

# Impact of Employee Engagement on Employee Performance in Private Schools in Birendranagar, Surkhet

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## ABSTRACT

*Employee engagement is a powerful instrument for organizations to gain a competitive advantage, regardless of size or structure. Engaged employees are acknowledged as invaluable assets and contribute to improved productivity, commitment, and overall performance. This investigation examined the impact of various antecedents of employee engagement on the academic staff of private schools in Birendranagar, Surkhet. The impact of various factors on teacher performance was examined, including work environment, leadership, team and coworker relationships, training and professional development, compensation, organizational policies, and workplace well-being. Employing a positivist perspective, the study embraced a causal-comparative research strategy to explore the relationship between these constructs. After removing extreme outliers, only 389 of the 403 registered responses to the survey were retained for analysis. As revealed by multiple regression analysis, the work environment, training and career development, organizational policies, and workplace well-being significantly influenced teachers' performance. Conversely, compensation, team and coworker relationships, and leadership have insignificant impacts on employee performance. The results of the investigation can be used to establish new policies and programs that are designed to enhance the well-being of teachers. The results of this study provide a comprehensive understanding of the employee engagement factors that significantly influence employee performance in private schools. This information can be used to reinforce or rectify the organization's organizational practices and design features.*

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## 1. INTRODUCTION

Employee engagement has surged in significance within organizational management, notably due to its perceived impact on performance (Crawford et al., 2014). Engaged employees are characterized by high commitment, enthusiasm, and discretionary effort, while disengaged ones lack motivation and vigor (Perrin, 2009; Bakker et al., 2008). Engagement encompasses cognitive, affective, and behavioral dimensions (Torrente et al., 2012), fostering innovation, productivity, and competitive advantage

(Albrecht et al., 2015). Melcrum (2005) posits that employee engagement can be analyzed from three distinct perspectives: cognitive (intellectual alignment with organizational objectives), affective (emotional attachment to the organization), and behavioral (supporting organizational success). Employee engagement levels significantly impact employee performance, which is essential for organizational success (Macey et al., 2009; Mone & London, 2010). Gallup (2022) discovered that only 23% of employees worldwide were engaged, while 72% of employees in best-practice organizations were engaged.

Consequently, it is a pressing concern for employers. As a result, the study aims to examine the impact of several employee engagement factors on employee performance in private schools. There has been substantial research on employee engagement in the international setting; however, the researcher could not find a similar study in the Nepalese context. This study is an important milestone in academic research for the Karnali province.

Every organization should use employee engagement to help it stay competitive with other businesses. When properly managed and engaged, people are the most valuable assets and one element that rivals cannot imitate or duplicate. Baumruk (2004) emphasized this idea by stating that employee engagement is the most effective method for assessing a company's vigor.

Kahn (1990) conducted a study that revealed that individuals make substantial contributions to their work, whether through cognitive, emotional, or physical means. It is essential to comprehend the difference between individuals fully engaged in their work and utilizing their cognitive, emotional, and physical capabilities and those completely disengaged and withdrawn in the workplace. The words "personal disengagement" and "personal engagement" describe this change from non-engagement to active participation (Kahn, 1990). When people put their hearts into what they do for a living, they immerse themselves in their work, give their all, and achieve their maximum potential (Kahn, 1990).

Rowen et al. (2002) emphasized the importance of teachers in the classroom who are accountable for their students' academic success. Acknowledging that the teacher is in charge of the quality of education and influencing young students' intentions to continue attending school may not be wrong. Increased dropout rates occur due to burnt-out or disengaged teachers who are disinterested in their work and consequently lose students' interest. To promote the healthy, all-around growth of students who will become the nation's future responsible citizens, it is crucial to establish a school atmosphere in which the teacher freely contributes their abilities. A school is the foundational stage of education, during which teachers can guide and shape the impressionable minds of students in the appropriate direction. The issue of teachers' disengagement and disinterest at work must be addressed immediately, as today's students will be the citizens and future employees of large corporations of tomorrow. Therefore, the current work intends to-- examine the impact of various employee engagement factors (work environment, leadership, team and coworker relationships, training and career development, compensation, organizational policies, and workplace well-being) on employee performance in private schools.

## **2. REVIEW OF LITERATURE**

This study utilizes Social Exchange Theory to understand the influence of employee engagement factors on employee performance. Social exchange theory suggests that social behavior is a result of an exchange process with the goal of maximizing benefits and minimizing costs. This theory emphasized the importance of reciprocity in determining employee engagement. Employees are more likely to engage in their jobs when they feel valued and treated well by their employers. This two-way

relationship between employer and employee is based on loyalty, commitment, and discretionary efforts toward job performance.

Organizational success is contingent upon employee engagement, which provides a competitive edge (Byrne, 2015). Employees who are engaged in their work exhibit emotional and cognitive abilities, as well as a sense of commitment, passion, and the importance of their position (Truss et al., 2013). Gallup (2022) classified employees as engaged, disengaged, or actively disengaged. Engaged employees exhibit positive behaviors, including advocating for the organization and exceeding expectations. Schaufeli (2007) underscored three behaviors of engaged employees: exceeding expectations, desiring to remain employed despite other options, and speaking positively about the organization. Employee engagement is described by Schaufeli et al. (2002) as a positive outlook on work that is marked by enthusiasm, commitment, and absorption. Exhaustion, cynicism, and inefficacy are the consequences of burnout, which is the antithesis of engagement (Schaufeli et al., 2007). Engaged employees exhibit high energy, dedication, involvement, productivity, and eagerness to go above and beyond (Bakker, 2011). Kanungo (1979) emphasized the importance of employees' cognitive and psychological connection with their work. Empowering employees, sharing information, training, and rewarding them can enhance engagement. Positive outcomes, organizational success, and financial performance are predicted by employee engagement (Bates, 2004; Richman, 2006), which in turn contributes to productivity and satisfaction (Schaufeli et al., 2002). Nevertheless, scholars have observed a decrease in employee engagement, underscoring the necessity of interventions to improve performance and promote engagement (Bates, 2004; Saks, 2006).

In their study, Zhenjing et al. (2022) examined how employees' dedication and ability to achieve mediated the workplace environment and task performance. The study drew 314 participants and used measurement models, Smart PLS 3, and structural equation modeling. The findings showed that workers in an atmosphere that encourages their best efforts are more likely to go above and beyond. Important mediators in this process were determined to be staff commitment and achievement-striving ability. The research highlighted the importance of a supportive workplace in fostering staff commitment and the capacity to set and reach goals.

Abdullahi and Adamu (2021) looked at how engaged employees affected the productivity of Nigerian private school teachers. Employee engagement was found to be correlated with teacher performance in their study. Engaged teachers displayed higher levels of job satisfaction, motivation, and dedication. The study found that private schools should invest in staff training to help teachers be more effective. The study made a significant addition to the literature on employee engagement by concentrating on the private school sector, which has been largely neglected in previous works.

In a study conducted by Sungmala and Verawat (2021), the correlation between employee engagement and individual performance outcomes, including growth, achievement, contribution, and customer satisfaction, was investigated in prominent Thai companies. The investigation comprised 423 employees from Thai companies. The linear regression method was employed to analyze the data. The results of the study suggested a significant and positive correlation between employee engagement and the four specific performance outcomes that were the subject of the investigation. Achievement was the most significant impact ( $\beta = 0.899$ ), with growth ( $\beta = 0.887$ ), contribution ( $\beta = 0.872$ ), and customer satisfaction ( $\beta = .867$ ) following closely behind. These results indicated that employee engagement was a critical and influential factor in determining the individual performance of employees in global businesses.

According to research by Ward and Neve (2019), there is a negative association with employee turnover and a high positive correlation with employee engagement, performance, and customer loyalty. At the

business unit level, there was a generally favorable correlation between most work-related well-being and greater productivity.

The correlation between engaged workers and productive businesses in Lebanon was the subject of research by Ismail et al. (2019). The study employed bootstrapping and stepwise multiple regression with 186 participants. Employee engagement significantly improved work performance, according to the results. Nevertheless, the connection between involvement and output was entirely mediated by creativity.

According to research by Al-Hajji and Alsharrah (2019), private school teachers in Kuwait saw a considerable improvement in their performance when employees were actively involved in their work. Teachers who were actively engaged in their work were more likely to report high levels of job satisfaction, school commitment, and intrinsic motivation to do better. Consistent with earlier studies on the topic, this one found that employee engagement has a positive effect on business results. Staff members who are more invested in their work are more likely to go above and beyond, which benefits the company as a whole, employees' well-being on the job, student performance, and retention rates. Teachers who were actively involved in their classrooms were more likely to foster an encouraging atmosphere, form strong relationships with their pupils, and provide substantial scholastic support. The research showed that private schools should invest in staff engagement programs to boost teachers' efficiency and effectiveness in the classroom.

Hakuduwal (2019) examined the impact of human resource development on employee engagement in Nepalese commercial banks. The analysis used three human resource development components as independent variables: training and development, career development, and performance management, with employee engagement as the dependent variable. A questionnaire survey was used to obtain data from 384 employees picked at random. Using the F-test and t-test, the study found that training and development, career development, and performance management had a substantial impact on employee engagement.

Kilonzo et al. (2018) conducted a study to determine the effect of employee engagement on teacher performance in secondary schools in Machakos County, Kenya. The linear regression model was used to carry out the examination. The R-square value of 0.384 suggested that employee engagement accounted for 38.4% of teacher performance. A p-value of 0.00 was reported, with an F Statistics value of 149.244, less than the 0.05 criterion. As a result, this study found a significant relationship between secondary school teachers' performance and employee engagement. Employee engagement was found to have an impact on secondary school teachers' performance.

An investigation conducted by Saleem and Raja (2018) highlighted the importance of employee engagement in private schools and how it impacts teacher effectiveness. Results for students may improve if teachers who were intrinsically motivated showed higher levels of work satisfaction and dedication, as found in the study. Findings from this study highlight the value of providing teachers with chances for professional development and cultivating a supportive work environment in order to increase employee engagement. These kinds of programs have the potential to raise the bar for private school education and increase the number of teachers who stay in the profession.

Were (2017) examined how professional development, workplace communication, and reward systems affect teacher performance in Ndhiwa Sub County public schools. Out of 300 instructors and 34 principals, 170 were sampled. A questionnaire and interview guide were used to collect teacher and principal data. Most principals supported professional development, but funding restrictions prevented

them. Hierarchical communication and non-financial rewards were common in schools. Communication techniques and professional development positively correlated with teacher performance in the regression analysis. The study suggested improving teacher performance through professional development, workplace communication, and rewards. R-square = 0.491, showing that these techniques can increase teacher effectiveness when utilized successfully.

Chhetri (2017) investigated the mediating effects of the relationship between predictors and outcomes of employee engagement among Nepali employees. The convenience sample procedure was employed to select 158 employees from a diverse array of organizations for the study. In order to assess the hypothesized associations, correlation, multiple regression, and bootstrapping techniques were implemented. In general, the findings corroborated all hypothesized relationships between predictor variables, including employee engagement, Perceived Occupational Support (POS), and Person-Organization Fit (P-O). Furthermore, employee engagement was correlated with outcome variables, including job satisfaction, organizational citizenship behavior (OCB), and counterproductive work behavior (CWB). POS and CWB, POS and OCB, and P-O Fit and OCB were all mediated by employee engagement. However, it only marginally mediated the relationship between job satisfaction, P-O Fit, and CWB, as well as POS and job satisfaction.

In order to identify the primary factors that influence employee engagement in the Egyptian context, Dajani (2015) conducted an exploratory study. Additionally, the framework of social exchange theory (SET) was employed to investigate the impact of employee engagement on organizational commitment and job performance. The survey questionnaire was developed and validated. In order to foresee and clarify the proposed correlations, regression analysis was implemented. The investigation was conducted on a sample of 245 bank personnel who were employed by a variety of private and public institutions. Pearson correlation matrix and regression analysis were implemented to predict and estimate the relationships. The regression analysis results indicated that organizational justice and leadership were the primary factors influencing employee engagement. A confirmation of the mediation effect was obtained. Job performance was significantly impacted by employee involvement; however, its impact on organizational commitment was relatively modest.

Anitha (2014) conducted a study that investigated the impact of employee engagement on employee performance. The research identified a number of factors that impact employee engagement, including the work environment, leadership, team and coworker interactions, training and career advancement, remuneration schemes, organizational policies, and workplace well-being. The results indicated that employee engagement was statistically significantly correlated with all of the factors that were examined. Additionally, the regression analysis and SEM approach employed in the study were used to investigate the impact of employee engagement on employee performance. The findings suggested that employee engagement had a statistically significant impact on employee performance, as evidenced by an R-square value of 0.6. Employee engagement was statistically significantly influenced by the work environment ( $t = 5.503$  and  $\text{Beta} = 0.463$ ) and the relationships between teams and colleagues ( $t = 3.623$  and  $\text{Beta} = 0.316$ ), resulting in enhanced employee performance, according to the results of this study.

The Tower Perrin Report (2003) posits that the successful promotion of engagement is a continuous endeavor that is contingent upon providing individuals with emotionally gratifying and significant work experiences. A minority of employees, particularly top administrators, exhibited active involvement, as revealed by a comprehensive survey of 35,000 employees from a variety of organizations in the United States. The following are the critical determinants of engagement: autonomy, accountability, a sense of control over the work environment, and the opportunity for growth and development.

Employee engagement practices significantly influence private school teachers' success and performance. Schools like Landon School in Maryland implemented programs focusing on professional development and wellness, increasing teacher engagement and productivity (Landon School, 2021). Similarly, initiatives like the Teacher Leader Academy at Westminster Schools in Atlanta and competitive salaries and benefits at Chapin School in New York City have led to high teacher retention rates and improved performance (Westminster Schools, Chapin School). Community-building efforts and collaborative approaches at Singapore American School have fostered high teacher engagement and improved morale (Singapore American School).

The Indian Institute of Management (IIM) Ahmedabad and the Confederation of Indian Industry (CII) have conducted studies that confirm the beneficial effects of employee engagement on student outcomes, performance, and job satisfaction (IIM Ahmedabad, CII). The Azim Premji Foundation and the Centre for Civil Society (CCS) have established best practices for fostering employee engagement in Indian private schools. These practices prioritize professional development opportunities and a positive work environment (Azim Premji Foundation, CCS).

### **3. WORK ENVIRONMENT AND EMPLOYEE PERFORMANCE**

Numerous studies have demonstrated that workplace attributes enhance employee engagement (Miles et al., 2001; Holbeche & Springett, 2003). Deci and Ryan (1987) discovered that a positive work environment is characterized by the provision of constructive feedback, the expression of employees' needs and emotions, and the opportunity to acquire new skills, resolve work-related issues, and articulate their concerns. The subsequent hypothesis was generated as a result of these facts.

*H<sub>A1</sub>: The work environment has a significant impact on employee performance.*

#### **Leadership and employee performance**

Effective leadership requires internalized morality, balanced information processing, relational openness, and self-awareness (Anitha, 2014, cited in Walumbwa et al., 2008). Research shows that inspiring leaders engage people (Wallace & Trinka, 2009). Leaders must stress that employees are crucial for the organization's success. Valued and meaningful employment instantly boosts interest and engagement. An honest and encouraging leader can increase employees' engagement, satisfaction, and passion at work (Anitha, 2014, cited in Schneider et al., 2009). On the evidence, the following hypothesis was formed.

*H<sub>A2</sub>: Leadership has a significant impact on employee performance.*

#### **Team and coworker relationships and employee performance**

Employee engagement relies heavily on interpersonal harmony in team and coworker relationships. According to Kahn (1990), employees are more engaged in a safe and trustworthy environment. Employees must be at ease in their workplace in order to perform well. Participants in safe, supportive situations are encouraged to experiment and make mistakes (Kahn, 1990). According to May et al. (2004), workplace interactions have an impact on meaningfulness, which is an essential factor of employee engagement. According to Locke and Taylor (1990), who researched people's relatedness requirements, coworkers who have satisfying relationships are more likely to feel meaning in their jobs. Thus, if the individual enjoys working with others, he is actively involved in his work. Based on the empirical facts, this study proposed the following hypothesis.

*H<sub>A3</sub>: Team and coworker relationships have a significant impact on employee performance.*

### **Training and career development and employee performance**

Other key factors in employee engagement include training and professional development, which allow workers to concentrate on their tasks. Training increases service precision, performance, and employee engagement (Paradise, 2008). Participating in training and learning development programs fosters trust in the training area, motivating employees. Even Alderfer (1972) stated that giving people opportunities to grow is equivalent to complimenting them. His words were: "fulfillment of growth needs is contingent on a person having the opportunity to be what he or she is most fully and to become what he or she can." An organization must emphasize career path ladder training and development in order to provide timely opportunities for growth and advancement. Thus, involvement increases instantly. These facts resulted in the following hypothesis.

*H<sub>A4</sub>: Training and career development have a significant impact on employee performance.*

### **Compensation and employee performance**

Financial rewards motivate workers to work harder and improve professionally. Beyond money, there are other perks. A good pay package may include bonuses, salary, and extra vacation time. Saks and Rotman (2006) discovered that employee engagement requires recognition and reward. They observed that Management praise motivated employees to work harder. Kahn (1990) states that employee investment is tied to wages and incentives. The employee's attitude toward the reward affects performance more than the reward's size or type. Management must define remuneration and recognition standards to boost engagement. These facts led to the following hypothesis.

*H<sub>A5</sub>: Compensation has a significant impact on employee performance.*

### **Organizational policies and employee performance**

Business policies, procedures, structures, and processes all have an impact on employee engagement. Friendly organizational techniques have been proven to increase employee engagement and achieve company goals. Fair recruitment and selection, flextime, work-life balance tools, and promotion rules are critical. Richman et al. (2008) discovered that flexible work-life policies improve employee engagement. Many studies (Woodruffe, 2005; Rama Devi, 2009) have demonstrated the importance of organizational policies and processes that encourage flexible work arrangements in order to assist people in reconciling work and life. Companies with such models have more engaged employees. These facts resulted in the following hypothesis.

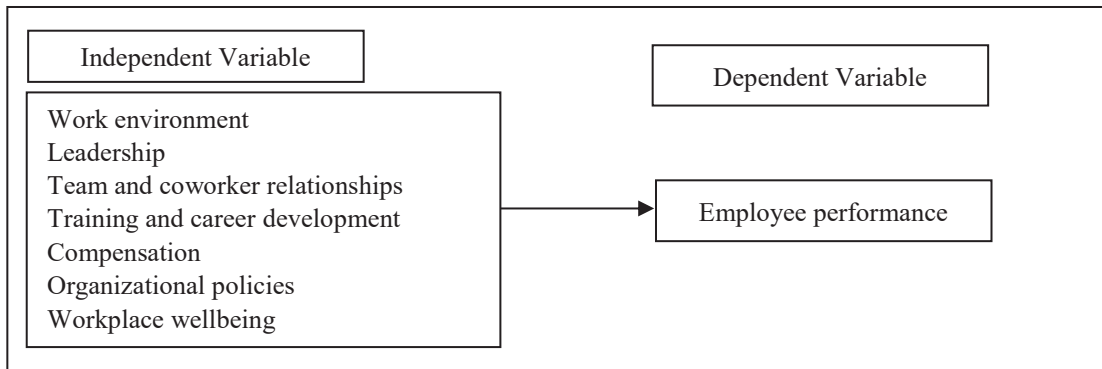
*H<sub>A6</sub>: Organizational policies have a significant impact on employee performance.*

### **Workplace well-being and employee performance**

Overall workplace well-being improves employee engagement. According to Gallup, well-being explains more variation in human behavior than any other measure. Well-being, defined as "all the things that are significant to how we think about and experience our lives," is the most crucial indicator of an organization's influence on its employees (Rath & Harter, 2010). The Towers Perrin Talent Report (2003) found that senior management's concern for employee well-being was the most powerful motivator of engagement. These facts resulted in the following theory.

*H<sub>A7</sub>: Workplace well-being has a significant impact on employee performance.*

**Conceptual Framework**



**Figure 1: Conceptual Framework of the Study**

**4. RESEARCH METHODOLOGY**

The research employs a positivist approach, utilizing scientific research procedures to investigate social reality (Bryman, 2008). It uses a cross-sectional, causal-comparative research design and a deductive approach, employing a quantitative method (Kumar, 2016). In Birendranagar, Surkhet, the population consists of private school teachers, with a sample size of 403 respondents selected through purposive and convenience sampling. A structured questionnaire was administered during field visits as part of the data collection process. The questionnaire addresses a variety of factors that impact employee engagement, such as the work environment, leadership, training, compensation, and workplace well-being. Inferential analysis, regression analysis, descriptive statistics, and ANOVA to evaluate model fit are all components of data analysis (Cuevas et al., 2004). The study guarantees socio-ethical compliance by adhering to the APA formatting guidelines, preserving confidentiality, and respecting the rights of participants. The primary data analysis was conducted using a structured questionnaire and SPSS version 20 on 389 private school teachers (14 responses were not considered as it led to extreme outliers) in Birendranagar, Surkhet.

Cronbach's Alpha reliability analysis revealed strong internal consistency for all variables, with coefficients calculated to be between 0.853 and 0.926 (Nunnally, 1978). To verify the conformity of the data distribution to the assumption of a normal distribution, normality tests were performed. The skewness and kurtosis values of all variables were within specified limits, suggesting a normal distribution (Kim, 2013). Using variance inflation factor (VIF) and tolerance values, multicollinearity among independent variables was evaluated. The absence of multicollinearity was indicated by the VIF values of all variables being less than 5 and tolerance values exceeding 0.1. Conclusively, the data analysis verified the dependability, consistency, and lack of multicollinearity, therefore confirming the validity of the regression model employed in the study.

**5. RESULTS**

This section presents the findings of the essential components investigated, as well as an analysis of evaluating the hypothesis proposed in this study. The current study used multiple regression analysis to decide whether the proposed hypothesis should be accepted or rejected. A study was performed to assess the impact of independent variables on dependent variable. The analysis of multiple regression findings is presented in relation to the study's objectives.



Prior to investigate the impact of independent variables on dependent variable, researcher has delved into reliability of construct using Cronbach's alpha, with a threshold of 0.7 for internal consistency (Nunnally, 1978). The details has been presents in table 1.

**Table 1**  
*Reliability Tests*

Variables	No of items	Cronbach's Alpha
Work Environment (WE)	9	0.870
Team and Coworker Relationships (TCWR)	9	0.859
Training and Career Development (TCD)	9	0.865
Organizational Policies (OP)	9	0.890
Leadership (LS)	9	0.853
Workplace Well-being (WW)	9	0.860
Compensation (CS)	9	0.926
Employee Performance (EP)	9	0.884

Likewise, to assess the relationship between the variables, the researcher examined the correlation matrix. Pearson's correlation coefficient ( $r$ ) was used to easure the direction and strength of linear relationship between WE, TCWR, TCD, OP, LS, WW, CS and EP. Strength is typically interpreted using a guide by Evans (1996)

**Table 2**  
*Correlation Matrix*

Variables	WE	LS	TCWR	TCD	CS	OP	WW	EP
WE	1							
LS	.756**	1						
TCWR	.685**	.733**	1					
TCD	.583**	.610**	.659**	1				
CS	.510**	.565**	.573**	.509**	1			
OP	.619**	.679**	.725**	.636**	.607**	1		
WW	.619**	.665**	.687**	.610**	.652**	.708**	1	
EP	.533**	.500**	.570**	.632**	.440**	.590**	.580**	1

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

Table 2 reveals moderate positive and statistically significant correlation (at the 0.01 level) between various independent variables (work environment, leadership, team and coworker relationship, training and career development, compensation, organizational policies, and workplace well-being). Furthermore, to investigate the impact of employee engagement factors on employee performance regression analysis was performed. This technique helped to determine the impact of WE, LS, TCWR, TCD, CS, OP, and WW on EP.

**Table 3**  
*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.700a	0.490	0.481	0.25420

a. Predictors: (Constant), Work environment, Leadership, Team and coworker relationships, Training and career development, Compensation, Organizational policies, Workplace well-being

Table 3 shows a summary of the model. The adjusted R-square indicates how well the model fits the data. An adjusted R-square value of 1.0 indicates that the dependent variable is completely dependent on the independent variables. In contrast, a number close to zero indicates that there is no correlation between the explanatory and dependent variable.

The adjusted R-Square score of 0.481 suggests that the work environment, leadership, team and coworker interactions, training and career development, salary, organizational policies, and workplace well-being explain 48.1 % of the variation in employee performance. In other words, the seven external variables explained 48.1 % of the variance in employee performance. Thus, the model's fit is satisfactory.

**Table 4**  
*ANOVA*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.691	7	3.384	52.377	.000b
	Residual	24.619	381	0.065		
Total		48.309	388			

b. *Dependent Variable: Employee performance*

c. *Predictors: (Constant), Work environment, Leadership, Team and coworker relationships, Training and career development, Compensation, Organizational policies, Workplace well-being*

The F-test was used to establish the significance of the coefficient of determination, as demonstrated by the ANOVA results in Table 4. The p-value for the F-test is 0.000, which is less than the 0.05 level of significance, and the test value is 52.377. As a result, we reject the null hypothesis at a 5% level of significance and conclude that the fitted linear model is valid, with at least one explanatory (independent) variable having a significant linear relationship with the response variable (employee performance). As a result, employees' performance (the dependent variable) is greatly influenced by the work environment, leadership, team and coworker relationships, training and career development, compensation, organizational policies, and workplace well-being (independent variables).

**Table 5**  
*Regression Coefficients*

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF
	B	Std. Error	Beta			
1 (Constant)	1.464	0.160		9.146	0.000	
Work Environment	0.113	0.045	0.150	2.525	0.012	2.642
Leadership	-0.079	0.045	-0.116	-1.774	0.077	3.206
Team and coworker relationships	0.064	0.054	0.077	1.195	0.233	3.134
Training and career development	0.339	0.052	0.348	6.590	0.000	2.079
Compensation	0.013	0.029	0.024	0.469	0.639	1.930
Organizational Policies	0.134	0.046	0.180	2.921	0.004	2.842
Workplace well-being	0.135	0.044	0.188	3.091	0.002	2.754

a. *Dependent Variable: Employee performance*

Table 4 displays the regression coefficients and VIF. VIF for all variables is less than 5, and the tolerance factor is more than 0.1. Thus, we conclude that the variables are free of the problem of multicollinearity. We can run the simple linear regression for these variables.

The p-value is 0.012, which is less than the significance level, at a 5 percent level of significance and a 95 percent level of confidence, given that the observed Beta is 0.113 and the t-statistic is 2.525. ( $\alpha=0.05$ ). Therefore, employee performance is significantly impacted by the work environment. The model suggests that the value of teachers' performance increases by 0.113 units for every unit of the work environment. Therefore, alternative hypothesis 1 is confirmed.

Since the observed Beta is -0.079, t is -1.774, and the p-value is 0.077, the significance level is exceeded at a 5 percent level. Therefore, there is no statistically significant correlation between employee performance and leadership ( $\alpha=0.05$ ). The results also indicate that a 0.094-unit decrease in employee performance is the result of an increase in one leadership unit. Consequently, alternative hypothesis 2 is not supported.

The result shows an insignificant relationship between team and coworker relationships and employee performance (Beta = 0.064, t = 1.195, p = 0.233, which is greater than the level of significance ( $\alpha = 0.05$ )). Therefore, hypothesis 3 is not supported.

Results indicated a significant positive relationship between training and career development and employee performance (Beta = 0.339, t = 6.59, p = 0.000, which is less than the significance level. ( $\alpha = 0.05$ )). Hence, hypothesis 4 is supported.

At a 5 percent level of significance and 95 percent level of confidence, since the observed Beta is 0.013, t is 0.469, and a p-value is equal to 0.639, which is greater than the significance level. ( $\alpha = 0.05$ ), so there is no significant relationship between compensation programs and employee performance. Therefore, hypothesis 5 is not supported.

At a 5 percent level of significance and 95 percent level of confidence, since the observed Beta is 0.134, t is 2.921, and the p-value is equal to 0.004, which is less than the level of significance ( $\alpha = 0.05$ ), there is a significant positive relationship between organizational policies and employee performance. Therefore, hypothesis 6 is supported.

The observed Beta is 0.135, and the t-value is 3.091, resulting in a p-value of 0.002. This value is less than the significance level ( $\alpha=0.05$ ), indicating a significant positive relationship between workplace well-being and performance at the 5 percent level of significance and 95 percent level of confidence. Consequently, hypothesis 7 is supported.

**Table 5**

*Summary of Hypothesis Testing*

Hypothesis	P-value	Result
H <sub>A1</sub> : The work environment has a significant impact on employee performance.	0.012	Significant (Supported)
H <sub>A2</sub> : Leadership has a significant impact on employee performance.	0.077	Insignificant (Not Supported)
H <sub>A3</sub> : Team and coworker relationships have a significant impact on employee performance.	0.233	Insignificant (Not Supported)
H <sub>A4</sub> : Training and career development have a significant impact on employee performance.	0.000	Significant (Supported)

Hypothesis	P-value	Result
H <sub>A5</sub> : Compensation has a significant impact on employee performance.	0.639	Insignificant (Not Supported)
H <sub>A6</sub> : Organizational policies have a significant impact on employee performance.	0.004	Significant (Supported)
H <sub>A7</sub> : Workplace well-being has a significant impact on employee performance.	0.002	Significant (Supported)

Table 5 indicates that work environment, training and career development, organizational policies, and workplace well-being significantly impact employee performance. In contrast, leadership, team and coworker relationships, and compensation have an insignificant effect on employee performance.

## 6. DISCUSSIONS

The results corroborated hypothesis 1, which proposed that the work environment has a substantial influence on employee performance. Past research (Anitha, 2014; Rich et al., 2010; May et al., 2004; Holbeche & Springett, 2003; Miles et al., 2001;) has confirmed this correlation, underscoring the significance of a work environment that is conducive to employee engagement and performance. Nevertheless, the results of Hypothesis 2 regarding the influence of leadership on employee performance were inconclusive. This study's findings did not align with those of other studies (Raja, 2012; Padma et al., 2012), which supported a significant relationship. This underscores the necessity of effective leadership, which is characterized by mentoring and feedback, to improve employee engagement. Hypothesis 3, which proposed a substantial influence of team and coworker relationships on employee performance, was unsupported, contrary to expectations. This contradicted prior research (Anitha, 2014; Ducharme & Martin, 2000; Fiedler et al., 1977; Tsao, 1990), suggesting that group dynamics may not be essential for employee engagement and performance in private institutions. The findings of Hypothesis 4, which pertains to the influence of training and career development on employee performance, were corroborated by the results. This underscores the necessity of ongoing training programs to improve employee engagement and performance, which is consistent with previous research (Anitha, 2014; Sarkar, 2011; Sardar et al., 2011; Huselid, 1995). It was unexpected that the results did not substantiate Hypothesis 5, which posited that compensation had a substantial influence on employee performance. This discovery was consistent with prior research (Anitha, 2014), suggesting that employee engagement in private institutions may be influenced by factors other than financial compensation.

Conversely, Hypothesis 6 was corroborated by the results, which indicated that organizational policies had a substantial influence on employee performance. In contrast to previous research, employee engagement and performance may be improved by explicit and specific policies that are in accordance with school management (Anitha, 2014). Ultimately, the results of the study corroborated Hypothesis 7, which posited that the influence of workplace well-being on employee performance is significant. This finding is consistent with previous research (Anitha, 2014) and underscores the necessity of comprehensive wellness programs to enhance employee engagement and performance. In general, the discourse underscored the significance of addressing a variety of factors, such as leadership, training, organizational policies, and workplace well-being, in order to improve employee engagement and performance in private schools.

## **7. IMPLICATIONS**

New policies and programs designed to boost teachers' well-being can be built upon the study's conclusions. Teachers should make it a priority to help their students develop strong feelings of family and belonging. Programs and activities can be organized to improve these factors. With this study's results in hand, private schools will be better able to identify and address the organizational practices and design elements that hinder or enhance staff engagement and, in turn, performance. Furthermore, relevant authorities would be better able to devise programs to increase employee engagement and contributions to the organization if they were aware of the relationship between employee engagement and employee performance.

## **8. CONCLUSIONS**

The results of this study illuminate the complex factors at work in private school teacher effectiveness, with a focus on Birendranagar municipality. Comprehensive regression analysis has shown that a number of separate variables significantly impact employee engagement and performance results, including possibilities for professional growth and advancement and the quality of the workplace itself. These findings have far-reaching consequences for a variety of stakeholders, including legislators, school administrators, and educators. To begin, the research emphasizes the critical relevance of investing in teacher-specific professional development efforts. Educational institutions can help educators stay up to date on changing pedagogical methods and best practices by providing opportunities for ongoing learning and skill building.

Furthermore, customized training programs boost instructors' confidence and efficacy, resulting in increased engagement and performance in the classroom. Second, the study emphasizes the importance of the work environment in determining employee engagement and satisfaction. A friendly and favorable workplace culture that values open communication, mutual respect, and collaborative problem-solving improves teachers' sense of belonging and dedication. Furthermore, paying attention to physical issues like ergonomic facilities and comfortable workspaces improves job satisfaction and well-being. In light of these findings, school management teams must prioritize creating a favorable organizational atmosphere and providing strong support systems for their teaching staff. This includes providing real tools and professional development opportunities for teachers, as well as cultivating a culture of gratitude and recognition for their contributions to the school community. Looking ahead, further study is needed to gain a better understanding of the complex relationship between employee engagement and performance results in educational contexts. Private schools can chart a course for long-term greatness in teaching and learning by drawing on insights from empirical studies and implementing evidence-based methods. Finally, by promoting a culture of continuous improvement and valuing educators' overall well-being, educational institutions may accomplish their role of developing the next generation of learners and leaders.

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