private education sector, effectively coping with stress among principals will be equally important if we are to rebuild and reconstruct educational institutions in Nepal (Banu et al., 2024).

LITERATURE REVIEW

Early literature, most notably General Adaptation Syndrome by Selye, conceptualizes stress at work as the reaction to demands that exceed one's capacity to cope, giving rise to a state of physiological and psychological distress (Roy & Kejriwal, 2024; Selye, 1951). Modern theorists have enhanced this proposition by incorporating both the amount of work (job demand) and the sense of control (job control) at the workplace as the core pillars of stress responses, thus implying that the gap between demand and control would moderate the onset and severity of workplace stress (Perera, 2023; Spector, 2002).

One of the most widely recognised models is the JDCS (Job Demand-Control-Support) Model (Karasek, 1979), which indicates that high demands with low control result in high stress and burnout. Job demand in this model encompasses, for example, not only quantitative overload (in terms of the volume of work, hours) but also qualitative challenges (complexity, emotional labour), whereas job control includes decision-making latitude and the possibility to plan and organise the work schedule and methods (Wahyuni, 2024). Principals, particularly those in private schools (schools that cater to fee-paying students), have very distinct functions, as they not only have administrative and instructional duties, but they also deal with stakeholders; hence, the workload and autonomy factors are important predictors of stress outcomes (Bakker & Mostert, 2024; Katel, 2023).

Theoretically, coping styles are also classified into two types: problem-focused (e.g., acts of planning and action to change or manage stressors) and emotion-focused (e.g., an ability to regulate emotional responses through support or withdrawal). Cognitive Process Model of Stress (Lazarus & Folkman, 1984) attitudes to stressors, and coping strategies in the TSCM, individual differences in Appraisal and coping have been studied in relation to various mental health outcomes, for example depression (e.g., Anbazhagan & Rajan, 2013). Supportive and demanding organizational environment provides autonomy and multiple coping strategies are predictors of increased resilient adaptation and job satisfaction of education leaders.

There is a wealth of empirical evidence showing that an intensive workload is linked to emotional exhaustion and mental fatigue, that it increases the risk of experiencing burnout and that it contributes to health problems among school managers (Bakker & Mostert, 2024). In educational settings, there is evidence that principals in private schools often have heavier workloads than their counterparts in the public system because of competitive pressures, scarce resources, multiple stakeholders demand, and the rapid turnover of policies (Adhikari et al., 2024). In Nepal, this is exacerbated due to rampant sector expansion, calling for better insight of workload related with urban schools, in relation to stress levels.

Autonomy or control over a job has been described as an important resource to counter stress in educational administration. Principals who perceive a greater degree of control over decision-making, scheduling, and implementation of school policy have lower levels of stress and higher job satisfaction (Katel, 2023; Wahyuni, 2024). On the other hand, low levels of independence are associated with increased anxiety and lower organisational commitment. Research in the South Asian context provides empirical evidence that decentralised processes and

less restrictive administrative protocols could lead to effective schools by encouraging principals' power/authority and reducing principals' occupational stress (Laundon & Grant-Smith, 2023; Perera, 2023).

Studies of educational leaders' coping styles have found that professional networking, strategic planning, mindfulness, and reliance on peer support are significant factors in coping with stress (Gurung et al., 2024). In Nepal, heads use both formal and informal ICTs for coping, including consulting peers, planning extracurricular activities and recreation, as well as relying on familial support. Poorer coping strategies are also used (substance use, withdrawal), particularly in the context of low levels of organisational support (Novelo & Cabrillas, 2024). New research suggests that interventions (e.g., coaching, wellness) that tailor coping strategies to the demands of private school leadership are warranted.

Empirical research in Nepal and similar contexts confirms the importance of comprehensive models including workload, autonomy, and coping strategies. Adhikari et al. (2024) show Kathmandu principals are under intense stress owing to resource scarcity and role overload, and that the ill-conceived or forced nature of organisational changes exacerbates pressure. The effectiveness of coping is indirectly affected by autonomy principles, with control translating to individuals' ability to adapt strategies to their own and their institutions' needs and, in turn, leading to better outcomes (Adhikari et al., 2024). Research in the region has also shown that demographic features age, experience, and gender interact with these constructs to influence patterns of stress and coping, although the results are mixed and context-dependent.

Previous literature clearly shows that the balance of workload and autonomy is an overall key issue to stress management among private school leaders, and effective coping requires a combination of organisational support and individual agency. However, relatively little is known about the situation-specific coping and the fine processes by which Nepalese principals cope with their workload and autonomy in resource-limited circumstances. Further empirical studies are needed to illuminate these dynamics and guide how leadership development initiatives and policy interventions might support sustainable school leadership and the well-being of principals within Nepal.

RESEARCH METHODS

This section depicts the methods used to address the research questions and maintain a required depth of study, including occupational stress indicators, level of stress, and coping with nature stress scale among the private school principals of Kathmandu. These dimensions, except for study design these have been explored with the surety of sound findings (Bhardwaj et al., 2024). The quantitative technique research approach used in this study is followed by the descriptive design to capture personal experiences and perceptions of private school principals. This would help pinpoint stressors, measure the burden of stress, and determine what types of mechanisms are used to cope with those burdens. It also explains the data acquisition technologies that have been carried out (Bondarchuk et al., 2024).

The paradigm on which this study is based in post-positivism. The study by Collie (2023) used the school administrators' stress predictors by proposing job demands and

support for family as indicators of stress level. This philosophy is responsible for the promotion of measurement tools to standardise measures, and as such, outcomes could be objective or generalised. The image portrays the current level of Work stress that is currently being felt by the Principal of all Private Schools. Such a design, amongst other things, enables monitoring key stress markers and assessing current student stress, which is imperative for testing coping mechanisms in an unchanged manner (Bakker & Mostert, 2024). Through utilising work-based stress data, the intent behind the design was to explore and discuss stress nature, patterns, and associations in principals while illuminating their experiences from 10 schools in Kathmandu, Nepal (Corridore et al., 2023).

In science, the best research designs are descriptive in nature, which happens when investigating characteristics, behaviours, and events as they occur. The approach sidesteps the problem associated with interfering with objects (managing independent variables) by merely documenting and observing them in their natural state. An analysis in the urban stress context, as such, which went in depth into understanding the urban-stress model, provided insights to recognise the sources of stress, levels of stress, and coping methods among the principals of Kathmandu (Ovsiannikova et al., 2024). Author's note: The outside research is drawn from data that the author collected with a quantitative survey, so numbers can say some thinly sliced things about a few numbers. This is ideal for research projects with a large population. The design of a structured and standardised questionnaire enabled us to transform indicators of strain, such as role ambiguity and job demands, into measurable Likert scales (those are tested load scales), thus ensuring the reliability of measurement and comparison in the various responses collected from participants. This has helped to simplify the relationship between demographic features, marks, and stress variables (Novelo & Cabrillas, 2024).

There are several advantages to using quantitative methodology; mainly, it enables statistical research and large-scale studies. Numerical format is applicable for further statistical study, such as correlation and regression (Al Faruq et al., 2024), which can then be used to investigate several patterns and relationships between stress indicators, demographic characteristics, and coping mechanisms. An organised inquiry eliminates the subjective and provides us with a chance to observe different domain data. The research of this has a sample size from Kathmandu (District), Nepal. It was carried out by the principals of the schools from Grades 1 to 10 of the Kathmandu Valley. We chose Kathmandu because it is the academic centre of Nepal and most of the private schools are there. The number of principals in 629 schools (Flash Report 1, 2020) is also equal to the number of students.

We used stratified random sampling to select a representative sample from the community. The stratified sampling method divides the population into groups based on type and size of school, geographical location, and role of teacher leadership to ensure that the sample is an accurate representation of a number of diverse areas (Anjum et al., 2023). The sample size of 245 responders was calculated with the Yamane formula. The survey method is one of the most effective ways to measure attitudes and perceptions. The survey questionnaire used in the study

was adapted from a risk-assessment-centric tool developed by Zimmerman et al. (2001), who has identified six predominant sources of workplace stress. The instrument of the study measured stress indicators by Likert scale and grouped as job demand, job control, job support, role ambiguity, relationships, and organisational change.

At the beginning of the survey, a series of demographic questions which cover your age, gender, level of education, pay range in detail regarding previous work and marital status were formed. The second part of the survey included a 35-item questionnaire on occupational stress that measured role ambiguity, organisational change, staff and social support, job demand and job control. Coping strategies of the Roesch Coping Preference Scale (i.e., physical activity, relaxation by listening to music, consultation) were addressed in the third part. Cronbach's alpha for the internal consistency of the constructs was found to be acceptable (Cronbach's alpha values were from 0.712 to 0.89). The internal consistency for Roesch Coping Preference Scale was acceptable, with Cronbach's alpha reliability coefficient = 0.763. Content and construct validity were taken into consideration by the consulted occupational stress experts (two) and educational leadership experts, respectively. Data was collected using a combination of quantitative surveys conducted face-to-face with people who did not have access to the internet and electronically through Kobo Toolbox. The data was summarised of descriptive statistics (mean, standard deviation, and frequency distribution). To determine the relationship between stress and demographic characteristics, we first conducted multiple linear regression and

Table 1
Demographic Characteristics of Respondents (N=245)

Demographic Variable	Categories	Frequency (n)	Percentage
Gender			
	Male	120	48.98
	Female	125	51.02
Age			
	30-40	80	32.65
	41-50	120	48.98
	51+	45	18.37
Academic Qualification			
	Bachelor's Degree	60	24.49
	Master's Degree	150	61.22
	PhD	35	14.29
Years of Experience			
	1-5 years	75	30.61
	6-10 years	110	44.90
	11+ years	60	24.49

Note. From the authors' survey, 2024

Table 2
Mean Scores for Occupational Stress Indicators

Stress Indicator	Mean	Standard Deviation	Interpretation
Job Demand	3.75	0.89	High
Job Control	2.90	1.04	Moderate
Role Clarity	3.20	0.93	Moderate
Colleague Support	2.55	0.97	Low
Organizational Change	3.45	1.01	High

Note. From the authors' survey, 2024

correlation analysis for a variety of indicators of stress. To provide a better view of the results, several bar charts and scatter plots.

DATA ANALYSIS AND DISCUSSION

This subsection presents the results of the data analysis and interprets them in line with the study objectives.

Demographic Characteristics of Participants

The study was based on a descriptive survey to collect information about Kathmandu private school principals. These characteristics are, in principle, intended to serve as further illumination on differences of stress caused by job among subgroups of the population**.**

Occupational Stress Indicators

The study examined these dimensions: role clarity/role conflict, job demand, job control, colleague support and organisational change. Stress levels among the respondents were presented using descriptive statistics.

Table 2 presents the means, and standard deviation of different dimensions of work stress of private school principals in Kathmandu. In this table, job demand was found to have the highest mean score of all the independent variables (mean = 3.75), standard deviation (SD) = 0.89. This implies that on average, principals believed that their jobs require a lot from them. Job control was next with a mean = 2.90 and an SD = 1.04, indicating some control over what work was done and how it could be done (performing tasks) and decision-making by the respondents themselves. The mean = 3.20 for the role clarity rating indicated that principals experience reasonable but mixed levels of role clarit, evident in the standard deviation (0.93) of the ratings received. Likewise, principals were not receiving much support from their colleagues, as evidenced by a mean of 2.55 and a standard deviation of 0.97 for colleague support in Table 3. The average stress level of the organisational environment changes was 3.45 (SD = 1.01). All in all, the results indicate that school principals were stressed by a combination of high external demands, limited support, and relatively low levels of control over what was happening at their school.

Figure 1 shows the mean scores for the occupational stress indicator for private school principals of Kathmandu. The mean job demand score was 3.75, indicating that there was marked stress in low-performing principals' work under their demands.

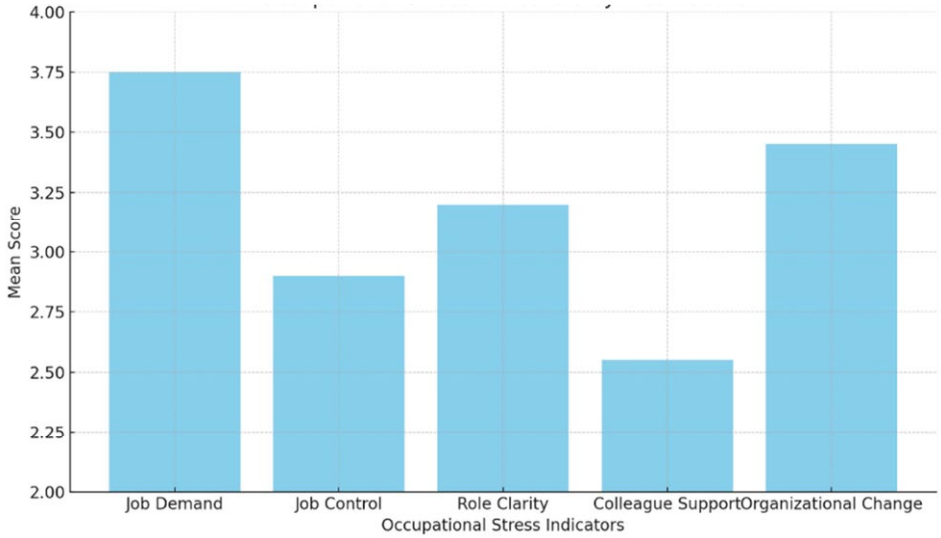

Figure 1. *Occupational Stress Indicators by Mean Score*

Organisational change (mean = 3.45) indicated that the prevalence and frequency of organisational changes prevalent in the setting of schools were a major source of stress, as it was close to the mean of four (= severe cause). On a scale of 1-5, the mean scores for role clarity and job control were 3.20 and 2.90, respectively. Though there is some overlap in job demand and organisational change, it may attract a little bit more ambiguity when one cannot choose his/her own work scope, and that might push them to some zero general strain at which they were not designed to do. As might have been guessed based on the eagerness of the principals to leave and because of their low mean score for colleague support (2.55), the lack of support and help from a colleague negatively affects the stress levels felt by the principals. This distribution clearly shows the differential prevalence of stress anymore different aspects of such a cornerstone of the workplace, with job perception and lack of support standing out as the biggest causes of occupational stress.

Levels of Occupational Stress

Overall levels of occupational stress were determined by rating the degree of stress they experience. The statistics show that while stress levels differ, a large percentage of school principals are stressed to some degree.

Table 3 presents the range of occupational stress levels of the private school principals in Kathmandu. Percentage of principals with low, moderate and high levels of stress. Given that most principals (42.05%) are designated as high stress, it is an indication that a not insignificant portion of the leadership team experiences an inordinate amount of stress and strains within their roles. A similar but reduced percentage (37.95%) reports moderate stress, suggesting a better-rounded yet still noticeable experience of stress. A minority might be able to manage without stress, but the principal is just 20% of those who experience low levels of stress. As the graphic shows, most principals are highly stressed, hence the need for targeted stress reduction strategies for this group.

Table 3
Occupational Stress Levels (N=245)

Stress Level	Frequency	Percentage
Low	49	20.00
Moderate	93	37.95
High	103	42.05

Note. From the authors' survey, 2024

Table 4
Summary of Regression Analysis for Variables Predicting the Outcome Variable

Predictor	B	SE	β	*t*	*p*
Age	0.022	0.043	0.320	0.320	0.749
Gender	-0.014	0.039	-0.360	-0.360	0.721
Marital Status	0.037	0.044	0.450	0.450	0.654
Education Level	0.019	0.036	0.530	0.530	0.595
Experience	0.041	0.032	0.640	0.640	0.524
Salary	-0.015	0.043	-0.345	-0.345	0.731

Note. N =245. B represents unstandardised regression coefficients; β represents standardised coefficients. $p < .05$. ** $p < .01$. *** $p < .001$.
Note. From the authors' survey, 2024

Table 5
Coping Strategies and Frequency of Use

Coping Strategy	Mean	Standard Deviation	Frequency
Physical Activity	3.90	1.05	63
Proactive Techniques	3.80	0.95	61
Colleague Support	3.50	1.02	48
Timeout Techniques	2.80	1.08	38
Change in Routine	2.60	1.10	35

Note. From the authors' survey, 2024

Relationships between Demographic Variables and Occupational Stress

To determine how demographic variables such as age, gender, and years of experience affect the perceived occupational stress, multiple linear regression analysis was conducted.

The regression analysis presented in Table 4 examines the relationship between demographic characteristics (Age, Gender, Marital Status, Education Level, Experience, and Salary) and occupational stress among private school principals in Kathmandu. The results indicate

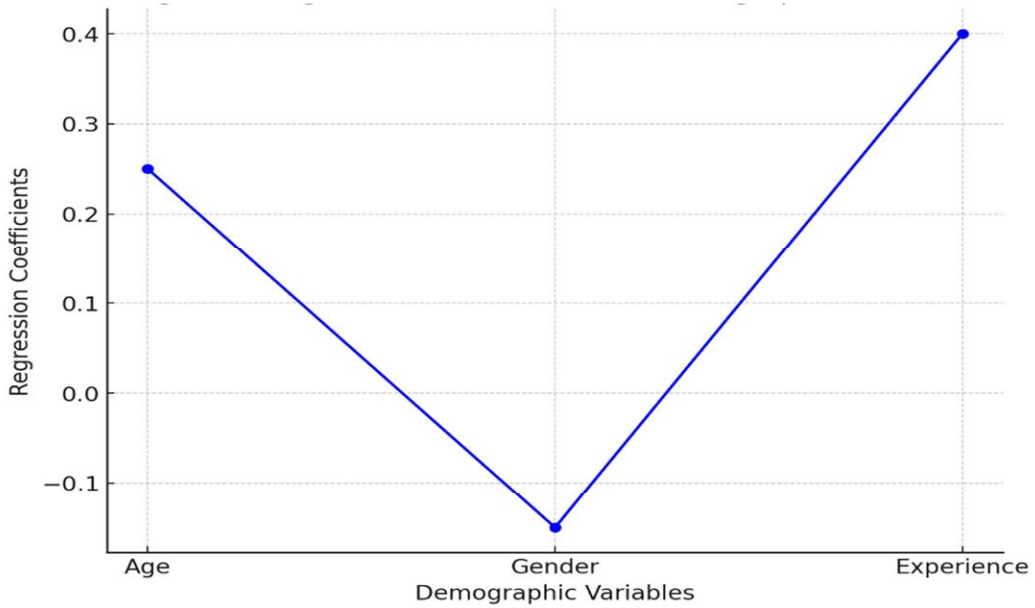

Figure 2. *Regression Coefficients for Demographic Variables*

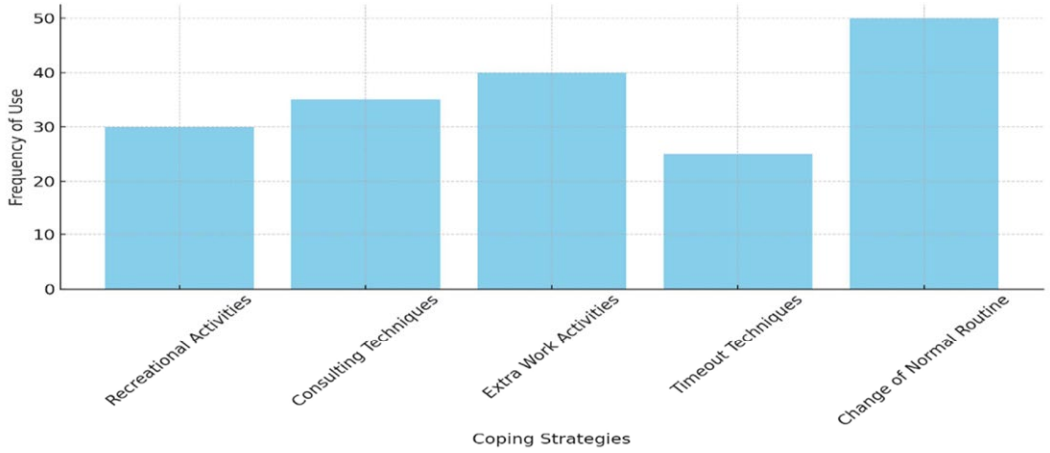

Figure 3. *Most Common Coping Strategies*

that none of the demographic variables have a statistically significant effect on occupational stress, as all the p-values exceed the threshold of 0.05. Specifically, the p-values for Age (0.749), Gender (0.721), Marital Status (0.654), Education Level (0.595), Experience (0.524), and Salary (0.731) suggest that these variables do not significantly influence the stress levels of principals. The B values and Beta values also show weak relationships, and the T-statistics further confirm the lack of significance.

It was discovered that only one demographic variable (age) is positively related to

occupational stress, which rejects the hypothesis. Thus, it indicated that the private school principals do not experience a significant rise and fall in occupational stress due to age, gender, marital status, degree of education, experience, and pay. Consequently, in this case, other factors that could be linked to the workload, organisational structure, or locus of control might function as more important determinants for stress.

Figure 4 illustrates the regression coefficients for demographic variables, presents a visual representation of how each demographic factor influences occupational stress among private school principals. The figure shows that gender and years of experience are significant predictors of stress, as evidenced by their positive regression coefficients and relatively high beta values. Specifically, male principals and those with more years of experience higher levels of stress. On the other hand, age and academic qualification display weaker or insignificant effects on stress levels, with their coefficients being lower and their p-values above the commonly accepted threshold of 0.05 for statistical significance. The results suggest that although there are important associations between the stress outbreak and gender, education, and psychiatric experience have a small effect (as previously discussed).

Coping Strategies Employed by School Principals

And the final part of the study looked at school principals' own sense of burnout. The most frequently used tactics were proactive practices, physical activities, and co-worker support based on the data.

Table 5 shows the coping strategies of private school principals in Kathmandu and its frequency of use. Physical activities and social support are the two most frequently implemented strategies, with the table revealing that principals practice exercise or ask colleagues/family/peers for help a lot as they confront stress-related issues. The common link between these strategies is that they are stress busters or emotional pick-me-ups as we call it. Less frequently used are other strategies, including breaks and recreational activities. Current trends in the frequency data indicate that principals use a wide range of coping strategies but tend to rely most heavily on physical activities and social support to manage occupational stress.

Figure 3 presents the various coping mechanisms adopted by private school principals to deal with occupational stress. The authors found that the top two methods were social support (asking friends, family members, co-workers or other people of value to help) and physical activities (exercise). Stop the insanity and de-stress his first order of business. The way to do this would be methods of relaxation both mental and physical. An additional graphic showed that although less prevalent, hobbies and time-outs are shared forms of stress relief. This photo makes clear why school leaders use social and physical conditioning as a primary means to cope the pressures of managing their schools.

Discussion

This research aim was to investigate the extent of work-related stress and the factors which determine occupational stress in Kathmandu-based principals of the privately run schools. These findings of descriptive statistics and regression analysis indicate that the significant predictions of stress are job demand, organisational change, role clarity, job control, and colleague support. The overall mean score of job demand

(M = 3.75) and organisational change (M = 3.45) is high, which implies that principals are under constant pressure concerned with the amount of work, the prevalence of changes in the school level, and the growing number of requirements in the administrative sphere. These observations support the Job Demand Control Support (JDCS) Model that asserts that stress is high in case the demands of the job are high and the sources of control are not provided. Job control (M = 2.90) and role clarity (M = 3.20) were moderate, but the levels were not that high to cover the high demands and changes in the organisation. It is quite interesting that the colleague support score is low (M = 2.55) indicating that in most cases, principals do not have professional support. The result of this failure to offer support enhances emotional load and lowers chances of engagement in shared decision-making- in line with the Transactional Model of Stress that underscores the safeguarding nature of the social and organisational resources.

In contrast to the forecasts of the previous literature, demographic factors including age, gender, education, experience, and salary did not influence stress significantly ($p > .05$). This means that stress is systemic and organisational, and not demographically based. Although descriptive patterns revealed certain differences according to which the younger and newer principals reported a little more strain, the difference was not significant to be significant. This observation supports the explanation structural pressures of the leadership of the private schools supersede the personal demographic features. Concerning coping, principal mostly used physical activity (M = 3.90), proactive coping strategies (M = 3.80) and support of colleague/family (M = 3.50). These approaches are associated with problem and emotion-focused coping as outlined in the theory of Lazarus and Folkman. Exercise together with social support worked in reducing stress whereas less adaptive behaviours like avoidance or withdrawal were less predominant. The conclusion can be drawn that occupational stress is better handled by an exercising principal who has a social network and is an effective planner.

On the whole, it is seen that the identified occupational stress in Kathmandu principals has more to do with the organisational and structural factors, than with the demographic ones. Role pressures, high workloads, and organisational change are the most prevailing sources of stress, and both social support and autonomy have a partial benefits effect. The presented findings expand the use of the existing theories of stresses, especially JDCS and Person-Environment Fit, into the realm of Nepalese private education, which gives a better understanding of the way school heads cope with the growing professional requirements.

CONCLUSION AND IMPLICATIONS

The results of the study illustrate that, the occupational stress level of the schools in Kathmandu among the principals of the privately owned schools is very high, with 42 percent registering high stress levels and further 37.95 percent registering moderate stress level. The key stressful factors noted, such as excessive job demands, high organisation transformations, the vague description of roles, and a lack of support by colleagues, highlight how structural and systematic the occupational stress in the situation is. These stressors are more of organisation specific traits and not

individually, and the regression analysis supported this further by finding that the demographic factors of age, sex, education, length of experience, and salary was not a significant predictor of stress levels. In turn, even the causes of stress seem to be built-in in the nature of the demands of the principalship and not personal dissimilarity between school leaders.

The paper imposed the importance of coping mechanisms in the moderation of stress. The most effective approaches became physical activity, being proactive, and social support, whereas avoidance-oriented coping was linked with high levels of stress. These findings are in tandem with other theoretical models including Job Demand Control Support Model and the Person Environment Fit Theory which according to their theoretical principles focus on the relationship between job demands and autonomy coupled by the types of support provided to its employees in the determination of stressful consequences. With these in consideration, decisive interventions are necessary. The main consideration to be made by schools and policymakers is the reduction of excessive job demands by making tasks distribution clearer, fortification of organisational and peer support, and increasing the decision-making autonomy of principals. Moreover, by combining organised well-being programs, including stress-management education and leadership training programs, adaptive coping and long-term resilience might be strengthened. Taken together, these actions can make the leadership process of the school healthier, more productive, and sustainable in terms of the private education sector in Nepal.

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Conflict of interest

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